FIRST ANNUAL
Cultivando Nuestro Futuro
CESOSS Leadership Institute

2014
OME TOCHTLI
It is with great pride and joy that I present this issue of La Voz. This edition is very important for us because it is highlight our Future Community Leaders and their analysis that our communities are currently facing. It is the intent of our Cultivando Nuestro Futuro Leadership Institute to expose and prepare our students and our youth to understand the intersection of land, water, policy, and economics so our future generation can be prepared not only to be good stewards of our resources, but also committed members of our communities who will be able to sustain and entertain a future for their future generations. In this way, CESOSS, with the support and careful guidance of our Board of Directors, is working toward making our world and our communities better places to leave and under well thought out social sustainable systems. To accomplish this goal, we will need every mind and heart that we can cultivate to understand that caring for our home is not a cliché, but rather a reality that we all have been entrusted with by our ancestors. I want to thank everyone who made this first leadership institute possible: from our sponsors to the students to the volunteers who put tons of hours into this community effort.

Thank you everyone and I hope you would enjoy reading these works as much as I did.

Jorge Garcia, CESOSS President
The main purpose of this Institute is to empower our young adults and communities by providing participants with the necessary skills, strategies, and tools needed to prepare and execute an action plan aimed at addressing significant issues that affect our New Mexican communities (e.g. water rights; land; health disparities; food justice; environmental justice; educational equity; etc.).

Part of the institute focused on legislation and policy development. We believe that it’s vital for our Future Community Leaders (FCLs) to understand how the legislative policies work and how it connects to their lives and how legislative decisions can in turn positively or negatively affect their communities. We want FCLs to understand the value of policy development in our state and how it affects the social, economic, political, and cultural development of our local communities. FCLs incorporated what they learned about the legislative session in their action plans so policy development would be more meaningful and “alive.”

The institute consisted of a variety of work sessions and trainings that incorporated the identification of a pertinent issue, drafting the beginning of a plan of action to better understand an issue affecting the community and culminated in the presentation of a report focused on their action plans. This final report includes an assessment of the issue, how the issue is being addressed within and by the community, the parties involved (both for and against), summary and analysis of related bill and/or policies, and recommendations for moving forward.

Because our non-profit CESOSS is firmly grounded in our local South Valley community, we strongly believe in the interconnections of land, water, culture/traditions, and policy development. It is our hope and intent that our FCLs will come to understand and appreciate the deep connections that this community (as others) has to the land and water and how important the preservation of culture/traditions is to local communities. We incorporated policy development as one of the larger frames for this curriculum because we believe that it is pivotal for developing leaders to understand the importance and impact policy has on our local communities. We can no longer afford for our communities and youth to see themselves as detached from legislation and policy development.

Our entire curriculum utilized a critical approach based on a social justice lens. This means that we approached and introduced every concept with a more critical perspective that brought forth the inequities that exist in our society. This was done so that FCLs understand that we do this work so that we become leaders/activists who are not only aware of the injustices and inequities, but that understand and can analyze the underlying and complex structures in place that perpetuate and uphold oppressive systems.

It was also our goal to help FCLs understand that there are alternative forms of leadership and activism that take place in our communities. We want FCLs to break from the traditional notions of what it means to be a leader. This again connects back to the Freirian notion of ‘leaders’ working alongside communities in order to create change. We want to encourage our FCLs to understand the problematic notions behind individuals coming into local communities with top-down and/or quick-fix approaches. Local communities are vibrant and complex spaces that need to be treated with utmost respect.

Our ultimate goal is to create future leaders who are critical, who have a critical consciousness, and who work alongside communities in order to achieve social justice.
The Need for Accessible and Affordable Locally Grown Food: 
What are the Implications?

Analicia A. Coca

Topic Area: Food justice is a serious issue which can be viewed within the South Valley community, specifically at the East San Jose Elementary School, which is on the outskirts of the South Valley. The choosing of this topic is based on previous research and personal concern. Food justice can be defined as having a lack of affordability and accessibility to fresh, locally grown food. There are many food desert areas within the Albuquerque, and it has been argued that the South Valley can be considered a food desert for many reasons, specifically based on the abundance of fast food restaurant and liquor venues. The food that is being produced in the South Valley does not stay within the area. Therefore, the people of this area are not able to benefit or contribute to and from this local economy.

