Racial Justice in New Mexico

A Ten Year Plan

New Mexico Center on Law and Poverty
New Mexico Racial Justice Initiative

June 2014
The New Mexico Center on Law and Poverty would like to thank all of the community members and leaders who collaborated with us on the Racial Justice Initiative – a project supported by the W.K. Kellogg Foundation to develop a ten year plan for improving the racial justice climate in New Mexico.

During this project we spoke to people throughout our state who are organizing for racial and social justice. They shared their stories of struggle and hope, demonstrating the widespread commitment and remarkable strengths we have in our communities for achieving a better future. They shared their ideas and opinions about how to move forward together. A working group of partners, contributed their proposals information, and writing.

To all participants in, and contributors to, the development of this report and the plan: thank you.

Kim Posich, Executive Director
New Mexico Center on Law and Poverty
10 Year Plan – Proposal Contributors

El Centro
Families United for Education
Homewise
Institute for the Study of “Race” and Social Justice
Media Literacy Project
McKinley Community Place Matters
Native American Voters Alliance
NM Asian Family Center
NM Department of Health
NM Youth Alliance
Prosperity Works
UNM Community Engagement Center
UNM Men of Color Initiative

Advisory Network
We thank the following individuals for their engagement in this project by participating through an online survey, one-on-one interviews, and/or attending working group meetings:

Charlie Alfero
Jorge Alvorado
Joseph Aubin
Ray Baca
Adriann Barboa
Holly Beaumont
Nicole Bird
Kara Bobroff
Eleanor Bravo
Vernon Butler
Lisa Cacari-Stone
Enrique Cardiel
Scott Cameron
Lucia Carmona
Sam Castello
Ferlin Clark
Cece Derringer
Diana Dorn-Jones
Sheila Ferris
Rosie Garibaldi
No Ha Gahaly

Tomas Garduno
Carlotta Garcia
Jacque Garcia
Veronica Garcia
Jamie Hall
James Jiminez
Jordon Johnson
Kiran Katira
Terry Keleher
Linda Lopez
Manuel Lopez
Nancy Lopez
Maria Martinez
Bill McCamley
Cathy McGill
Bill O’Neill
Alma Olivas
Renee Ornelas
Sandra Ortsman
Regis Pecos
Adrian Pedroza
Andrea Plaza

Ona Porter
Javier Rios
Christopher Ramirez
Paula Ramsey
Anna Rondon
Lucille Ross
Andrea Quijada
Henry Rael
Ophelia Reeder
Francisco Ronquillo
Lucille Ross
Kimberly Ross-Toledo
Corrine Sanchez
Alejandra Seluja
Sherry Spitzer
Roxane Spruce Bly
Brooke Tafoya
Deborah Tang
Rochelle Tenorio
Stephanie Varoz
Tony Watkins
Amy Whitfield

Racial Justice Initiative Project Staff

RJI Project Coordinators
Elena Giacci, Phase III
Jacob Candelaria, Phase II
Tonya Covington, Phase 1

NMCLP Project Advisory Group
Kim Posich, Executive Director
Gail Evans, Legal Director
Sireesha Manne, Attorney

Project Assistance Provided By: Abuko Estrada, Stacey Leaman, Maria Martinez, Louise Pocock, Mel Ribas, Preston Sanchez.
# TABLE OF CONTENTS

The New Mexico Racial Justice Initiative ........................................................................................................................ 7

Executive Summary ................................................................................................................................................................ 9

## PART 1: ANALYSIS

### Racial Justice Vision and Definitions ......................................................................................................................... 12

### Racial Equity: A Snapshot of New Mexico
- Racial Demographics of New Mexico ...................................................................................................................... 14
- Racial Dynamics: Historic and Current ...................................................................................................................... 14
- Racial Disparities in New Mexico ........................................................................................................................... 17

### Strategic Learning and Approach
- Analysis of Conditions in New Mexico Relevant to the Core Goals ........................................................................... 18
- Priority Racial Justice Issues .................................................................................................................................. 18
- Strengths and Opportunities ...................................................................................................................................... 18
- Key Barriers and Challenges ....................................................................................................................................... 19
- Learning from Other States’ Racial Justice Initiatives ............................................................................................... 20
- Core Goals for Racial Justice in New Mexico ............................................................................................................ 22

### Analysis
- #1: Changing People’s Thinking About Racial Justice .......................................................................................... 23
- #2: Conditions Related to Building Capacity for Collective Impact Towards Racial Justice ............................... 25
- #3: Conditions Related to Strengthening the Legal & Policy Framework for Racial Justice ................................ 26
- #4: Conditions Related to Creating Equitable Systems: Education, Health, Criminal Justice ............................. 33
- #5: Conditions Related to Building Wealth in Communities of Color .................................................................... 43

## PART 2: THE TEN YEAR PLAN

Racial Justice Work Currently Underway ......................................................................................................................... 47

The New Mexico Initiative for Racial Justice Ten Year Plan ........................................................................................ 50

Overview ......................................................................................................................................................................... 50

Detailed Goals and Strategies ........................................................................................................................................ 56

Ten Year Plan .................................................................................................................................................................. 56

## INITIAL PROJECT PROPOSALS

Goal 1 Proposals ................................................................................................................................................................. 70
- Media Monitoring for Racial Justice (Media Literacy Project) ................................................................................ 70
- Racial Justice for Native American Communities (Native American Voters Alliance) ..................................... 71

Goal 2 Proposals ................................................................................................................................................................. 72
- Backbone Organization to Build Racial Justice (NM Collaborative of Racial Justice Leadership) ...................... 72
<table>
<thead>
<tr>
<th>Task</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capacity Building for Racial Justice Leadership (UNM Community Engagement Center with Partner Agencies)</td>
<td>74</td>
</tr>
<tr>
<td>Youth Leadership for Racial Justice (Forum for Youth in Community, New Mexico Youth Alliance Racial Justice Council)</td>
<td>76</td>
</tr>
<tr>
<td>Goal 3 Proposals</td>
<td>77</td>
</tr>
<tr>
<td>Civil Legal Services Racial Justice Collaborative (NM Center on Law and Poverty, Legal Aid, Law Access)</td>
<td>77</td>
</tr>
<tr>
<td>Goal 4 Proposals</td>
<td>79</td>
</tr>
<tr>
<td>Education</td>
<td>81</td>
</tr>
<tr>
<td>Family Engagement for Racial Justice in Schools (Families United for Education)</td>
<td>79</td>
</tr>
<tr>
<td>Academic Achievement and Leadership for Boys and Men of Color (University of New Mexico Men of Color Initiative)</td>
<td>81</td>
</tr>
<tr>
<td>Health</td>
<td>82</td>
</tr>
<tr>
<td>Health Equity and Healing (McKinley PLACE MATTERS)</td>
<td>82</td>
</tr>
<tr>
<td>Health Policy: Intersections of Race, Class and Gender (Institute for the Study of &quot;Race&quot; and Social Justice)</td>
<td>83</td>
</tr>
<tr>
<td>Language Access for All Campaign (New Mexico Asian Family Center)</td>
<td>84</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>72</td>
</tr>
<tr>
<td>See Backbone Organization to Build Racial Justice Advocacy under Goal 2 proposals (New Mexico Collaborative of Racial Justice Leadership)</td>
<td>72</td>
</tr>
<tr>
<td>Goal 5 Proposals</td>
<td>85</td>
</tr>
<tr>
<td>Build Wealth Through Asset-Building and Fair Lending Practices (Prosperity Works)</td>
<td>85</td>
</tr>
<tr>
<td>Home Ownership Through Financial Counseling (Homewise, Inc.)</td>
<td>87</td>
</tr>
<tr>
<td>Reduce Wage Theft (El Centro)</td>
<td>88</td>
</tr>
</tbody>
</table>

**APPENDICES**

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix 1: Timeline of Activities in Making 10 Year Plan</td>
<td>90</td>
</tr>
<tr>
<td>Appendix 2: Community Survey Results</td>
<td>92</td>
</tr>
<tr>
<td>Appendix 3: Stakeholder Interview Questions</td>
<td>94</td>
</tr>
<tr>
<td>Appendix 4: List of Interviewees</td>
<td>95</td>
</tr>
<tr>
<td>Appendix 5: Working Group Convening Agenda and Participants</td>
<td>97</td>
</tr>
<tr>
<td>Appendix 6: Racial Equity Impact Assessment: Sample Questions</td>
<td>99</td>
</tr>
<tr>
<td>Appendix 7: State Institutions to Promote Racial Equity in New Mexico</td>
<td>100</td>
</tr>
</tbody>
</table>

**ENDNOTES**

| Endnotes                                                               | 101  |
New Mexico Racial Justice Initiative

The Racial Justice Initiative is a project of the New Mexico Center on Law and Poverty, in collaboration with a statewide advisory network of community leaders and organizations.

The goal of the Initiative was to assess the racial justice environment in New Mexico and create a ten year plan of action to improve it. In the planning phase we:

- Created an overview of the status of racial equity in New Mexico as a context for planning and to establish a baseline for evaluation;
- Assessed the current racial justice climate in New Mexico, including the state laws and institutions that are intended to influence racial justice, the racial justice advocacy community and primary stakeholders, and some of the recent efforts to advance racial justice in the state;
- Engaged the racial justice community to participate in the planning process;
- Researched racial justice initiatives in other localities in order to learn best practices and applicable lessons;
- Identified barriers and opportunities for improving racial justice in New Mexico;
- Prioritized high impact goals and objectives that, over the next ten years, will advance initial racial justice objectives and provide a solid foundation for achieving major systems change;
- Identified a framework for sustaining communication, coordination, and action among the key actors and stakeholders who will be engaged in long-term action.

This is a report of the outcomes of these activities and the resulting ten year plan for improving the racial justice climate in New Mexico. For a description of the planning process, see Appendix 1.
Executive Summary

Racial justice work in New Mexico is bold and innovative. Dismantling racial and structural inequities is a priority for New Mexico organizations across the state - including efforts focused at the policy level, on media and the arts, and within the educational, healthcare, and economic systems that shape the opportunities and quality of life for people in New Mexico.

We have strong leaders and committed organizations prepared to invest in the next stage of work to achieve racial justice in New Mexico.

The New Mexico Racial Justice Initiative (NMRJI) will focus its efforts on structural racism. Creating the conditions under which all children and families in New Mexico can thrive requires systematic dismantling of the racial inequities perpetuated through our institutions.

Our plan focuses on five key areas of high-impact strategic intervention over the next ten years:

1. *Changing people's thinking about racial justice through education at the individual level and re-framing at the mass media level*: Racial inequity has become prevalent through our laws, policies and systems, and manifests in racial disparities and biases against people of color. Making change starts with how people think. In ten years we expect to see more accurate representations of people of color in New Mexico media; leaders in major sectors united in a vision for racial justice; Native communities empowered to engage in transformative racial justice work; and the foundation laid for a culture shift towards racial justice in our state.

2. *Building capacity for collective impact towards racial justice through infrastructure development to coordinate, support and sustain long-term racial justice work*: strengthening the skills, knowledge and relationships of the people and organizations working for racial justice is a critical part of the work. A key part of infrastructure development will be creating a backbone organization to facilitate shared goals, strategic collaboration, shared measurement of outcomes, leadership development and resource development. In ten years we expect to see a high-functioning racial justice backbone organization; new leaders developed, in dialogue with each other and deeply engaged in racial justice work; highly strategic collaborations across our organizations; and active relationships with key racial justice allies across the country.

3. *Strengthening the legal and policy framework for racial justice through renewed efforts on enforcement of rights already won, and expansion of rights not yet won*: the legal and policy framework sets the stage for what systems can and cannot do. By strengthening this framework, we expect to achieve higher rates of legal enforcement when rights are violated; improved language access to services among agencies receiving federal funds; innovative new legal theories to expand civil and human rights; and racial equity impact tools piloted to assess the racial equity impacts of laws, policies and institutional practices.

4. *Creating equitable education, healthcare and criminal justice systems so that our children can realize their potential*: our systems are perpetuating racial inequities and severely constraining the futures of too many of our children. In education we will improve outcomes by deepening and expanding family engagement in public schools and providing support for students of color. In healthcare we will develop evidence-based policy recommendations through research with a racial equity lens. In criminal justice we will build a strategic collaborative to reduce contact of people of color with the criminal justice system and break the school-to-prison pipeline.
Building wealth in communities of color so that children in New Mexico have a promising future: Reducing poverty and increasing prosperity in communities of color is key to improving all other quality of life indicators, and is an integral part of our approach to achieving racial justice in New Mexico. Through proven wealth-building strategies and policy advocacy, in ten years we expect to see higher levels of college completion, financial access, home ownership and business ownership in communities of color.

In ten years, we expect to make measurable progress in each of these areas and, in the process, build the foundation and the momentum for major, sustainable change for decades to come.

Imagine a New Mexico where the education system partners with our families to close the achievement gaps for students of color; where all children receive the nutrition and healthcare they need for optimal development; where people of color can trust that our institutions will be fair, just and representative of our communities; where working class families live securely in homes that they own and run businesses that they started, with children graduating college and living lives of prosperity and racial justice in New Mexico.

This is our dream. It's a dream worth investing in.
In this section we develop the analytic framework that informs the Initiative’s 10 Year Plan (see Part 2 of this report), including:

A. Racial Justice Vision and Definitions
   - What is racial justice?
   - Why is a systems approach needed to achieve racial justice?

B. Racial Equity: A Snapshot of New Mexico
   - Racial Demographics of New Mexico
   - Racial Dynamics: Historic and Current
   - Racial Disparities

C. Strategic Learning and Approach
   - Priority Racial Justice Issues
   - Learning from Other States’ Racial Justice Initiatives
   - Core Goals for Racial Justice in New Mexico

D. Analysis of Conditions in New Mexico Relevant to the Initiative’s Core Goals
   - Changing People’s Thinking
   - Building Capacity for Collective Impact
   - Strengthening the Legal and Policy Framework
   - Creating More Equitable Systems (Education, Health, Criminal Justice)
   - Building Wealth in Communities of Color
RACIAL JUSTICE VISION AND DEFINITIONS

WHAT IS RACIAL JUSTICE?

Racial justice is based on achieving equity. This means more than achieving diversity and multiculturalism. In New Mexico we have very diverse communities; yet there are pronounced racial disparities across all indicators for well-being. Racial justice means addressing these systemic inequities and imbalances of power across all of our institutions: schools, healthcare, the criminal justice system, government, economics, and more. We must proactively create policies and practices, change attitudes, and empower our communities to improve access, opportunities and outcomes.1

A SYSTEMS APPROACH IS NEEDED TO ACHIEVE RACIAL JUSTICE

Racism is institutionalized. Therefore, racial justice cannot be achieved by addressing individual racism alone:

Multiple & Interacting Levels of Racism

From The Center for Racial Justice Innovation’s Race Forward, Moving the Race Conversation Forward, January 2014:

“Interpersonal Racism” occurs between individuals: biases that occur when individuals interact with others and their private racial beliefs affect their public interactions. Example: racial slurs, bigotry, hate crimes and racial violence.

Internalized Racism is within individuals: our private beliefs and biases about race and racism, influenced by our culture. Internalized racism can take many forms including racial prejudice towards other people of a different race, the negative beliefs about oneself by people of color (internalized oppression), or beliefs about superiority or entitlement by white people (internalized privilege). An example is a belief that you or others are more or less intelligent, or beautiful, because of your race.

Structural Racism is racial bias across institutions and society, based on history, culture, ideology, and interactions of institutions and policies that systematically privilege white people and disadvantage people of color. Example: constant depictions of people of color as criminals in mainstream media, creates an atmosphere of suspicion of people of color when they are shopping, traveling, or seeking housing and employment which can result in discriminatory treatment and unequal outcomes.

Institutional Racism occurs within institutions and systems of power (such as educational, health care, criminal justice, and political systems) manifesting as unfair policies and discriminatory practices that routinely produce racially inequitable outcomes for people of color and advantages for white people. Example: a school system that concentrates people of color in the most overcrowded schools, the least-challenging classes, and with the least-qualified teachers, resulting in higher dropout and disciplinary rates compared with white students.”

Institutional and structural racism can operate unintentionally. Even when individuals have good intentions, racial inequities and imbalances of power are reinforced through implicit biases and the cumulative impacts of policies, practices and cultural norms.2 Racial inequities, for example are often reinforced through popular culture, media, our schools, government, and other institutions.3 Racial justice is a systems and political issue, requiring a systems and political approach.
As Race Forward points out: “when racial dynamics are not sufficiently contextualized, it is easy to fall into the trap of victim blaming.” If we fail to understand historical racism and the systems and institutions that implicitly favor white people, then people of color are too easily blamed for the disparities.

A systems level analysis is an inquiry into how racial inequities have arisen and how they get perpetuated by our culture and institutions. Questions include:

- What are the inequities? Who's hurt and who benefits?
- What institutions, unfair policies or practices are involved?
- What popular ideas, myths or norms reinforce the problem?
- What are the cumulative impacts?
- What solutions and strategies could eliminate the inequities?
Racial Equity: A Snapshot of New Mexico

Racial Demographics of New Mexico

New Mexico is one of the most diverse states in the country. Within our borders are twenty three Native American sovereign nations, including nineteen Pueblos, three Apache tribes, and the Navajo nation. This population along with tens of thousands of Urban Indians who are members of these tribes (and dozens more) makes New Mexico home to the second highest percentage of Native Americans in the country.5

Hispanics/Latinos comprise over 46 percent of our population, the highest among all states and, when combined with the Native American population, makes New Mexico one of only four “majority-minority” states in the country.6

New Mexico has a small but historically rooted African American community. The state was once home to three of the only all-Black townships in the country. New Mexico has also seen recent growth of communities with Asian, African, Latin American, and Middle Eastern families and students settling in urban areas.

### New Mexico Population, 2010-20127

<table>
<thead>
<tr>
<th>RACE/ETHNICITY</th>
<th>NEW MEXICO TOTAL</th>
<th>NEW MEXICO PERCENTAGE</th>
<th>USA PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic/Latino</td>
<td>969,575</td>
<td>46.7%</td>
<td>16.6%</td>
</tr>
<tr>
<td>White</td>
<td>831,619</td>
<td>40.1%</td>
<td>63.2%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>213,859</td>
<td>10.3%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>57,439</td>
<td>2.8%</td>
<td>13.6%</td>
</tr>
<tr>
<td>Asian, Hawaiian, or Pacific Islander</td>
<td>38,622</td>
<td>1.9%</td>
<td>5.7%</td>
</tr>
<tr>
<td>Persons of Two or More Races</td>
<td>62,763</td>
<td>3.0%</td>
<td>2.8%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>2,076,325</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

New Mexico’s population reflects the shifting racial and ethnic composition of the United States. By 2050, White people will no longer comprise a majority of the country’s population.8

Racial Dynamics in New Mexico: Historic and Current

To understand current racial dynamics in New Mexico, it is important to understand facets of New Mexico’s history – history unlike any other region in the country. It spans early indigenous, Pueblo, Spanish Colonial, Mexican Territorial, and U.S. state history. The area has long been an intersection for trade, culture and people coming together – at times peacefully, but often times in conflict. New Mexico’s past is comprised of a merging and preservation of cultures as well as of warfare, conquest and colonialism that has created lasting inequalities and divisions in the state.

We cannot capture the depth of that history here. Instead, we focus on the colonization that significantly impacted race relations in New Mexico.

The state has undergone colonization twice – first by the Spanish government and then by the United States. Before the Spanish sent expeditions into New Mexico in the 1500s, indigenous people in the area had thriving communities, including the Pueblo people who settled around the state. The Navajo and Apache people were nomadic and arrived in the area in the 1450s. Historical accounts of Spanish colonization describe tumultuous times characterized by acts of the colonist government to appropriate the supplies and labor of Native people, imprisonment of Native religious leaders, and fierce resistance resulting in conflicts and at times, brutal warfare.9 This culminated in the Pueblo revolt of 1680 that drove the Spanish government into exile. They returned twelve years later to occupy the area. When Mexico declared independence in 1822, it ended Spanish rule in New Mexico as well.
At the time, the area included a diverse mix of people including Pueblo Indians, the Navajo, the Apache, Mexicans (commonly of both mixed Indian and Spanish descent), and people of mixed races. A distinct racial and class hierarchy formed but there was extensive racial mixture that confounded these lines. For example, many Mexican people had Spanish, Indian and Black ancestry.

The racial landscape was redefined when the United States colonized New Mexico in 1850. After the Mexican American War, New Mexico became a provisional American territory. Slavery had ended in 1865, but racism was prevalent. It took sixty four years for New Mexico to become a state, largely due to its racial composition. In the national media, there was an uproar that New Mexico had “too many Mexicans” and “Spanish speaking people”. Native people were described by the government as “savage tribes”. The railroad began bringing more European Americans into New Mexico in the late 1800s – many of them who settled in segregated neighborhoods and shifted the racial composition.

The foundation for the political, economic and educational systems that we know today underwent major changes. The legislature included members of the Mexican elite and over half the population spoke Spanish. Thus, the constitution that New Mexico adopted in 1912 maintained protections for people of Spanish-speaking descent, including a right to education for children in perfect equality with other students at a time when segregation was the norm for the rest of the country. These protections were eroded over the decades, as English became the norm in schools and cultural assimilation was a policy priority for the United States government.

Mexican and Spanish people also lost thousands of acres of land after American colonization due to adjudications of land grants they had received by previous governments to encourage settlement in the area. The United States had established a surveyor’s office to ascertain the validity of these grants through judicial proceedings. Many of these land grants were found invalid, including wherever the land grant was held as community property. Tens of thousands of New Mexicans lost land this way. Many who had been ranchers on the land became seasonal wage laborers.

Current Racial Dynamics in New Mexico

Today, systemic inequities continue to exist, falling along racial lines. “Race” itself is a “socially-constructed” category of social status. For example, within racial categories, there is much diversity. Among Hispanic/Latino people in New Mexico, about 64% identify themselves as Mexican. Some families have lived in the area for generations, while others include recent immigrants. People identify themselves in many ways, including as Hispano, Latino, Mexican, Spanish, or Chicano – a reflection of the racial history of the region. Adding to the complexity, after New Mexico became a state, Mexican Americans could be declared as “white” if they met a “one drop” of Spanish blood test. This was preceded by political debate about whether Mexicans would fit into the American racial order because they often had mixed Spanish, indigenous and African ancestry. Some Hispanic people in New Mexico continue to identify as White.

Community leaders in the Racial Justice Initiative noted that bridges must be built to help address the internalized racism and hostility that has manifested between some communities of color. This has contributed to the layers of injustice that all of the communities experience. African Americans and Asian American populations, for example, are relatively small and are often left out of the “tri-cultural” framework that is so often put forth in New Mexico. This framework has created a popular misconception that New Mexico does not have a problem with racism. Both a systems and historical approach to understanding racial justice today has the potential to reframe race relations for New Mexicans within a context of pursuing common goals.

Native Americans
An historical approach is especially important to understand the deep racial inequities and conditions of Native Americans and the unique relationship that tribes have to the federal government.

Tribes are sovereign nations by treaty. In New Mexico, there are twenty three sovereign Indian nations with unique cultures and governments, including 19 Pueblos (Acoma, Cochiti, Isleta, Jemez, Laguna, Nambe, Ohkay Owingeh, Picuris, Pojoaque, Sandia, San Felipe, San Ildefonso, Santa Ana, Santa Clara, Santa Domingo, Taos, Tesuque, Zia and Zuni), the Mescalero, Fort Sill and Jicarilla Apache tribes, and the Navajo Nation.
Life for Native communities in New Mexico today is profoundly shaped by a history of colonization. The federal government has held immense power over Indian land, economies, schools and healthcare. Native people have endured a history of broken treaties; disenfranchisement; near extermination of tradition, language, and land rights; placement of Indian children in Indian boarding schools; and other experiences that reflect deep structural inequities.

**Land:** The American government took control over millions of acres of Indian land across the country, entering into treaties with tribes, and defining boundaries for reservations (parcels of land where the tribes possessed sovereignty). The treaties developed the framework of the “trust” relationship between the federal government and Native American tribes and nations that still exists today.

**Voting & Citizenship:** The Indian Citizenship Act of 1924 granted United States citizenship to all Native Americans who had not already acquired it. However, despite this legislation, Native people were denied the right to vote in many Western states. Voting rights were not granted to Native Americans in New Mexico until 1948.17

**Schools:** American education policies forced profound changes to Native ways of life. Government boarding schools for Native children were established in Santa Fe and Albuquerque from 1881 onward.18 In the boarding schools Native children were forced to cut their hair and give up their traditional clothing and their Native names. They were solely taught in English, and were punished for speaking in their Native tongue.19 The aim was to assimilate Native students and teach them that Native American culture was inferior. It was not until 1955 that pueblo students began attending public schools near their homes, but major disparities in the education system remain.

**Healthcare:** The federal government was also responsible for the provision of healthcare to Native Americans, as provided by the Snyder Act of 1921. The Merriam Report published in 1928 revealed that most Indians lived in extreme poverty, suffered from a poor diet, inadequate housing and limited health care. Schools were overcrowded and badly resourced.20

Since the civil rights movements, the federal government has taken measures to return tribal sovereignty. For example, Congress passed laws including the Indian Civil Rights Act of 1968 (applying the Bill of Rights to Indian Country), the Indian Self-Determination and Education Assistance Act of 1975 (authorizing government agencies to enter into contracts with, and make grants directly, to federally-recognized tribes, and giving tribes greater control over how funds are administered), and the Indian Health Care Improvement Act of 1976 (providing appropriations for Indian Health Services and expanding the authority of tribal healthcare providers to deliver services). However, education and healthcare is still chronically underfunded and disparities persist.

**Immigrants**

Immigrant communities in New Mexico also face unique conditions in the state. New Mexico is home to tens of thousands of immigrants who play an important role in the state’s economic, social, and political life. Immigrants from Latin America and Asia account for growing shares of the economy and electorate in New Mexico. Nearly 1 in 10 New Mexicans are foreign-born, and more than 1/3 of this population has naturalized citizenship status.20 Immigrants also spend $21.3 billion per year on goods and services in New Mexico, and the businesses they own pump $7.6 billion into the state economy and employ approximately 60,000 people.21

Because of New Mexico’s history immigrants have integrated more easily into New Mexico than other states. For example, many counties have offered healthcare for indigent immigrants, and the state is one of a handful that has made driver’s licenses available to undocumented immigrants. Yet, New Mexico’s social and political dialogue has become increasingly hostile to immigrants in recent years. Public policy in New Mexico has made meeting basic needs difficult, for example:

- **In finding a job:** Weak wage theft laws, which provide little protections to workers from retaliation, make immigrants prone to exploitation by employers.
• **In education:** Even though the state constitution recognizes the equality of Spanish-speaking students, universal access to bilingual education is not a guarantee in New Mexico. Further, immigrant families encounter other unique barriers to accessing an education – such as discrimination by school officials, or from system-wide barriers like having to learn and navigate an entirely new education system.

• **In healthcare:** Undocumented immigrants are prohibited from getting affordable healthcare through Medicaid or the new Health Insurance Exchange. They are also excluded from the safety net of financial assistance programs offered by some counties and hospitals – including the University of New Mexico, the state's largest public hospital. Even lawful permanent residents (green card holders) must often wait five years before they are allowed to enroll in Medicaid.

A precondition to improving outcomes for immigrant families is to combat anti-immigrant sentiment. This would lay an important foundation for future policy action.

