



Final Report on Summit Results

- June 1-2, 2009
- UNM Student Union Building
- Albuquerque

Convener

New Mexico Public Education Department

Sponsors

Center for the Education and Study of Diverse Populations, New Mexico Highlands University
Office of Education Accountability, New Mexico Department of Finance and Administration

Organizer

New Mexico First

Table of Contents

Introduction	4
Summit Convener	4
Summit Sponsors	4
Summit Organizer	4
Strand Discussions	4
Summit Recommendations	6
Appendix: Summit Speakers and Committees	14
Summit Speakers	14
Summit Steering Committee	14
Summit Logo Design	14
Summit Leadership Team	14
New Mexico First Staff	14

Introduction

New Mexico educators and advocates for English Language Learners (ELLs) want to see more consistent and rigorous instructional practice for the state's multilingual, multicultural student population that is informed by language appropriate student assessment. They call for professional development aligned with best practices in the areas of cultural competence, sheltered instruction training, and response to intervention. They see a need to invite and meaningfully engage families in the success of their children by reaching out to them in their homes and the broader community.

These recommendations and others resulted from the **New Mexico Public Education Department** summit convened on June 1-2, 2009 at the University of New Mexico in Albuquerque. The event titled *Race to the Top: Closing the Achievement Gap for English Language Learners in New Mexico* brought together 200 people from all parts of the state. Participants included state policymakers, government officials, state and local educators, advocates, and parents. These committed citizens made it clear that supporting English Language Learners and their families is of critical importance.

The summit produced a total of 60 recommendations, reflecting the consensus of the participants. These recommendations were presented to the Secretary of Education and her Executive Team. The Secretary has asked that a gap analysis and cost analysis be conducted for the recommendations, as well as a review of work that may have already been accomplished by the New Mexico Department of Education and other education stakeholders in the state.

Over 60 of the 200 summit participants volunteered to help design the *State Plan for Closing the Achievement Gap for English Language Learners*. This group will vet and prioritize the recommendations based on the gap and cost analyses and spend several months developing the plan and advancing the recommendations to state policymakers and local leaders

This event used **New Mexico First's** unique consensus-building format: a two-day deliberation during which participants discussed a variety of issues related to the educational achievement of English Language Learners in the state. They came to consensus on possible solutions. Their deliberation was informed by resource materials that outlined research-based findings and best practices.

In addition, participants benefited from context setting presentations by Dr. Veronica García, Cabinet Secretary of Education, Dr. Catherine Cross Maple, Deputy Secretary of Education, and Dr. Sheila Hyde, Assistant Secretary, NM Public

Education Department. James Lyons, Esquire and Legislative & Policy Counsel and an expert in multilingual and multicultural policy issues from the Alliance for Multilingual, Multicultural Education, gave the keynote presentation.

The summit steering committee included a representative group of education stakeholders. The core team included Dr. Sheila Hyde, Dr. Julie Rosa Lopez-Emslie, Dr. Gladys Herrera-Gurule, Patricia Latham, Beata Thorstensen, and Julia Rosa Emslie. The entire group is recognized on page 14 of this report.

Summit Convener

The mission of the **New Mexico Public Education Department** is to provide leadership, technical assistance, and quality assurance to improve student performance and close the achievement gap.

Summit Sponsors

The summit was sponsored by:

- **The New Mexico Department of Finance and Administration Office of Education Accountability** which provides an independent source of information about the progress of education reform, as well as leadership assistance and problem solving support to the Governor, Legislature, educational agencies, and citizens in their efforts to improve New Mexico's educational system.
- **The Center for the Education and Study of Diverse Populations (CESDP)** which provides a wide range of services aimed at improving the quality of education for all learners. Comprehensive technical assistance services and products focus on meeting the needs of culturally and linguistically diverse learners through partnerships with the New Mexico Public Education Department, districts, schools, and communities.

Summit Organizer

New Mexico First is a nonpartisan, nonprofit organization that engages citizens in public policy. Co-founded in 1986, the organization brings people together for town hall meetings, forums, summits, and public hearings.