During the Spring 2013 semester, my research partner and I distributed an anonymous survey to the student’s parents at East San Jose. Some of the questions asked were: Where families purchase food?, Do they receive any government assistance (WIC and/or SNAP EBT)?, And whether or not they are informed of being able to utilize their assistance at local farmers markets? This issue is very important specifically in New Mexico due to the fact that the state is ranked as number one in food insecurity amongst children.

Project: From this survey, East San Jose Elementary School was able to take these findings to get an improved understanding of the knowledge and needs of the families at this school. As a result, in the Summer ESJ will be launching the first ever onsite farmer’s market within the Albuquerque area. It was found that many families did not attend farmer’s markets due to the fact of no knowledge, location, time, or transportation (refer to graphs). The overall goal of this farmer’s market is to create a safe space, which will be accessible, affordable, and convenient for families to attend, purchase, and engage with others. The farmer’s market will accept cash, personal checks, and WIC benefits as various methods of payments to ensure that families will not be left out due to financial assistance.

Food justice is significant to me personally because I feel that all individuals deserve the right to quality food. It was not until I was diagnosed as pre-diabetic that I begin to take my health seriously. Within addition to becoming physically active, I begin to consume foods that were full of nutrients that would provide my body and mind with energy. I also fight for food justice, because I know what it feels like to have to choose between spending extra money on food that is “healthy” versus purchasing a greater quantity of processed food, and with the help of SNAP EBT I am able to purchase nutritious foods.

*Graphs taken from previous research conducted in the Spring 2013; (Coca and Sanchez)
The role which I have taken on this project has focused on the development of a flyer which will be distributed to all students at East San Jose, community members, and will be posted on the APS website. The flyer will be created in both in English and Spanish. I will also be developing a Facebook page as another method of informing the community about this exciting event. The reasoning behind this role is to assist in increasing the community’s awareness, communication, and opportunities. Often times, it appears that low income communities are left out of the loop on great opportunities due to language barriers or misinformation. For this event, it is crucial to inform all and not to exclude anyone.

**Connection to Legislation:** The New Mexico Legislature has taken positive strides in becoming informed on food justice issues and disparities. During the 2014 session, many bills and memorials were presented and acknowledged around this issue. The bills and memorials focused on the importance of community agriculture, the acceleration of food entrepreneurs, recognition of NM farm workers, hunger disparities, and school nutrition. Each of these issues is directly intertwined within the food justice realm. It is absolutely crucial to work on all issues interchangeable at once because together this will stimulate awareness, education, opportunities, economy and to overall promote health of New Mexico.

- **SB269:** Making an appropriation for economic development programs in Taos County focused on community-based agriculture and manage of agricultural businesses.
- **SM25:** Declaration of Wednesday, January 29, 2014 as “New Mexico Food and Farms Day” in the Senate.
- **SJM19:** Recognizing July 14 through 18, 2014 as “New Mexico Hunger Week in the New Mexico Legislature”.
- **HB237:** Making an appropriation for a project to accelerate the growth of food entrepreneurs by working with multiple rural communities to develop their respective food assets to create a statewide cohesive food infrastructure.
- **SM48:** Declaration of February 3, 2014 as “School Nutrition Day” in the Senate.

**Next Steps:** If the onsite farmer’s market is found to be successful it will continue during the Fall. Having access to fresh locally grown food is absolutely essential in promoting health lifestyles for students and families, so that they are able to increase longevity and promote learning. Another reason why purchasing locally fresh grown food is so important is because we are able to identify where the food is coming from without worrying about pesticides, GMOs, and hormones. By creating a safe space where people feel comfortable and welcome, will promote people to purchase locally grown food, and as a result by keeping the food within the area where it came from, will lower the likelihood for this area to be considered a food desert. Lastly, it promotes and encourages the cycle of keeping money within the local economy.

Although not all communities face the same needs as the South Valley, it is absolutely crucial to inform lower SES and disadvantaged communities due to the fact that these areas may have misinformation or no information at all when it comes to the benefits of consuming fresh locally grown food. Eventually, I would like to see the ESJ Farmer’s Market expanding into a core value for their curriculum. If this Farmer’s Market is found to be a success it will guide and influence other schools to participate in a hands on learning event, which ultimately promotes one’s understand of community wellness, health, and education about nutrition.