**Racial Disparities in New Mexico**

The magnitude of inequities in our systems, and the racial disparities in New Mexico today, are apparent when comparing outcomes across key economic and social indicators:

| Key Economic and Social Indicators by Race/Ethnicity in New Mexico<sup>24</sup> |
|---------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| RACE/ETHNICITY                  | WHITE            | HISPANIC/       | NATIVE           | BLACK/           | ASIAN AM         | NM TOTAL         |
|                                 |                  | LATINO          | AMERICAN         | AFRICAN AM       | & API            |                  |
| Population                      |                  |                  |                  |                  |                  |                  |
| People in New Mexico            | 831,619          | 969,575         | 213,859          | 57,439           | 38,622           | 2,076,325        |
| Percent of NM Population        | 40.0%            | 46.7%           | 10.2%            | 2.8%             | 1.9%             |                  |
| Economic Security               |                  |                  |                  |                  |                  |                  |
| Median Household Income         | $46,391          | $35,413         | $32,027          | $38,321          | $52,707          | $43,518          |
| Living in Poverty               | 12%              | 26%             | 36%              | 31%              | 12%              | 21%              |
| Percent of All Business Owners  | 62%              | 24%             | 5%               | 0.5%             | 2%               |                  |
| Unemployment Rate               | 8%               | 11%             | 15%              | 13%              | 7%               | 9%               |
| Education<sup>25</sup>          |                  |                  |                  |                  |                  |                  |
| Reading Proficient in 4th Grade | 62%              | 41%             | 29%              | 43%              | 68%              | 46%              |
| Reading Proficient in 8th Grade | 75%              | 56%             | 44%              | 54%              | 82%              | 62%              |
| Math Proficient in 4th Grade    | 62%              | 41%             | 31%              | 39%              | 72%              | 45%              |
| Math Proficient in 8th Grade    | 59%              | 37%             | 29%              | 33%              | 76%              | 42%              |
| High School Graduation Rates<sup>26</sup> | 77%         | 64%             | 64%              | 69%              | 84%              | 70%              |
| Health<sup>27</sup>             |                  |                  |                  |                  |                  |                  |
| Adults with No Health Insurance | 17%              | 34%             | 51%              | 21%              | 21%              | 28%              |
| Kids with No Health Insurance   | 5%               | 9%              | 21%              | 6%               | 4%               | 9%               |
| Diabetes Death Rate             | 17.9             | 38.4            | 72.1             | 48.4             | 27.0             | 27.9             |
| HIV Infection Rate              | 4.2              | 9.5             | 15.7             | 18.7             | 2.6              | 7.9              |
| Whooping Cough Infection Rate   | 13.9             | 26.7            | 17               | 21.9             | 10.8             | 21.3             |
| Homicide Death Rate             | 3.6              | 8.1             | 14.7             | 17.3             | 2.1              | 7.2              |
| Alcohol-Related Death Rate      | 41.0             | 53.4            | 121.1            | 39.9             | 16.9             | 52.1             |
| Criminal Justice System<sup>28</sup> |          |                  |                  |                  |                  |                  |
| People in State Prisons         | 1,616.0          | 3,852.0         | 473.0            | 530.0            | 15.0             | 6,586.0          |
| Percent of Prison Population    | 25.0%            | 58%             | 7%               | 8%               | --               |                  |
Strategic Learning and Approach

To develop a ten year plan for racial justice, local community leaders were asked to identify the top issues that must be tackled in New Mexico, our opportunities and challenges, and effective strategies to move towards racial justice.

Priority Issues

- **Multi-generational impact of poverty, inequality, and disparities in education**: New Mexico’s education system consistently produces inequitable educational outcomes for students of color, perpetuating multi-generational poverty and racial and class inequities. Our education system is not improving drop-out rates, closing the achievement gap, or engaging students with culturally relevant curricula.

- **Economic Inequity**: New Mexico has one of the highest rates of poverty in the nation, with people of color disproportionately living in poverty. Many workers have minimum wage jobs that are not adequate to meet the cost of living. There are also few legal protections against predatory lending tactics.

- **Racism**: Racial disparities reflect the structural racism in New Mexico. Community members report animosity against immigrants, African Americans, Native Americans, Latinos and other minorities. There are divisions between the north and south in the state, and racism may be internalized within minority groups. The history of colonialism and oppression in New Mexico is often ignored or glossed over in public and educational forums, perpetuating the belief that the state does not have a problem with racism because it is “tri-cultural”.

- **Anti-immigrant Bias and Hostility**: Community members report hostility towards undocumented immigrants and xenophobia. Immigrants are seen as a threat to the state's culture, economy and scarce resources. The repeated attempts by lawmakers to repeal drivers' licenses for immigrants is one reflection of these attitudes.

- **Health Disparities**: Racial and ethnic minorities face disparities in healthcare coverage and in access to culturally competent healthcare services. Many communities do not have access to healthy foods and safe drinking water, and struggle with substance abuse. Communities also contend with environmental hazards and toxic pollution.

- **Civil Legal Services and Civil Rights Enforcement**: While New Mexico has a legal framework of human rights and anti-discrimination laws, these laws are not well enforced. Private attorneys often refuse to take cases because they don't provide sufficient incentives in fees and the system of civil legal services for low-income people is woefully under-resourced. Because people of color are disproportionately low-income, the lack of access to the civil court system is a paramount issue in their communities and almost every leader reported this as a high priority problem.

- **Criminal Justice**: The criminal justice system is strongly biased against people of color, resulting in gross inequities. People of color are disproportionately imprisoned and receive harsher sentences. Community members frequently brought up the issues of racial profiling by the police and disciplinary tactics against young people that wrongfully funnel them into the criminal justice system.

Strengths & Opportunities: What Our Strategies Should Build On

The following were identified by community leaders as important strengths we have in New Mexico that provide opportunities for advancing racial justice efforts in our state.

- **New Mexico has unique values and strengths**: Within our communities, we value our families, cultural traditions, and the natural landscape in which we live – strengths that can fuel policy and community organizing efforts.

- **Capable leadership**: We have capable and visionary leaders who are working to find solutions from within our communities and who are raising awareness about structural racism, counteracting dominant media messages, and promoting racial justice. Community leaders consistently expressed readiness to experiment with innovative approaches to achieve racial justice.

- **Public dialogue about racial justice is increasing**: Community groups, academics, and artists and cultural workers have worked to raise public dialogue about racial justice through presentations, seminars, art, theater, film, webinars, trainings, and an annual anti-racism day at the state legislature.
• **We make our dollars stretch to make the most of our resources**: New Mexico does not have the kinds of resources that many other states do. Community agencies and leaders in New Mexico are adept at making the most of existing resources—stretching dollars, maximizing personal and community connections, and wisely using and sharing community resources.

• **Grassroots organizing campaigns and coalition-building efforts have been successful**: Community organizers, leaders, advocates, attorneys, academics, artists, and social service providers are increasingly working together to build coalitions, center organizing and advocacy efforts in the experiences of communities most impacted by injustice, and advance policy changes. Recent successful campaigns (for example, to repeal the death penalty, expand healthcare coverage, or increase the minimum wage in localities) are a testament to those efforts.

### Key Barriers & Challenges: What Our Strategies Will Need to Address

The following barriers and challenges to achieve racial justice in New Mexico were identified as most critical by stakeholders we engaged with:

- **Lack of legal resources to support civil rights laws**: The lack of adequate legal support was the most prevalent concern identified by the stakeholders interviewed. Forty-eight of the 50 people ranked it as their top concern, and the other two respondents listed it as their second or third most important concern. Violations of civil rights are at an all-time high in New Mexico, but very few lawyers will take these cases because they are time-consuming and the fees may not justify the time spent. This makes it almost impossible for people who experience discrimination to resolve their issues.

  Low-income people of color also lack access to legal assistance when trying to address the sorts of civil legal needs endemic to all people in poverty, such as improper foreclosure or eviction, employment issues, improper denial of public benefits, family law matters, and many other issues. Severely under-resourced, New Mexico’s system of civil legal service providers are able to meet less than 20% of the civil legal needs of low-income New Mexicans.

- **Prevalence of institutional racism**: The governmental and nonprofit agencies that should be working on behalf of communities of color are often responsible for the worst violations—often times not recognizing that they are perpetuating inequity. School systems disproportionately direct discipline towards communities of color, and schools often ignore racist incidents or blame the victim. Adequate language translation and interpretation services are not provided by the criminal justice and healthcare systems.

- **New Mexico’s size and rural nature**: New Mexico’s geographical expanse makes coordination around racial justice especially challenging. Although New Mexico has a relatively small population (36th out of the 50 states) it is spread over the 5th largest square mileage. This creates special challenges around coordination, communications, and travel. The New Mexico Racial Justice Initiative experienced these challenges throughout the planning phase. It was difficult to secure participation from individuals who were not from urban areas. The networks of organizations and leaders are located in more populated areas such as Albuquerque, Las Cruces, Santa Fe, or Gallup.

- **Lack of coordinated strategy and messaging**: There are many groups working to address various aspects of racial equity in New Mexico but efforts are not necessarily coordinated, trainings and educational materials are not always widely disseminated, and public messages are not aligned. There is not a centralized, comprehensive inventory of resources, or assessment of the effectiveness of strategies.
**LEARNING FROM OTHER STATES’ RACIAL JUSTICE INITIATIVES**

There is a very broad range of racial justice initiatives across the country. All of these initiatives take a systemic approach to racial equity. We focus here on a sampling of initiatives and intermediary organizations at the national, state, and county/city levels that are relevant to the core goals of New Mexico’s Racial Justice Initiative. (see visual on p. 22 for an overview of Initiative goals).

### Racial Justice Initiatives Across the Country

<table>
<thead>
<tr>
<th>Creating Equitable Systems</th>
<th>Capacity Building for Collective Impact</th>
<th>Strengthening the Legal Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The Seattle Race &amp; Social Justice Initiative&lt;br&gt;• King Co. Equity &amp; Social Justice Initiative&lt;br&gt;• Madison, WI Racial Equity &amp; Social Justice Initiative&lt;br&gt;• Office of Equity &amp; Human Rights, City of Portland&lt;br&gt;• Multnomah County, Oregon Office of Diversity and Equity</td>
<td>• Center for Racial Justice Innovation - Race Forward&lt;br&gt;• Aspen Institute Racial Equity Program&lt;br&gt;• National Association of Legal Aid and Defender’s Racial Justice Initiative&lt;br&gt;• Philanthropic Initiative for Racial Equity&lt;br&gt;• Race Matters Institute</td>
<td>• Race Equity Project, Legal Services of N. Calif.&lt;br&gt;• Race Equity Project, Mass. Law Reform Institute&lt;br&gt;• Equal Justice Initiative&lt;br&gt;• ERASE Racism&lt;br&gt;• ACLU Racial Justice Program&lt;br&gt;• Mexican American Legal Defense and Education Fund&lt;br&gt;• NAACP Legal Defense Fund</td>
</tr>
</tbody>
</table>

---

**IMAGINE A CITY WHERE….**

Every school child, regardless of language and cultural differences, receives a quality education and feels safe and included.

Race does not predict how much you earn or your chance of being homeless or going to prison.

African Americans, Latinos and Native Americans can expect to live as long as white people.


---

**CREATING EQUITABLE SYSTEMS:**

Local governments are emerging as leaders in developing institutional policies and practices to create more equitable systems. At the forefront are initiatives in Seattle and Portland that are serving as a model for other developing initiatives. Their successes reflect the importance of developing shared goals and finding ways to talk about racial equity that reaches and activates a broad base of stakeholders, including community members and government officials. These initiatives also regularly use racial equity tools that have helped promote policy changes.

Led by the **Seattle Race and Social Justice Initiative**, all Seattle city departments are using a Racial Equity toolkit to conduct a comprehensive review of programs, policies and budgets. This has fueled hundreds of policy changes and the doubling of contracts with minority and women-owned businesses. The city has engaged hundreds of people from under-served communities to help write development plans for their communities. All city departments are providing translation and interpretation services for non-English speaking residents. The **King County Equity and Social Justice Initiative** (covering the Seattle area) similarly identified policies, improvements in county services, and community partnerships to help resolve inequities. It also promoted inter-agency cooperation of county departments.
The City of Portland Office of Equity and Human Rights provides education and technical support to city staff and elected officials to promote equity and reduce disparities. Major achievements include the creation of a Human Rights Commission for city employees, and the engagement of community groups in city planning efforts. The Multnomah County Office of Diversity and Equity (covering the Portland area and others) promotes equity within government policies, programs, and procedures through the provision of technical assistance, training, and other guidance. The Office engages numerous faith-based entities, social service providers, and local governments in its work.

The City of Madison, Wisconsin launched a racial equity initiative in the fall of 2013. Community members have been engaged to help identify issues for the initiative.

BUILDING CAPACITY FOR COLLECTIVE IMPACT

Several national and regional organizations serve as intermediary organizations that work to initiate collaborative efforts and provide education to equip local groups with the tools needed to advance racial equity. The successes of these initiatives point to the importance of having lead agencies that can identify and drive key racial equity efforts, provide education on racial justice, and disseminate useful tools.

For example, Race Forward is a lead agency that has coordinated campaigns with local partners, such as “Drop the I-Word Campaign”, and produces a popular monthly publication called “Color Lines” that provides human interest stories and essays about racial justice. The organization works to build leadership for racial justice issues by generating research and media reports, and providing specialized training and education for organizations.

The Aspen Institute’s Racial Equity Program has successfully worked to support local initiatives. Aspen created a project on racial equity in response to calls from community leaders. The program provides research, expertise, technical assistance and coaching to communities and organizations working to reduce poverty. They also have sponsored initiatives to dismantle structural racism, some of which have led to city-wide organizations and initiatives.

Other intermediary organizations include: 1) The Philanthropic Initiative for Racial Equity (PRE), a multiyear initiative that uses capacity building, education, and convenings to increase the effectiveness of resources to combat community-level institutional and structural racism; 2) The National Association of Legal Aid and Defender’s Racial Justice Initiative advances race-conscious advocacy by providing information, technical assistance, and coordination to various legal advocates and institutions; and 3) Race Matters Institute (RMI) helps nonprofits, government units, community organizations, and philanthropic foundations to advance racially equitable outcomes. They provide organizational assessments as well as presentations and other tools.

INITIATIVES STRENGTHENING THE LEGAL FRAMEWORK FOR RACIAL JUSTICE

The racial equity initiatives of legal service and advocacy organizations reflect the importance of multi-pronged approaches. Successful initiatives have developed effective collaborations between community and legal groups, and used high impact advocacy strategies. These organizations have also intentionally worked to educate their staff about racial equity, pursue community assessment to understand local needs, and dedicate resources to systemic approaches to the work.
For example, **Legal Services of Northern California** conducted a comprehensive internal assessment of racial equity within their agencies and trained staff on racial equity tools to equip them to address systemic issues in their communities. The organization mapped the community to learn about the demographics, issues and distribution of resources.

The **Race Equity project of Massachusetts Law Reform Institute** has worked closely with national and local partners to conduct a comprehensive review of communities to identify resource gaps in a local neighborhood. The project has pursued class action litigation and worked closely with community partners to advance policy changes at the statewide level.

Other initiatives include: 1) **The Equal Justice Initiative** (EJI), a national nonprofit organization working to resolve racial disparities in America’s criminal justice system. The group educates policymakers about the link between race and poverty and the inequities in the legal system, and provides legal representation to low-income clients who have been denied fair treatment; 2) **ERASE Racism** is a regional organization in Long Island that uses research, education, policy advocacy, and civic engagement to promote racial equity in areas such as housing, public school education, public health, and community development; 3) **The American Civil Liberties Union’s Racial Justice Program** uses public education and training, litigation, community organizing, and legislative initiatives to preserve and extend the rights of people who have been discriminated against on the basis of race; 4) the **National Association for the Advancement of Colored People’s Legal Defense Fund** provides legal and legislative advocacy to advance the rights of African Americans in the areas of economic justice and political participation; 5) The **Mexican American Legal Defense and Education Fund** uses advocacy, community education and litigation in the areas of education, employment, immigrant rights and political access.

## Core Goals for Racial Justice in New Mexico

The New Mexico Racial Justice Initiative has five core goals, informed by an analysis of the racial justice climate in New Mexico and strategic learning from local stakeholders and other initiatives.

<table>
<thead>
<tr>
<th>Build Capacity for Collective Impact Towards Racial Justice</th>
<th>Build Wealth in Communities of Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>Backbone Organization Leadership Development</td>
<td>Decrease Poverty, Increase Assets</td>
</tr>
</tbody>
</table>

**Change People’s Thinking**

From racism to racial justice

<table>
<thead>
<tr>
<th>Strengthen the Legal and Policy Framework</th>
<th>Create Equitable Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase Enforcement</td>
<td>Education</td>
</tr>
<tr>
<td>Expand Civil and Human Rights</td>
<td>Health</td>
</tr>
<tr>
<td></td>
<td>Criminal Justice</td>
</tr>
</tbody>
</table>
ANALYSIS OF CONDITIONS IN NEW MEXICO RELEVANT TO THE CORE GOALS

The specific New Mexico conditions described below are those most relevant to the Initiative’s five core goals and are important context for our strategic approaches to achieve the goals.

1. CONDITIONS RELATED TO CHANGING PEOPLE’S THINKING ABOUT RACIAL JUSTICE

(See page 56 of Ten Year Plan for relevant goals and strategies)

---

Inequities hurt everybody—not just people in the lower rungs of the social and economic ladder. Regions and countries with greater economic equality, for example, have more sustained and robust economic growth.

We all gain from creating a place where all people can lead better lives and contribute their best. Equity enables everyone to help grow and strengthen our county.”

King County Equity and Social Justice Annual Report (October 2013).

---

Given the complex racial dynamics of New Mexico, people’s experience of racial injustice in New Mexico varies significantly. Many communities have faced historical exploitation - including from other communities of color. People face hostility from within their racial groups based on factors such as immigration status or education levels. In addition, we have diversity that ranges across cultural tradition, religious preference, socioeconomic status, sexual orientation and other factors of identity. The ways in which low-income people of color experience racism is different than those at higher incomes, and the ways in which women experience racism is different than men.

These dynamics create a fertile landscape for dialogue and a challenging environment for developing shared priorities and strategic approaches. Important work is already being done through local organizations to provide education on racial justice and institutional racism that deserve to be scaled.

Success will require:

- Providing a framework that invites everyone into the conversation and builds unlikely allies.
- Building upon uniquely New Mexican values to unite people into action.
- Focusing on systemic inequities and providing a historical perspective about them.
- Advancing dialogue about how racial equity intersects with class and gender.
- Sharing personal stories and experiences, including through arts, media, and film, to educate people about both present day and historical injustices.
- Making the case that increasing racial justice benefits everyone.

Racial justice leaders across the country are increasingly focusing on a systemic approach to racial equity and not just the individual acts of hostility or prejudice that occur between people. Nationally, there is also an emerging dialog about reinforcing the interdependence and the shared fate of people.
Strategies to Change People's Thinking: Making the Media a Tool for Racial Justice

New Mexico needs a comprehensive, multi-pronged approach to overhaul the racial imbalances that occur daily through mass media. Currently, the mainstream news and media landscape are produced by a handful of major media institutions with significant reach in New Mexico. These institutions operate in a climate relatively free of challenge to their biases – biases that perpetuate structural racism and negative attitudes about people of color and immigrants. The framing of the stories often deny agency to communities of color or pose them as a threat to white people.

Changing people's thinking will require systematically monitoring local media through a racial justice lens; responding rapidly to irresponsible journalism; and creating effective messaging of racial issues that elevates the voices and priorities of communities of color.

Achieving racial justice in New Mexico will require a media justice framework to re-frame media and cultural content, conditions, and policies with a racial justice lens.

Changing the Debate About Race: What Message Testing Concludes is Effective and Ineffective

The group Frameworks has done a multi-year study, sponsored by the W.K. Kellogg Foundation, of how Americans think about race. Frameworks sees a “graveyard” of ideas that have not been successful in moving people to address racial inequity. Among these were framing of “diversity as strength” which too often morphed into discussions about political correctness rather than focusing on a systems analysis of how to address inequity. Testing also confirmed that the frame of “white privilege” is unsuccessful with moving people to action because “the dominant and default belief that life chances are determined by the individual trumps the idea that certain groups may have stored ‘credit’ that gives them an advantage”. And a focus solely on “disparities as structurally driven” does not build support for policy change because it is trumped by the dominant discourse that people are ‘self-made’.

Messages that test well focus on ingenuity, solutions and “opportunity for all”; the interdependence of people who have a shared fate and interest in advancing everyone; and the idea of a “prosperity grid” that requires a redistribution of resources to get everyone on it.

Public Polling on Race Relations and Racism

According to the yearly nationwide Gallup polls on race relations:

- The majority of people (55%) believed that race relations are generally good.
- White people are more satisfied with the way that racial and ethnic minorities are treated than the minority groups.
- White people increasingly believe that they are the victims of racism.
- The majority of White Americans think that racial discrimination is “not a factor” or is a “minor factor” for why Black Americans experience higher disparities with prison rates, education levels, income levels, and life expectancy. Most Black and Hispanic people think that racial discrimination is a “major factor” in creating these disparities.
- Only 22% of White people believe the government should have a “major role” in improving the social and economic position of racial minorities, while 54% of Black people and 60% of Hispanic people feel that it should.

Part 1: Analysis

(See p. 58 Ten Year Plan for relevant goals and strategies)

New Mexico has many organizations working on racial justice. What we do not have is shared goals, coordinated actions, and sustainable resources to enable higher-impact work and scaling of the work. The scan of effective racial justice initiatives in our states, and our learnings from local successful collaborations, show a lead agency is important to successfully coordinated action and high-impact change.

This type of backbone agency is a central feature of a “collective impact’ strategy.

**Five Conditions for Collective Impact**

1. A common understanding of the problem and shared approach to solving it.
2. Shared measurement across participating organizations to assess collective impact.
3. Mutually reinforcing activities – participant activities are differentiated but coordinated
4. Continuous communication – to foster trust, assure mutual objectives and sustain motivation.
5. Backbone support – a separate organization with skilled staff that serve as a backbone for the entire initiative and coordinate action.

The backbone functions that local community leaders anticipate being most useful in New Mexico are to:

- Convene local leaders and advocates to develop a shared analysis and common goals;
- Reach out to leaders in all areas of the state – including rural and tribal areas - to ensure statewide representation;
- Support and coordinate strategic action for racial justice: work with community agencies and leaders to identify and support game-changing policy initiatives that would contribute substantially to racial equity, and that are politically viable;
- Take bold positions, bring a clear racial justice analysis, be capable of advancing strategic initiatives, and not be beholden to political interests;
- Support efforts to build leadership and to organize within communities of color, reflecting the diversity of our population and supporting leadership development in communities of color. Support will include ensuring that people at lower income levels are able to participate (such as covering child care costs and missed time from work, ensuring access to planning and decision-making tools to prepare for participation at policy tables, and connecting people to existing networks for mentoring, information and access to resources);36
- Foster collaborations within the racial justice community, including coalition-building efforts and statewide network development, serving as a communications hub to share information and convene the community to foster trust and collaboration;
- Engage in resource development activities for sustainability and to support community efforts;
- Evaluate progress towards goals.
3. Conditions Related to Strengthening the Legal & Policy Framework for Racial Justice

(See page 50 for Ten Year Plan for relevant goals and strategies)

The law provides a fundamental framework for racial justice in New Mexico. The conditions are ripe for shaping our legal system towards racial justice.

Stakeholders interviewed identified widespread lack of enforcement of legal protections as a major problem; and in some cases, there are no adequate protections at all in the law. The pressing legal issues that were repeatedly identified during our community dialogues include:

- Wage theft violations (including employer’s refusal to pay minimum wage or overtime);
- Housing evictions and violations of landlord obligations to maintain living conditions;
- Predatory lending and discrimination in lending;
- Lack of language access in law enforcement, health, education, and government services;
- Racial harassment, discrimination and bullying in educational and workplace environments that are not taken seriously or remedied.

Racial injustice looks different today than in the past. While individual racism still occurs, it is not always obvious or explicit. Racial injustice instead often manifests as implicit bias, institutional and structural racism – forms of inequities that are not fully addressed by the law.

It is beyond the scope of this report to analyze every law or regulation that potentially impacts racial justice. This section provides a broad overview of three areas: (1) anti-discrimination laws to protect individuals; (2) policies to address structural and institutional racism; and (3) laws in New Mexico regarding tribal sovereignty and rights. For each area, we discuss the current laws, their limitations, and tools for strengthening the law that forms the basis for action in the ten year plan.

(1) Individual Discrimination - Legal Framework of Anti-Discrimination Laws

Racial discrimination and racism has been the norm throughout the history of the United States – reflected in the occupation of lands, slavery, voting disenfranchisement, segregation in housing and education and other sectors. Today, after a century of major social change and the civil rights movement, the country has significant legal protections against racial discrimination.

The United States constitution guarantees that no state shall deny any person “equal protection under the law” – a clause that has been used to strike down school segregation policies, laws banning interracial marriage, and other laws and policies that discriminate against racial minorities. New Mexico’s Constitution similarly guarantees equal protection under the law.37

The Civil Rights Act of 1964 - the nation’s benchmark civil rights legislation - bans discrimination on the basis of race, color, religion, or national origin in the areas of voting, public accommodations (like hotels, restaurants, or other retail establishments), public facilities, public schools, any program or activity receiving federal financial assistance, and in employment. This federal law and other laws – such as the Fair Housing Act of 1968 and the Equal Credit Opportunity Act of 1974 - allow people to bring discrimination claims against government agencies, employers, retailers, landlords, creditors and other entities. Many federal agencies also have an Office of Civil Rights, or other departments or commissions with the authority to issue guidance, conduct investigations and take corrective actions against racial discrimination by public or private entities.38

Modeled after the federal Civil Rights Act, New Mexico passed a Human Rights Act in 1969 that provides even broader protections than the federal law. According to local attorneys, the state’s law is
one of the most progressive in the country. The Act makes it unlawful for "any person in any public accommodation to make a distinction, directly or indirectly, in offering or refusing to offer its services, facilities, accommodations or goods to any person because of race, religion, color, national origin, ancestry, sex, sexual orientation, gender identity, spousal affiliation or physical or mental handicap…."

The Act broadly extends to discrimination by public accommodations as well as private individuals and allows individuals to file discrimination lawsuits (but they must first bring complaints to the state's Human Rights Commission for investigation and resolution). In addition to this commission, New Mexico has numerous state and local agencies that have issued regulations to incorporate anti-discrimination rules and to provide for enforcement – for example, in the areas of employment and housing.

A. Current Challenges: Individual Discrimination

The effectiveness of laws protecting individuals against racial discrimination has been limited due to several reasons:

Legal Standards for Proving Discrimination: Civil rights practitioners widely acknowledge that federal protections against racial discrimination have been weakened over time by the courts. Due to a series of Supreme Court rulings, plaintiffs must often show that the discrimination was intentional or that the law had a discriminatory purpose. Yet most laws today are “facially neutral” and do not explicitly mention race, and most people do not experience overt racial slurs or hostile actions by employers, landlords, government officials or others that would show clear racial prejudice and intention to discriminate. Instead, the only evidence of discrimination may be a pattern of outcomes that show racial minorities have been excluded or treated differently. Even where the legal standard allows for a showing of disparate impact, the cases are hard to win. They require investigations into patterns and statistical data that can be costly and time-consuming, or they may put a burden of proof on plaintiffs that is insurmountable.

Agency Enforcement Inconsistent: Federal agencies like the U.S. Office of Civil Rights can investigate complaints and find violations where there is a pattern of racially disparate outcomes. However, these agencies often take a very long time and the process can be daunting for an individual not represented by an attorney. Success also depends on the current presidential administration's commitment to enforcing the law. Many state agencies in New Mexico similarly have processes that, according to local attorneys, are ineffective and slow to vindicate people's rights.

Lack of Public Awareness: There are significant challenges to enforcing the New Mexico Human Rights Act due to a lack of public awareness of the rights it protects. Parties must bring the claim within 300 days of the harm, which could be a barrier to people who are unaware of the time limits.

Legal Representation Not Available: Private attorneys generally do not provide representation in civil rights case and enforcement of laws that impact racial minorities (such as landlord-tenant law) because they are time consuming and the fees rarely justify the time spent. For example, the Human Rights Act allows plaintiffs to collect “actual damages” if they prevail, as well as reasonable attorneys' fees. However, it does not include “punitive damages” which provide larger monetary relief.