Strand Discussions

Summit participants were divided into eight groups of 15-20 people. Each small group focused on a different interest area related to English Language Learners. A discussion leader and

recorder were assigned to facilitate the conversation in each group using a set of questions unique to each interest area. During the discussions, the groups were asked to clearly define and outline the key issues for each interest area. The next step was to highlight best practices and innovative techniques already being used by education stakeholders throughout the state. Next, the groups were asked to consider policies, strategies, or actions that would help close the achievement gap for English Language Learners within the context of their

assigned interest area. Finally, each group agreed on ideas they wanted to propose to the full group. These initial ideas were reviewed and refined by the full group of summit participants. By the conclusion of the summit, the participants came to consensus on 60 recommendations.

Summit Recommendations

MAIN IDEA	RECOMMENDATION
Strand 1: PROFESSIONAL DEVELOPMENT	
1. Support system for content area teachers	So that English Language Learners are continuously supported to achieve academic proficiency, the NM Public Education Department and local school districts should develop a support system for content area teachers in their work with English Language Learners.
2. Redesign licensure requirements and teacher preparation programs	So that all teachers are equipped and prepared to teach linguistically diverse learners, the NM State Legislature, NM Public Education Department, NM Higher Education Department, and NM Institutions of Higher Education should collaborate to redesign teacher licensure requirements and teacher preparation programs.
3. Ensure use of research-based ELL strategies	So that high quality professional development on research-based English Language Learner strategies is utilized, the local school districts should ensure the implementation of such strategies through the personnel evaluation system.
4. Develop ELL professional development model for principals	So that leadership success in our schools can be accomplished and we can “grow our own” leaders, the NM Public Education Department should develop an English Language Learner professional development model for principals to include assessment, evaluation, culture, change, mentoring, coaching, and collaboration to be implemented over three years.
5. Time to share best practices and include ELL strategies in mentoring programs	So that superintendents, principals, teachers, and school leaders have a shared knowledge and understanding of culture, language, and best practices, the NM Public Education Department and the local school districts should: a) guarantee time for school administrators to come together to share leadership practices; b) include English Language Learner issues and strategies in the mentoring of superintendents, principals, and teachers.
6. Review and change statutory requirements	So that NM Institutions of Higher Education have the flexibility to better prepare teachers and other school personnel to meet the needs of English Language Learners, statutory requirements should be reviewed and changed.
7. Provide professional development that addresses classroom implementation	So that professional development ensures that teachers and educational leaders are equipped with practical strategies for educating English Language Learners, local schools, NM Institutions of Higher Education, and the NM Public Education Department should provide professional development that addresses classroom implementation with ongoing reflective feedback from peers, mentors, and/or coaches.
8. Implement professional development that addresses attitudes and perceptions	So that teachers and administrators are responsive to the climate of their school environment, the NM Public Education Department and Local Educational Agencies should implement professional development that addresses the attitudes and perceptions affecting English Language Learners and their families. The entire state framework of professional development should recognize diversity in cultures and language competence requirements designed to be specific to the English Language Learner populations of the school community. This should be embedded, explicit, conceptually linked, and universal.

MAIN IDEA	RECOMMENDATION
Strand 2: SCHOOL LEADERSHIP	
9. Fund administrators to attend ongoing professional development	So that administrators at all levels acquire knowledge to implement research and best practices for language acquisition and cultural competence, administrators should be funded to attend and participate in ongoing sustained professional development in planning, implementing, and managing English Language Learner instruction.
10. Take responsibility for improving outcomes	All members of a community should take responsibility for their role in improving education and student outcomes by not making excuses, finding fault, or blaming others.
11. Empower parents/guardians to become participants in education	So that all students experience educational success and higher levels of academic achievement, educators should empower and mobilize parents and guardians to become “meaningful participants” by being invited in the education of their child and to contribute to the overall success of the school community.
12. Implement a statewide Leadership Institute	So that administrators are qualified to meet the needs of our culturally and linguistically diverse student population, in collaboration, the State of New Mexico, universities, and local school districts should implement and maintain a formal statewide Leadership Institute.
13. Emphasize progress, growth, and accomplishments of students	So that students are not blamed for failure to make adequate yearly progress given that the system highlights on progress being made year-to-year, local school districts and the NM Public Education Department should collaborate on communicating with all stakeholders about the growth being made by students, and public relations should focus on emphasizing the accomplishments of bilingual programs and on the victories without giving up on the challenges (e.g., bilingual seals on high school diplomas and incentive awards).
14. Build leadership through annual leadership academies	So that English Language Learners in NM are provided with high quality and effective classroom instruction, the NM Public Education Department, district and school administrators, and site leadership teams should participate in annual leadership academies in order to build a system of leadership that implements, measures, and sustains quality instructional practices for English Language Learners. Training on sheltered instruction methodology and how home language instruction affects academic performance should be required.
15. Develop a uniform process for program analysis	So that English Language Learners and bilingual programs are made effective with measureable outcomes, the NM Public Education Department and local school districts should develop a uniform process for program analysis, including common home language assessments and state-approved home language standards.
16. Evaluate all teachers	So that all English Language Learners are fully served, site administrators should evaluate all teachers, following a sheltered framework that aligns with the NM Teacher Competencies and responds to the community's language and cultural education priorities.