AnaCoca is a senior undergraduate student at the University of New Mexico. In May 2014, she will be graduating with her Bachelors of Arts in Psychology with a minor in Social Welfare. Over the years she has been inspired to help oppressed communities and work towards social justice issues. This has sparked her interest to further her education in attending graduate school for Social Work.
Senate Memorial (SM) 51 and its Implications

Carlos Contreras

In the Fifty First Legislature (the most recent one) Senate Memorial 51 sought to address institutional racism in New Mexico. It called state funded agencies and entities to adopt policies to increase racial equity. However, the Memorial did not pass. The Legislative Finance Committee (LFC) reported that the term institutional racism was not defined. LFC also reported that the State Personnel Office (SPO) already prohibits intentionally discriminatory policies. This policy brief defines what institutional racism is and provides evidence of its current existence by making a case on education.

The definition: In 1967 Stokely Carmichael coined the term institutional racism as “the collective failure to provide appropriate and professional services to people because of their color, culture or ethnicity” (González, 2007, p.331). He continued, “[…] when people are destroyed and maimed physically, emotionally and intellectually because of conditions of poverty and discrimination, that is a function of institutional racism” (González, 2007, p.332).

Key Characteristics of Albuquerque Public School District

![Map of Albuquerque Public School District](source: Research and Polling, 2012)

Albuquerque Public Schools (APS) is New Mexico’s largest school district. It serves 90,000 students, that meaning a third of the state’s students. The student ethnicity is: 66% Hispanic; 22.7% Caucasian/White; Native American 4.2%; African American 2.9%; Asian 2.3%; Other 1.8%.

As shown in Map I, APS district is subdivided in seven “Board Member Districts.” Table I describes the demographic characteristics of each of these seven subdivisions.

<table>
<thead>
<tr>
<th>District</th>
<th>Population</th>
<th>Population %</th>
<th>Hispanics</th>
<th>White</th>
<th>Native American</th>
<th>African American</th>
<th>Asian</th>
<th>Other races</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>64,729</td>
<td>42.3%</td>
<td>23,333</td>
<td>37.9%</td>
<td>5.4%</td>
<td>1.0%</td>
<td>0.0%</td>
<td>14.4%</td>
</tr>
<tr>
<td>2</td>
<td>51,549</td>
<td>33.7%</td>
<td>24,523</td>
<td>47.7%</td>
<td>9.5%</td>
<td>0.9%</td>
<td>0.0%</td>
<td>19.9%</td>
</tr>
<tr>
<td>3</td>
<td>51,326</td>
<td>33.4%</td>
<td>21,139</td>
<td>31.5%</td>
<td>9.9%</td>
<td>1.0%</td>
<td>0.0%</td>
<td>21.0%</td>
</tr>
<tr>
<td>4</td>
<td>56,287</td>
<td>36.3%</td>
<td>27,634</td>
<td>42.3%</td>
<td>6.1%</td>
<td>0.9%</td>
<td>0.0%</td>
<td>15.9%</td>
</tr>
<tr>
<td>5</td>
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<td>8.0%</td>
<td>0.9%</td>
<td>0.0%</td>
<td>19.8%</td>
</tr>
<tr>
<td>6</td>
<td>59,262</td>
<td>38.7%</td>
<td>25,542</td>
<td>50.6%</td>
<td>8.7%</td>
<td>0.9%</td>
<td>0.0%</td>
<td>20.7%</td>
</tr>
<tr>
<td>7</td>
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<td>36.4%</td>
<td>22,413</td>
<td>39.0%</td>
<td>9.0%</td>
<td>0.9%</td>
<td>0.0%</td>
<td>19.4%</td>
</tr>
</tbody>
</table>

Table I: Source: Albuquerque Public Schools, 2012

![Table I](source: Albuquerque Public Schools, 2012)

Table I shows that districts 1, 3 and 5 are predominantly Hispanic. District 4 is almost even in relation to Hispanic and White populations. Districts 2, 6 and 7 are mostly White. It is important to identify the seven of the subdivisions and its demographic characteristics because as shown in the following maps socio-economic, language, academic proficiency and academic achievement gaps are concentrated in districts 1, 3, 4 and 5 but not in White districts (2, 6 and 7). This provides strong evidence that the Hispanic population is in disadvantage. Thus, APS must have more comprehensive policies to address and to reduce opportunity education gaps between White and Hispanic districts.