Institutional Racism Persists Even With Enforcement: Racial discrimination laws can result in institutional change when the individual's case is representative of a widespread problem or bias that created the racial injustice. However, systemic racism persists despite landmark racial discrimination cases. For example, the Supreme Court struck down segregation within schools, but major racial disparities persist with educational outcomes because segregation has reconstituted along neighborhood lines and socioeconomic status.
B. Strengthening the Legal Framework To Address Individual Racial Discrimination

The following strategies would help strengthen the legal framework for individuals experiencing discrimination in New Mexico:

**Free or Low-Cost Legal Representation:** The civil legal service system provides free legal services for low-income New Mexicans and could take up enforcement of civil rights claims and other legal cases against unfair practices that target communities of color – predatory lending or unsafe housing conditions, for example. Currently the needs of low-income communities are not being met by the system due to a lack of funding. Increasing the capacity of this system to focus on racial justice issues would represent an important step for New Mexico.

**Legal Enforcement Campaigns and Public Awareness:** In cases of widespread violations of the law, compliance could be improved through wide-scale enforcement campaigns that bring clusters of legal cases on specific issues. One area ripe for legal enforcement in New Mexico is the right to language accessible services for limited-English-proficient speakers. Title VI of the Civil Rights Act prohibits federally-funded programs from discriminating on the basis of national origin, with protections extending to providing meaningful access to programs for individuals with limited language proficiency. Weak compliance with this law continues to be a major barrier and threat to the health and safety of our communities. English dominates local institutions, including law enforcement, healthcare, and public benefits programs. Some programs may offer services in Spanish but do not have interpretation available in other languages such as Navajo or Asian languages.

Legal enforcement campaigns serve the dual purpose of improving compliance with the law as more agencies become aware of the consequences to their practices, raising visibility in the media and public awareness of their rights. Working in partnership with community groups in coordinated community education efforts is another effective approach to building public awareness. For example, lawyers can provide written materials and trainings for staff at agencies that can be replicated for community events.

**Collaboration to Innovate Legal Theories:** Lawyers working in New Mexico to advance racial justice should be collaborating with each other and national scholars to innovate legal strategies that overcome the limitations of current law. There are currently few formal opportunities for this level of discourse outside of academic institutions and occasional legal seminars.

New Mexico has a rich and proud history of interpreting the state constitution to guarantee greater protections than the federal constitution. For example, the New Mexico Supreme Court has “recognized that the Equal Protection Clause of the New Mexico Constitution affords ‘rights and protections’ independent of the United States Constitution.” This means that New Mexicans have greater rights against state discrimination in state court, under the state constitution, than they do in federal court under the federal constitution.

International human rights law also provides standards that may serve as a model for policy-making or as persuasive authority to enforce rights through the courts. The Universal Declaration of Human Rights (UDHR) and accompanying international instruments recognize a wide array of human rights that apply to everyone regardless of their country or jurisdiction. The United States has only ratified those treaties recognizing “political” rights such as rights to free speech and religion, due process, or to be
free from racial discrimination. The country generally does not recognize “social, economic or cultural rights” – such as the right to health, work, or an education – all basic human rights that are recognized by international doctrines as foundational for freedom, justice and peace.

In New Mexico, there has been some movement to recognize these human rights. Our state constitution, for example, protects the right to an education for all school age children. Legislators have also called for a constitutional amendment that would recognize a human right to health, but have not successfully passed a bill through the legislature.

Policy Advocacy: Legal advocates have a toolbox of strategies to advance racial justice through the law that range from traditional legal advocacy to administrative advocacy and policy campaigns. For example, predatory lending practices that target communities of color can be addressed by filing complaints under the Equal Credit Opportunity Act, but successful strategies should also involve supporting the formation of financial institutions and credit counseling programs in these communities. In some cases, there may be no “legal hook” to addressing racial justice, and administrative or policy advocacy is a more effective venue.

(2) Systemic Racial Inequities

New Mexico has several laws that are designed to respond to systemic racial biases – primarily in the education and criminal justice systems. Significantly, these laws call for cultural and policy changes to make institutions more representative and responsive to communities of color. However, there are very few of these laws and enforcement continues to be a major challenge.

Laws to Address Systemic Racial Inequities

Education: New Mexico is a leader among states with laws that are designed to improve educational outcomes for students of color. In the last decade, New Mexico passed the Indian Education Act (2003), the Hispanic Education Act (2010), and the Bilingual Multicultural Act of 2004. Together, these laws aim to improve educational outcomes by encouraging culturally relevant learning environments: fostering collaboration with community members, as well as tribes; ensuring bilingual multicultural education programs that respond to the cultural and linguistic backgrounds of students; and requiring status reports on educational outcomes for American Indian and Hispanic/Latino students. The data-reporting element was bolstered in 2013 when the legislature enacted a law requiring tracking of student achievement (as reported in federal accountability reports) disaggregated by race and ethnicity, gender, English proficiency, disability and poverty.

Criminal Justice: New Mexico has laws designed to address racial bias in the criminal justice system. These include laws to prevent racial profiling by police or law enforcement, reduce the over-representation of young people of color in the criminal justice system, and improve interventions when children are taken from their homes due to suspected or confirmed abuse or neglect, by requiring “cultural recognition” training of state agencies, guardians, attorneys, foster parents and others. New Mexico also adopted the Native American Counseling Act in 1983 to provide counseling for Native Americans who are incarcerated, which includes criteria such as instilling cultural pride, improving self-image, and developing an understanding about the cultural differences between Native Americans and other ethnic groups. It also permits the practice of religion at state correctional facilities, including access to spiritual advisors and sweat lodges.
Anti-Racism Memorial

In February 2012, the New Mexico State Senate passed a memorial requesting “every state-funded agency and entity” to adopt a policy to address institutional racism. The memorial defines institutional racism as the programs, policies and practices of institutions that disadvantage certain racial and ethnic groups, whether intentionally or unintentionally, leading to disparities in health, education, housing and numerous other indicators. It calls on state agencies to review their policies and practices for fairness, and develop new guidelines to promote equality and opportunity. The memorial does not have enforcement power and no agency has complied with the request.

Current Challenges to Addressing Systemic Racial Inequities

New Mexico’s laws to address institutional racism are relatively recent and their impact cannot be fully assessed. However, two major challenges have become apparent:

First, the laws are not well enforced. For example, according to local leaders, the recommendations of state advisory councils under the Indian Education Act and Hispanic Education Act have not been incorporated into state and district level strategic plans, goals and policies for education. Insufficient resources, a bureaucratic maze, and a lack of agency commitment has impeded these efforts.

In the criminal justice system, most law enforcement agencies are not in compliance with New Mexico’s racial profiling law (that requires all law enforcement agencies to have written policies and procedures to eliminate bias-based policing). Moreover, the “cultural training” required by the state’s children’s code to improve interventions is not being used. Many practitioners in the child welfare system have never heard of nor participated in the cultural recognition training.

Second, the laws commonly require assessments, evaluation and recommendations, rather than specific outcomes. New Mexico may have challenges with adopting policies that demand inclusion and more meaningful changes (for example by requiring agencies to be representative of people of color). The U.S. Supreme Court has overturned affirmative action policies in the educational setting by arguing the law must be “color-blind”.

Strengthening Legal Framework for Systemic Change

Build consciousness about racial equity with legal providers and advocates

Legal service providers, advocates, and community agencies have an important role in advancing more racially equitable systems. To work meaningfully toward this end, the organizations must integrate racial justice into their missions and invest in training to enhance competency in working in communities of color, and advancing racial justice. An example is the Legal Aid Foundation of Los Angeles’ Race Equity Initiative. The initiative has trained all its staff on race equity tools, provided them with technical support, and engaged in community-based education and policy advocacy for racial justice.

The lack of resources of agencies makes this challenging. For providers this has often meant foregoing training and staff development in favor of providing services to the people who are already reaching out to them, rather than the hardest to reach clients. Consequently, many advocates and legal services providers have not received training on racial equity, are less likely to do significant outreach with communities of color, and have little capacity to address systemic change.

Change the thinking of Policymakers

Community leaders recommend several strategies for building racial equality consciousness among legislators and local officials:
• Engage policymakers in dialogue and training about racial justice and its importance for New Mexico;
• Use legislative report cards to hold policymakers accountable to their votes on racially equitable policies;
• Use “Racial Equity Impact Assessments” (REIA) to help policy-makers evaluate the racial impact of proposed laws or policies.

Legislative report cards have been used in New Mexico, nationally and in other states to grade policymakers. In New Mexico, Strong Families NM issued a legislative report card that examined votes on 18 pieces of legislation impacting families in major areas including education equity, health equity, economic justice, civil rights and criminal justice.67 Both houses of the legislature received an overall grade of “B-”. Nationally, the NAACP published a legislative report card in 2012 that examined votes from the 112th congress. The Report determined that about half of all Senators and House members received a failing grade of “F” for their votes on key human and civil rights legislation, and determined that this Congress is “more polarized on civil rights matters than previous sessions.”68

These report cards are also a tool for educating policymakers on past and present conditions. California issued a report card in 2009 that explores the impact of the economic recession on policies affecting communities of color. Nevada’s report card from the same year provided a review of the state’s past and current population base. In 2011, Oregon examined the impact of policies dating back to 1843, such as “Sundown laws” that required blacks to leave the city limits by sundown, and laws that banned the sale of guns and ammunition to Native Americans. The report also included current facts about racial inequities in unemployment and poverty. Finally, Minnesota’s report card in 2011 presented an overview of important legislation that impacts racial and ethnic populations in the state.

Use Racial Equity Impact Assessment (REIA) tools

A tool that holds promise for promoting more racially equitable policies is the Racial Equity Impact Assessment (REIA). The REIA evaluates the impact of proposed or existing laws, policies or actions on racial and ethnic groups. The REIA can help identify unanticipated negative outcomes prior to the adoption of the laws or policies, thus serving to prevent the perpetuation of institutional racism. See Appendix 6 for a sample of questions from an REIA.

Although REIAs have primarily been used in other countries, especially in the United Kingdom, they have recently been gaining momentum in the United States. The racial equity initiatives through the King County and City of Seattle governments use this tool to assess policies, programs and budgets. Both Iowa and Connecticut also passed legislation requiring an evaluation of the racial impact of sentencing laws prior to passage, and other states are now moving in that direction too.

(3) Tribal Rights and Sovereignty Laws

The legal status of Native Americans is distinct from other people of color. Racial justice goals and strategies must recognize these profound distinctions.

Current Framework of Laws for Tribal Sovereignty and Native American Rights

Native Americans have a unique legal relationship with the federal government.69 Indian tribes possess nationhood status and retain inherent powers of self-government. In exchange for ceding millions of acres of land, the federal government has trust, treaty and statutory obligations to protect the rights of Native Americans to tribal treaty rights, lands, assets, and resources.70 Included are responsibilities to provide for the education and health of Native Americans.71

The government’s policies have been characterized by broken treaties, forced assimilation and under-
resourcing Native American communities. In education, government boarding schools forced profound changes to Native ways of life by requiring Native children to cut their hair, leave their homes, and give up traditional clothing and their Native names. Not until 1955 did pueblo students begin to attend public schools near their homes, but major disparities in the education system remain. In healthcare, the federal government has chronically underfunded the Indian Health Service and its system of care delivery for Native Americans. During the 1950s, Congress sought to terminate the trust relationship with tribes and passed policies terminating the legal standing of over 100 tribes.

After the civil rights movement, Congress changed its course regarding tribal sovereignty by passing major legislation to increase tribal rights, and authority over funding and resources.

The 22 tribes in New Mexico also have numerous formal and informal agreements with the state that govern issues including the environment, child and foster care proceedings, criminal justice, and Indian gaming. All state agencies in New Mexico are obliged to follow federal and state laws, such as the Indian Child Welfare Act (ICWA) (that provides standards for the removal of Indian children from their families for adoption and foster care placements and requires the state to make active efforts to provide remedial and rehabilitation services designed to prevent the breakup of the family).

In 1996, New Mexico enacted the State Tribal Collaboration Act to promote positive communications between the state and Indian tribes by requiring every state agency to have a tribal liaison and to develop and implement policies in collaboration with Indian tribes. In 2003, New Mexico established an Indian Affairs Department within state government to improve policies for Native Americans and strengthen state and tribal relationship.

Current Challenges to Protecting and Expanding Native American Rights and Sovereignty

The state and tribal relationship has been fraught with complications as states have taken on more responsibility for federally-funded programs, including the public education system and healthcare programs such as Medicaid. State agencies in New Mexico have not fully complied with requirements of ICWA or the State Tribal Collaboration Act. When tribes are requested to sit on state commissions or councils, the input garnered from these meetings is not always acted upon in a timely manner and bureaucratic processes have stalled effective implementation of recommendations from tribal leadership and Native American community members.

State law has also been ineffective in preventing major environmental devastation to Native communities, as local policymakers have supported the economic interests of polluting industries. This has included uranium mining that has left major contamination on the Navajo nation and is once again threatening the environment and sacred sites for Native Americans in other areas of the state. Other examples include road development in Albuquerque that disturbed and removed major parts of the petroglyphs which hold historical and spiritual significance, and the development of the man-made Cochiti Lake that destroyed the agricultural lands of the Cochiti pueblo along with a way of life. It also disturbed the ecosystem and desecrated pueblo places of worship.

Strengthening the Legal Framework for Tribal Sovereignty and Native American Rights

Native American community leaders are continuing to advocate for better health infrastructure, strong and sustainable economic development, true respect for tribal sovereignty, and educational systems that are culturally relevant. The strategies for action in these areas necessarily must be developed from within Native American communities. As a foundational step, community organizers are working to nurture the leadership within communities, including a reclaiming of educational systems to teach culturally relevant curricula, engage students in experiential learning, and provide other educational opportunities.

(See page 62 of Ten Year Plan for relevant goals and strategies)

Community members identified three systems that have tremendous influence on the lives and future opportunities of communities of color and that should be prioritized for racial justice work: education, health and criminal justice. Important racial justice work is already happening in New Mexico as well as in other states to create more equitable systems. This work has created momentum for change, and much can be learned about how to best move the work to the next level.

A. EDUCATION: Racial Injustice in New Mexico’s Education System

“School should always be a safe, equitable and a culturally supportive environment for our children.”
–Tony Watkins, Families United for Education

Education is the key to social and economic mobility in the United States and also has a major influence on race relations. It can be a means to perpetuate racial injustices, or a tool to advance racial equity, depending on how well the environment engages children in learning and teaches them about history, social values, and how to relate to one another.

Historical Perspective on Education in New Mexico

New Mexico sought to address racial inequality in the schools at a much earlier time when segregation was the norm in other parts of the country. When Mexico ceded its northern territory to the United States, it was done under the terms of the Treaty of Guadalupe Hidalgo. Among the provisions of the treaty was language that intended to establish protections for Spanish-speaking people. Many of those protections were incorporated into the New Mexico state constitution which guarantees a right of education to “children of Spanish descent”. It states they “shall never be denied the right and privilege of admission and attendance in the public schools or other public educational institutions of the state, and they shall never be classed in separate schools, but shall forever enjoy perfect equality with other children in all public schools and educational institutions in the state”. Another provision requires the legislature to provide for trainings for teachers to become proficient in both English and Spanish so that they can provide instruction in both languages, and provide “proper means and methods to facilitate the teaching of the English language and other branches of learning to such pupils and students”.

Ultimately, the protections were not enough to prevent the destruction of language and cultural identity in New Mexico – not just for Spanish speaking children, but for all racial and ethnic minorities in the state. The era of the 1900’s saw a public school system intent on assimilating students to speak only English and learn curriculum that was devoid of the histories and cultures of students. Some of the most egregious policies were those of Indian boarding schools. These painful experiences of losing family connections, culture and language have left a deep imprint on Native communities and the entire state.

The culture and history of students of color are routinely ignored in the public school system, which can lead to disengagement and a school system that perpetuates inequity. For example, even though New Mexico is one of the most diverse states, a report by the Southern Poverty Law Center gave our state a grade of “F” for the failure to provide basic instruction about the civil rights movement.

Racial Disparities in Education Today

Today, there is a major educational achievement gap for New Mexico’s students of color. In a public school system that consistently ranks near the bottom of the country overall, our Hispanic, Native American and
African American students have significantly lower reading and math proficiency scores. The following table illustrates this achievement gap at both the 4th and 8th grade, which is measured by the percentage point difference between students of color and their white peers:

### Racial and ethnic student achievement gap in New Mexico, 4th and 8th grade (racial minority groups vs. white students) 2012

<table>
<thead>
<tr>
<th></th>
<th>4TH GRADE ACHIEVEMENT GAP (PERCENTAGE POINTS)</th>
<th>8TH GRADE ACHIEVEMENT GAP (PERCENTAGE POINTS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>Reading 62.0%</td>
<td>75.0%</td>
</tr>
<tr>
<td></td>
<td>(Reference group)</td>
<td>(Reference group)</td>
</tr>
<tr>
<td></td>
<td>Math 62.0%</td>
<td>59.0%</td>
</tr>
<tr>
<td></td>
<td>(Reference group)</td>
<td>(Reference group)</td>
</tr>
<tr>
<td>Hispanics</td>
<td>Reading 41.2%</td>
<td>56.1%</td>
</tr>
<tr>
<td></td>
<td>Math 40.8%</td>
<td>36.9%</td>
</tr>
<tr>
<td>Native Americans</td>
<td>Reading 28.8%</td>
<td>43.9%</td>
</tr>
<tr>
<td></td>
<td>Math 30.6%</td>
<td>29.1%</td>
</tr>
<tr>
<td>African Americans</td>
<td>Reading 43.1%</td>
<td>53.9%</td>
</tr>
<tr>
<td></td>
<td>Math 39.4%</td>
<td>33.3%</td>
</tr>
</tbody>
</table>

Students of color are also less likely to graduate from high school than students as a whole in our state. This contributes to a cycle of poverty as high school dropouts in New Mexico earn an average income of $11,426 and face a 13% unemployment rate.86

### New Mexico High School Graduation Rates for the Class of 2012

<table>
<thead>
<tr>
<th></th>
<th>WHITE GRADUATION RATE</th>
<th>HISPANIC GRADUATION RATE</th>
<th>NATIVE AMERICAN GRADUATION RATE</th>
<th>AFRICAN AMERICAN GRADUATION RATE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>77.2%</td>
<td>67.7%</td>
<td>64.9%</td>
<td>69.3%</td>
</tr>
</tbody>
</table>

Without significant action, these trends will continue for communities of color in New Mexico, as minority students are becoming a larger and larger percentage of the student population. Currently, more than 72% of New Mexico’s students are students of color. By 2020, Hispanic students will account for well over half of New Mexico’s school-age population and Hispanic, Native-American, and African-American students together will account for well over 75% of the student population.87

### Recent Laws on Educational Outcomes for Students of Color

Looking at state laws, New Mexico would appear to lead the nation in terms of its commitment to the academic success of students of color. For example, New Mexico is the only state in the country to have enacted a state-wide Hispanic Education Act (2010) and Indian Education Act (2003), which provide a basis for stakeholders to advise the state’s Public Education Department on strategies to improve minority student success.

But New Mexico continues to have stark racial disparities in educational outcomes. In many cases, the state has failed to integrate the recommendations developed by state councils (that have been set up by the law to increase community input and improve academic success into educational goals and policies).
• **Education Data Collection for Racial Disparities (2013):** House Bill 112, signed into law by Governor Martinez in April of 2013, requires the state to track New Mexican students' achievement by race and ethnicity, gender, English proficiency, disability and poverty. This information could be a powerful tool to enable the community to better understand and address the effects of racial inequity in our educational system.

• **Hispanic Education Act (2010):** To address the achievement gap among Hispanic students, the New Mexico State Legislature passed the Hispanic Education Act in 2010. This Act created a Hispanic Education Advisory Council tasked with improving public schools and enhancing community involvement and support. It also established a Hispanic Education Liaison, to promote equitable and culturally-relevant learning environments and instructional materials on behalf of the community. And it required the state to produce an annual statewide Hispanic education report about the educational opportunities for Hispanic students from preschool through college. While the Hispanic Education Act is a sound policy, no state appropriations were made for these initiatives, making implementation difficult.

• **Indian Education Act (2003):** The New Mexico Indian Education Act was passed in 2003 as an effort to foster collaboration among parents of Native students, Tribal Education Departments, community organizations, the state Public Education Department, universities, and tribal, state and local policymakers to improve educational opportunities for Native students. The Act calls for: increases in parental involvement in schools; the development of culturally-relevant instructional materials; increased tribal involvement in certifying Native teachers to teach Native languages in public schools; the development of strategies for maintaining Native languages; and the creation of formal government-to-government relationships between the tribes and state. The Act also created an advisory council (the Indian Education Council) to oversee its implementation.

Although there are several positive aspects of the Indian Education Act, it has not been implemented well. The Indian Education Council has not been convened since the current gubernatorial administration came into office, and no reports have been published since 2012. Moreover, the Act requires a high level of coordination between the New Mexico Public Education Department and the Tribes, yet inadequate staffing makes navigating these government-to-government relationships extremely difficult. Additional funding and resources would address these issues.

• **Bilingual Education Laws (2003 and 2004):** Two state statutes— the Indian Education Act of 2003 and the Bilingual Multicultural Education Act of 2004—set important goals for bilingualism, education equity, and academic advancement in New Mexico. The Indian Education Act is described above. The Bilingual Multicultural Education Act requires the state to provide bilingual and multicultural education that is responsive to the cultural and linguistic backgrounds of students; professional development to teachers, principals, and other employees on multilingual education programs and best practices; data on academic achievement and language proficiency; and financial support for programs that emphasize the history and culture associated with students’ home language. The Public Education Department is charged with administering and enforcing the provisions of the Bilingual Multicultural Education Act.

• **Assessment and Accountability Act:** Federal law requires the state education board to conduct an “adequate yearly progress” (AYP) report to assess students’ learning progress and hold school districts and departments accountable for ensuring student success. Measures included in this assessment range from teacher qualifications to student achievement rates and academic performance (based on race, ethnicity, limited English proficiency, students with disabilities, and poverty). Public schools that achieve the greatest improvement in AYP are eligible for supplemental incentive funding.
Stakeholders pointed to several on-going challenges that make it difficult to promote educational equity in our state. These include:

- **Standardized Testing:** Content standards are not culturally-relevant or appropriate for Native Americans, or for students who are not proficient in English, thus creating structural disadvantages in the test for these groups.

- **Inadequate Funding:** There is a fundamental problem in New Mexico that remains even as policies and practices are changed: the state simply does not fund its schools well enough to provide students with the resources they need to succeed. A recent study commissioned by the Legislative Finance Committee and conducted by the respected American Institute for Research found that New Mexico schools are under-resourced by at least 15%. A study by the Committee itself found that our schools compared poorly to schools in other states, especially when high poverty rates were taken into account.

- **Poverty:** In addition to the lack of school funding, the high rates of poverty in our state also contribute to poor educational outcomes. In its report “Effects of Poverty, Hunger and Homeless on Children and Youth” the American Psychological Association (APA) recognizes that poverty is associated with substandard housing and homelessness, inadequate nutrition and food insecurity, inadequate child care, lack of access to health care, unsafe neighborhoods, and under-resourced schools. According to the APA, children living in poor families—who are disproportionately children of color—face increased risk of “abuse and neglect, behavioral and socio-emotional problems, physical health problems, and developmental delays.” Moreover, the “chronic stress” of children in poverty affects their concentration and memory. Although the intersection of poverty and low educational achievement is well recognized, fighting poverty has not been prioritized as a strategy to improve education outcomes.

- **Policies Not Aimed at Educational Equity:** Another issue raised by community organizations was the extent to which students of color are overlooked as state policies are developed. To address this, stakeholders suggested requiring that all proposed state education legislation include an assessment of how communities of color would be impacted. This could be prepared by the Legislative Finance and the Legislative Education Study Committees. Another suggestion was to create a sub-committee of the New Mexico Legislative Education Study Committee that would consistently evaluate minority students’ success and convene diverse stakeholders from across the state to develop new strategies to improve student outcomes.

- **Lack of Culturally Relevant Curricula:** Stakeholders also cited the lack of culturally-relevant instruction and teachers in New Mexico's schools as a major difficulty for students of color. Education advocates and the state Indian Education Act Council have consistently noted that the lack of access to culturally-relevant instruction and curricula is a significant barrier to student success. Although both the state's Hispanic and Indian Education Acts include provisions to address this issue, as previously noted, neither have been implemented well and much more remains to be done.

- **Need for Family Engagement:** Finally, stakeholders noted a need for initiatives that deepen family engagement in the schools. Family engagement initiatives support student success as families are able to take greater ownership of their children’s education. They also provide communities with the capacity to successfully advocate for needed improvements. When families are partners in the educational process, they can work with schools to address the diverse needs of students, ensure that each student succeeds, and eliminate educational and opportunity gaps. This engagement allows for collaborative decision-making processes on issues including curriculum, course selection, discipline policies and school reform measures.
One promising family engagement approach has been successfully promoted by Families United for Education, a network of over 400 parents. In 2012, this group successfully researched, wrote, and advocated for a family engagement policy in Albuquerque Public Schools (APS). The policy requires all APS schools to use the histories and cultures of families and communities as a foundation for education. It also calls for safe and welcoming school environments; expanded communication between homes and schools; relationship-building with parents, community members and school personnel; and equitable and effective systems. This policy and strategy could be expanded statewide with great effect.

B. HEALTH: Racial Injustice in New Mexico's Healthcare System

There are many factors that influence health outcomes, but among the most significant predictors are income, education, health insurance, neighborhood life, family, and environmental and work conditions. People of color experience major disparities in New Mexico across key health indicators (including diabetes death rates, HIV/AIDS, homicide, infant mortality, lack of prenatal care, smoking and obesity), and are especially susceptible to the following health conditions:

- American Indians have the highest death rate from diabetes, obesity, homicide and youth suicide.
- Hispanics and African Americans have death rates twice that of white people.
- African Americans have the highest rates of HIV infection and infant mortality.
- Hispanics have the highest rate of infectious “whooping cough” (pertussis) conditions.

These disparities are the result of a multiple factors that often interact in complex ways. Poverty is highly associated with sub-standard living conditions, lower literacy rates, living in communities with environmental pollution, reduced access to health coverage and preventative healthcare services, and poor nutrition.

Health insurance is key to both health and financial well-being. Of the estimated 420,000 people who were uninsured in New Mexico before the Affordable Care Act, 216,500 were Hispanic/Latino (51%), about 84,000 were Native American (20%), and 118,000 were White (28%). In addition, over half of all Native American adults and over a third of Hispanic/Latino adults lacked coverage:

<table>
<thead>
<tr>
<th>RACE/ETHNICITY</th>
<th>WHITE</th>
<th>HISPANIC/ LATINO</th>
<th>NATIVE AMERICAN</th>
<th>BLACK/ AFRICAN AM</th>
<th>ASIAN AM &amp; API</th>
<th>NM TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uninsured Adults</td>
<td>17%</td>
<td>34%</td>
<td>51%</td>
<td>21%</td>
<td>21%</td>
<td>28%</td>
</tr>
<tr>
<td>Uninsured Children</td>
<td>5%</td>
<td>9%</td>
<td>21%</td>
<td>6%</td>
<td>4%</td>
<td>9%</td>
</tr>
</tbody>
</table>

The Affordable Care Act (ACA) went into full effect on January 1, 2014, offering new low and no cost coverage options. Health insurance rates are already on the rise as more people sign up for coverage.

While over two-thirds of the New Mexicans who qualify for these new options are from communities of color, there will continue to be racial disparities in enrollment and the use of healthcare services. There are numerous reasons why people will continue to remain uninsured, ranging from enrollment barriers, a lack of outreach that is culturally appropriate and targeted to communities, and problems with coverage not being affordable on the Exchange for lower income families.