MAIN IDEA	RECOMMENDATION
Strand 3: CULTURAL COMPETENCE	
17. Address family, homelessness, and poverty concerns	So that cultural competence and relationships are continuously built and strengthened between schools and communities, school leaders and all school personnel along with parents should address family, homelessness, and poverty concerns through measurable ongoing processes indicated in the NM Educational Plan for Student Success.
18. Require intensive coursework and field experiences, develop a system of portfolio assessment, provide annual professional development, and design rubrics to assess cultural performance	So that teachers and educational leaders can develop and demonstrate cultural proficiency, a) universities should require intensive coursework and related field experiences in culturally diverse settings; b) universities should develop a system of portfolio assessment including P-12 student work to document cultural competence; c) local schools should develop annual professional development for teachers, educational leaders, parents, and school board members in cultural competence; d) local schools, universities, and the NM Public Education Department should design rubrics with comprehensive criteria to assess cultural performance in schools.
19. Develop an interactive cultural competence handbook	So that educators and administrators demonstrate cultural competence, an interactive handbook that covers the cultural, geographic, economic, linguistic, educational, and sociopolitical issues of the peoples of the area should be developed at each NM school district by a team of local stakeholders including parents, students, teachers, Native American community and tribal organizations, and/or other community leaders. This cultural competence handbook should be used as part of the process of ongoing mentoring of new teachers with English Language Learners as veteran staff.
20. Conduct forums to engage in courageous conversations about race and linguistic diversity	So that English Language Learners can experience respect and have the education to which they are entitled, the Secretary of Education should ensure that district leadership conduct forums to engage all district, school staff, and community in ongoing courageous conversations about race and linguistic diversity.
21. Develop culturally appropriate curriculum	So that English Language Learners experience academic success, school staff should involve community members in developing engaging, challenging, and culturally appropriate curriculum that is implemented and authentically assessed to be included in the Education Plan for Student Success framework.
22. Require bilingual or TESOL endorsement	So that the education of English Language Learners becomes the responsibility of all educators, the NM Public Education Department and the NM State Legislature should require that all instructors and administrators become bilingual and/or Teachers of English to Speakers of Other Languages (TESOL) endorsed and implement best practices.

MAIN IDEA	RECOMMENDATION
Strand 4: FAMILY AND COMMUNITY INVOLVEMENT	
23. Increase funding through appropriations or grants	So that the academic achievement and social success of English Language Learners is supported, local school districts and communities should work with federal, state, and local governments and the private sector to increase funding through appropriations or grants to establish and sustain training for family and community services, professional development for teachers and staff, summer school, and after school programs.
24. Develop and monitor professional development standards specific to multilingual students	So that support staff, educators, and administrators work respectfully with all students and families and are competent in multicultural, linguistic diversity, and strength-based approaches, the NM Public Education Department should develop and monitor professional development standards that are specific to the education of multilingual students and that focus on the assets of the languages and cultures represented by students and families.
25. Require preparation and support for strategies, attitudes, and policies	So that all members of a school community embrace and act on the importance of school, family, and community partnerships, teacher/school leadership programs and family/community education programs in the NM Institutions of Higher Education and within local school districts should require high quality preparation and support for effective strategies, positive attitudes, and meaningful policies.
26. Require and fund parental involvement workshops and allocate school days for home visits	So that teachers and administrators understand students' home environments and positive relationships are developed with the family, every local school district in NM should require and fund parental involvement workshops and allocate school calendar days for home visits resulting in the documentation of the Funds of Knowledge (i.e., the knowledge students gain from their family and cultural backgrounds) that can be incorporated into the development of culturally appropriate curriculum and practices.
27. Provide professional development for administrators	So that administrators ensure effective implementation and commitment to true parent involvement, they should receive professional development tied to administrator competencies, Education Plan for Student Success requirements, and state/federal law and show measurable expertise through an evidence folder.
28. Share data on successful programs	So that authentic and effective school/community/family partnerships are maximized, the NM Public Education Department, in collaboration with groups such as the Family/Parent Involvement Advisory Council and local school districts, should collect, report, analyze, and share data on successful programs which can be sustained, promoted, and replicated in communities across New Mexico, if appropriate.
29. Facilitate schools as centers of community learning	So that families, schools, and communities form partnerships to increase student achievement, school leaders in partnership with community organizations/services should facilitate and sustain (for the long-term) schools as centers of community learning and resources during and after-school hours.