Map II shows poverty rates and educational attainment. Districts with higher educational attainment have lower poverty rates. This suggests a correlation between income and educational attainment where White districts (2, 6 and 7) do better than Hispanic districts.

When comparing Map II to Map III higher poverty levels and low education attainment coincide with districts where English is not the primary language. Also, Map IV shows the percentage of students entering 9th grade with one or more F grades and 5 or more absences during their 8th grade. According to the Center for Education Policy and Research at UNM, these are indicators of future dropout. Districts 1, 3, 4 and 5 reported high on these early warning indicators signifying that students in Hispanic districts are less prepared to succeed in their further education. Graph I makes a case on 4-year High School graduation rates.

**Why was it important to support initiatives such as SM 51?**

The students and families without regard to their ethnicity. SM 51 could have demanded APS to issue policies addressing its institutional impasse in serving Hispanics. Education policies must be determined to end the vicious circle of low education achievement that has long undermined the social and economic potential of the Hispanic population as well as other minority groups.

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**Name:** Carlos Contreras. **Born and raised** in Mexico City.


**Highlights:** Scholarships have always facilitated my education.
Local Food into Public Schools: Benefitting Economy, Heritage, & Health

Margo Faulk - CESSOS Spring 2014

Hunger & Obesity Simultaneously Impact NM Youth:
Diet related disease is a pressing issue, which has begun to impact our youth at young ages. Marginalized communities of color have systematically had their traditional food systems dismantled, directly resulting in the lack of access to fresh fruits and vegetables that is endemic today in New Mexico. Exacerbating matters, the price of fresh fruits and vegetables has increased by 77% while the cost of calorie dense and nutrient void snacks and meals has dropped by 33%¹. In 2010, 30.3% of kindergarteners and 38.7% of third grade students in New Mexico were overweight or obese, putting them at elevated risk for diet related diseases such as diabetes and cardiovascular disease later in life ¹. Simultaneously, New Mexico ranked number two in the nation for childhood food insecurity, with a direct link between obesity rates and food insecure households. Because children from low-income families may receive a majority of their daily calories from school lunch and breakfast programs, it is essential that these programs provide the healthiest options possible. Using state funding to allow schools to buy locally grown produce increases access to fresh fruits and vegetables while simultaneously rebuilding and reinvesting in local food economies is a sensible strategy.

Developments in Legislature:
Three bills were proposed in the legislature this year that aimed to use appropriations from the general fund to finance the purchase of local fruits and vegetables for school meals. The first two bills, House Bill 81 and Senate Bill 143, were duplicate bills supported by the NM Food and Agriculture Policy Council. This organization has been introducing version of this bill for the past 7 years. Both bills would appropriate a total of $1.44 million for the purchase of New Mexico grown fresh produce, administered by the Public Education Department (PED). In 2013, a similar bill passed, but was slashed to only $100,000 non-recurring by the governor, leaving only $591 per school district. This year the bills passed the Education and Agriculture Committees. A reduced amount of $240,000 recurring was recommended by the House Appropriations and Senate Finance Committees, which was incorporated into the SB 313, the budget passed by the legislature on February 20th and signed by the Governor. This is the outgrowth of the first legislative request in 2007 sponsored by Senator Dede Feldman. Though it was a statewide request, that year $85,000 recurring funds were appropriated to serve a select number of Albuquerque schools, the Valley Cluster, with locally sourced produce, focusing on Senator Feldman’s district¹.

The other relevant bill of the 2014 session, House Bill 220, took a different tactic, mirroring the Valley Cluster approach¹. The new bill, which was written by the America Friends Service Committee NM (AFSC¹), would have appropriated a recurring $100,000 from the general fund to purchase local produce for three schools districts in southern New Mexico (Deming, Gasden,
and Las Cruces). The bill would have appropriated funds for New Mexico State University, which would contract with the New Mexico Department of Agriculture to administer the funds and help coordinate the purchase of local food for schools, as it has done for the Valley Cluster schools.