Healthcare services — whether or not people seek them — is also impacted by how the health system interacts with the views and cultural expectations of communities. In 2012, the Con Alma Foundation researched the health landscape for racial and ethnic minorities in New Mexico, with findings summarized in the report “Health Equity in New Mexico: A Road map for Grantmaking and Beyond”. Focus groups
of racial/ethnic groups were conducted to assess how the health system could be more responsive to community needs. Findings include:

- African Americans identified the need for culturally competent healthcare services that did not make assumptions based on a person’s color or dress, and that offered alternative medicine such as acupuncture, massage or other alternatives.

- Hispanic/Latino groups explained that a reluctance to seek medical treatment for certain conditions may be preventing people from getting behavioral healthcare and early intervention for HIV/AIDS. Cultural norms with healthcare often include traditional practices such as the use of promotoras and curanderas, and home-based, rather than residential-based care for the elderly.

- In a focus group for immigrants, participants spoke of “fear of seeking treatment, lack of access to government programs and a cultural divide between native Hispanic/Latinos and immigrants that manifests in local clinics”.

- Native Americans cited “power and privilege” issues in healthcare with tribal members in some pueblos receiving better healthcare than others. They cited major concerns with high rates of poverty, alcoholism and suicide, the lack of housing, and increasing numbers of single mothers and veterans. They also spoke about how traditional practices, including nutrition and eating healthy foods, could serve as “answers within” to promote better health.

**Health Equity Initiatives in New Mexico**

The National Healthy People consortium 2020 objectives identifies five key areas of the social determinants of health: health and health care, social and community context, education, economic stability, and neighborhood and built environment.

Health impact assessments at local and statewide levels evaluate the impact of proposed policies. There have been several bills sponsored by state legislators in recent years that would mandate the state to use health impact assessments to evaluate all proposed legislation, but none have passed. Health impact assessments, are, however, being piloted in local communities. These targeted initiatives, through the work of the PLACE MATTERS initiative in New Mexico, assess socioeconomic and environmental conditions impacting health outcomes.

**Evaluating Healthcare Disparities**

To address healthcare disparities, we need more and better information from state agencies about what is actually happening. In New Mexico, the Medicaid agency in particular has come under fire for not being transparent about enrollment or coverage data. The agency has never analyzed disparities with who actually uses healthcare. The minimal enrollment data they do release is insufficient to do a meaningful evaluation of enrollment problems.

Both Medicaid and the Exchange are required under the Affordable Care Act to provide data on healthcare enrollment and access to care. Unfortunately, federal regulations are not clear about the data requirements and how compliance will be enforced. In New Mexico, the House of Representatives adopted a memorial in the 2014 session requesting both Medicaid and the Exchange to provide the enrollment and coverage data needed to discern disparities by race/ethnicity, gender, income and geographic location. It remains to be seen whether the agencies will comply with this request.

**Immigrant Healthcare**

Immigrants make up at least 10% of the population in New Mexico, a majority of whom will qualify for new healthcare coverage under the Affordable Care Act. However, a significant portion of the immigrant
community – including undocumented immigrants and youth with deferred action status ("DREAMER" youth), are not allowed to access this coverage. Instead, they will have to rely on a safety net of services through hospitals and community clinics – a system that is showing signs of unraveling as policymakers believe the safety net is no longer necessary with healthcare reform. Immigrants, along with numerous other groups of people – including individuals who have hardships or cannot afford coverage – will likely have less access to services, leaving them exposed to massive medical debt and collections actions.

Efforts are currently underway by advocates and health professionals to study best practices and advocate for more just solutions for healthcare in immigrant communities. For example, the Juntos Para La Salud campaign is a coalition effort to reform charity care policies at UNM Hospital. The County health department of Dona Ana county, (which is on the Mexico border and has a heavy concentration of immigrant communities), is working with its county commission to find solutions to coverage gaps under the Affordable Care Act. However, it is unclear what direction the counties will move. In other areas of the state, the counties are currently making major changes to their financial assistance policies which may negatively impact immigrant communities.

Both short and long-term solutions are needed to address gaps in the safety net. For example, Congressional Representative Michelle Lujan Grisham from New Mexico is sponsoring the HEAL Act at the federal level, which would make all lawfully residing immigrants, including DREAMER youth, eligible for healthcare coverage under the Affordable Care Act, and remove a cryptic five year waiting period for immigrants to access Medicaid. This proposal would not impact undocumented residents. Winning major policy changes is challenging in a political environment that is generally hostile towards immigrants and where good healthcare policy has clashed with immigration policy.

**Native American Health Care**

Native Americans generally rely on the Indian Health Services (IHS) for healthcare. Under the Indian Health Care improvement Act of 1976 (IHCIA), Congress provided appropriations for the delivery of health services to Native American people. Comprehensive directives were also issued to address healthcare delivery, including the recruitment and retention of a number of health professionals serving Native communities, Urban Indian health services, and the construction, replacement, and repair of healthcare facilities. The Act has been amended and is now permanently reauthorized with the passage of the Affordable Care Act.

However, the Indian health system is chronically underfunded and there are major gaps in care. In New Mexico, over 60% of Native Americans no longer live on the reservation; yet this Urban Indian population only receives approximately one percent of the IHS budget designated for urban clinical facilities. The infrastructure of IHS services in tribal areas also varies greatly depending on the area. Some tribes have thriving healthcare systems and others, including urban areas like Albuquerque, have few services other than primary care clinics. The contract health system through IHS only pays for a fraction of the costs incurred when Native Americans see non-Indian health providers. The system also has strict eligibility rules that leave out most Urban Indians who no longer live on the reservation (even though they continue to have tribal membership).

The Affordable Care Act changes the healthcare coverage landscape for Native Americans, creating a greater expectation that programs like Medicaid and the Health Insurance Exchange will offer coverage that meets the needs of Native communities. These coverage programs give Native Americans the option of seeking healthcare through Indian health care providers, who are then reimbursed by insurance for their services, or from non-Indian health providers. This alters the federal government's responsibility towards Native Americans, placing more control in the hands of states and their Medicaid programs, as well as to insurance companies that provide health plans through the Exchange.
It is not an ideal system. It creates challenges for Native Americans – both on and off the reservation – about how to maintain control over a healthcare system and fully meet their needs. Tribal consultation by Medicaid and the Exchange has been weak. While there are committees and consultation sessions set up, this is a bureaucratic process that moves slowly and often too late. The recommendations of the tribes are not always taken. For example, the Medicaid agency in New Mexico recently attempted to force all Native Americans who participate in the program to enroll in managed care organizations (MCOs) despite a history of these insurance companies not providing culturally competent care and not fully reimbursing tribal healthcare providers. Even with nearly unanimous opposition by the tribes, the Medicaid agency pursued this highly controversial proposal. After major and coordinated advocacy efforts, the tribes persuaded the federal agency that oversees Medicaid to deny the request by New Mexico’s program. However, the federal agency is allowing the state to require Native Americans who use long term care services to be enrolled into an MCO.

Tribal health departments and Urban Indian health facilities are now evaluating the best ways to improve infrastructure and services for Native communities, given the new healthcare landscape. One strategy that is being pursued is to ensure that tribal health facilities receive accurate and adequate payments from Medicaid and health insurance plans on the Exchange. Recouping these payments would bring in more revenues to the tribes that could be used to build facilities and expand healthcare services to Native American communities.

Supporting culturally competent care

The Affordable Care Act has measures that are designed to reduce health disparities. The law elevates the National Center for Minority Health and Health Disparities (NCMHD) and provides new research and funding capacities to examine health and healthcare disparities. The law also provides (1) grant programs designed to encourage diversity in the healthcare workforce, and (2) support for the development of model curricula on cultural competence training and education.

In New Mexico, healthcare providers should be exploring these new models. Cultural competence is a necessary set of skills for everyone to achieve in order to provide effective patient-centered care. It requires examining health beliefs, practices, and values of healthcare providers so that racial and ethnic healthcare disparities can be reduced.

Community leaders interviewed for this project also identified language access as a major problem in the healthcare setting. Improving the linguistic and cultural competencies of the healthcare field would go a long way towards making it more responsive and accessible for communities of color - including training of healthcare providers, improving language access services in major hospitals and healthcare clinics, and increasing the number of bilingual providers, and increasing the number of healthcare providers who are people of color.

C. CRIMINAL JUSTICE: Racial Injustice in New Mexico’s Criminal Justice System

With a state population of 2 million people, approximately 123,991 New Mexicans are either incarcerated, under probation or parole, or living in society as ‘ex-offenders,’ and at least 15,000 children in New Mexico have one or more parents who are incarcerated (although the number is likely much higher). As is the case nationally, people of color are seriously over-represented among these populations.

The table below details the over-representation of both Hispanics and African Americans in New Mexico’s state prison system. This disparity is especially acute among African Americans. While this community represents only 2.5% of the state population, they account for 8% of the state prison population. Because the federal government has jurisdiction on Indian land, most Native Americans are
New Mexico State Prison Population by Race and Ethnicity, October 2010

<table>
<thead>
<tr>
<th>RACE/ETHNICITY</th>
<th>NUMBER IN STATE PRISONS</th>
<th>% OF STATE PRISON POPULATION</th>
<th>% OF NEW MEXICO POPULATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>3,852</td>
<td>58.4%</td>
<td>46.7%</td>
</tr>
<tr>
<td>Native Americans</td>
<td>473</td>
<td>7.1%</td>
<td>10.1%</td>
</tr>
<tr>
<td>African Americans</td>
<td>530</td>
<td>8.0%</td>
<td>2.5%</td>
</tr>
<tr>
<td>White</td>
<td>1,616</td>
<td>24.5%</td>
<td>40.2%</td>
</tr>
<tr>
<td>TOTAL Prison Population</td>
<td>6,586</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Nationwide, African Americans are incarcerated in state prison at 6 times the rate of Whites, and in local jails at almost 5 times the rate of Whites.
- Hispanics are incarcerated at over 1.5 times the rate of Whites.
- Native Americans are incarcerated at over 2 times the rate of Whites.
- All states report overrepresentation of African Americans among prison and jail inmates.
- The majority of states also report that Hispanics and Native Americans were disproportionately confined.
- Although they made up just 13% of the US population, African Americans were 42% of inmates on death row nationwide in 2006, which translates to a rate of 4.7 times the rate of Whites.

**Racial Bias in Law Enforcement**

In 2012 Somos Un Pueblo Unido and the New Mexico State Conference NAACP released a startling report showing that police across the state regularly engage in racial and ethnic discrimination in their stop, arrest, and charging practices. New Mexico is one of 23 states with a law prohibiting discrimination on racial and ethnic grounds. The 2009 Prohibition of Profiling Practices Act prohibits racial profiling and other forms of biased policing on the basis of race, ethnicity, color, national origin, language, gender, gender identity, sexual orientation, political affiliation, religion, physical or mental disability or serious medical condition. However, according to Somos and the NAACP, only two of New Mexico's ninety-seven law enforcement agencies are in full compliance with the law. Action should be taken to ensure full compliance with this law at both the state and local level.

Currently, the largest local police force in the state, the Albuquerque Police Department, is under intense public scrutiny and is being monitored by the United State Department of Justice due to a multi-year record of using excessive force and killing civilians. The city has hired several outside experts to work with the APD to bring about reform. This is an opportune time for the community to work with APD to create new hiring and training protocols to combat racial profiling and other racist police tactics. Changes at APD could be a model for improvements in other police departments around the state.

**Re-Entry Issues for Incarcerated People**

Being convicted of a crime and incarceration exacts a heavy cost to both individuals and society. At an individual level, a felony conviction and incarceration results in immediate economic costs, as well as long-term costs associated with foregone economic opportunities.
In New Mexico, incarceration often leads to “civil death” for convicted felons, since the state does not have an expungement law. This means that an adult’s felony conviction will likely follow them for the rest of their lives, severely limiting their employability, access to public benefits, and their right to vote or to hold political office. The New Mexico legislature has passed several bills—most recently in the 2013 legislative session—providing for expungement in a narrow set of circumstances involving petty crimes and wrongful arrests and convictions. This bill has been vetoed by both Democratic and Republican Governors, and is opposed by a wide range of groups including the New Mexico Forum for Open Government.

**Recidivism Rates**

New Mexico’s recidivism rate exceeds the national average. About 50% of all incarcerated offenders will return to prison within five years. The average offender will have three trips to a New Mexico corrections Department (NMCD) facility. This high rate of recidivism comes at a significant cost to the state: over the next fifteen years, recidivism among return offenders will cost the state an estimated $350 million dollars. Instead of spending money on more prison time, the state should invest in programs and strategies that improve public safety and reduce recidivism. This approach will save tax-payer dollars and improve the quality of life of offenders, their families, and communities.

In an ideal world, no offender would recidivate. But by setting a goal of reducing recidivism rates by 10%, would give New Mexico one of the lowest recidivism rates in the country, with significant benefits for the state and New Mexico families.

**School to Prison Pipeline**

The School-to-Prison pipeline is a disturbing trend in New Mexico and across the country. It is a trend of funneling children out of school and into the juvenile and criminal justice system, dramatically increasing the likelihood that they will be part of the adult corrections system later in life. Many school districts in New Mexico have adopted strict school discipline policies, including “Zero Tolerance” policies, that require the suspension or expulsion of students, or the referral of students to the juvenile justice system, often for minor infractions.

Racial and ethnic minority students, as well as students with disabilities, are disproportionately impacted by these policies. According to data available from the U.S. Department of Education Office of Civil Rights, Native American, Hispanic, and African American students are more likely to be suspended or expelled due to zero-tolerance discipline polices than their non-Hispanic, white peers. For example, while Native Americans represent only 11% of the NM K-12 student population, they account for 17% of all students suspended and 32% of those expelled.

The School-to-Prison pipeline regularly disrupts the education of children of color and puts them into contact with law enforcement. Breaking the link between school discipline policies and the criminal justice system is essential to ensure that children of color receive an education and have a strong foundation for later success in life.
5. Conditions Related to Building Wealth in Communities of Color

(See page 67 of Ten Year Plan for relevant goals and strategies)

Economic equity is a critical component of racial justice. Historically, communities of color have been disenfranchised in New Mexico, and elsewhere in the country, by laws and practices that restricted the ownership of land and condoned slavery and segregation. The result has been unequal access to employment, housing, education, and financial resources. Native Americans across the country were forced to cede millions of acres of land and inequitable policies under the Allotment Act of 1887 fractured lands and diminished land ownership. As described earlier in this report, Hispanic and Mexican communities in New Mexico lost thousands of acres of land from the land grant adjudication process of the surveyor’s office.

These and many other examples of racial segregation and discrimination have created an unequal playing field. As wealth is passed on through generations, the financial gap has widened even further, with people of color less likely to have high wage jobs, own homes or businesses, or have significant savings, and more likely to be vulnerable to predatory lending practices.

Racial Disparities in Wealth

Our state has one of the highest rates of poverty in the nation, with 426,000 people—or 20.8% of New Mexicans—living below the poverty line. Over half of young children in New Mexico are living in low-income families. Poverty is closely correlated with racial inequity. In 2011, 31.4% of Native Americans and 24.1% of Hispanics lived in poverty, whereas 7% of white families lived below the federal poverty line in New Mexico.

People of color have also had significantly fewer opportunities to develop wealth or assets. America has seen an increasing wealth gap between white and non-white families over the last thirty years. For example, the total wealth gap between white and African American families nearly tripled, increasing from $85,000 in 1984 to $236,500 in 2009. On average, African Americans and Latinos earn 70 cents per dollar of what whites earn - income disparities that contribute to the even wider gap in net worth. While there is limited data available on their asset holdings, Native Americans have lower incomes than any other racial or ethnic group, and presumably fewer household assets.

Priority Issues for New Mexico

While several systemic issues contribute to the income and wealth gap for New Mexico’s racial and ethnic minorities, the following were identified by the participants of the Racial Justice Initiative as the most critical factors. Stakeholders agreed that addressing these issues would have a major impact on the long-term economic stability and growth of these communities.

Predatory Lending

Predatory loans (often referred to as pay-day or installment loans) are high-interest, quick fix loans that trap borrowers, by design, into debt. While nationally the average usage rate for these loans is estimated to be around 5%, in New Mexico it is estimated to be over 15% and higher.

Lending practices have created a debt trap for New Mexico’s families. In 2012, New Mexicans paid nearly $100 million in excessive interest payments for loans above 175% annual interest. Of that number, more than two-thirds—$75 million—is a direct result of churning borrowers into loan after unaffordable loan. The median borrower takes ten loans from a single lender in a 12 month period and is indebted for these for 58% of the year. The high-cost loan industry business model depends on keeping people in debt by rolling over loans, and refinancing for years. The New Mexico Attorney General has documented cases such as a $100 loan with an APR of 1,147% and a cost of $1,099, and a $1,200 loan with an APR of 391% and an actual cost of $4,209.
Predatory loans drain families of the money needed for basic expenses like rent, food and utilities. Borrowers trapped in high-cost debt send their dollars to out-of-state companies and spend less in the local economy, hurting state business. A recent study found that payday loans stifled the state economy and cost the state jobs. Bankruptcy is a common solution for families to escape this debt trap.

Because people of color have lower incomes and less wealth than their white counterparts, they are more likely to access these types of loans. Vendors of these loans are 8 times more likely to be in communities of color, making our New Mexico population extremely vulnerable marketing targets.

Barring federal action states must act to protect consumers. Changing New Mexico law in the current political environment has proven challenging. The state's lobby to prevent regulation is massive, resulting in “…a deep and abiding resistance to imposing interest rate caps of any kind.” However, community groups may consider changes to city and county ordinances to reduce usury in communities throughout New Mexico. Another solution could be prosecuting the most egregious cases.

Advocacy efforts would likely have widespread public support. In a survey of likely voters in September 2013, the Consumer Financial Protection Bureau found that over 90% of people support stronger financial regulations.

**Wage Protections**

Increasing wages in New Mexico would support greater economic mobility and lessen the income gap for people of color. New Mexico's minimum wage is currently $7.50 per hour. This means that an individual working forty hours per week makes approximately $15,600 a year, a near-poverty wage even for a one-person household. 31% of children living in poverty reside in households where at least one parent works full-time, year round. In other words, for many, putting in a “hard day’s work” is no longer sufficient to pull oneself out of poverty.

Recent efforts to raise the state minimum wage have failed, although momentum is growing each year. A legislative resolution to take a constitutional amendment to the voters was narrowly defeated in the 2014 legislative session. Advocates and community groups have, however, been more successful at increasing wages at the local level (the City of Santa Fe, the City of Albuquerque, and the County of Bernalillo have all increased their minimum wage in recent years).

Workers in New Mexico are also increasingly facing wage theft which occurs when an individual is not paid for hours worked. This practice can take many forms: requiring workers to attend unpaid “trainings,” or arrive early to work to set-up, or stay later without being compensated.

New Mexico has a wage theft law but it could be strengthened to provide greater protections of workers' wages and make it easier for workers to pursue stolen wages. These improvements would impact immigrant and racial/ethnic minority communities in particular (who are often targeted for wage theft).
Asset Development Strategies

The ability to accumulate wealth is necessary to improve one’s long-term economic prospects. Families with wealth are more likely to be able to weather financial emergencies, invest in businesses, save for retirement, and support their children’s college aspirations. Yet for many New Mexican families, their wages barely cover basic expenses such as rent, food and clothing, and healthcare and transportation costs.

Wealth among America’s minority communities has been on the decline in recent decades, a trend that greatly accelerated during the mortgage crisis and the ensuing Great Recession of 2007-2009. Many Hispanic and African Americans that had been targeted for sub-prime mortgage products began to lose their homes - their major asset.

There are numerous strategies for supporting asset development in New Mexico’s communities of color, including fair loans, increasing access to banking and credit, and supporting asset development through savings and individual development accounts.
The New Mexico Racial Justice Initiative’s 10 Year Plan is based on a collective analysis of racially inequitable conditions in New Mexico and prioritized action needed to achieve significant progress towards racial justice.

In this section we review recent racial justice efforts in New Mexico (showing momentum towards our prioritized goals); the Plan’s goals, strategies and outcomes to be achieved; and brief proposals from New Mexico organizations working on racial justice for first-stage work on the Plan’s goals.

Racial Justice Work Currently Underway

New Mexico has many community members and organizations who are doing promising racial justice work in our communities. Community organizers and advocates have also capably advanced major policy initiatives that puts New Mexico at the forefront of states. We have lawmakers pushing for racial equity in the policymaking arena, as well as community members, academics, lawyers, artists, counselors, and others building awareness about historical and present day experiences, and empowering our communities to take action for racial justice.

These are examples of racial justice underway in New Mexico. This is not an exhaustive list; rather, it is intended to provide a scan of the range of strategies being pursued.

Anti-racism initiatives at the legislature: In 2012, the Anti-Racism Subcommittee of the New Mexico Health Equity Working Group worked with the legislature to pass memorials in both the House and Senate to request every state agency to adopt policies to address institutional racism. While state agencies have yet to follow through on the initiative, the memorial represents an entry point into reforming state government practices and raising awareness about racial inequity in government.

In 2014, Strong Families New Mexico launched a report card to examine legislation and policy with an intersectional lens of race, class, gender and sexuality. The report card focuses on legislation that deals with education equity, health equity, economic justice, civil rights, and criminal justice.

In 2011, the New Mexico House of Representatives passed a memorial proclaiming Thursday, February 10, 2011 to be “Anti-Racism Day” at the legislature. This has continued each year, drawing numerous speakers and community leaders. This year’s event included stories and poetry from high school students, as well as booths and information by local organizations.

Media and Arts for Racial Justice: Community activists, artists, filmmakers, students and other community members have been producing media, film, music, spoken word and poetry, about the experiences of people of color in New Mexico and importantly, by people of color. Media Literacy Project and Generation Justice, for example, teach young people how to make video to tell their stories and educate the public on important community issues. At UNM, the Men of Color Initiative incorporates the use of spoken word, art, and other forms of expression as a critical support provided to students of color at the university. The annual Black History Month festival, produced by local activist and musician Cathy McGill, includes music and theater that powerfully recounts the historical and present day experiences of African Americans. The recent film, Land Water People Time, by local filmmakers Cynthia Gomez, David Lindbolm and Danny Valerio, tells stories of cultural preservation and loss in northern New Mexico by interviewing long-time residents and filming locations and cultural events. There are many more important examples of cultural organizing and educational efforts that are not captured in this report but nonetheless are critical for changing cultural norms and engaging the public to identify with the stories of people in New Mexico through mediums that accurately represent our communities.
**Anti-Racism training initiatives:** A number of organizations in New Mexico work to educate the public about racial justice through anti-racism trainings and presentations, inviting guest lecturers, and holding discussion groups, workshops and webinars about racial justice. These groups include the Anti-Racism Training Institute (ARTI), the New Mexico Health Equity Working Group, Media Literacy Project, the UNM Community Engagement Center, and many other individuals and groups that have helped organize these events and discussions.

**Major policy campaigns:** Community organizers and policy advocates in New Mexico have advanced key policy initiatives in recent years that few other states have been able to accomplish. These efforts impact low-income communities of color, and in many cases were organized from within these communities, although the advocacy efforts did not necessarily articulate racial justice as a primary goal of the campaign. For example, New Mexico expanded healthcare coverage through Medicaid despite an administration that initially opposed the idea. Policy advocates, community organizers, and healthcare workers coalesced in a broad campaign that resulted in thousands of phone calls to the Governor, media placements, polling and economic analysis.

The Respect ABQ Women campaign successfully turned out voters to defeat a local ballot measure that would have restricted the reproductive rights of women. Notably, this campaign pivoted on the leadership of women of color from Young Women United and Strong Families NM who developed the main messages of the campaign and successfully campaigned in communities of color, despite the common perception that people of color would not be supportive of the issue.

These same community organizing groups also passed a measure through the legislature and signed by the Governor in 2013 that ensures educational equity for pregnant and parenting teenagers – an important initiative that was formulated and advocated for by young women of color across the state.

New Mexico is one of few states that continues to allow people to obtain driver’s licenses regardless of their immigration status. Despite pervasive media-fueled anti-immigrant hostility, organizations like Somos Un Pueblo Unido, Encuentro and El Centro Derechos y Igualdad provided leadership to successfully educate policymakers about the public safety issues involved.

In Albuquerque, the Mayor’s Anti Domestic and Sexual Violence Taskforce developed an Albuquerque Police Department Limited English Policy and protocol, and has recommended that APD institute this throughout their department. The task force has also developed a “Maintenance of Effort” and Academy curriculum utilizing best practices.

Momentum has also been growing to increase the investment in early childhood education in New Mexico and to increase the statewide minimum wage among (other initiatives that would promote economic and education opportunities). The minimum wage was recently increased in Albuquerque and momentum is growing to do the same in Las Cruces and statewide due to community organizing efforts.

**Organizing within schools and universities:** There are efforts across New Mexico to improve the education system for students by involving parents, improving policies, and teaching about critical policies, literature, history, and other subjects using culturally relevant curricula. For example, the Leadership Institute at the Santa Fe Indian School and the Native American Community Academy are both re-defining schooling with innovative programs, curricula and community support to build Native students as leaders.

In another effort, Families United for Education, a grassroots organization of 400 family and community members and 45 supporting organizations, successfully researched, wrote and advocated for a family engagement policy in Albuquerque Public Schools (APS). The policy, which passed in August 2012, calls for all schools in APS to utilize the histories and cultures of families and communities as a foundation for education, and calls for safe and welcoming school environments; expanded communication between homes and schools; building relationships and capacity with and among parents, community members and school personnel; and equitable and effective systems.
In March 2013, the Southwest Organizing Project (SWOP), a community organizing group that organizes primarily in communities of color, worked with the New Mexico Legislature and sponsor Senator Linda Lopez to pass Senate Memorial 62, that recognizes a statewide Student Bill of Rights. This bill would establish a basis for a fair, safe, and engaging learning environment for students of New Mexico, stating that students shall have: freedom from discrimination; access to extracurricular and after school programs; information, resources, and support to prepare them for life after high school; encouragement to pursue higher education; equitable school and classroom environments; affordable and nutritious food; access to bilingual education; full protection of their constitutional rights while in schools; safe and secure public schools; and the right and opportunity to organize themselves and self-represent in important school decision-making processes.

At the University of New Mexico, the Institute for the Study of “Race” and Social Justice is working with academics and community leaders to spearhead a new College of Social Transformation at UNM that would encourage new leadership to address pressing societal needs through the collaborative integration of teaching, research, and civic engagement. It would build a culturally dynamic and linguistically inclusive environment and link academic theory to concrete social action. The college would include African Studies, Asian American Studies, Chicana and Chicano Studies, Native American Studies, Peace Studies, Research Service-Learning, Sustainability Studies, Women Studies, the Institute for the Study of “Race” and Social Justice, and the UNM Community Engagement Center.

Health Equity Initiatives: A growing number of organizations throughout New Mexico recognize that improving health outcomes requires equitable policy-making. As noted by Place Matters (a statewide initiative that has been organizing a network of community leaders to address the social and environmental determinants of health) differences in neighborhood conditions powerfully predict who is healthy, who is sick, and who lives longer. In McKinley County, Place Matters has partnered with the Red Water Pond Project to address environmental contamination that is disproportionately impacting Native communities. Health impact assessments are a key strategy of Place Matters.

In Albuquerque, the International Districts’ Healthy Communities Coalition (in the Southeast Heights neighborhood) has been a vibrant meeting space for over five years for local leaders, community organizations, service providers and local businesses to share ideas and develop proposals to improve the health of the community. Issues such as walkability, promoting arts and culture, ensuring mental health and substance use services, and other improvements to neighborhood conditions have been indentified.

Public health professionals across New Mexico have been studying the social and environmental determinants of health. The New Mexico Public Health Association (NMPHA) convenes a statewide Health Policy Legislative Forum and an annual conference to convene organizations and individuals advocating for health equity and legislative policies.
The ten-year plan prioritizes five goals to lay the foundation for greater racial justice in New Mexico. It builds on the strengths of New Mexico’s on-going racial justice work (partially reviewed in the preceding section of this report), and is informed by lessons learned from initiatives around the country. An initial set of project proposals from New Mexico organizations prepared to work to achieve one or more of the core goals is also included (following presentation of the plan). The plan also recommends action that may not be attached to any group at this time but that we believe should be prioritized.