MAIN IDEA	RECOMMENDATION
Strand 5: ACCOUNTABILITY OF INSTRUCTION	
30. Oversee and validate implementation and accountability for ELL instruction	So that accountability of instruction for English Language Learners can be accomplished, all NM Public Education Department bureaus should have the responsibility to oversee and validate the implementation of, and accountability for, instruction of English Language Learners. We have test scores, and many schools are not making adequate yearly progress, therefore, we should look into classrooms to observe and evaluate effectiveness of instruction for English Language Learners so they may reach the summit.
31. Align best practice professional development, utilize sheltered instruction observation tools, and commit to annual classroom observation timelines	So that all P-20 educators are accountable for the academic success of English Language Learners, site instructional leaders should align best practice professional development options, utilize sheltered instruction observational tools, and commit to annual classroom observation timelines so that there is demonstrable English Language Learners academic growth as measured and reported through short-cycle assessments.
32. Teams meet biweekly to review performance indicators and develop instructional plans	So that all students are achieving academically, teachers, principals, and coaches (i.e., teams) should meet biweekly to review all performance indicators to develop instructional plans implemented by the teacher and monitored by the instructional leader in order to enhance student progress.
33. Increase and align professional development training funds	So that the achievement gap for English Language Learners will close, the NM legislators, Local Educational Agencies, NM Higher Education Department, and NM Public Education Department should increase and align professional development training funds to sustain multicultural and multilingual educators and administrators and provide monetary resources for preserving/maintaining cultural teaching to students and staff. This can be achieved in partnership with businesses and the community.
34. Mandate and fund FEA programs, Teacher Assessment Review Panel, and tuition reimbursement	So that New Mexico may grow a more multicultural teaching force, the legislature should mandate and fund: a) Future Educators of America programs as an elective in every high school; b) a return of the Teacher Assessment Review Panel as an alternative to required testing for initial licensure; c) for local school districts and NM Institutions of Higher Education to provide tuition reimbursement for those district employees willing to complete a teaching degree.
35. Implement Parent Academies	So that parents feel valued and included in the schools, the NM Public Education Department should require local school districts to organize and implement Parent Academies, including extended family members, to address issues affecting their children's education and to collaboratively find suggestions for improvement, for example, a) initiate dialog with community stakeholders; b) use the NM Public Education Department parent involvement toolkit; c) involve organizations such as ENLACE, Youth Development, Inc., Parents Reaching Out, etc.
36. Compensate providers to develop/implement cultural competency training programs	So that the wealth of expertise within a community is recognized and utilized as essential to developing cultural competency for the entire school community, family, community members, and teachers should be monetarily compensated as key providers in developing and implementing an ongoing cultural competency training program.