While the two groups working on farm to cafeteria issues this session had similar goals, their dissimilar strategies led to confusion by legislators. At the April 3rd NM Food and Agriculture Policy Council meeting, Pam Roy of Farm to Table stated that more money would have been awarded to Farm to Cafeteria programming if the legislature had been presented with a unified bill. Proponents of HB 220 are advocating a region by region approach to funding farm to school work, as the farmer networks are developed in each region. They also critiqued the HB 81 for its insistence on directing funding through PED, even though the PED stated that it was unprepared to receive the funds and “the administrative burden may not make the effort productive”\(^1\). The NM PED is the administering agency for all school meal programs and is set up to administer all state and federal school meal funds. The PED was slow to administer the 2013 appropriation and is still encouraging schools to submit their reimbursements, which has led to some criticisms of this model. AFSC contends that the strategy of allowing NMSU to administer funds will streamline the process, as the agency has experience with administering funds for the Valley Cluster schools. However, the Secretary’s of Agriculture, PED, and the NM School Nutrition Association (school food service directors) have agreed that statewide funds should be administered through PED as they are the agency administering school meal programs. The agencies also agreed to coordinate efforts. Additionally, PED is now making use of the 2013 funds, and school districts have already purchased more than $60,000 on NM grown produce in this financial cycle.

**Recommended Future Actions:**

Inadequate childhood nutrition will not disappear without some action from the state, and school food provides the ideal platform to support access while building local economies. Currently discussions are underway between agencies and partner advocates as to the best approach to build this program. Administrative and technical support must be provided to the schools to help them adjust menus, retrain staff, and reexamine their bids systems. Future bills should provide support to PED so that it can effectively administer the program. The question of distribution is also key. The strategy of building regional programs as the local farmer networks grow would allow PED to pilot the strategy and then expand in future years but would be inequitable in the short term. Farm to Table and the NM Food and Agriculture Policy Council are currently collecting information from states that have developed more comprehensive approaches with the goal to develop legislation which expands funding for local purchases and provides support to schools, education programs and the administering agency. Support must also be provided to build regional food hubs and support local growers. Conversation between different groups working on these issues is essential to a smooth process moving forward.

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Margo graduated from Macalester College, where she studied Geography and Community Health. Margo joined FoodCorps because she witnessed how communities come together and take charge of their health futures through growing food together. Margo currently works with La Plazita Institute where she is helping to design and implement La Plazita Garden Programs, specifically community-supported agricultural and educational activities. She also helps to coordinate the AgriCultura Network, which serves to Albuquerque Public Schools.

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\(^5\) AFSC-NM is an organization that focuses on building small farmer networks and infrastructure around the state.

The Minimum Wage Needs to be Adjusted to Reflect a Living Wage in New Mexico

Ramon A. Soto

Research:
This research explores New Mexico’s poverty and the minimum wage in respect to how increasing the minimum wage affects communities, the people, and their economy and what occurs to these when a minimum wage is stagnant and does not increase periodically.

Reason for Selecting Topic:
In recent years the subject of minimum wage has escalated to become one of the most discussed policy issues in current American politics, both nationwide and at the state level. Poverty impacts all negatively, both socially and economically. Actions have been taken at the municipal level to try and fix poverty by increasing minimum wages in both Santa Fe and Albuquerque and appear to have a positive effect on these economies. This is why it is important to take a look at the rest of New Mexico in areas where the minimum wage is low, to comprehend what may perhaps occur with an increased minimum wage statewide, in addition to what happens when the minimum wage is not increased.

Existing Knowledge:
Wages become stagnant and need to be adjusted to reflect a living wage, their real value. If not adjusted, minimum wage becomes less than its face value (see Figure 1 for graphic). For example, in 1968 the minimum wage was $1.60 but its value in 2012 dollars was $10.34, more than what the 2012 dollars value is at the moment (see Figure 2 for graphic). As seen minimum wage starts to become stagnant and unrepresentative of its actual value, thereby affecting minimum wage workers.

It is necessary to note that those affected the most by a minimum wage increase would not be teenagers, it would be those whose ages are 20 years old or older; this is about 82% of the total people that would be affected directly and indirectly. Also, 80% of who are minimum wage workers work more than part-time hours. People that earn minimum wage are not teenagers and they are not part-time workers, they are people that try to support a family.

Link of Issue to Legislation:
SJR 13: Senate Joint Resolution 13 would have helped many New Mexicans avoid poverty. The bill, if passed would have increased minimum wage and adjusted it annually. This would have solved the issue of inflation and stagnant wages.