Overview: The New Mexico Racial Justice Initiative Ten Year Core Goals

The Initiative has selected five core goals to focus the first ten years of its work as shown in the following visual.

**The New Mexico Racial Justice Initiative**

**Core Goals**

![Diagram of Core Goals]

**Goal 1: Change People's Thinking:** Racial inequities begin with how we think. Racism – including implicit and unconscious biases - then becomes prevalent through our behaviors, and codified in our laws, policies, and systems. At the center of each of the goals is the continual task of changing people's thinking as it relates to each of the other goals, and to the issue of racial justice generally.

**Goal 2: Build Capacity for Collective Impact for Racial Justice:** Strengthening capacities of people and organizations to achieve social change is a critical part of the work. We recognize the need to (1) continue to build effective racial justice leadership, (2) strengthen the capacity of organizations to collaborate effectively, (3) raise the needed financial resources, and (4) develop shared goals and complementary strategies. We plan to build the necessary infrastructure, through a backbone organization, to build the capacities needed to achieve our ten year goals.

**Goal 3: Strengthen the Legal and Policy Framework for Racial Justice:** Laws and policies create constraints and supports for racial justice, either deepening racial inequities or providing support for racial justice. The legal and policy framework sets the stage for what systems can and cannot do – so a systems approach to racial justice requires strengthening the legal and policy framework for racial justice.

**Goal 4: Create Equitable Systems:** The Initiative will focus on three systems in New Mexico that have a profound impact on the quality of life and future opportunities for communities of color: the educational system, the healthcare system, and the criminal justice system. Each of these systems in New Mexico promote profound racial inequities. Strategic interventions in these systems are critical to achieving racial justice.
Goal 5: Build Wealth in Communities of Color: Poverty is most extreme for people of color in New Mexico and dramatically diminishes every aspect of the well-being of families and communities of color. The Initiative’s plan integrates proven wealth-building strategies focused on people of color.

Although the goals are presented as distinct, they are fundamentally integrated and very much in relationship to each other. For example, as we develop leaders as part of the Build Capacity goal, those leaders then become engaged in the Change People’s Thinking goal. Similarly, as the Strengthening the Legal and Policy Framework goal is achieved, the opportunities for Creating Equitable Systems are also expanded.

See below for an overview of the Plan’s goals, Outcomes, Strategies and Initial Proposals.

Overview of the New Mexico Racial Justice Initiative’s 10 Year Goals, Outcomes, Strategies, & Initial Proposals

<table>
<thead>
<tr>
<th>GOAL 3</th>
<th>OUTCOMES</th>
<th>STRATEGIES</th>
<th>INITIAL PROPOSALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change People’s Thinking</td>
<td>Accurate representations of people of color</td>
<td>Establish a media monitoring project to promote accurate representations of people of color.</td>
<td>1. Media Monitoring for Racial Justice (Media Literacy Project)</td>
</tr>
<tr>
<td></td>
<td>A culture shift towards racial justice</td>
<td>Identify and support prominent leaders and spokespeople in targeted areas of the state, including young people, educators, and business and faith leaders to help build awareness and commitment towards racial justice.</td>
<td>2. Backbone Organization to Build Racial Justice Advocacy (NM Collaborative of Racial Justice Leadership),</td>
</tr>
<tr>
<td></td>
<td>Engaged Native leaders and communities engaged in racial justice work</td>
<td>Train policymakers at the local and/or state level on racial equity tools for racial justice.</td>
<td>3. Youth Leadership for Racial Justice (Forum for Youth in Community),</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop a centralized repository for tracking and publicizing educational, arts and media tools that powerfully educate and compel the public to unite for racial justice.</td>
<td>4. Capacity Building for Racial Justice Leadership (UNM Community Engagement Center)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conduct community organizing and educational efforts for Native American leadership and civic engagement.</td>
<td>Backbone Organization to Build Racial Justice Advocacy (NM Collaborative of Racial Justice Leadership),</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5. Racial Justice for Native American Communities (Native American Voters Alliance Education Project)</td>
</tr>
</tbody>
</table>
## GOAL 3

### OUTCOMES

<table>
<thead>
<tr>
<th>Build Capacity for Collective Impact for Racial Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective, coordinated racial justice leadership</td>
</tr>
<tr>
<td>Strategic coordination of a long-term racial justice agenda in New Mexico</td>
</tr>
<tr>
<td>A strong, sustainable racial justice community leading New Mexico’s racial justice work</td>
</tr>
</tbody>
</table>

### STRATEGIES

| Establish a small, agile backbone organization to facilitate common goals & coordinated statewide action for racial justice; evaluate progress; and build resources for sustainability. |
|_________________________________________________________________________________________|
| Build a statewide racial justice community that develops common goals for racial justice grounded in the values of New Mexicans. |

### INITIAL PROPOSALS

<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Capacity Building for Racial Justice Leadership (UNM Community Engagement Center with Partner Agencies)</td>
</tr>
<tr>
<td>3. Youth Leadership for Racial Justice (Forum for Youth in Community, NM youth Alliance Racial Justice Council)</td>
</tr>
</tbody>
</table>

## GOAL 3

### OUTCOMES

<table>
<thead>
<tr>
<th>Strengthen the Legal and Policy Framework for Racial Justice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher rates of legal enforcement when rights are violated</td>
</tr>
<tr>
<td>Improved language access services among agencies receiving federal funds</td>
</tr>
<tr>
<td>Innovative legal theories for racial justice developed in collaboration between NM and national civil legal service providers</td>
</tr>
<tr>
<td>Use of systems analysis tools of racial equity impacts</td>
</tr>
</tbody>
</table>

### STRATEGIES

| Develop a racial justice pilot program within the civil legal services system in New Mexico focused on enforcement of civil rights and high-impact legal issues. |
|________________________________________________________________________________________________________________________________|
| Enforce civil rights in targeted issue areas by coordinating legal action with community based strategies to educate people about their rights. |
| Collaborate with local and national civil rights groups to explore more effective approaches to advancing racial justice through the law. |
| Pilot the use of racial equity impact assessments. |

### INITIAL PROPOSALS

<table>
<thead>
<tr>
<th>1. Civil Legal Services Racial Justice Collaborative (NM Center on Law and Poverty, NM Legal Aid, Law Access New Mexico)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. NM Asian Family Center</td>
</tr>
<tr>
<td>GOAL 4</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>Create Equitable Systems</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>GOAL 5</td>
</tr>
<tr>
<td>------------------------</td>
</tr>
<tr>
<td>Build Wealth in</td>
</tr>
<tr>
<td>Communities of Color</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
High Priority Work Underway

Create Equitable Systems

Education
1) Support legal and policy advocacy efforts to expand funding to K-12 public education and early childhood education programs.

*Current efforts* are underway including litigation to increase school funding and coalition efforts to set up a permanent funding mechanism for early childhood education.

Health
1) Evaluate racial disparities in healthcare enrollment and coverage under the Affordable Care Act and propose concrete strategies to policymakers for reducing those disparities.

*Current Efforts* are underway to address racial disparities in enrollment and coverage.

2) Strengthen the healthcare system for Native American communities and immigrant communities.

*Current Efforts* are underway to improve the infrastructure of tribal health systems and address gaps in healthcare safety net services for immigrant communities.

3) Support culturally competent and language accessible healthcare services in communities of color.

*Current Efforts* are underway by the NM Department of Health, and the UNM Cares Health Disparities Center.

Criminal Justice
1) Support efforts to reform police stop, arrest and charging practices.

*Current Efforts* are underway to analyze police investigation and charging practices.

Building Wealth in Communities of Color

1) Raise the minimum wage in New Mexico and protection of wages from wage theft.

*Current efforts* are underway to raise the minimum wage in New Mexico.
The New Mexico Initiative for Racial Justice
Detailed Ten Year Goals & Strategies

GOAL #1: CHANGE PEOPLE’S THINKING

Outcomes to be Achieved
- Accurate representations of people of color by the media
- A culture shift towards racial justice
- Engaged Native communities in racial justice work

STRATEGIES

Strategy 1
Develop a centralized repository for tracking and publicizing educational, arts and media tools that powerfully educate and compel the public to unite for racial justice.

New Mexico has a thriving community of spoken word artists, musicians, film makers, historians and others telling the stories about the places, people and cultures in our state. Arts, music, film and media allow people to tell their own stories while also connecting and identifying with each other – a powerful way to break down barriers, stereotypes and biases.

Initial Projects
See proposal by Backbone Organization on p. 72 to either set up, or work with another agency, to create a repository of arts, media and educational materials that promote racial justice, and strategies to effectively disseminate them.

Strategy 2
Implement a media monitoring project to promote accurate representations of people of color.

The media shapes public attitudes and norms, creating implicit associations of “who occupies valued roles and devalued roles in the community.” Media monitoring will be done in three areas of the state and data compiled on press coverage. Community members will participate in these media accountability activities. A sustainable racial justice media monitoring model will be developed that can be replicated in other states, bringing the national “Strong Families frame” to New Mexico’s communities of color to increase responsible speech in our media and accurate representations of communities of color.

Initial Projects
See proposal by Media Literacy Project on p. 70.

“It’s about responsible speech – so that individuals understand the power of the word and how it can destroy, incite, and divide, or deepen compassion, increase understanding, and build strong bridges.”
– Andrea Quijada, Executive Director, Media Literacy Project
**Strategy 3**
Train policymakers at the local and/or state level on racial equity and to engage them in racial justice work.

Major policy changes can only be accomplished with the buy-in and support of policymakers and others who make decisions in systems that must be changed; this is necessary to achieve many of the goals included in this ten year plan.

Initial Projects: See Backbone Organization on p. 72 (role to coordinate efforts) and Capacity Building for Racial Justice Leadership on p. 74 (proposal to provide racial justice education to policymakers).

**Strategy 4**
Identify and support a cadre of prominent leaders and spokespeople in targeted areas of the state, including young people, educators, and business and faith leaders to help build awareness and commitment towards racial justice.

A critical strategy for conducting a wide-reaching public campaign is to engage leaders and spokespeople in all sectors to carry the message of racial justice. These individuals can be activated to take actions at strategic times of campaigns. Young people are effective agents of cultural change, and their experiences with racial equity should be amplified to other youth as well as to our policy makers.

*Initial Projects*
1) See proposal by Backbone Organization on p. 72. This organization will identify key spokespeople and leaders in various sectors to engage them in racial justice work.

2) See proposal by Forum for Youth in Community on p. 72. The project aims to empower young people as racial justice leaders by creating a council of youth members to engage in critical analysis and community impact projects, and distribute micro-grants for youth to address issues related to racial equity.

3) See proposal by UNM Community Engagement Center on p. 74. The UNM Community Engagement project proposes to work in partnership with organizations implementing racial justice education strategies to raise public dialogue and awareness about racial justice, and support racial and economic justice civic engagement initiatives and policy campaigns for racial justice.

**Strategy 5**
Support community organizing and educational efforts for Native American leadership and civic engagement on issue campaigns that challenge structural inequities for Native Americans.

Racial justice for Native Americans requires targeted strategies that have been developed by tribal and off-reservation communities to advance goals for equity.

*Initial Project*
See proposal by Native American Voters Alliance on p. 71. This project will launch an initiative to develop curricula for Native American communities to use for education and community organizing efforts. The curricula will include an analysis of institutional racism and the historical and current experiences of Native Americans.
GOAL #2: BUILD CAPACITY FOR COLLECTIVE IMPACT FOR RACIAL JUSTICE

Outcomes to be Achieved
- Effective, coordinated racial justice leadership
- Strategic coordination of a long-term racial justice agenda in New Mexico
- A strong, sustainable racial justice community leading New Mexico racial justice work

STRATEGIES

Strategy 1
Establish a small and agile backbone agency to pursue common goals, support and coordinate statewide action for racial justice, build resources for sustainability, and evaluate progress.

Community leaders taking part in this initiative agree on the need for a central function, or organization, to help coordinate and expand the racial justice community and provide resources to other organizations. Consensus emerged among the final planning group that the backbone should be developed out of a collaborative of racial justice leaders.

To build a strong foundation and sustainability, these backbone functions would be housed in an existing organization for at least the first year or two. The backbone would serve to advance a collective impact strategy that promotes a common agenda, coordinates strategies, provides communication support, and tracks progress.

Backbone functions identified as most useful and described in more detail in the “Analysis” section of this report) are:
- Help local organizations develop common racial justice goals
- Actively reach leaders and build networks in all parts of the state, including rural areas
- Take bold positions to coordinate strategic action for racial justice
- Support efforts to build leadership and organize within communities of color
- Foster trust and collaborations
- Develop resources for sustainability
- Track progress

Initial Project
See proposal by Backbone Organization Collaborative on p. 72. The project would bring together racial justice leaders who have emerged from this initiative as key collaborators committed to initiating wide scale movement in New Mexico for racial justice. The group would serve as an advisory committee for choosing a host organization for the backbone agency, developing a charter, and obtaining resources to initiate the project.

Strategy 2
Build a statewide racial justice community that develops common goals for racial justice grounded in the values of New Mexicans.

The racial justice community in New Mexico includes organizations that have been providing trainings, presentations and other forums for many years to create dialogue and develop a shared understanding about racial inequity in New Mexico. These efforts need to be expanded by:

- Engaging a broader group of community leaders in training and dialogue about racial justice;
- Working to dismantle racism within our own organizations;
- Offering a framework that invites everyone into the conversation and builds unlikely allies;
- Building upon uniquely New Mexican values to unite people into action;
• Understanding how race intersects with class and gender;
• Developing a vision that shows why racial justice is important to all of our communities;
• Using an asset-based approach towards racial equity that affirms the strengths we have in our families and communities in New Mexico and speaks to the values of New Mexicans (such as that we value our families, being good neighbors, our cultural traditions, and our resourcefulness and resilience as people);
• Sharing personal stories and experiences to educate people about both current and historical injustices.

As we advance dialogue in New Mexico, community leaders recommended some specific strategies:
• Hold a year-long training series with at least 2-3 representatives from each of the major advocacy organizations about dismantling racism, both within agencies and externally.
• Set up focus groups of New Mexicans from different parts of the state for people's views on racial inequity, race relations, and the values that will compel people into action.

*Initial Projects*
1) See proposal from backbone agency on p. 72 to support coordinated racial justice efforts;
2) See proposal by UNM Community Engagement Center on p. 74. The project proposes to work in partnership with organizations implementing racial justice education strategies to: create spaces for dialogue on racial justice, engage in participatory research projects about racial inequity, provide quality, interdisciplinary racial justice education for policymakers, community leaders, students and other stakeholders; provide trainings to individuals and organizations on institutional racism, why it persists and how it can be undone; and support racial and economic justice civic engagement initiatives and policy campaigns for racial justice.
3) See proposal by Institute for the Study of “Race” and Social Justice on p. 83 to hold a statewide conference for educational and policy discourse about the intersections of race, class and gender.
GOAL #3: STRENGTHEN THE LEGAL AND POLICY FRAMEWORK FOR RACIAL JUSTICE

“Justice can include civil rights laws but civil rights laws don’t always include justice… ‘Civil’ refers largely to political rights, but communities of color need change in economics and culture, too, the kind of change that hasn’t yet been encoded in the law.”

Outcomes to be Achieved

- Higher rates of legal enforcement when rights are violated
- Improved language access services among agencies receiving federal funds
- Innovative legal theories for racial justice developed in collaboration between New Mexico and national civil legal service providers
- Use systems of analysis tools of racial equity impacts

Policymaking can have a major impact on racial justice in both positive and negative ways. Policies and legislation can reduce racial disparities or promote equity. Care must be taken to examine programs or policies that are not explicitly focused on race, or that are enacted in order to resolve racial disparities, but may have unintended consequences for ethnic minority communities.

STRATEGIES

Strategy 1
Develop a racial justice pilot program within the civil legal services system in New Mexico.

Model programs have developed in other states (as described earlier in the report) for racial justice initiatives through civil legal service providers. These initiatives partner with community agencies to assess local needs, enforce legal claims for communities of color, and advocate for policy change. Successful initiatives have provided training internally to staff to understand racial equity and model equitable institutions.

Initial Project:
See proposal on p. 77 jointly by the NM Center on Law and Poverty, NM Legal Aid, and Law Access New Mexico.

Strategy 2
Support campaigns to enforce civil rights in targeted issue areas by coordinating legal action with community based strategies. This strategy will build on previous successes (e.g., in 2005, a group of agencies sued UNM public hospital over language access, leading to considerable improvements in patient services; recently, the Mayor of Albuquerque convened a taskforce of sexual assault and domestic violence agencies to make recommendations for improvements to law enforcement policies regarding language access).

Initial Project
See proposal on p. 84 by the NM Asian Family Center to strengthen language interpretation services in the realm of public benefits and healthcare by working in partnership with legal service organizations and providing education within the Asian community and to service providers in the broader community about language access rights.
**Strategy 3**
Collaborate with local and national civil rights groups and community agencies to explore more effective approaches to advancing racial justice through the law.

This project would set up a three year pilot program to enforce civil rights and advance racial justice through the law. The project would dedicate legal services to protect the rights of people of color and work in collaboration with local and national partners to address systemic issues in the law to advance racial justice. The project would also aim to build race consciousness among civil legal service providers, build relationships with the racial justice community, and provide professional development avenues for people of color to work with civil legal services organizations.

*Initial Project:*
See proposal by a collaborative of legal services organizations including the New Mexico Center on Law and Poverty, New Mexico Legal Aid, and Law Access New Mexico on p. 77.

**Strategy 4**
Pilot the Use of Racial Equity Impact Assessments

“REIAs are used to reduce, eliminate and prevent racial discrimination and inequities. When racial equity is not consciously addressed, racial inequality is often unconsciously replicated.” – Race Forward

A REIA assessment is an effective tool to provide systemic exploration of the impact that a proposed action, policy, or practice has on racial and ethnic groups. Best conducted during the period when proposals are being considered, the REIA can help identify unanticipated negative outcomes prior to their adoption, thus preventing the perpetuation of institutional racism. REIAs can also help identify new options for eliminating discrimination and disparities.

Systematic use of REIAs could make a major contribution towards advancing racial justice in New Mexico. To provide legislative support for this approach, Senator Linda Lopez will begin discussions with a council of legislators and community members about using the REIA for New Mexico in five major areas (education, health, economic justice, civil rights, and criminal justice) to determine if programs, practices or budgets are likely to increase racial disparities in New Mexico.
GOAL #4: CREATE EQUITABLE SYSTEMS:

Outcomes to be Achieved

A. Education System
   • Improved educational outcomes for students of color
   • Parent and student leaders engaged in improvement of the educational system from a racial justice perspective

B. Healthcare System
   • Improved healthcare and health outcomes for racial and ethnic minorities
   • Health equity approach used by lawmakers to evaluate policies
   • Data on intersections of race, class and gender collected and informing policymaking

C. Criminal Justice System
   • Contact by people of color with New Mexico’s criminal justice system reduced

A. EDUCATION SYSTEM STRATEGIES

Strategy 1
Deepen family engagement in the public schools to advocate for changes to educational system goals, policies and curricula from a racial justice perspective.

When families are partners in the educational process they can work with schools to address the diverse needs of students, ensuring that each student succeeds and eliminating educational and opportunity gaps. This engagement allows for parents to advocate for their children, and collaborate in decision-making processes about curriculum, course selection, discipline policies and school reform measures. This strategy will expand family engagement in schools, provide anti-racism trainings and interventions in schools, and advocate for culturally-relevant curriculum.

Initial Project
See proposal by Families United for Education on page 79.

Strategy 2
Provide support systems for students of color to develop leaders and improve educational outcomes

Because students of color are less likely to graduate from high school or college than their white counterparts, our communities must develop systemic approaches to identify students at risk of dropping out and connect them with the support they need. This type of support system has been developed by the Men of Color Initiative (MOCI) and is working to bring male Asian/Pacific Islander, Black, Latino and Native students together with campus and community partners to increase graduation and retention rates at the University of New Mexico. This approach engages male students to identify the barriers to their educational success and the supports they need to increase their academic success.

Supports for boys and men of color in high school and college include student clubs, talking circles, and middle and high school outreach programs; hosting a legislative briefing on boys and men of color to share lessons with policymakers; organizing New Mexico’s first statewide summit on boys and men of color to highlight research and programs, and share stories; and launching a series of workshops and projects on anti-racism, coaching and mentoring, community engagement, leadership and teamwork.

Initial Project:
See Proposal by the Men of Color Initiative on page 81.
**Strategy 3**  
Support legal and policy efforts to increase funding for early childhood education and to K-12 education system.

a) **Expand funding for the K-12 public education system.**

New Mexico’s schools are not given the resources they need to help children succeed, as mandated by the New Mexico state constitution. Numerous studies, legislative task forces, committees, and education experts have pointed to the insufficiency of funding for public education in New Mexico. Expert analysis indicates that the budget must be increased by a minimum of 15% over the FY2008 appropriation in constant dollars.

b) **Invest in early childhood education** - The state could guarantee universal access to early childhood education by investing sustained resources into the Pre-K program. One option, proposed and strongly advocated for by justice advocacy groups and others, is to allocate a percentage of the state’s land grant permanent fund to early childhood education annually. This would require an amendment to the state’s constitution. Recent attempts to send a resolution to the voters have stalled in the state senate.

Current efforts are underway to increase funding for K-12 and early childhood education. The Center on Law and Poverty and the Mexican American Legal Defense Fund (MALDEF) have separately filed lawsuits challenging the inadequate level of funding to the public schools. Multiple organizations are also currently working to advance a resolution to hold a public vote on amending the state constitution to provide for funding early childhood education.

---

**B. HEALTH SYSTEM STRATEGIES**

**Strategy 1**

Conduct health equity initiatives in locations throughout New Mexico to advocate for health outcome improvements that account for environmental, socioeconomic and cultural factors.

An understanding of the key social determinants of health should be integrated into decision-making by policymakers and providers of healthcare services. This would dramatically improve health outcomes among New Mexico’s communities of color.

Health impact assessment tools can be used at local and statewide levels to evaluate the impact of proposed policies and legislation. Health impact assessments are being piloted in local communities. These targeted initiatives, through the work of the Place Matters initiative in New Mexico, assess socioeconomic and environmental conditions that impact health outcomes and work within communities to find equitable solutions.

**Initial Project**

See proposal on p.82 by McKinley Community PLACE MATTERS and Red Water Pond community to assess the environmental and health impact of massive uranium mine contamination that occurred on the Navajo reservation. Working within the community to promote healing, build relationships and support community-driven efforts, the initiative is a potential model for replication at other sites in the state that have been impacted by contamination from uranium mines and oil and gas companies.
Strategy 2
Evaluate racial disparities in healthcare enrollment and coverage under the Affordable Care Act and propose concrete strategies to policymakers for reducing those disparities.

There are racial disparities in both health insurance enrollment and coverage that have not been well-studied in New Mexico. The first step is to advocate for complete data from the two systems that are providing the most healthcare coverage in low-income communities: Medicaid and the Exchange.

Current efforts are underway to advocate for transparency and reporting of healthcare enrollment and coverage data. The Healthcare for All Coalition and Medicaid Coalition are working to improve the implementation of healthcare reform in New Mexico, including urging the state to identify enrollment disparities and invest in targeted outreach.

Strategy 3
Strengthen the healthcare system for Native American communities and immigrant communities.

While the Affordable Care Act provides new healthcare coverage that is expected to reduce health disparities, the healthcare system is still fractured for two communities: immigrants and Native Americans. The healthcare needs of these communities will not be met by healthcare reform; in fact, disparities may widen.

Current efforts are underway to improve the infrastructure of tribal health systems. The Jemez health department and Center on Law and Poverty have collaborated to provide trainings to tribal health departments about how to access Medicaid payments. The Native American Professional Parenting Resources (NAPPR) agency is engaged in efforts to improve outreach and enrollment in Medicaid and the Exchange. There is an active community group in Bernalillo County – Juntos para la Salud – working to improve charity care services at UNM Hospital. Other counties and hospitals are currently examining policies and practices to improve safety net services throughout the state.

Strategy 4
Support culturally competent and language accessible health services in communities of color.

Cultural competence is essential for effective patient-centered care. It requires providers to understand the differences between their own health beliefs, practices, and values and those of their patients, and to develop the competencies needed to provide culturally-appropriate care and reduce racial and ethnic healthcare disparities.

Initial Project
See proposal on p. 85 by the New Mexico Asian Family Center to enforce language access rights, increase knowledge of language access rights in limited-English proficient communities, and build the capacity of community agencies to serve limited-English proficient communities.

Current efforts are underway in New Mexico to improve cultural responsiveness in the healthcare field. For example, the NM Department of Health is engaging in efforts to promote linguistic and cultural competency among its staff and in public health offices. The NM Cares Health Disparities Center has also set forth goals to provide culturally responsive prevention and mental health intervention for tribal youth, work with primary care practices to improve the delivery of screening and treatment services, and work with medical students to counteract stereotypes that may contribute to service disparities.
C. CRIMINAL JUSTICE SYSTEM STRATEGIES

**Strategy 1**
Support efforts to reform police stop, arrest and charging practices.

Stakeholders recommended multiple strategies to reform arrest and charging practices by: 1) developing a coalition to review, and potentially build upon, the results of the Somos Un Pueblo Unido and NAACP study finding that law enforcement agencies are out of compliance with New Mexico’s racial profiling law; 2) identifying hiring and training protocols that work in other jurisdictions and experts to work with the coalition; 3) working with community members to develop a comprehensive proposal to the Albuquerque Police Department for research-based hiring and training techniques to address racism in the department, and to design and implement a training program with expert assistance; 4) advocating for legislation requiring police to track the age, race and outcome of every stop into a database, and release this data regularly and publicly; and 5) evaluating laws and regulations to assess whether police are disproportionately arresting youth of color.

**Strategy 2**
Build a collaborative for strategic initiatives to reduce the recidivism rate for people of color in the criminal justice system and break the school to prison pipeline.

Recidivism: By developing strategies that effectively transition felons back into the community, New Mexico can significantly reduce the recidivism rate and increase the likelihood that individuals will go on to lead healthier, economically stable lives after being released. Seventy-five percent of inmates entering prison have a history of drug addiction and sixty-nine percent have drug-related crimes on their records. Given these statistics, addressing underlying substance abuse issues is a critical step towards reducing recidivism.

Stakeholders recommend multiple possible strategies, such as:
- Implement institutional support jobs within correctional facilities that offer private sector experience, fair wages, and include effective vocational training.
- Conduct a thorough environmental analysis of in-prison and transitional drug treatment programs to identify best practices.
- Amend state law to integrate appropriate therapy services into intensive supervision programs (ISP). ISP is a highly structured, concentrated form of probation and parole supervision with stringent reporting requirements and home visits when combined with treatment programming. ISP can reduce recidivism by almost 25%.
- Pass legislation for comprehensive expungement that offers offenders a responsible path towards full social and economic re-integration.
- Pass legislation that provides for the pre-release Medicaid enrollment of offenders. Enrolling offenders in Medicaid will provide access to physical health services, and behavioral and substance abuse services — services that will be completely paid for by the federal government through 2016 (the federal government will continue to pick up 90% of these costs thereafter). Legislation requiring pre-release Medicaid enrollment for offenders was passed by the 2013 legislative session, but vetoed by Governor Martinez—citing that the state Human Services Department (HSD) could provide this opportunity through administrative rule. Community groups should work with HSD to ensure that pre-release enrollment begins as soon as possible. If adequate progress is not made it may be necessary for the state legislature to pass a similar statute or override the Governor’s veto in 2014.
Strategy 3
Break the School-to-Prison Pipeline

Stakeholders recommend that a collaborative consider the following strategies:

- Engage education attorneys, advocates, and interested community members to analyze school district disciplinary policies and determine which schools and districts have Zero Tolerance policies, and which have the highest levels of expulsion and suspension. Advocate for those school boards to implement alternative disciplinary programs, similar to the work currently being done by the Albuquerque Public School District.
- Consider legal action, if necessary, to prevent school districts from engaging in disciplinary policies that result in discrimination of students of color.
- Require that district and school-level discipline policies clearly define acts that pose a substantial threat to school safety which would justify an arrest, as well as petty actions of misconduct that should be treated as disciplinary infractions. This may prevent students from being unnecessarily referred to the juvenile justice system.
- Require school districts to disaggregate data on student suspension and expulsion by student socio-economic class, gender, race/ethnicity, geography, special education classification, and English Language Learner status, in order to provide the information necessary to identify and remedy race-based trends in the application of student discipline.