MAIN IDEA	RECOMMENDATION
Strand 6: ASSESSMENTS TO INFORM INSTRUCTION	
37. Assess ELLs on standardized tests in home language	So that English Language Learners can be appropriately assessed for content knowledge as opposed to English language proficiency, English Language Learners should be assessed on standardized tests in their home language, where available, in keeping with research findings for up to seven years
38. Replace short cycle assessments	So that students and teachers can spend less time on required testing and spend more time on uninterrupted instruction, the NM Public Education Department should replace required short cycle assessments with portions of the Standards Based Assessment to include a pre-, mid- and post-assessment.
39. Provide resources and supports to implement classroom instructional strategies	So that there is an understanding of how second language acquisition affects academic performance, local school districts (including superintendent and building leadership) should provide resources and supports for implementation of effective instructional strategies at the classroom level.
40. Ensure scheduled collaboration time	So that all teachers can discuss data and intervention strategies that enhance individual student learning and achievement, superintendents and school administrators should ensure scheduled collaboration time that will promote innovative practices.
41. Require variety of linguistically appropriate assessments	So that the public receives a comprehensive and authentic picture of a school's performance, the NM Legislature and NM Public Education Department should require a variety of valid, linguistically appropriate assessments and utilize a growth model for assessing and reporting a school's progress over time.
42. Create linguistically appropriate assessments to drive ELL instruction	So that all students in New Mexico are provided with equitable opportunities for academic success, the NM Public Education Department should work in collaboration with the NM Institutes of Higher Education, Local Educational Agencies, educational and parent advocacy groups, and professional development organizations (e.g., Dual Language Education in New Mexico, Center for the Education and Study of Diverse Populations, ENLACE, Parents Reaching Out, Alliance for Multilingual Multicultural Education, New Mexico Association for Bilingual Education) to create linguistically appropriate and authentic assessments to help drive instruction for English Language Learners.
43. Require districts to use one data collection system	So that all stakeholders, including parents and community, have easy access to user-friendly longitudinal data for individual students that is in an understandable and usable format, the NM Public Education Department should adopt and require all local school districts to use one data collection system that is easy for everyone to read and interpret.
44. Adopt language appropriate assessments	So that all students can reliably demonstrate degrees of academic and language proficiency, the NM Public Education Department should adopt language appropriate assessments in all areas (i.e., standardized, curricular, and linguistic).

MAIN IDEA	RECOMMENDATION
Strand 7: RIGOR OF ELL PROGRAMS	
45. Require sheltered instruction training	So that language acquisition and academic achievement can be enhanced for all students, sheltered instruction training should be required by universities, local school districts, and professional development providers as part of teacher education programs and professional development for all teachers and instructional leaders.
46. Develop assessments that inform instruction and professional development	So that we can have a more accurate measure of bilingual students' growth, the NM State Legislature, NM Public Education Department, and a representative group of stakeholders should develop appropriate assessments that can better inform instruction and professional development needs.
47. Require bilingual funds be designated in budget	So that schools have the necessary funding to meet the academic and linguistic needs of bilingual students as articulated in the Education Plan for Student Success and close the achievement gap, the Legislative Finance Committee should direct the NM Public Education Department to require that bilingual funds be categorically designated in every Local Educational Agency's operational budget.
48. Collaborate to educate teachers	So that New Mexico is able to recruit and retain sufficient numbers of highly qualified bilingually endorsed teachers, the NM Higher Education Department should facilitate a collaboration between universities and local school districts to educate teachers to instruct bilingual students, while seeking funding to support this initiative.
49. Seek federal discretionary monies	So that New Mexico can lead the nation in creating an exemplary model of language education standards and their effective implementation in local school districts across the state, a taskforce comprised of summit participants, in collaboration with the NM Public Education Department, should seek federal discretionary monies (i.e., stimulus funding) from US Secretary Duncan's "Race to the Top Initiative."
50. Hold LEAs accountable for program expenditures	So that funding appropriations are serving the needs of students in Bilingual Education and English as a Second Language programs appropriately, the NM Public Education Department should hold Local Educational Agencies accountable for their program expenditures annually.
51. Redesign licensure requirements, teacher preparation programs, and continuing education programs	So that all instructional staff and administrators are equipped and prepared to effectively teach linguistically and culturally diverse students, the NM Legislature, NM Public Education Department, NM Higher Education Department, NM Institutions of Higher Education and other appropriate stakeholders, should collaborate to redesign and restructure licensure requirements, teacher preparation programs, and continuing education programs.
52. Hold LEAs accountable for appropriate curriculum	So that all students in Bilingual Education and English as a Second Language programs have the opportunity to reach their maximum potential, the NM Public Education Department should hold the Local Educational Agencies accountable to ensure that appropriate curriculum is effectively implemented and monitored for best practices.