Senate Resolution 13 reads:
It is proposed to amend Article 20 of the constitution of New Mexico by adding a new section to read: ",...the state minimum wage rate...shall be increased in an amount equal to the total increase in the cost of living ...and shall be adjusted annually to account for increases in the cost of living. The increase in the cost of living shall be measured by the percentage increase as of February of that year over the level as of February of the previous year of the consumer price index for all urban consumers, United States city average for all items, or its successor index, as published by the United States department of labor or its successor agency, with the amount of the minimum wage increase rounded to the nearest multiple of five cents ($0.05). The governor shall publish by May 1 of each year the adjusted minimum wage that takes effect on July 1. The minimum wage shall not be adjusted downward as a result of a decrease in the cost of living...The amendment proposed by this resolution shall be submitted to the people for their approval or rejection at the next general election or at any special election prior to that date that may be called for that purpose.

Senate Joint Resolution 13 was the only bill that was able to make it past committee and arrived to the Senate for a vote in 2014. It managed to pass the Senate; with this vote it moved to the House but failed to pass the House. The failure of passing this amendment resulted in New Mexicans still having to work for a minimum wage that does not reflect a livable wage.

Community’s Influence:
One of the main players in advocating for an increase in the minimum wage at the state level was New Mexico Voices for Children. New Mexico Voices for Children did extensive research on the positive impact the policy would have on the state and attempted to influence the legislature to vote in favor of the resolution. Bill Jordan is the Senior Policy Advisor/Governmental Relations at New Mexico Voices for Children and mentions that he was involved extensively in the process of Senate Joint Resolution 13. I met with Bill to discuss his involvement and he revealed that last year the legislature passed the minimum wage but Governor Susana Martinez vetoed it. This is one of the reasons SJR 13 was an attempt to amend the constitution; by making it an amendment the Governor’s signature is not required and would be left up to the voters to decide. New Mexico Voices for Children and Bill Jordan did a great job advocating for an issue that is important to many New Mexicans and much of their research was used to compile arguments in favor of an increase on the minimum wage.

Solving this Issue:
Studies show that wages are stagnant and they do not allow people to be at or above the standard of living. If wages are not adjusted yearly the problem will only worsen. Poverty is fixable and it can be done by giving people a livable wage that can adjust annually. Currently there is not public information regarding a push for a rise in minimum wage in 2015 at the state level.

Raising awareness and increasing advocacy efforts are factors to solving this issue because the constituents should be the ones pushing their legislators to pass a solution. A representative’s goal is to get reelected and to get reelected it is important to do things that please their constituencies; as long as the majority of their constituents demand an increase in the minimum wage they will do everything they can to let their constituency know they are fighting for an increase in the minimum wage.¹ This is why it is important to have voters that are educated in this issue and are willing to demand and vote.

There are several ways to educate voters but one that I suggest is to start a grassroots movement at the local level in areas of New Mexico where the minimum wage has not been increased and to let voters know of the various forms of communication available to get in touch with their representatives. Allowing voters to communicate with their representatives will make them aware of the issue and pressure them to pass a solution.

Ramon A. Soto is a Political Science major with a minor in Economics at the University of New Mexico. He was raised in the tri-state area of El Paso, Texas, Ciudad Juarez, Mexico and Sunland Park, New Mexico, because of this he is fluent in Spanish and English. While growing up in this region Ramon experienced the inequalities both countries had and the difference government actions can have on society, whether it is for the better or worse. Ramon currently resides in Albuquerque and is expected to graduate in May of 2015, but graduating will not be the end of his studies, he is planning to pursue a law degree after graduation.
Las Acequias Under Attack?
Sonora Rodríguez

Research Topic

Being a small part of the south valley community I became very interested in the Acequias, or as they are commonly known as the community ditches that carry water to local farms and property throughout the heart of the south valley. The research that I conducted was how these ancient systems play a vital role in the essence of the South Valley community and how current climate change and future development will pose a hardship for these acequias to stay alive.

Definition of Acequia

La Acequia: The *acequia* has both a physical and a social definition. The world *acequia* refers to the water canal that carries irrigation water from the stream to fields and refers to the irrigation infrastructure along the way. The word acequia also refers to the community of families who use the acequia for irrigation. For example, one would say, “I belong to the *Acequia del Monte.*” (Green Fire Times 10)

What is the Importance of Acequias?