See proposal on p. 72 by Backbone Organization to support collaborative efforts for game-changing initiatives.

Current efforts are underway among key legal agencies to assess how to build a collaborative to address the disproportionate contact of people of color with the criminal justice system. This is potentially a project for a racial justice backbone organization to support in development.
GOAL #5: BUILD WEALTH IN COMMUNITIES OF COLOR

“An imbalance between rich and poor is the oldest and most fatal ailment of all republics.”
– Plutarch

Outcomes to be Achieved
• Increased wealth in communities of color
• Cap on maximum loan rate in New Mexico
• Assets built in communities of color
• Wage theft reduced in immigrants communities

STRATEGIES

Strategy 1
Build a collaborative to advocate for fair lending practices and opportunities to build assets.

Closing the income and wealth gap for racial and ethnic minorities is the basis for long-term economic stability and growth. Building assets requires savings – for college, to buy a home or start a business. The challenge of saving for low-income families is compounded by their inability to obtain loans at fair interest rates, trapping them in a cycle of debt.

Initial Project:
See proposal by Prosperity Works on p. 85. This project will establish a statewide collaborative called the New Mexico Fair Lending Coalition (NMFLC). The Coalition will work to cap the interest rate for loans at 36%, develop alternative sources of fair lending for people who can afford to repay small loans, and improve access to banking and credit. The project will also conduct a statewide feasibility study to identify opportunities for improving access to fair products and credit building, and work to increase the availability of asset development products, such as Individual Development Accounts, Child Savings Accounts, and emergency savings accounts.

Strategy 2
Support asset-building efforts in low-income communities of color.

Wealth among America’s minority communities has declined in recent decades, a trend that greatly accelerated during the mortgage crisis and the ensuing Great Recession of 2007-2009. Hispanic and African Americans that had been targeted for sub-prime mortgage products began to lose their homes - their major asset.

Effective asset development strategies in New Mexico include: 1) Providing community-based asset development and financial literacy training for low-income communities; 2) Generating state and local funding for asset development such as Child Savings Accounts, Individual Development Accounts and other research-based asset development tools that have been shown to facilitate asset growth in low-income communities; 3) Working with financial institutions to understand how financial products and decisions impact racial and ethnic communities; and 4) Researching opportunities for state action to prevent the “cliff effect” where people lose public benefits (such as food stamps or child care) as a result of a small increase in income.

Strategies to support asset-building will: increase financial counseling in communities of color; expand the availability of asset development products, such as Individual Development Accounts, Child Savings Accounts, and emergency savings accounts; and increase home ownership opportunities through financial literacy classes and home ownership counseling.

Initial Project:
See proposal by Prosperity Works on p. 85 and proposal by Homewise on p. 87.
Strategy 3
Protect wages from wage theft.

Immigrant workers tend to work in New Mexico’s service, agricultural, and construction industries. Immigrant workers commonly face low wages, long hours, exploitative and unsafe working conditions. Approximately one-third of undocumented immigrants in New Mexico have experienced wage theft and 22 percent of documented immigrant workers have been victimized. Workers often experience housing instability as a result of wage theft, commonly resulting in eviction and temporary homelessness, difficulty in providing for the basic needs of their family, and the psychological impact of being victimized and being robbed of the dignity of their work.

As a result of strong advocacy by immigrants’ rights organizations and workers’ committees and with the support of faith-based institutions, unions, and legal-advocates, New Mexico has some of the strongest anti-wage theft laws in the country. That said, wage theft is still rampant and underreported in New Mexico.

See proposal by El Centro on p. 88.

Strategy 4
Increase wages indexed to inflation and protect wages from wage theft.

Increasing wages in New Mexico would support greater economic mobility and lessen the racial and ethnic income gap. Providing families with the guarantee of a living wage is critical to avoiding the deterioration of real earnings over time due to inflation, and thus providing a more secure income base for families to meet their basic needs. And stronger laws against wage theft (employers refusing to pay wages earned) would protect the economic interests of immigrant and low-income racial and ethnic minority communities.

Strategies that were recommended by stakeholders include:

1. Work in collaboration with local organizations and community members to secure wage increases at the city and county levels.

2. Consider an amendment to the state constitution that would index the state’s minimum wage to inflation. Other states (like Colorado) have included this protection in their state constitution to ensure that the real value of wages does not erode over time.

Current efforts are underway to increase the minimum wage through a statewide network. This is one of the efforts that the racial justice advocacy community, through a backbone agency, would assess and potentially prioritize for action.

Strategy 5
Identify the most feasible tax reforms that would increase disposable income for low-income New Mexicans and launch an effort to move the state to adopt them.

Disposable income can be increased through tax reforms such as increasing the Working Families Tax Credit from 10% to 15% of the federal credit; expanding eligibility for the property tax circuit breaker to all ages and increasing the maximum benefit to $500; increasing the eligibility for and/or percentage of expenses qualifying for the child and dependent care credit; and establishing a child tax credit for children under 17 years old.

Initial Project
This is potentially an issue that a racial justice backbone agency would support upon assessment by the racial justice advocacy community.
INITIAL PROJECT PROPOSALS

LIST OF PROPOSALS ORGANIZED BY THE CORE GOALS EACH PROPOSAL ADDRESSES

GOAL 1: CHANGE PEOPLE’S THINKING
- Media Monitoring for Racial Justice (Media Literacy Project)
- Racial Justice for Native American Communities (Native American Voters Alliance)

GOAL 2: BUILD CAPACITY FOR COLLECTIVE IMPACT FOR RACIAL JUSTICE
- Backbone Organization to Build Racial Justice (NM Collaborative of Racial Justice Leadership)
- Capacity Building for Racial Justice Leadership (UNM Community Engagement Center with Partner Agencies)
- Youth Leadership for Racial Justice (Forum for Youth in Community, New Mexico Youth Alliance Racial Justice Council)

GOAL 3: STRENGTHEN THE LEGAL & POLICY FRAMEWORK FOR RACIAL JUSTICE
- Civil Legal Services Racial Justice Collaborative (NM Center on Law and Poverty, Legal Aid, Law Access)
- Language Access for All Campaign (New Mexico Asian Family Center)

GOAL 4: CREATE EQUITABLE SYSTEMS
  Education
- Family Engagement for Racial Justice in Schools (Families United for Education)
- Academic Achievement and Leadership for Boys and Men of Color (University of New Mexico Men of Color Initiative)
  Health
- Health Equity and Healing (McKinley PLACE MATTERS)
- Language Access for All Campaign (New Mexico Asian Family Center)
  Criminal Justice
- Backbone Organization to Build Racial Justice Advocacy (New Mexico Collaborative of Racial Justice Leadership)

GOAL 5: BUILD WEALTH IN COMMUNITIES OF COLOR
- Build Wealth Through Asset-Building and Fair Lending Practices (Prosperity Works)
- Home Ownership Through Financial Counseling (Homewise, Inc.)
- Reduce Wage Theft (El Centro)
Goal 1: Changing People’s Thinking
Project Proposal: #1

Media Monitoring for Racial Justice
By Media Literacy Project

Objectives: See Goal 1: Changing People's Thinking p. 56

Project Outcomes
- Increase responsible speech in our media and accurate representations of people of color.
- Create effective messaging that elevates the voices and priorities of communities of color.
- Promote a culture shift for racial justice.

Core Strategies
1. Systematically monitor local media through a racial justice lens to respond swiftly and successfully to irresponsible journalism and to promote the accurate representation of people of color in the media.
2. Build the infrastructure needed to monitor media through a racial justice lens. Staff members will monitor NM media in three state regions, research and compile data on local media stories, maintain a Media Monitor database, and evaluate all Media Monitor activities. This will include identifying best practices and lessons learned from organizations across the country.
3. Coordinate on-the-ground campaigns for holding local media accountable to community-driven standards rooted in racial justice. MLP will hold meetings with organizational partners across the state to identify problematic and irresponsible frames being used by media. MLP will train spokespeople across the state, develop and coordinate on-line and on-the-ground actions including all social media strategies, community meetings, and conversations with media outlets and journalists, and ensure a shared racial justice framework and unified messaging with all collaborating organizations.
4. Create a sustainable racial justice media monitoring model that can be replicated in other states.
5. Integrate Strong Families frame that centers in communities of color: Strong Families works to change how we think, feel, and vote about families. Strong Families brings together groups from across a wide spectrum of social justice movements to advance a united vision of uplifting families of color, low-income families, immigrant families, indigenous families, and young families, linking issues and communities together using a unified progressive family frame.

Resources Required
This project calls for a team of at least 6-10 full-time staff with Media Literacy Project: 1 project director to supervise and coordinate team, 3 media monitors for Southern, Central, and Northern NM to monitor media, 1 campaign manager to design collective action, 1 grassroots coordinator to collaborate with social justice organizations on the ground, 1 social media coordinator, and 1 administrative manager. A team of less than 6 would make the Media Monitor under-resourced and unable to effectively create the culture shift New Mexico needs to achieve racial justice.

Organization Description
Media Literacy Project (MLP) was founded 21 years ago in Albuquerque to ensure that New Mexicans can access, analyze, and create media. MLP’s work is people of color led and is rooted in a racial and social justice frame. For the past five years MLP has elevated the voices of New Mexicans in national conversations on media policy issues including the fights for net neutrality and Lifeline, for the reduction in the cost of prison phone rates, and against the surveillance technology that is over-utilized by government and corporations in the monitoring of people of color. Five years ago, MLP launched Siembra La Palabra Digna, a multi-year campaign to confront irresponsible speech in our media system, with a particular leaning to address racism, sexism, and homophobia. Through Siembra, MLP works to increase responsible speech in Albuquerque and passed a responsible speech memorial in the City Council on April 21, 2014.
Goal 1: Changing People’s Thinking
Project Proposal: #2

Racial Justice for Native American Communities
By Native American Voters Alliance Education Project

Objectives: See Goal 1: Changing People’s Thinking p. 56

Project Outcomes
- Engage Native communities in transformational work for racial justice.
- Lead campaigns to challenge policies, practices and institutions that disenfranchise or exploit Native Americans.

Core Strategies
In a 10-year program for eliminating racism, we propose to:

1. Develop a research and reporting system on how racism impacts Native Americans. NAVA will develop a research and reporting system on how racism impacts Native Americans. These reports should be released annually. We suspect that data would prove that there are institutional practices that serve to exploit, disenfranchise and force out Native people from quality of life opportunities. Some examples that are important to consider are how racism impacts Native students with regard to school completion, disciplinary action and learning opportunities. We would like to see an account of how institutions are dealing with Native American homelessness, incarceration rates and job opportunities.

2. Develop curricula for transformational work within Native communities using a historical perspective and institutional framework for undoing racism. We see it in our collective best interest to give communities the time to learn and deal with internalized oppression, white privilege, decolonization and transformational work. Curriculum Development would include topics of: post-colonial rule and how that impacts current day institutions, learning to identify racism, understanding the plight of different races, and institutionalized poverty and its impact on racism.

3. Develop curriculum and training requirements for government agencies, including school boards, schools and public resources.

4. Engage in community organizing and civic engagement: NAVA will hire Native American organizers that can develop popular education workshops geared for the Native American community and who could lead issue campaigns that challenge identified institutions, policies and practices that disenfranchise or exploit Native Americans.

Resources Required
For the first year, this project requires: 1 organizer, 1 researcher, and additional costs for reports, curriculum development, outreach and training.

Organization Description
The Native American Voters Alliance Education Project (NAVAEP) is a grassroots, non-partisan organization that works to engage Native American communities in issues and policies that impact our lives. We began organizing many years ago on sacred site issues and have continued our work to ensure our inclusion in policy debates as they impact working class Native American families. We are Native American led working to protect land, water and human dignity through community organizing, leadership development and voter engagement strategies. NAVAEP’s work spans both urban and reservation communities as we strive to build an active and informed Native American community.
GOAL 2: BUILDING CAPACITY FOR COLLECTIVE IMPACT FOR RACIAL JUSTICE

Project Proposal #1

Backbone Organization to Build Racial Justice Advocacy

By a New Mexico Collaborative of Racial Justice Leadership


Project Outcomes

- Build the capacity of racial justice advocacy to generate major change in New Mexico.
- Coordinate action and communications for racial justice efforts.
- Build resources for sustainability of movement for racial justice in New Mexico.

Core Strategies

1. Develop a backbone agency through a collaborative of racial justice leaders. The collaborative will guide the priorities and strategic direction of the agency, which would likely initially be housed within an existing agency. The principles for the backbone agency prioritized by local leaders include:
   - Bring together a statewide community to pursue common goals
   - Provide clear racial justice analysis and communications strategies.
   - Work with community leaders to identify and take action on game-changing initiatives.
   - Be intentional about creating a network that includes all areas of the state including rural areas.
   - Reflect the diversity of New Mexico’s population and support leadership of people of color.
   - Foster collaborations and share information to build relationships and foster trust and unity.
   - Model diversity, conscious inclusivity and equity.

2. Organize a network of racial justice organizations and stakeholders that advances common goals. The backbone organization will select and use the strongest approaches for developing a network in New Mexico over a three to five year period, for example to; 1) Build upon existing networks and collaborations that have large appeal, and where the backbone adds value and would contribute to the success of the network; 2) Sustain action loosely based on collective impact strategy, by recruiting a high profile supporter in each of several sectors of society to serve as spokespeople and lead affinity groups that would take action in support of goals at strategic moments. Such groups can be developed among faith-based organizations; local government officials; banks and credit unions; law enforcement; educational institutions; civic groups and associations; business owners; non-profit organizations, etc. and 3) Organize individuals who are not part of racial justice or advocacy communities to participate in a public discourse campaign by maintaining regular communications with them. The backbone agency will work with different communities to support communications that are strategic for their demographic.

3. Identify common racial justice goals and serve as a communications hub for racial justice: The backbone organization will serve as the information hub for the racial justice community. It will actively support the development of common goals and a racial justice analysis that builds upon the values of New Mexicans and conveys why and how racial equity benefits the entire state. The backbone agency could serve as a communications resource for local organizations in a variety of ways, including coordinating the development of messages, materials and communications strategies. The backbone agency could also disseminate arts, media and other communications that compel the public to act for racial justice through local events, discussion groups, email, social media and other communication tools.

4. Coordinate action on common goals: The backbone agency will support coordinated action for the developing racial justice network. It would help develop a structure for decision making and facilitate discussions to identify common goals, prioritize them, and implement collaborative strategies for achieving them. For example, the backbone could provide polling to measure public opinion and inform strategy.
5. Serve as a resource development hub: A critical role of the backbone organization is to ensure that the racial justice initiative is funded adequately and sustainably. It will raise funds for its own sustainability, support the racial justice networks’ common goals and efforts, and support individual organizations’ efforts as well -- when possible, advising or assisting in fund raising efforts.

6. Track and assess progress: The backbone organization will track commitments of organizations and affinity groups on shared goals and inform the community of successes and progress on outcomes. As the racial justice network's communications hub, the backbone would publicize these successes.

7. Build a collaborative to take strategic initiatives: The backbone organization will build collaborative for initiatives in the area of criminal justice to reduce the recidivism rate and break the school-to-prison pipeline.

8. Pilot the use of racial equity impact assessments: A backbone function will be to conduct pilot initiatives using racial justice tools for systems analysis.

9. Develop a centralized repository for tracking and publicizing educational, arts and media tools: Creating a central location for powerful racial justice tools for use by racial justice activists could be a backbone function.

**Resources Required**

1) Staffing for a director who would lead the organization, represent it publicly, do high level organizing, and lead fund raising efforts; an administrative assistant; a communications person to handle most communications roles including development of materials and web and social media presence; and an organizer. 2) Contract work would include a communication firm to consult regarding messaging and major communications strategy and accountant services; 3) Funds to support existing organizations to participate in the network; and 4) overhead cost.
Capacity-Building for Racial Justice Leadership
By UNM Community Engagement Center with Partner Agencies

Objectives: See Goal 2 Building Capacity for Collective Impact for Racial Justice p. 58

Project Outcomes
- Promote racial justice education to a broad group of stakeholders.
- Build organizing and leadership capacity of the racial justice community statewide.
- Document racial inequity in targeted communities.
- Support campaigns to promote racially equitable policies.

Core Strategies:
The UNM Service Corps (UNMSC) proposes to work in partnership with organizations to:

1. Develop a network of leaders trained on racial justice, historical perspectives and institutional racism. In partnership with the Anti-Racism Training Institute of the Southwest (ARTI), the UNMSC will provide Undoing Racism trainings to develop a statewide network of individuals and organizations to become agents of institutional transformation and develop more effective multiracial coalitions.

2. Provide quality, interdisciplinary racial justice education for policymakers, community leaders, students and other stakeholders. At least 2 representatives from a cadre of community organizations, elected officials including state legislators, mayors, city councilors, and school board members will be identified and encouraged to take 40 hours of racial justice workshops as a commitment to the communities they serve. Critical race literacy classes will be offered for university students.

3. Create a statewide community learning institute that supports racial justice dialog. The UNM Service Corps will work with its partners listed below to develop a state wide community learning institute, modeled after the Highlander Center for Research and Education. This will be a place where organizers come together to develop a shared analysis, of race, racism and the root causes of equity.

4. Conduct participatory research on racial inequity, effective communication tools and racial justice strategies: The UNM Service Corps will partner with the Institute for the Study of Race and Social Justice and other partners to document racial inequities to help the public, including legislators and policy analysts to better understand root causes of inequities. The partnership will investigate new communication tools on racial justice to identify effective ways to talk about race with various audiences. Students of color at UNM will conduct community-based research with neighborhood leaders.

5. Support policy campaigns for racial justice. The UNM Service Corp will support and engage in racial and economic justice civic engagement initiatives such as supporting minimum wage and student tuition efforts, developing racial justice policy analyses of upcoming legislation, developing a racial equity report card for the legislature, and other policy initiatives that impact racial equity for New Mexico.

Resources Required:
In the first year: a) At UNM Community Engagement Center (CEC): 10 UNM Service Corps members, CEC coordinator for antiracism education curriculum development and delivery, CEC coordinator for research and policy initiatives, and CED graduate student to teach antiracism class; b) two core trainers staffed at the Anti-Racism Training Institute of the Southwest (ARTI) c) two trainers staffed at the Critical Health Literacy working group, d) one researcher and one student interns at the Institute for the Study of Race and Social Justice, e) stipends for community partners to attend workshops; f) communications, marketing budget, and overhead costs.

Partnering Agencies
The UNM Community Engagement Center (CEC) working in partnership with the Anti-Racism Training Institute of...
the Southwest (ARTI), the Critical Health Literacy Working Group, Encuentro, Partnership for Community Action, Media Literacy Project, Strong Families NM, the Health Equity Working Group, and other partners who are working to implement racial justice education.

**Organization Description**
The Community Engagement Center (CEC) was formed in 1997 by faculty, staff, students, and community members who wanted to better utilize university and community assets to meet community identified needs through education, community engagement and leadership development. The CEC has focused its 16 years on racial justice. One of the CEC’s largest programs is the UNM Service Corps (UNMSC) -- a collective of university students who apprentice with strong community leaders in innovative community based organizations. They address critical issues on education, health, and economic/community sustainability through direct service. Since its founding in 1997, the UNMSC has served in more than 30 communities and neighborhoods within the city of Albuquerque and have touched the lives of more than 50,000 children and families. More than 800 UNM/CNM students have served and received educational awards as UNM Service Corps members.

Project Outcomes
- Create a positive cultural change for racial equity.
- Promote youth development within a racial justice framework.
- Address issues of racial inequity through solutions identified by youth.

Core Strategies
The New Mexico Youth Alliance proposes to:

1. Develop a statewide Racial Justice Council to engage in community impact projects for racial justice: The New Mexico Youth Alliance Racial Justice Council would serve to promote the positive youth development movement (PYD), while intersecting with anti-oppression and racial justice frameworks. A total of ten youth, representing the geographic, racial and cultural diversity of New Mexico, would sit on a state wide council. Youth would engage in critical analysis around topics related to racial justice in monthly meetings. They would also engage in community impact projects, addressing issues related to racial justice and racial equity. By youth engaging in youth-led projects, it raises awareness of the powerful tool of youth leadership and youth engagement to assist in addressing issues related to racial justice and racial equity.

2. Fund youth-led projects statewide to address issues of racial justice and equity in their communities: Council members would also develop a funding and evaluation process that would result in 5 micro-grant opportunities totaling $5,000 each. These micro-grants would be available for youth to apply for, specifically to address issues related to racial justice and racial equity in their communities. The council members would engage in the entire process including developing the application process, recruitment, selecting recipients and monitoring and supporting grantees. By youth engaging in youth-led projects, it raises awareness of the powerful tool of youth leadership and empowerment to assist in addressing root causes of racism, poverty and oppression. The voices of New Mexico youth will be raised and heard on a statewide level addressing not only issues they see and experience, but solutions they have identified and implemented.

Resources Required
In the first year: funding for ten youth stipends of per year, one staff manager, five micro-grants of $5,000 each, evaluation and supplies and travel.

Organization Description
The New Mexico Youth Alliance, a project of the Forum for Youth In Community, is a statewide youth advisory council comprised of youth representatives, up to one from each legislative district. The Alliance was established in 2003 by the Youth Council Act, which enables state lawmakers and administrators to create and refine youth policies with the benefit and feedback from youth statewide. It is a tool for ensuring that youth have meaningful voice in the state's political process. Members mobilize youth to make positive contributions in their locales, meet regionally to discuss youth issues and develop their platform and inform policy makers, as well as conduct Community Impact Projects where they participate in civic engagement.
Goal 3: Strengthen the Legal and Policy Framework for Racial Justice

Civil Legal Services Racial Justice Collaborative
By New Mexico Center on Law and Poverty, New Mexico Legal Aid, and Law Access New Mexico

Objectives: See Goal 3: Strengthen the Legal and Policy Framework for Racial Justice p. 60

Project Outcomes
- Improve legal enforcement for civil rights and racial equity.
- Strengthen legal framework for racial justice.
- Develop capacity of civil legal services system to engage in racial justice work.

Core Strategies
This proposal would use five strategies for developing the capacity of the system of civil legal services in New Mexico to engage in racial justice work:

1. Create a 3-year pilot program for a racial justice collaborative of civil legal service providers. Statewide legal services providers would dedicate separate but closely coordinated and specifically trained staff exclusively to providing direct services to people of color for civil rights enforcement and racial equity. This would include providing group representation in administrative advocacy, conducting policy advocacy and engaging in impact litigation to affect systemic change.

2. Build working partnerships with community agencies statewide to improve outreach and identify systemic legal issues for enforcement. The racial justice collaborative would build relationships with community organizations that work within communities of color, provide legal aid to their constituents, and provide training and information about relevant laws, policies and programs. Community partners would inform legal service providers of systemic legal issues. Provider organizations would conduct outreach through partner organizations, for example holding regular legal clinics around the state or being available to provide counsel to members of partner organizations.

3. Build racial justice awareness among civil legal services providers. The collaborative would engage civil legal services organizations in on-going training on racial justice, including key concepts of racial equity, individual and systemic racism, the differences between diversity, equality and equity, and current thinking about how to effectively use the law as a tool for racial justice.

4. Model racial equity and inclusion in the civil legal services system – The civil legal services system racial justice collaborative will strive to hire attorney who are representative of the communities served, and provide paid internships and volunteer opportunities from within communities of color. The collaborative will offer professional development opportunities promote careers for people of color in advocacy, the law and related professions.

5. Provide a communications hub and track success. These components of building the capacity of New Mexico's legal services system to serve people of color would necessarily include mechanisms for tracking and demonstrating success, accountability measures regarding communications and coordination with community partners and pathways to ensure sustainable resources for the project.
Resources Required
This approach calls for a pilot program for three years, requiring: a) a project manager with a strong background in racial justice issues and training, familiarity with the racial justice community in New Mexico, experience in resource development and preferably some experience with legal advocacy. This person would not be an attorney; b) three direct service staff attorneys, two assigned to New Mexico Legal Aid, and one assigned to the legal hotline, Law Access New Mexico; c) one systemic services attorney, assigned to the New Mexico Center on Law and Poverty; d) a quarter-time equivalent of support staff for tracking, reporting and assistance with communications and informational materials; e) contract services for curriculum development and training; and f) overhead cost. Annual Budget: $475,000.

Organization Description
The New Mexico Center on Law and Poverty is a non-profit law firm and advocacy organization dedicated to advancing economic and social justice through education, advocacy and litigation. The Center works with low-income New Mexicans to improve living conditions, increase opportunities and protect the rights of people living in poverty.

New Mexico Legal Aid (NMLA) is a civil legal advocacy organization dedicated to providing equal access to justice for all low-income people and communities throughout New Mexico. NMLA provides help with civil legal issues through outreach, training, education, and quality representation.

Law Access New Mexico is a statewide free legal advice service for low-income New Mexicans to help them solve civil legal problems. Law Access provides telephone advice, referral and information in civil legal matters such as: Divorce, paternity, custody, visitation; unemployment compensation; consumer debt collection and garnishment; landlord/tenant - eviction and repairs; Medicaid, Food Stamps, TANF; advice for "pro se" cases; self-help materials; referrals to other legal services in New Mexico; and help for all New Mexico residents regardless of citizenship status.
**Goal 4: Create Equitable Systems**  
**Education System Project Proposal: #1**  

**Family Engagement for Racial Justice in Schools**  
*By Families United for Education*

**Objectives:** See Goal 4: Create Equitable Systems/Education p. 62

**Project Outcomes**
- Reduce education gap between white students and students of color.
- Implement accountability for school district policies at the local level.
- Build a common analysis of racial justice with community and institutional stakeholders.
- Expand community organizing with parents through anti-racism education statewide.

**Core Strategies**

Through this project, Families United for Education (FUE) would:

1. **Enforce Albuquerque Public School (APS) family engagement policy developed out of community efforts to close the education gap for students of color.** In 2010, community groups and advocates, including the Hispano/Latino Academic Achievement Committee (HLAAC) met with the Albuquerque Public Schools (APS) administration to call for the development of a new family engagement policy to address the persistent education gap between white students and students of color. As a result of these meetings, APS created a new, comprehensive Family Engagement Policy by collecting and synthesizing input from over 400 community members. This group of diverse community members, called Families United for Education (FUE), successfully organized for the passage of the policy in 2012. In addition to four core elements of equity, safe and welcoming environments, communication, and building relationships and capacity, the policy calls for Albuquerque Public Schools to utilize the histories and cultures of our families as a foundation for education. FUE proposes to hire a coordinator that works with families to monitor and enforce the APS policy, widely distribute information about the policy, and put the policy into practice by piloting an initiative through local schools.

2. **Build the capacities of new leaders across the state who will advocate for equity in education.** The organizing of FUE was successful in developing the APS policy because the elements of the policy themselves became guideposts for effective and respectful interactions which built relational power across differences. Thus, FUE represents a unique policy development process that demonstrates the power of community organizing in institutionalizing equity in education by way of utilizing and honoring the diverse cultural traditions and identities of family and community members. FUE intends to expand engagement in other targeted part of the state, including Chama, Farmington and parts of southern New Mexico where there is interest expressed, by teaching families by teaching about the APS family engagement policy and encouraging the emergence of more groups like FUE.

3. **Provide anti-racism trainings with community and institutional stakeholders.** FUE will deliver anti-racism trainings for FUE members, other family members, young people, nonprofit organizations, legislators, principals, and professors and community members. Follow-up trainings for participants will also be provided to carry conversation forward to include an analysis on colonialism, New Mexico history and how racial oppression relates to oppression of other marginalized groups.