MAIN IDEA	RECOMMENDATION
Strand 8: RESPONSE TO INTERVENTION (RtI)	
53. Only use testing that informs classroom instruction	So that English Language Learners can succeed at a Tier 1 level and to recapture instructional time, the NM Public Education Department's Assessment Plan for the No Child Left Behind Act (NCLB) should be amended to include only testing that informs classroom instruction and includes timely NM Standards Based Assessment results for teachers.
54. Create parent friendly documents that explain RtI	So that parents of English Language Learners are knowledgeable and active partners in their children's' education, local school boards should oversee the creation of parent friendly documents that explain RtI and provide information about how parents can support their children.
55. Develop guidance documents that assist LEAs	So that English Language Learners have the research-based 5-10 year span for academic content proficiency, the NM Public Education Department should develop guidance documents that assist Local Educational Agencies. These documents should include best practices of instruction and assessment for English Language Learners that recognize the efficacy of bilingual programs at Tier 1 emphasizing second language methodology necessary for acquiring English and home language academic proficiency.
56. Provide professional development to uniformly implement RtI	So that schools have a clear understanding of how to effectively implement the RtI framework to address English Language Learners instructional needs, the NM Public Education Department should provide professional development that results in uniformity of the RtI implementation which promotes collaboration and problem solving.
57. Develop an ELL best practices Tier 1 companion guide to RtI framework	So that English Language Learners receive high quality instruction in Tier 1, the NM Public Education Department, in collaboration with education partners, should develop a "Best Practices for English Language Learners in Tier 1 Companion Guide" to the RtI framework that is widely disseminated to be used in professional development and which validates instructional programs and strategies for English Language Learners.
58. Ensure Administrator Institute focuses on ELL issues	So that site administrators have the background knowledge to effectively implement Tier 1 of the RtI framework, inclusive of English Language Learners, the NM Public Education Department, in partnership with the NM Office of Educational Accountability, should ensure that the Administrator Institute (Senate Joint Memorial 3) includes a strand focusing explicitly on sheltered instruction and assessment, language acquisition and cultural competence, with English Language Learners as a strand focusing on the state's RtI framework.
59. Use the RtI framework to develop an integrated plan	So that English Language Learners are not automatically categorized at Tier 2, the NM Public Education Department, local school districts, and schools should use the RtI framework to develop an integrated plan (e.g., Educational Plan for Student Success) which includes assessment, implementation, and evaluation using best practices for English Language Learners.
60. Provide professional development on consistent RtI implementation	So that schools have a clear understanding of how to effectively implement the RtI framework to address English Language Learners' instructional needs, the NM Public Education Department should provide professional development that results in consistent RtI implementation at all levels, inclusive of classroom teachers K-12.

Appendix: Summit Speakers and Committees

Summit Speakers

Dr. Veronica García, Cabinet Secretary of Education
NM Public Education Department

Dr. Catherine Cross Maple, Deputy Secretary of Education
NM Public Education Department

Dr. Sheila Hyde, Assistant Secretary
NM Public Education Department

Dr. Paul Martínez, Director
Center for the Education and Study of Diverse Populations

James Lyons, Esq., Legislative & Policy Counsel
Alliance for Multilingual, Multicultural Education

Heather Balas, President
New Mexico First

Summit Steering Committee

The following people served on the Steering Committee for the summit, contributing to the background resources and developing the agenda.

Florence Acque
Claudia Ahlstrom
Kathy Andreson
Jean Casey
Julia Rosa Emslie
Julia Rosa Lopez-Emslie
Sandy Gladden
Juanita Gonzalez
Gladys Herrera-Gurule
Sheila Hyde
Diana Jaramillo
Patricia Latham
Arlene Loretto
Carlos Martinez
Lawrence Martinez
Linda Paul
Gloria Rendon
Arlene Romero
Beata Thorstensen
Barbara Yelverton

Summit Logo Design

The logo for the summit was designed by Kerry Gladden Eastep

Summit Leadership Team

The following people served on the Summit Leadership Team, facilitating sessions or managing the flow of recommendations into the final report.

Heather Balas, Plenary Chair
Krista Koppinger, Master Recorder
Charlotte Pollard, Leadership Chair
Brittney Tatum, Assistant Master Recorder

Discussion Leaders and Recorders

Diane Albert
Heather Balas
Sharon Berman
J.D. Bullington
Lynne Canning
Seth Cohen
Jessica Lawrence
Ed Moreno
Kathleen Oweegon
Charlotte Pollard
David River
Lucy River
Jennifer Salisbury
Erin Sanborn
Lisa Stuckey
Ray Terhorst

New Mexico First Staff

Heather Balas
President and Executive Director

Charlotte Pollard
Deputy Director

Krista Koppinger
Director of Events & Administration

Brittney Tatum
Database & Events Coordinator



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People. Ideas. Progress. 20 Years.

New Mexico First
320 Gold SW, Suite 300
Albuquerque, NM 87102
505-241-4813
www.nmfirst.org
info@nmfirst.org