Acequias hold a great cultural and political importance to the community since they are one of the oldest forms of self-government. Water governance by acequias is rooted in the fundamental principle that, water is essential to all life it has to be shared for the common good. These principles have been customary in the survival of water-scarce landscapes so that future generations can sow the benefits. Acequias make it possible to cultivate locally grown food. “They are a place-based knowledge of watershed, interconnected with food traditions, community and culture.” (Green Fire Times 9)

Do Acequias have rights?

Yes, A “transfer” of a water right is the shifting of an existing water right to a new location or a new use or a new point of diversion. When a water right simply changes owners but the water right is not moved from the land or changed in any way, that is not considered a “transfer” and no permission is required. For example, if a piece of irrigated land is sold to a new owner, and the water right remains in place with the land, this is not considered a “transfer.”

Future Developments

Western Albuquerque Land Holdings, together with Albuquerque Public Schools, has requested approval of a Planned Communities Level A Master Plan called the ‘Santolina Master Plan’ for approximately 13,700 acres of undeveloped land in the southwest portion of Bernalillo County. The plan area is generally bounded by I-40 to the north, 118th Street and the escarpment open space to the east, the Pajarito Mesa on the south, and the escarpment area adjacent to the Rio Puerco Valley on the west. Along with access from I-40, the property is can be reached from several existing roadways, including Central...
A MEMORIAL
REQUESTING THE NEW MEXICO LEGISLATIVE COUNCIL TO CONVENE A TASK
FORCE TO STUDY THE EFFECTIVENESS OF THE ALBUQUERQUE-BERNALILLO
COUNTY WATER UTILITY AUTHORITY TO ACCOMPLISH ITS REQUIRED
DUTIES AND RESPONSIBILITIES AND THE RESPONSIBILITY OF
GOVERNANCE BY THE BOARD OF THE AUTHORITY.

Summary of Legislation
The authority makes policy decisions about water and sewer usage, sets water and sewer rates and establishes drought restrictions and other water regulations and ordinances. SM 28 will propose that this task force collect data, foster dialogue and identify and recommend strategies that will strengthen the ability of the Albuquerque-Bernalillo county water utility authority to meet the current and future water utility needs of the city of Albuquerque, Bernalillo county and associated local governments.

Solving the Issue
• Become aware of local legislation and developments that can effect our communities
• Become aware of your water rights
• Take action in saving the cultural histories of the acequias that are important to our communities

Sonora Rodríguez is finishing up her final year at UNM earning a double major in Spanish and International Studies with a concentration in Environment, Society and Sustainability. Sonora has been involved in volunteer work abroad through the program Amigos de Las Américas. Sonora spent a semester abroad in Guadalajara, Mexico where she was able to meet and connect with distant relatives and deepen the history of her cultural background. Just recently she has been involved in campus issues such as the Lottery and Bridge Scholarship and has found a passion for activism and social justice. Some of her research interests include community health and development from an ecological and an environmental perspective with a focus on youth and cultural empowerment and preservation.
Deportations in the State of New Mexico

Jaen Ugalde

Recently, there has been an increase in deportations all across the United States. These massive deportations of approximately 1,000 people per day started when the Obama administration came in to power in 2009. It is estimated that by April of this year the Obama administration would have deported more than 2 million people. According a source provide by the U.S. Immigrations Enforcement there were a total of 409,849 deportations in 2012 alone. This amount of deportations made under the Obama administration surpasses the amount any other administrations before him. For this reason the National Council of La Raza decided to call President Barack Obama “the deporter-in-chief” and have demanded that he take action. These deportations not only affect the nation as a whole, but also affect immigrant and I mix status families living in the U.S.

The increasing amount of deportations is not only affecting the nation. Deportations are also affecting local communities as it relates to educational success and most importantly keeping families together, specifically the families and communities living in New Mexico. Through this research project I will be looking at the number of deportations that have taken place in New Mexico alone. This issue is very important because the people in New Mexico need to be knowledgeable about what is really going on in their state. Through this Project, I would like to gain the knowledge necessary to serve my community in a better way. It is important to identify the root cause of this issue and organize to create a positive change. This issue has affected many in my community and across NM. I have seen the suffering and pain of families that have loved ones in deportation procedures. Many families in NM are currently living in fear of getting deported and many others are struggling to bring their loved ones home. Through this project, I would like to gain the knowledge necessary to serve with my community in a better way.