4. **Develop and advocate for classroom curricula that reflect the histories and identities of New Mexican families.** FUE will work with Media Literacy Project and the Southwest Organizing Project (SWOP) to develop culturally relevant curriculum that teaches students how to deconstruct history and social studies texts while empowering students to create media that reflects their own stories, values and interests. FUE will advocate for legislation to make the curriculum a recognized elective in New Mexico public schools and organize for its roll-out statewide. FUE will organize a state-wide public forum to kick-off this initiative and build relationships with advocates from across the state and engage in capacity building and strategic planning for a state-wide racial equity initiative in education. Four regional forums would be organized to build momentum for the state-wide forum.
5. **Develop and use additional media tools to raise the importance of anti-racism trainings.** FUE will engage in a media production project designed by students and teachers to raise awareness for the need for Anti-Racism Training in public schools. FUE will team up with the Media Arts Collaborative Charter School to interview educators advocating for the need for training, blended with testimonials from students and others who experience racism. FUE will also produce additional media-centric webinars to increase the accessibility of training opportunities for educators.

**Resources Required**
Resources in the first year include: Hire project coordinator to attend APS board meetings, reach out to school communities to ensure the broad-based implementation of the policy, and provide technical assistance to intervene in specific acts of racism at particular schools; material, event and staffing costs to provide anti-racism trainings; make media tools; and engage new leaders statewide.

**Organization Description**
Families United for Education (FUE) is a grassroots organization of 400 family and community members and 45 supporting organizations. Dismantling the persistent education gap between white students and students of color has been the driving motivation of FUE since its inception in 2010. FUE believes closing the gap requires a combination of community organizing and capacity building with a special emphasis on anti-racism/anti-oppression training. FUE successfully researched, wrote and advocated for a family engagement policy in Albuquerque Public Schools (APS). The policy, which passed in August, 2012, calls for all schools in APS to utilize the histories and cultures of families and communities as a foundation for education, and calls for safe and welcoming school environments, expanded communication between homes and schools, building relationships and capacity with and among parents, community members and school personnel, and equitable and effective systems.
Goal 4: Create Equitable Systems

Education System Project Proposal: #2

Academic Achievement and Leadership for Boys and Men of Color

By UNM Men of Color Initiative (MOCI)

Objectives: See Goal 4: Create Equitable Systems/Education p. 62

Project Outcomes
- Increase academic achievement for male students of color in high school and college.
- Develop leadership and community engagement grounded in an anti-racist framework.
- Build community research on issues of education, health, employment and justice for men of color.

Core Strategies
The Men of Color Initiative (MOCI) proposes to:

1. Provide effective support programs that build the leadership and student achievement of boys and men of color in high school and college. MOCI will continue to provide support through the coaching and mentoring to men of color in college, hosts monthly talking circles, and encourage boys and men of color to tell their stories through art, blogs, essays, poetry and other creative expression that not only empowers them, but informs decision makers about their lives and barriers to educational access and success. MOCI will also continue to run its successful outreach program for middle and high school boys and men of color that includes workshops and social/cultural activities.

2. Organize a statewide summit to share lessons with policymakers and highlight stories of boys and men of color. MOCI will begin advocacy with the state legislature by co-hosting a legislative briefing on boys and men of color as well as our first ever statewide summit on boys and men of color to highlight research, programs and share the stories and voices of boys and men of color in New Mexico.

3. Engage in a workshop series on anti-racism. MOCI intends to launch a pilot project to bring together curriculum from various MOCI activities and projects in a workshop and class series for male students of color. The content of the class is anti-racism, anti-violence, coaching and mentoring, community engagement, leadership and teamwork.

4. Provide training on community based research for male students of color to learn about collecting, analyzing and presenting data on education, employment, health and justice for boys and men of color. MOCI would like to develop and expand a program to train male students of color on community-based research to learn about collecting, analyzing and presenting data on education, employment, health and justice for boys and men of color, particularly first year students interested in academic programs of study like science, technology, engineering and math (STEM) or teacher education.

Resources Required
The first year budget for MOCI-CLIMB will resource a MOCI coordinator, 60 scholarships of $250 each awarded to male students of color, 4 stipends of $2,400 each for male students of color to coordinate the program, funds for assessment and evaluation of program, outreach materials, and to hold events.

Organization Description
The Men of Color Initiative (MOCI) is a project of the UNM Division for Equity and Inclusion and the Office of Student Academic Success that focuses on educational success for men of color. MOCI believes Asian/Pacific Islander, Black, Latino and Native men are stronger together and can increase the low graduation and retention rates of men of color at the University of New Mexico. By using an asset-based and positive youth development models, men of color programs can include male students of color in identifying not only the problems but also the solutions to increasing access and success. In fall 2013, over 600 contacts were served by the UNM Men of Color Initiative (MOCI), mostly UNM students but also more than 150 middle and high school students and families. MOCI collaborates with almost 40 campus and community partners to leverage resources and “collective impact” on campus and in the community.
**Goal 4: Create Equitable Systems**

**Health System Project Proposal: #1**

**Health Equity and Healing**  
_by McKinley PLACE MATTERS_

**Objectives:** See Goal 4: Create Equitable Systems/Health p. 63

**Project Outcomes**
- Demonstrate the use of health impact assessments for equitable policy making.
- Support community healing, holistic health and mobilization for Navajo nation areas impacted by environmental contamination.
- Build relationships and capacity to support community-driven advocacy and decision-making efforts.

**Core Strategies**
1. Use health impact assessment primarily focused on the Red Water Pond community to raise awareness about uranium mining and advocate for social justice. Between 1967 and 1982, Northeast Church Rock Mine is a former uranium mine that was operated by the United Nuclear Corporations, which is where one of the largest uranium spills occurred. The Church Rock Uranium Monitoring Project was formed to assess the environmental conditions in residential actually or potentially affected by abandoned uranium mines from 2003 to 2007. Since 2006, the Red Water Pond Community has been working to restore the environment and health of the people. We are pleased to have them working with us on our health impact assessment that looks at environmental pollution and contamination, displacement and relocation, community efficacy, and cultural relevance of the land to holistic health.

2. Replicate model of community healing and mobilization for other areas impacted by environmental contamination. We are in the process of developing a potential model to be replicated at other sites on the Navajo Nation that have been impacted by environmental injustice.

3. Work within the community and with culturally relevant values to promote healing and build relationships and capacity to support community-driven advocacy and decision-making efforts. To reach the above long-term goal, we will be using the Navajo Nation Fundamental Laws as the foundation to heal the community as well as utilize them in advocating for justice. We are planning to support the community in building a multipurpose facility, evaluate and demonstrate alternative economic development opportunities, provide advocacy and other necessary trainings, and offer technical support regarding education on Fundamental Laws in relation to racial justice.

**Resources Needed**
Full-time Coordinator Salary; Half-time Community Engagement Specialist (including 30% benefits, payroll taxes for both); Direct Supervision and Oversight of Coordinator and Community Engagement; Travel expenses for both positions

**Organization Description**
PLACE MATTERS is a nationwide initiative of the Joint Center for Political and Economic Studies, Health Policy Institute and CommonHealth Action. The initiative is intended to improve the health of participating communities by addressing social conditions that lead to poor health. McKinley Community PLACE MATTERS works closely with the McKinley Community Health Alliance, who has been active for 15 years to affect change in systems that perpetuate health disparities. The McKinley Community PLACE MATTERS initiative builds on this foundation where core health alliance members have developed a common language and understanding regarding their shared health equity and racial justice “lens.” By using a health equity lens, they seek to change systems that perpetuate health disparities related to the impacts of institutional racism and multigenerational trauma, by empowering participating communities to impact equitable policy changes. They also take the approach and model a non-hierarchal structure, establishing shared leadership, and creating a safe space for open and honest discussions to emerge about difficult subjects particularly related to race relations.
Objectives: See Goal 4: Create Equitable Systems/Health p. 63

Project Outcomes
- Advance academic research and dialog on race, gender, and class.
- Support equitable policy-making through statewide data collection in the areas of health, education, criminal justice, employment and housing.
- Inspire systems change for data collection in New Mexico and nationally.

Core Strategies
The Institute for the Study of “Race” and Social Justice proposes to:

1. Convene an annual statewide conference that brings explicit attention to the intersection of race, gender and class in the formation of health policy: Starting in 2015, the conference would convene 300 diverse scholars, policymakers, leaders, students and community members, to participate in a free two-day conference, “Establishing Pathways: From Harmonized Race, Gender, Class Data to Effective Health Policy”. We will develop new research methodologies that are built on an explicit attention to the intersection of race, gender and class for the formation of effective health policy. The guiding question for the conference will be: “How can an intentional focus on the intersection of race, gender and class in our data collection, analysis and reporting yield new insights for research and policy briefs that advance health equity, particularly for vulnerable populations?”

2. Create a website portal to archive research and reports on race, gender, class and the social determinants of health: An objective of the conference is to create a website portal that archives all current statewide data collection questionnaires, instruments, analytical strategies, protocols, and reports on race, gender, class and social determinants of health.

3. Create policy working groups to harmonize data collection in focus areas across race, class and gender: A second objective of the conference is to create three-year data policy working groups to harmonize statewide data collection on race, gender, class and ethnicity in health, education, criminal justice, employment and housing across the state of New Mexico.

4. Create and pilot new data collection instruments: A third objective of the conference is to create and pilot new data collection instruments that make possible the analysis of the intersection of race, gender, class and employ more than one measure.

5. Develop a publication that inspires innovation in New Mexico and across the country: A publication will be developed of the expanded conference and working group policy briefs. It is our hope that these efforts will generate innovations in New Mexico that can inspire similar systems changes across the nation that establish pathways from harmonized data collection to effective health policy.

Organization Description
The Institute for the Study of “Race” and Social Justice is an initiative within the RWJF Center for Health Policy to address the pressing social and economic issues that affect the health and well-being of all Americans. Its mission is to promote the establishment of empirical, theoretical and methodological clarity about “race” that draws on cutting-edge thinking from multiple disciplines and diverse empirical traditions.
Goal 4: Create Equitable Systems
Health System Project Proposal: #3

Language Access for All Campaign
By New Mexico Asian Family Center

Objectives: See Goal 4: Create Equitable Systems/Health p. 63

Project Outcomes
- Enforce language access rights in public benefits programs.
- Increase knowledge of language access rights in limited-English proficient communities.
- Build capacity of community agencies to serve limited-English proficient communities.

Core Strategies
Through our Theory of Change, the New Mexico Asian Family Center (NMAFC) supports a vision of Asian children, families and organizations connected as part of a thriving community empowered to advocate, engage in, and improve systems serving them. Based on our theory of change, work is focused on a cyclic process at three levels: 1) the child and family, 2) the community, and 3) systems. This project would:

1. Enforce language access rights for public benefits programs, particularly for individuals from Asian countries.
   NMAFC hire a Language Access Advocate Coordinator to ensure that all individuals particularly those from Asian countries have access to basic public benefits regardless of their English ability. NMAFC will work closely with NM Center on Law and Poverty to provide new staff training on the barriers to services that LEP communities experience, and enforce language access rights through administrative advocacy and through the justice system as needed.

2. Create a network of immigrant agencies and stakeholders to improve policies and practices for LEP communities.
   NMAFC will work closely with other immigrant agencies and stakeholders to create a network to work on policies and practices for how to serve Limited-English-Proficient (LEP) communities and engage mainstream agencies in doing so. This Network will not only promote government programming that follows title VI but will also work to create mainstream agencies that are better equipped in serving LEP communities.

3. Educate community members about their rights to language access services. NMAFC will work with other immigrant agency staff to educate clients on their rights in an effort to help clients become more knowledgeable and better able to advocate for their rights particularly language rights.

Resources Required
In the first year, resources required include salary, benefits and travel for LAAC and overhead costs to administer project. Annual budget: $80,000.

Organization Description
Founded in 2006, the New Mexico Asian Family Center (NMAFC) is a nonprofit based in Albuquerque and remains the only agency in the state tailoring services to be culturally and linguistically relevant for the Asian population. The agency offers comprehensive case management, counseling, and legal services on issues like domestic and sexual violence, tobacco and gambling cessation, and general immigration support. Operating from an anti-oppression lens, community programs have been designed through community-based participatory research methodologies to help local Asian families navigate complex U.S. systems.

This project would focus on Albuquerque, specifically the SE portion comprising the International District and surrounding areas with a pronounced concentration of LEP Asians living in poverty. According to the 2010 Census, there is a recorded Asian population of 5.2% in the neighborhood. However, recognizing that NMAFC is the only service provider in all of NM that provides culturally and linguistically appropriate services for Asian families NMAFC often provides services to Asian Families living throughout NM. So while our work may be concentrated in SE ABQ it will have further reach and impact throughout the state of NM.

Project Partner Organizations
New Mexico Center on Law and Poverty
GOAL 5: BUILD WEALTH IN COMMUNITIES OF COLOR  
Project Proposal #1

Build Wealth Through Asset-Building and Fair Lending Practices  
By Prosperity Works

Objectives: See Goal 5: Build Wealth in Communities of Color p. 67

Project Outcomes

- Begin closing the wealth gap for communities of color.
- Improve financial access and knowledge, and improve credit positions for low income people.
- Advance fair lending practices in New Mexico through a cap on interest rates.
- Expand access to asset-building products in low income communities of color.
- Expand access to banking, fair loan products and credit-building opportunities.

Core Strategies

Prosperity Works proposes to:

1. Build a statewide coalition to advocate for fair lending practices and improve access to credit and banking in New Mexico. Prosperity Works proposes to hire a project facilitator and build the New Mexico Fair Lending Coalition (NMFLC) to provide leadership to achieve a 35% interest rate cap in New Mexico, develop alternative sources of fair lending for people who can afford to repay small loans, and improve access to banking and credit. Participants in NMFLC include organizations like Prosperity Works, Tierra del Sol Housing, the Navajo Human Rights Commission, NM Legal Aid, Law Access, NM Center on Law and Poverty, and the Attorney General's Consumer Affairs Office. We will call upon the national expertise housed in organizations like the CFPB, Center For Responsible Lending, Center For Economic Integrity, and the National Consumer Law Center to provide technical assistance and support to achieve the project goals. There is currently no funding for the project at this time.

2. Develop a policy agenda for improving access to fair loan products and credit-building opportunities through a statewide feasibility study. The project will undertake a statewide study of the availability and potential for micro loans through CDFI's, CBO's, credit unions, access to banking, and financial capability training. This study would make a determination of requirements to expand each area in order to meet demand. It would examine the potential of Community Reinvestment Act utilization to expand access to banking, and micro loans in mainstream institutions and to fund alternatives. Banks must be pressed to provide fair products and services, and grant money to community based organizations that may be used to secure loans making it possible for CBO's and CDFI's to make fair loan products available. At the end of the first year, we will have determined the cost and availability of financial products that serve LMI households statewide, and, have developed a change agenda for policy makers that would remove barriers and create opportunities for credit building and asset formation.

3. Increase the availability of asset development products, coupled with financial capability and finance coaching, such as Individual Development Accounts, Child Savings Accounts, and emergency savings accounts. These products and the education and coaching that accompany them have been demonstrated to address the need to open a pathway to build wealth and long-term economic stability. Families must have opportunities to save and accumulate wealth. Household wealth provides the tools to survive short-term financial shock such as job loss or medical emergencies and to achieve dreams such as financing a child's education, opening a small business, buying a car, or owning a home.

Resources Required
The first year will require: a full-time project coordinator; technical assistance from local and national organizations; resources for statewide microloan feasibility study; costs for communications and message development. Estimated cost for the first years is $175,000.

Organization Description
Prosperity Works builds the capacity of organizations and advocates for policies that generate economic prosperity for all New Mexicans. To do so, we: 1) Create and deliver a change model that leads New Mexicans to become empowered; 2) Partner with organizations to collectively become change masters; and 3) Lead policy makers to commit to removing barriers and creating pathways to economic security for New Mexico's families and communities.
Goal 5: Build Wealth in Communities of Color  
Project Proposal #2

Home Ownership Through Financial Counseling  
By Homewise, Inc.

Objectives: See Goal 5: Build Wealth in Communities of Color p. 67

Project Outcomes
• Increase home ownership, credit scores, and savings in communities of color in Albuquerque and Santa Fe.

Core Strategies
1. Provide financial literacy classes and counseling for home selection and financial services for diverse racial populations in Santa Fe and Albuquerque. We believe we can make an appreciable impact on these markets that represent the diversity of market conditions for low and moderate income and diverse racial populations to become financially secure. In the first year, we expect to teach financial literacy classes to 525 individuals in Santa Fe and Albuquerque combined, increase credit scores by 62 points, increase savings by $500, and decrease debt by $48/month.

2. Track the impact of financial education and homebuyer counseling on credit scores, saving and debt. A key component of the Homewise project is HATS™ (Homewise Applicant Tracking System). HATS™ is a custom-designed database that provides integrated case management as well as data collection and reporting functions. HATS™ allows programs to carefully track the effects of financial education and homebuyer counseling, and to document changes in credit scores, savings, or debt. This program will track and report on the following two output measures: The number of participants served annually, and the total hours of class time/instruction/counseling provided, per person on an annual basis.

Resources Needed:
1 Community outreach coordinator (3/4 time), 3 homebuyer counselors (1/4 time each), 1 Marketing Associate (1/4 time), Marketing and advertising.

Organization Description
Homewise is a full-service agency in Santa Fe and Albuquerque that promotes home ownership through financial education and counseling, home selection and financing services, and post-purchase support. Homewise serves prospective low- and moderate income homeowners, many of whom are minorities and recent immigrants. Since 1986, the mission of Homewise has been to help working New Mexicans become successful homeowners in order to achieve financial security, strengthen families and increase the economic and social vitality of our communities. At Homewise, the potential homebuyer is educated and counseled to be a thoughtful, informed consumer and is prepared for the next step in the home buying process, all with an eye toward financial security and a successful long-term outcome. Financial Education and Counseling services are the first steps to helping low and moderate income families and individuals to purchase a home in a way that helps them improve their financial security, not erode it. Historically, Homewise educated 757 households in FY13 and provided free one-on-one financial counseling to 867 new households in Santa Fe and Albuquerque. Between FY12 and FY13, Homewise increased homebuyers created by 33% and is on pace for a 52% increase between FY13 and FY14. 47% had taken the Financial Fitness Class and 95% had taken the HBE class.
Goal 5: Build Wealth in Communities of Color

Project Proposal #3

Reduce Wage Theft

By El Centro

Objectives: See Goal 5: Build Wealth in Communities of Color, p. 67

Project Outcomes
- Reduce wage theft in immigrant communities.
- Build awareness with policymakers about positive contributions of immigrant workers.

Core Strategies
1. Inform workers about their basic rights through workshops, distribution of workers’ “tool-kits” and the use of Spanish speaking media.
2. Decrease family instability by helping individual workers to recuperate their stolen wages by helping them to understand their options, fill-out forms, have an advocate at administrative hearings, and/or secure legal representation.
3. Develop leadership and the formation of workers’ committees so that workers are supporting other workers in their wage theft cases.
4. Provide legal consultation and direct representation. El Centro would charge a percentage of wages recuperated from workers to invest back into legal services. Our goal would be to have this position fully paid for through fee-for-service within 5 years, thus ensuring the financial solvency of the project.
5. Educate decision and policy makers about the positive contributions and plight of immigrant workers.
6. Develop a vision around a comprehensive, multi-racial, multi-industry city-wide wage theft and workers’ justice campaign by working with other organizations such as the Center on Law and Poverty, Working America, Ecuentro, and Ole.

Resources Needed
El Centro is requesting resources to expand our Anti-Wage Theft/Economic Family Stability Project to cover costs including: 1) Salary for a Anti-Wage Theft Advocate (1 FTE) who will be responsible for the provision of workshops, leadership development, and coordination of options for wage recuperation with victims of wage theft; 2) Salary for an employment attorney (FTE 1) who will provide direct representation for workers on their wage theft case and provide policy analysis; 3) Partial salary for the Executive Director (.125 FTE for strategic planning training, and supervision), taxes and benefits, and meeting/training materials; 4) Taxes and benefits on the portion of salary that is being requested; 5) Meeting/workshop materials. Annual budget is: $120,000

Organization Description
El Centro is a grass roots, Latino immigrant led organization based in Central New Mexico that works with Latino immigrant communities and allies to defend, strengthen, and advance the rights of our community. We envision a city, state and nation where immigrants can become a collective, conscious, free and powerful force dedicated to the promotion of human rights. El Centro’s programs include the Civil Rights Project to decrease civil rights abuses by law enforcement authorities; Leadership Institute for immigrant women; Youth Organizing; Immigrants’ Rights Hotline and Information Center; and policy advocacy.
Appendix 1

Timeline of Activities: The Making of a 10 Year Plan

The Racial Justice Initiative was an 18 month long project of the Center on Law and Poverty, with the goal of creating a ten year plan of action for racial justice in New Mexico. This final report reflects the ideas and collaboration of dedicated community leaders.

We began our process by assessing the racial justice environment in New Mexico - collecting baseline information and surveying community members. We then conducted research and conferred with stakeholders to identify ways to improve racial justice. In August 2013, we held a stakeholder convening to prioritize goals and objectives. Finally, we worked with a core group of stakeholders to refine strategies and develop proposals for a plan of action.

Phase 1: Collecting Baseline Information

The project began in the early phases by collecting information necessary to engage in a sound planning process, identifying stakeholders, conducting research and distributing an online survey to establish baseline information. Project activities during this phase included:

- Distributing online surveys to over 200 community members statewide to understand local priorities and identify key leaders across the state. Approximately 20 individuals responded. See Appendix 1 for Community Survey Results.
- Collecting information about racial disparities across key social and economic indicators that had been identified by survey respondents – health, education, economic equity, immigration, and the criminal and civil justice.
- Consulting contemporary state and national research on the best practices for advancing racial equity. This included attending the Race Forward national conference for racial justice leaders and webinars on the use of racial equity impact assessments and race report cards.
- Identifying the primary state laws, regulations, policies and practices that address racial discrimination and equality in New Mexico, and interviewing local judges and attorneys about the relevance and enforceability of these laws.

Phase 2: Engaging Stakeholders

Through the early survey and conversations with local leaders, approximately twenty community partners were identified to be part of an initial working group for the project. These individuals represented a diverse mix of community agencies, policymakers, and experts from across the state that work across various issue areas.

Semi-structured in-person interviews were then held over several months with community leaders, legal practitioners, and racial justice activists around the state. See Appendix 2 for List of Stakeholder Interviewees. These discussions revealed the current racial justice climate in New Mexico, activities and barriers, and views of the most effective ways to improve racial justice in New Mexico. See Appendix 3 for Stakeholder Interview Questions. These recommendations were further researched and a preliminary report of priorities and recommendations was developed.

In August 2013, the stakeholders met as a group to review the draft report that included background information on racial disparities and confer about major goals and strategies for improving outcomes. See Appendix 4 for the Working Group Convening Agenda and Participants. Participants also discussed barriers towards racial equity in New Mexico and how to advance collective solutions. The report was then revised to reflect the agreed-upon goals and strategies for advancing racial justice.

Phase 3: Finalizing Priorities and Strategies

The input given at the convening was incorporated into the plan and became the subject of numerous additional interviews with a broader group of stakeholders. Between October 2013 to January 2014, we reached out to a broader group of stakeholders to confirm key goals and refine strategies. Additional meetings were held with the participants who attended the convening to discuss their capacity and commitment for taking action on the proposed
recommendations. Conversations were also initiated with over 30 more individuals who are actively engaged in efforts for racial justice in our communities. See Appendix 4 for Final List of Interviewees.

Out of these discussions emerged a committed group of individuals and agencies who have community-based networks and who are ready to build resources and movement for racial justice. Based on the goals and information provided in the draft report, they developed project proposals that were then incorporated into the ten year plan.

In March 2014, this group came together to refine the proposals and make recommendations on mechanisms for accomplishing the ten year plan. The final writing for the ten year plan was completed by May 2014.
The New Mexico Center on Law and Poverty sent a community survey online to individuals across the state to help define priorities and identify stakeholders. The survey was sent to over 200 people who represented a diverse mix of community agencies, policymakers and local leaders. 22 people responded to the survey. Their responses are compiled in this document.

1. To ensure we are reaching all parts of the state, please list your city.
   Albuquerque - 10   Las Cruces - 5   Corrales – 1   Belen - 1
   Espanola - 2      Silver City - 2   Gallup - 1

2. We would appreciate knowing who you are but you may take this survey anonymously – a) Name; b) Organization
   Answers on file.

3. What are the 3 most important problems in your community? What concerns you most? (Pick 3 – Poor Education; High Drop-out Rates; Lack of healthcare; Crime; Police brutality; Not enough jobs; Racism; Predatory lending; Consumer fraud)
   Poor education – 16   Not enough jobs – 15
   Racism - 12            Lack of healthcare – 10
   High drop out rates – 10   Predatory lending – 6
   Crime – 4              Consumer fraud – 1

4. What is not on this list that should be?
   Housing/Foreclosures – 4   Safe, healthy food – 3
   Poverty and inequality – 2   Environmental Pollution/Clean Water – 2
   Poor wages - 2               Violence against women, girls and LGBTQ - 2
   Anti-immigrant attitudes – 2   Social services for immigrants
   Substance abuse – 2               High number of liquor establishments in Gallup
   Student Loan Debt            Youth Development
   Lack of civic engagement   Low self-esteem
   Dignity and Respect for people Local government unwilling to hear concerns

5. Which individuals and organizations in your community would you go to for help with the above concerns?
   Elected officials, county commissioners, city government, school board members, social justice organizations, friends and neighbors
   “Good question”

   Human Services Department, Department of Workforce Solutions

6. **What are the top three racial problems affecting our state and how do they affect your community?**

Class & education issues, achievement gap in education; K-12 education gap; poor quality education and engagement of students; lack of educational opportunities; illiteracy

Multi-generational impact of poverty, inequality, and poor education; access on all levels for poor & rural communities

Anti-immigrant mentality; animosity towards undocumented immigrants; xenophobia where immigrants seen as a threat to culture, economy and scarce resources; scapegoating of Mexican immigrants; Driver's License Issues

Institutional racism; Animosity against Mexicans, blacks and other minorities; Differences between north and south of the state; Historic distrust of Anglo & Non-Hispanic community by local Hispanic community; People of color fighting with each other; divide and conquer strategies; A long history of colonialism and oppression that gets ignored or glossed over; Belief that we don't have a problem with racism because we are a “tri-cultural” or multi-cultural state (including the whole thing where Hispanics identify as Spanish); Communities of color unwilling to work with another; Colonized education

Fair wages for all, including farmworkers; gentrification; Unhealthy foods; toxic pollution in communities of color; school to jail pipeline; predominance of people of color on death row; racial profiling including by the police; low paying jobs; predatory lending establishments; underfunded housing for colonias residents; health disparities; Lack of Governor's concern with Native American tribes and victims of violence

Conflicting incentives in social programs to get jobs or lose benefits; caseworkers, desk workers and people in the front need to treat people with dignity and respect

7. **Which individuals and organizations in your community would you go to for help with these problems?**

Elected officials, policymakers Supportive government officials, legislature, school board, city council members

Friends and neighbors

Social justice organizations, nonprofits, those doing advocacy and engagement work

ACLU, Bernalillo County (individuals doing health disparities work), Center for Civic Policy, Center on Law and Poverty, Copwatch, El Centro, Encuentro, ENLACE, Families United for Education, Kalpulli Izkalli, League of Women Voters, La Clinica de Familia, Legal Aid, LULAC, MALDEF, Media Literacy Project, Mesquite Community Action Committee, OLE, Partnership for Community Action, Progress Now NM, Prosperity Works, Somos Un Pueblo Unido, Southwest Organizing Project, Strong Families NM, Tewa Women United, Tierra del Housing Corp, Young Women United.

8. **If you wanted to inform your Community about an event or opportunity, how would you reach them? a) E-mail; b) Phone; c) Flyers; d) Facebook; e) Other**

<table>
<thead>
<tr>
<th>Method</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td>21</td>
</tr>
<tr>
<td>Flyers</td>
<td>12</td>
</tr>
<tr>
<td>In-person</td>
<td>4</td>
</tr>
<tr>
<td>Twitter</td>
<td>2</td>
</tr>
<tr>
<td>Website/ Blog</td>
<td></td>
</tr>
<tr>
<td>Bulletin Boards</td>
<td></td>
</tr>
</tbody>
</table>

9. **Can you name individuals (other than those mentioned above) who would be interested in this racial justice initiative? We are especially trying to reach individuals outside of Albuquerque. Please include contact information if possible.**

Answers on file.

10. **Would you like to be kept informed of our progress in this racial justice initiative?**

Yes – 21
No response - 1
Appendix 3
Stakeholder Interview Questions

Interviews with stakeholders were open-ended and semi-structured to allow for a deeper discussion into ideas and issues important to each stakeholder.

1. What are the biggest barriers to racial equity in our state?
2. Where are the gaps?
3. What initiatives in New Mexico have advanced racial justice and have they succeeded or failed? What we can learn from them?
4. What institutions have positively impacted racial or social justice?
5. What has done harm?
6. What would your priority be if you wanted to decrease racism and increase social justice?
7. What would your dream project be and how would you implement it?
8. What are your biggest challenges?
9. Why do you do this work?
### Appendix 4

#### List of Interviewees

<table>
<thead>
<tr>
<th>Name</th>
<th>Organization Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charlie Alfero</td>
<td>Hidalgo Medical Services</td>
</tr>
<tr>
<td>Jorge Alvorado</td>
<td>NM Legal Aid</td>
</tr>
<tr>
<td>Adriann Barbova</td>
<td>Strong Families NM</td>
</tr>
<tr>
<td>Holly Beaumont</td>
<td>Interfaith Worker Justice</td>
</tr>
<tr>
<td>Nicole Byrd</td>
<td>Families United for Education</td>
</tr>
<tr>
<td>Vernon Butler</td>
<td>Education Committee at Office of African American Affairs (volunteer)</td>
</tr>
<tr>
<td>Lisa Cacari-Stone</td>
<td>UNM Professor, Health Policy</td>
</tr>
<tr>
<td>Enrique Cardiel</td>
<td>Bernalillo County Urban Health Ext.</td>
</tr>
<tr>
<td>Lucia Carmona</td>
<td>Institute for Community Engagement</td>
</tr>
<tr>
<td>Ferlin Clark</td>
<td>Assistant Secretary for Indian Education</td>
</tr>
<tr>
<td>Cece Derringer</td>
<td>Homewise</td>
</tr>
<tr>
<td>Diana Dorn-Jones</td>
<td>United South Broadway</td>
</tr>
<tr>
<td>Sheila Ferris</td>
<td>Families United for Education</td>
</tr>
<tr>
<td>Rosie Garibaldi</td>
<td>NM Forum For Youth in Community</td>
</tr>
<tr>
<td>No Ha Gahaly</td>
<td>Families United for Education</td>
</tr>
<tr>
<td>Carlotta Garcia</td>
<td>New Mexico Department of Health</td>
</tr>
<tr>
<td>Jaque Garcia</td>
<td>Place Matters</td>
</tr>
<tr>
<td>Jamie Hall</td>
<td>McKinley Community Place Matters</td>
</tr>
<tr>
<td>James Jimenez</td>
<td>NM Voices for Children</td>
</tr>
<tr>
<td>Jordan Johnson</td>
<td>McKinley Community Place Matters</td>
</tr>
<tr>
<td>Kiran Katari</td>
<td>UNM Community Engagement Center</td>
</tr>
<tr>
<td>Terry Keleher</td>
<td>Race Forward</td>
</tr>
<tr>
<td>Tina Kachele</td>
<td>Families United for Education</td>
</tr>
<tr>
<td>Linda Lopez</td>
<td>State Senator</td>
</tr>
<tr>
<td>Manuel Lopez</td>
<td>Men of Color Initiative (MOCI)</td>
</tr>
<tr>
<td>Nancy Lopez</td>
<td>Institute for Study of Race and Social Justice</td>
</tr>
<tr>
<td>Maria Martinez Sanchez</td>
<td>NM Center on Law and Poverty</td>
</tr>
<tr>
<td>Bill McCamley</td>
<td>State Representative</td>
</tr>
<tr>
<td>Cathy McGill</td>
<td>Black History Month Organizing Committee</td>
</tr>
<tr>
<td>Bill O’Neill</td>
<td>State Senator</td>
</tr>
<tr>
<td>Renee Ornelas</td>
<td>Para Los Ninos</td>
</tr>
<tr>
<td>Sandra Ortsman</td>
<td>Enlace Comunitario</td>
</tr>
<tr>
<td>Regis Pecos</td>
<td>Leadership Institute</td>
</tr>
<tr>
<td>Andrea Plaza</td>
<td>Encuentro</td>
</tr>
<tr>
<td>Ona Porter</td>
<td>Prosperity Works</td>
</tr>
<tr>
<td>Javier Rios</td>
<td>NM Department of Health</td>
</tr>
<tr>
<td>Christopher Ramirez</td>
<td>Men of Color Initiative (MOCI)</td>
</tr>
<tr>
<td>Paula Ramsey</td>
<td>Families United for Education</td>
</tr>
<tr>
<td>Anna Rondon</td>
<td>McKinley Community Place Matters</td>
</tr>
<tr>
<td>Lucille Ross</td>
<td>New Mexico Department of Health</td>
</tr>
<tr>
<td>Andrea Quijada</td>
<td>NM Media Literacy Project</td>
</tr>
<tr>
<td>Henry Rael</td>
<td>McCune Foundation</td>
</tr>
<tr>
<td>Ophelia Reeder</td>
<td>McKinley Community Health Alliance</td>
</tr>
<tr>
<td>Kimberly Ross-Toledo</td>
<td>Coalition for Healthy and Resilient Youth</td>
</tr>
<tr>
<td>Alejandra Seluja</td>
<td>Homewise</td>
</tr>
<tr>
<td>Sherry Spitzer</td>
<td>New Mexico Asian Family Center</td>
</tr>
<tr>
<td>Roxane Spruce Bly</td>
<td>Consultant</td>
</tr>
<tr>
<td>Brooke Tafoya</td>
<td>Albuquerque Public Schools</td>
</tr>
</tbody>
</table>
Deborah Tang  
Rochelle Tenorio  
Stephanie Varoz  
Tony Watkins  
Amy Whitfield  
Yi-Ling Lin  

St. Elizabeth Shelter  
MSW  
Families United for Education  
YWCA  
Families United for Education
Indian Pueblo Cultural Center
Albuquerque, NM 87104

AGENDA

9:00 a.m. Welcome & Opening Remarks by Kim Posich, Executive Director
Meeting purpose, expected outcomes and process by Jacob Candelaria, Project Director
Introductions & Ground Rules for Dialogues by Roxane Spruce Bly, Facilitator

10:00 a.m. Racial Justice Initiative Project Overview by Jacob Candelaria

10:15 a.m. Break

10:30 a.m. Universal Findings and Recommendations

11:00 a.m. Round Robin
• How do we collectively act to improve racial equity in NM?
• What are the barriers we face?
• How do we talk about race?
• What are high impact strategies we can pursue?

Noon - Working Lunch – Outcomes from Round Robin

1:00 p.m. Small Group Work Session
• Do the recommendations make sense? What are we missing?
• Are the recommendations actionable?
• What mechanisms and resources are needed for implementation?

2:45 pm Break

3:00 p.m. Small Group Reports

3:45 p.m. RJI Project Next Steps

4:15 p.m. Reflection & Closing Remarks

4:30 p.m. Adjourn

Racial Justice Initiative Convening
August 6, 2013
<table>
<thead>
<tr>
<th>Name</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jorge Alvarado</td>
<td>New Mexico Legal Aid</td>
</tr>
<tr>
<td>Adriann Barboa</td>
<td>Strong Families NM</td>
</tr>
<tr>
<td>Holly Beaumont</td>
<td>Interfaith Worker Justice</td>
</tr>
<tr>
<td>Kara Bobroff</td>
<td>Native American Community Academy</td>
</tr>
<tr>
<td>Lucia Carmona</td>
<td>Institute for Community Engagement</td>
</tr>
<tr>
<td>Diana Dorn Jones</td>
<td>United South Broadway</td>
</tr>
<tr>
<td>Jacque Garcia</td>
<td>Place Matters</td>
</tr>
<tr>
<td>Veronica Garcia</td>
<td>New Mexico Voices for Children</td>
</tr>
<tr>
<td>Sireesha Manne</td>
<td>NM Center on Law and Poverty</td>
</tr>
<tr>
<td>Bill McCamley</td>
<td>State Representative</td>
</tr>
<tr>
<td>Bill O’Neill</td>
<td>State Senator</td>
</tr>
<tr>
<td>Adrian Pedroza</td>
<td>Partnership for Community Action</td>
</tr>
<tr>
<td>Ona Porter</td>
<td>Prosperity Works</td>
</tr>
<tr>
<td>Andrea Quijada</td>
<td>NM Media Literacy Project</td>
</tr>
<tr>
<td>Henry Rael</td>
<td>McCune Foundation</td>
</tr>
<tr>
<td>Javier Rios</td>
<td>NM Department of Health</td>
</tr>
<tr>
<td>Claudia Medin</td>
<td>NLACE –Higher Ed</td>
</tr>
<tr>
<td>Dee Ivy</td>
<td>Circles New Mexico</td>
</tr>
<tr>
<td>Monica Cordova</td>
<td>Southwest Organizing Project</td>
</tr>
<tr>
<td>Dakotah Jim</td>
<td>Native American Community Wellness Network</td>
</tr>
</tbody>
</table>
Appendix 6

RACIAL EQUITY IMPACT ASSESSMENT GUIDE

Below are sample questions to use to anticipate, assess and prevent potential adverse consequences of proposed actions on different racial groups.

1. **Identifying Stakeholders**: Which racial/ethnic groups may be most affected by and concerned with the issues related to this proposal?

2. **Engaging Stakeholders**: Have stakeholders from different racial/ethnic groups—especially those most adversely affected—been informed, meaningfully involved and authentically represented in the development of this proposal? Who’s missing and how can they be engaged?

3. **Identifying and Documenting Racial Inequities**: Which racial/ethnic groups are currently most advantaged and most disadvantaged by the issues this proposal seeks to address? How are they affected differently? What quantitative and qualitative evidence of inequality exists? What evidence is missing or needed?

4. **Examining the Causes**: What factors may be producing and perpetuating racial inequities associated with this issue? How did the inequities arise? How are they expanding or narrowing? Does the proposal address root causes? If not, how could it?

5. **Clarifying the Purpose**: What does the proposal seek to accomplish? Will it reduce disparities or discrimination? Will it advance equity and inclusion?

6. **Considering Adverse Impacts**: What adverse impacts or unintended consequences could result from this policy? Which racial/ethnic groups could be negatively affected? How could adverse impacts be prevented or minimized?

7. **Advancing Equitable Impacts**: What positive impacts on equality and inclusion, if any, could result from this proposal? Which racial/ethnic groups could benefit? Are there further ways to maximize equitable opportunities and impacts?

8. **Examining Alternatives or Improvements**: Are there better ways to reduce racial disparities and advance racial equity? What provisions could be changed or added to ensure positive impacts on racial equity and inclusion?

9. **Ensuring Viability and Sustainability**: Is the proposal realistic, adequately funded, with mechanisms to ensure successful implementation and enforcement. Are there provisions to ensure ongoing data collection, public reporting, stakeholder participation and public accountability?

10. **Identifying Success Indicators**: What are the success indicators and progress benchmarks? How will impacts be documented and evaluated? How will the level, diversity and quality of ongoing stakeholder engagement be assessed?

© 2009, Terry Keleher, Applied Research Center. www.arc.org
Appendix 7

State Institutions to Promote Racial Equity in New Mexico

New Mexico has state institutions that were created specifically to improve policies for people of color in New Mexico. These include the statewide education councils mentioned above – including the state Indian Education Council and the Hispanic Education Advisory Council, as well as the following state agencies:

- New Mexico Office of African American Affairs: The Office of African American Affairs was established by the legislature in 1999 to study issues of importance to the African American community in New Mexico, including history and culture, education, economic and social problems, and healthcare, and to “act as an advocate” for the African American community. The Office’s mission is to improve the quality of life for African Americans in New Mexico, and provide resources to constituents, legislators, educators, health care professionals, and the governor. In its 2013-2015 strategic plan, the Office set goals to engage African Americans in policy advocacy and civic engagement, improve student success in the education system by identifying critical areas of concern and increasing support services for African American students, advocate for policies and practices that improve health outcomes, find ways to reduce recidivism rates in the criminal justice system, and support economic development efforts.

- New Mexico Indian Affairs Department: As a cabinet-level department, the Indian Affairs Department (IAD) is the lead coordinating agency in New Mexico state government that ensures effective interagency and state-tribal government-to-government relations. The mission of the IAD is to reinforce tribal governmental efforts to ensure that Native American concerns and needs are addressed in state policy making decisions; effectively manage, and facilitates ways to increase and leverage, state resources to benefit Native Americans; and successfully collaborate with national, tribal, state and local agencies, entities, and organizations. A cornerstone of its 2012-2014 strategic plan is economic development, which has emerged as a priority of the pueblos, tribes and nations and is believed to be essential to addressing education, healthcare, water, language preservation and the myriad of issues and challenges the tribes face. The plan also emphasized strengthening state and tribal collaboration, increasing tribal involvement in the education of Native American students and preserving Native languages, and supporting meaningful collaboration with regard to water management issues and water rights.

- Hispanic Affairs Department: New Mexico does not have a Hispanic Affairs Department despite legislative attempts to establish one. In 2009, Governor Bill Richardson vetoed a bill that would have created a Department of Hispanic Affairs, citing concerns with develop a “big bureaucracy” and a lack of funding. In 2013, Rep. Phillip Archuleta and Senate Majority Leader Michael Sanchez co-sponsored a bill that would create a Department of Hispanic Affairs and appropriate $700,000 for it. The bill never moved through the legislature. According to Rep. Archuleta, the creation of the Department is needed to confront economic and social issues facing Hispanics in New Mexico, improve educational achievement gaps and health care access, and reduce poverty rates.

2 Implicit biases are the associations everyone hold subconsciously based on characteristics such as race or gender, that then manifests in decision-making. For example, in a study conducted by the University of Chicago and Massachusetts Institute for Technology, thousands of fake resumes were sent to newspaper ads for jobs. Some resumes were given “white-sounding names” (like Emily or Brendan) while others were black names (like Lakisha or Jamal). The study found that the applicants with white names were 50% more likely to get called for interviews even when they had the same qualifications as the applicants with black-sounding names. Racism also can be a structural problem that is not based on people's intentions. For example, Nancy DiTomaso, vice dean at Rutgers University Business School, writes "In a study I conducted among white workers, I found that 70% of the participants' jobs, past and present, had been landed with the help of friends or relatives who were in a position to provide inside information, exert influence on the candidates' behalf, or directly offer job or promotion opportunities. Yet virtually all of these employees, as well as white managers I've interviewed, maintain that they oppose racism and are in favor of equal opportunity." See http://blogs.hbr.org/2014/01/white-people-do-good-things-for-one-another-and-thats-bad-for-hiring/.

3 Television and news media outlets often do not show people of color in leadership roles. Studies have found Hispanic/Latino and Black people are over-represented in the media as lawbreakers and under-represented in television in other positive contexts. See Entman and Gross, Race to Judgement: Stereotyping Media and Criminal Defendants, Law and Contermporary Problems, Vol 71:93 (Dec. 1, 2008), at 99.

4 See Presentation by Holmes Wood, Marks and Herndon, supra note 1.


7 U.S. Census, American Community Survey, Demographic and Housing Estimates, 2010-2012 ACS 3-Year Estimates, New Mexico compared to United States (2012).


9 See NM Office of the Historian records on early history of New Mexico; available at: http://www.newmexicohistory.org/.


11 Gomez, supra 10, at 41 and 75.

12 Treaty of Guadalupe Hidalgo, Art. XI (“a great part of the territories…is now occupied by savage tribes, who will hereafter be under the exclusive control of the Government of the United States”).

13 Gomez, supra note 10, at 84.

14 Gomez, supra note 10, at 130.

15 Pew Institute, Demographic Profile of Hispanics in New Mexico, 2011; available at: http://www.pewhispanic.org/states/state/nm/.

16 Gomez, supra 10, at 83.


18 Joe S. Sando, PUEBLO NATIONS: EIGHT CENTURIES OF PUEBLO INDIAN HISTORY XII (1992), at 133.

19 Id. at 132-67.

20 Id.

22 Id.

23 New Mexico Constitution, Article XII, Section 8.

24 All data except where otherwise noted is from the U.S. Census, American Community Survey, 2010-2012 ACS 3-Year Estimates, New Mexico (2012) (searched by selected topics and racial characteristics).


27 All health data with exception of health insurance coverage rates is from NM Department of Health, Health Equity in New Mexico: A Report on Racial and Ethnic Health Disparities, 8th Edition (October 2013) (rates per 100,000 people).

28 New Mexico Corrections Department, Data on Inmate Population, October 2012.

29 New Mexico also has a larger number of smaller media venues, ranging from the Santa Fe New Mexican and Las Cruces Sun-News to KUNM to public television. These venues have a much smaller market share, and also play a role in shaping how New Mexicans think, feel, and act on issues important to all of us. The major media institutions are often cited as the most influential source of news for moderately and independently minded residents—the middle of the electorate and the plurality of the population.


32 Id.

33 Jeffrey M. Jones, Gallup, Majority of Americans Say Racism Against Blacks Widespread (August 4, 2008).

34 Gallup Poll, supra note 31.


37 N.M. Const. art. II, § 4 and 18.

38 For a comprehensive listing of federal laws and agencies that address racial discrimination, see United States of America, Periodic Report of the United States of America to the United Nations Committee on the Elimination of Racial Discrimination, Concerning the International Convention on the Elimination of All Forms of Racial Discrimination (June 12, 2013).

39 NMSA § 28-1-1 et seq.,

40 Id.

In Washington v. Davis, 426 U.S. 229 (1976) (where plaintiffs alleged the Washington D.C. police department had discriminatory hiring practices by using a test that disproportionately kept African Americans from being hired), the Supreme Court issued a pivotal ruling that plaintiffs bringing lawsuits under the Equal Protection Clause must show that a law or governmental policy has a discriminatory purpose or intent in order to trigger the strictest standard of scrutiny of the law, not just a discriminatory outcome. See also Kobick, Discriminatory Intent Reconsidered: Folk Concepts of Intentionality and Equal Protection Jurisprudence, Harvard Civil Rights-Civil Liberties Law Review, Vol. 45 (2010), at p. 518. (noting the progeny of cases following this ruling have further interpreted the standards for showing discriminatory purpose, but there are differing interpretations across federal jurisdictions). See also see Alexander v Sandoval, 532 U.S. 275 (2001), ruling that individuals may only bring a private lawsuit under Title VI of the Civil Rights Act (prohibiting discrimination by federally funded programs) by showing intentional discrimination.

For example, when a plaintiff does not have “direct” proof of discrimination for employment cases, then the burden shifts to the defendant to come forward with a legitimate nondiscriminatory reason for its decision. The plaintiff must then present evidence that the provided rationale was pretextual). Cates v. Regents of N.M. Inst. of Mining & Tech., 1998 - NMSC 002, 124 N.M. 633, 954 P.2d 65, 69-70(N.M. 1998).

For example, when a plaintiff does not have “direct” proof of discrimination for employment cases, then the burden shifts to the defendant to come forward with a legitimate nondiscriminatory reason for its decision. The plaintiff must then present evidence that the provided rationale was pretextual). Cates v. Regents of N.M. Inst. of Mining & Tech., 1998 - NMSC 002, 124 N.M. 633, 954 P.2d 65, 69-70(N.M. 1998).

According to the Access to Justice Commission of the New Mexico Supreme Court, less than 20% of the civil legal needs of low-income New Mexicans were being met as of 2006. Since then, the federal government—the largest source of funding for civil legal services programs for the past 30 years—has been steadily decreasing its support, while the level of state support has decreased by 30% since 2009. See NM Legislature. General Appropriations Act (HB 2)2009-2013.

In New Mexico, 36% of the state’s population speaks a language other than English at home, compared to 20% nationally. Of those speakers, 29% speak Spanish, 4% speak Navajo, 1.6% speak other Native languages, and under 1% speak Asian and other languages.

In New Mexico, 36% of the state’s population speaks a language other than English at home, compared to 20% nationally. Of those speakers, 29% speak Spanish, 4% speak Navajo, 1.6% speak other Native languages, and under 1% speak Asian and other languages.

Breen v. Carlsbad Municipal Schools, 120 P.3d 413, 418 (N.M. 2005).

Universal Declaration of Human Rights, Article I, describing that everyone is entitled to the rights and freedoms set forth in the Declaration “without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status” and regardless of the person’s country.


See Preamble to Universal Declaration of Human Rights, recognizing that “the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world”.

N.M. Const. art. 12 requires “A uniform system of free public schools sufficient for the education of, and open to, all children of school age in the state shall be established and maintained”.

Holmes, Perle and Houseman, Race-Based Advocacy: The Role and Responsibility of LSC-Funded Programs, Clearinghouse Review: Journal of Law and Policy (May-June 2002), at 64.
Legal service providers can address race-based practices through administrative advocacy. For example, the North Carolina Advocates for Children’s Services of Legal Aid recently filed a complaint with the U.S. Office of Civil Rights alleging that school district suspension policies have a discriminatory impact on black students and students with disabilities. A community group in Chicago has been working to prevent the environmental destruction and pollution of the Englewood neighborhood—that is 98% Black—from a proposed expansion of railyards by a private railroad company. The group was unable to find a legal hook to protect residents, and instead worked with the City Council to delay issuing permits in order for the community to enter a negotiations process with the railroad.


58 NMSA § 21-1-26.7 (2013).


60 The Delinquency Act was amended in 2009 to reduce the “disproportionate contact” of minority children and families in the juvenile justice system through early intervention, linkages to community support services and the elimination of discrimination. See §32A-1-3(E); New Mexico Juvenile Justice Handbook - http://childlaw.unm.edu/docs/Justice%20Handbook%20-%20August%202011%20Web.pdf.

61 Children's Code, N.M.A.C. 8.8.2.


63 See New Mexico State Senate Memorial 33 (2012), sponsored by Senator Linda Lopez.

64 In 2007, the Supreme Court ruled that a public school district in Seattle could not consider race when assigning students to school because it does not meet a compelling government interest. Chief Justice Roberts remarked, “The way to stop discrimination on the basis of race is to stop discriminating on the basis of race.” Affirmative action has been interpreted as special treatment for racial minorities that discriminates against non-minority students.

65 Alan Houseman, Racial Justice: The Role of Civil Legal Assistance, Clearinghouse Review: Journal Of Poverty Law and Policy, May-June 2002 (describing the civil legal service organizations must change by prioritizing a commitment to race-based advocacy, engaging the racial justice community, hiring a diverse staff, and engaging in affirmative, systemic litigation).

66 Perez, Sim, Turner, Argueta, Legal Aid Foundation of Los Angeles, Launching a Race Equity Project in the City of Angels, Clearinghouse Review Journal of Poverty Law and Policy (September-October 2013), at 250.


70 Id.

71 The Snyder Act of 1921 authorized the centralization of educational programs through the Bureau of Indian Affairs (BIA). The Indian Health Care Improvement Act of 1976 provides appropriations for Indian Health Services and together with the Snyder Act of 1921 forms the basic legislative authority for today’s Indian Health Service.

72 JOE S. SANDO, PUEBLO NATIONS: EIGHT CENTURIES OF PUEBLO INDIAN HISTORY XII (1992), at 133.

73 Id.

74 These laws have included the Indian Civil Rights Act of 1968 (applying the Bill of Rights to Indian Country), the Indian Self-Determination and Education Assistance Act of 1975 (authorizing government agencies to enter into contracts with, and make grants directly, federally recognized tribes, and giving tribes greater control over how funds are administered), and the Indian Health Care Improvement Act of 1976 (that provides appropriations for Indian Health Services and expands the authority of tribal healthcare providers to deliver services).
Analysis of State Tribal Collaboration Vehicles: A Report prepared for the National Congress of American Indians. In the mid-1970’s, the American Indian Law Center, Inc. (AILC) founded the Commission on State-Tribal Relations in cooperation with a number of organizations representing tribal, state, and county governments. The purpose of the Commission was to explore the subject of non-federal intergovernmental relations on Indian reservations, an area long neglected, as well as to act as an information clearinghouse.


See more about the New Mexico Indian Affairs Department at www.iad.state.nm.us.

For example, one of the largest radioactive accidents in the history of the United States occurred next to Church Rock, New Mexico, resulting from uranium waste piles that displaced dozens of households from a local Navajo community and caused widespread health and environmental damage. While uranium mining has stopped for the last dozen years, mining companies are now seeking permits again in New Mexico. The Roca Honda mine near Mount Taylor is strongly opposed by Native groups – it poses major risks to the area’s water supply and will damage an area with spiritual significance for Native communities. See Albuquerque Journal, Nation’s Largest Uranium Mine Planned for NM (May 19, 2013); available at: http://www.abqjournal.com/200845/news/nations-largest-uranium-mine-planned-for-nm.html.


New Mexico Constitution, Article XII, Section 10.

New Mexico Constitution, Article XII, Section 8.


NM Public Education Department. Assessment and Accountability Data, Statistics and Data (2013), available at: http://www.ped.state.nm.us/assessmentaccountability/AcademicGrowth/NMSBA.html. Note: Data reflects percentage of students testing proficient on the NM Standards Based Assessment.


NM Public Education Department, Hispanic Education Statewide Status Report (2010); available at: http://ped.state.nm.us/BilingualMulticultural/Hispanic%20Education%20Status%20Report%202010.pdf


Id.


Within the Public Education Department is the Bilingual Multicultural Education Bureau (BMEB) and the New Mexico State Bilingual Advisory Committee (SBAC). The SBAC has had been active in New Mexico since 1974 and functions to offer advisement on policy matters to members of the New Mexico State Board of Education, State Superintendents, and the Secretary of Education.


After a major campaign launched by health advocacy groups, New Mexico has chosen to expand Medicaid to over 170,000 adults. The state is also developing a Health Insurance Exchange where nearly 200,000 more people can access low cost, federally subsidized health insurance.

Families USA, How ACA Helps Communities of Color, New Mexico (Sept. 2010).

Joe S. Sando, PUEBLO NATIONS: EIGHT CENTURIES OF PUEBLO INDIAN HISTORY XII (1992). The Allottment Act replaced group or tribal ownership of land with individual ownership and made available to white homesteaders land not allotted to individual Natives, resulting in a significant reduction of Indian-held land.

National Center for Children in Poverty, Columbia University, Mailman School of Public Health, Demographics of Poor Children, NM Profile (2012), available at: http://www.nccp.org/profiles/NM_profile_7.html, finding that 54% of New Mexico children live below 200% of the federal poverty level, compared to 45% of children nationally.


Id.

State Senator Sanchez, Senator Wirth, Rep. Chasey, Grant County Beat, SJR 20: Let Voters Decide the Future of 300% Interest Rates (Feb. 5, 2014), citing information from NM Department of Regulation and Licensing in 2012.


National Center for Children in Poverty, supra note 103.


New Mexico Legislative Finance Committee, Result First Report: Evidence Based Programs to Reduce Recidivism and Improve Public Safety in Adult Corrections (July 2013).

Mexican Immigrants and Wage Theft in New Mexico; Andrew Schrank, Jessica Garrick; University of New Mexico Department of Sociology; August 2013.


Id.

Id.

New Mexico Indian Affairs Department, available at: http://www.iad.state.nm.us/mission.html.

Id.


Id.