Although I did not find any legislative amendments or proposals that focus on stopping deportations, I was able to identify articles that show statistics and facts about the amount of deportations happening in New Mexico. According to an article on the TRACT Immigration website, “The federal judicial district which showed the greatest projected growth in immigration prosecutions compared to one year ago — 45.7 percent — was New Mexico. Compared to five years ago, the district with the largest projected growth — 46.8 percent — was Arizona.” The state of New Mexico is currently growing in population size and many members of this growing population are undocumented immigrants who love their families. New Mexico will rank number one in immigration prosecutions if this trend continues. New Mexico will surpass the Southern District of Texas (Houston), the Western District of Texas (San Antonio) and the District of Arizona if we do not act and advocate for justice within our undocumented immigrant communities.

The article also states that the state of California has been successful in lowering the percentage of immigration prosecutions. “In the last year, the judicial District Court recording the largest projected drop in immigration prosecutions — 23.5 percent — was Central District of California (Los Angeles).” In 2012 there was the introduction and approval of the Trust Act which limits the state collaboration with the Secure Communities program established by the Department of Home Land Security. The Trust Act has been very beneficial for the undocumented communities living in Los Angeles and the decrease in deportations and immigration prosecutions can be attributed to the work that the undocumented and ally communities in California fought for and advocated for.

The current governor of NM made an executive decision to allow the police department in NM to act as if they are immigration officers. By looking at the actions taken by the governor, we are in need of creating legislative policy. The legislative process plays a major role in addressing the issue of deporting New Mexican families. One of the things that can be introduced is a memorial or a
task force that will identify the number of deportations happening in NM. This task force can also focus around the protection of resident undocumented families in NM. One of the many ways that this issue can also be approached is by working with the attorney general of NM to create a team of lawyers that can create policy that will protect undocumented families. By having allies serving with the attorney general we can create change in the legislatives sessions.

El Centro de Igualdad y Derechos (El CID) in Albuquerque and the New Mexico Dreamers in Action (NMDIA) in Santa Fe are currently working with families whose loved ones are currently placed in deportation procedures. There has also been an organizing movement by El CID to stop deportations of people who have not committed a felony and/or have a good moral character. This initiative was taken by Nora Hernandez from El CID. There is also movement of prayers for the families who have been deported unjustly and are trying to come back to the USA. These prayer initiatives have been taken place by the families who have loved ones that are about to cross the Tijuana or Juarez border. The prayer sessions are taking place and organized by El CID. NMDIA is currently working with LuzHilda Campos the lead organizer in a campaign called Education Not Deportation (END) which focuses in prevention of deportations and training other organizers to stop deportations from happening.

Thanks to the trainings, organizing and movements around ending deportations there has been people successfully removed from deportation procedures. Now it is time to encourage our congress woman Michelle Lujan-Grisham to advocate for thousands of New Mexican families and push Barack Obama towards creating a comprehensive administrative relief for millions of undocumented families living in the US. When I am in the community I hear the two sides of opinions around the issues of deportation. Some people are working towards stopping deportations and bringing back their family. Others are ignorant about the subject and believe that the reason why so many people are being deported is because they did not belong in the US in the first place. Some of the opponents present documentaries that express hate towards undocumented immigrants and these types of activities only create more tension among the community.

Many corporations that are opposed to stopping deportations continue to persecute undocumented immigrants and they are not looking at the damage that they are causing. By implementing policies and introducing legislation like the Trust Act in California, New Mexico can increase economically and socially. Even though there have been organizations opposed to the idea of keeping New Mexican families together, communities keep organizing and creating change that will impact future generations in our communities.

Jaen Ugalde is currently a student at the University of New Mexico. He is involved with the Men of Color Initiative (MOCI) and the UNM Dream Team. Jaen dedicates a great amount of his time advocating for undocumented and immigrant youth in our state.
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We are especially indebted to the wonderful young adults who participated in the launching of our First Annual Cultivando Nuestro Futuro Leadership Institute. It is through your efforts, dedication, and commitment that our communities will thrive.

CESOSS Executive Team