



African American Summit

A Deliberation on Education, Healthcare, and the Economy

FINAL REPORT

- September 21, 2012
- Marriott Pyramid North, Albuquerque, NM

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EXECUTIVE SUMMARY

After reviewing the challenges African Americans experience in the areas of economics, education, and health, summit participants are calling for a range of reforms. These proposed reforms were developed during the *African American Summit: A Deliberation on Health, Education, and the Economy*, held September 21, 2012 in Albuquerque. The purpose of the summit was to determine the most important next steps in strengthening the status of African Americans in New Mexico. The summit produced a platform of 27 recommendations, of which 24 garnered support from at least 80% of the participants.

Summit participants requested increased focus on financial literacy education, access to funds and career opportunities, and business promotion. They also called for an increase in family and community involvement in education, training for educators that will have an impact on student success, the use of model programs. Participants also suggested activities that would focus on prevention, promote physical and mental health, dismantle institutionalized discrimination, and impact domestic violence. These recommendations and more are outlined in the complete report that follows.

Summit Participation

With approximately 100 attendees, the event included people from many areas of the state with a large African American population. Participants came from both urban and rural communities – and they included business people, educators, healthcare providers, advocates, as well as public and government officials.

Summit Process

The event opened with guest speakers including Yvette Kaufman-Bell, Executive Director, New Mexico Office of African American Affairs and John Sanchez, Lt. Governor, State of New Mexico. A panel of experts in economic development, education, and healthcare provided information on key statistics and resources important for African American communities. Participants then divided into small groups, during which they identified the barriers and immediate next steps needed to help eliminate disparities that have a major impact on the quality of the life in African American communities. Finally, all participants reviewed and prioritized the work of the groups.

Summit Background Report

Prior to the summit, all registrants received the *African American Summit* background report which provided key information on the challenges African Americans in New Mexico face. It is available at www.nmfirst.org.

Recommendation Summary

The list below offers a high-level summary. Additional details on each recommendation are provided in the complete report that follows.

Economics

- Ensure financial literacy
- Educate and mentor youth
- Prioritize access to career development opportunities
- Monitor distribution and access to funds
- Develop a resource center
- Implement an education program that addresses poverty and inequity issues
- Use social marketing to promote businesses and organizations
- Teach Circle of Wealth concepts

Education

- Educate families and community members regarding their role
- Increase college and career readiness
- Affect student success in the PreK-20 system
- Mandate continuing education for licensed teachers
- Support head start programs
- Acknowledge African American PreK-20 performance
- Identify model PreK-20 programs
- Provide financial literacy education to children
- Provide a framework for how the educational system works and its impact
- Establish a program evaluation process

Health

- Implement a public relations campaign
- Train healthcare providers and assist patient communities
- Support implementation of the Affordable Healthcare Act
- Improve quality of life to increase longevity
- Provide activities that promote physical and mental health
- Dismantle institutionalized discrimination and racism
- Support prevention education
- Decrease health disparities
- Identify health-related factors of family domestic violence

PURPOSE OF THE SUMMIT

The *African American Summit: A Deliberation on Health, Education, and the Economy* provided participants the opportunity to take an in-depth look at the state of African Americans in New Mexico and focus on ways to eliminate disparities in three areas that have a major impact on the quality of the life in African American communities — economics, education, and health. The purpose of the summit was to build on the previous work of community members and to determine the most important next steps in strengthening the status of African Americans in New Mexico.

During this one-day summit, participants explored challenges African Americans experience in the areas of economics, education, and health. They identified key recommendations that need to be addressed. Some of these needs might be addressed through more coordinated public and private sector response, others by the education and healthcare systems, and others by local action and advocacy.

The summit's recommendations will be incorporated into the New Mexico Office of African American Affairs' strategic plan which is designed to give a greater voice and sustainability to the well-being of the African American community. Through the implementation process, collaborative community partnership throughout the state will be engaged to help move the recommendations forward. Additionally, recommendations will go to policymakers, educators, healthcare providers, and advocates to inform future policies and practices affecting New Mexico's growing African American population.

About New Mexico Office of African American Affairs

The mission of **New Mexico Office of African American Affairs** is to study, identify, and provide solutions to issues of concern relevant to the African American community. The agency recognizes the need for targeted intervention strategies that address and produce sustained results not only for African American's, but all New Mexicans. With a purpose of developing and implementing strategies targeted to the specific disparity needs of families, the OAAA strategic plan is designed to give a greater voice and sustainability to the well-being of the community. Under NM House Bill 909, it is the mandate of the agency to increase awareness and understanding surrounding the multi-dimensional issues which contribute to disparities and successes relevant to African Americans in the state. The agency strives to develop an action-oriented agenda for disseminating key messages that aid in the decrease and prevention of disparities.

About New Mexico First

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

RECOMMENDATIONS

The following recommendations were developed by participants in small groups at the summit. The entire summit group considered all the recommendations and weighed-in on the level of support and level of difficulty in implementing each recommendation. The recommendations are listed in categories depending on the intended focus and in order of level of support.

| TOPIC | ECONOMICS | SUMMIT GROUP ASSESSMENT |
|--|---|--|
| REC 1: Financial Literacy for All | <p>ACTION: Ensure financial literacy among African Americans in New Mexico.</p> <p>STRATEGIES:</p> <ol style="list-style-type: none"> 1. Identify available resources, distribute the information widely, and maximize use of these resources. 2. Collect data specific to African Americans to ensure they receive access and funding for these resources. 3. Draw upon African Americans and others in the community to mentor others. 4. Use financial literacy skills to hold financial and government institutions accountable. | <p>98% overall support 53% moderate difficulty</p> |
| REC 2: Youth Education and Mentors | <p>ACTION: Provide community partners to educate youth in economics and mentor them to develop businesses through their schools and other outreach groups, as well as include youth organizations in summits.</p> <p>STRATEGIES:</p> <ol style="list-style-type: none"> 1. Strategically identify, develop, and protect youth groups. 2. Assist youth groups in working collaboratively to provide support and mentoring for business development. 3. See young people as assets and teach them philanthropy, entrepreneurship, and social issues with regards to businesses and the change process. | <p>96% overall support 55% moderate difficulty</p> |
| REC 3: Career Development Opportunities | <p>ACTION: Prioritize access to quality career development opportunities for African Americans in New Mexico.</p> <p>STRATEGIES:</p> <ol style="list-style-type: none"> 1. Create an African American Workforce Institute that focuses on skill building for the workforce and capacity building for entrepreneurs. 2. Create a mentorship and internship program. 3. Implement a curriculum from elementary school through higher education that supports career readiness skill building, i.e., common core state standards. | <p>91% overall support 47% high difficulty</p> |

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| | <p>4. Identify and advocate for dismantling exclusionary laws and practices that limit career and economic development.</p> | |
| <p>REC 4: Distribution of Funds</p> | <p>ACTION: Create and own a process that actively and aggressively monitors the distribution of all funds to ensure access to modern technology, mentoring programs, and internships for economic success.</p> <p>STRATEGIES:</p> <ol style="list-style-type: none"> 1. Designate a statewide African American panel of stakeholders from the public and private sectors. 2. Conduct stakeholder surveys to collect quantitative data regarding public and private sector funding sources. 3. Develop a resource pool utilizing government, postsecondary institutions, and for-profit and nonprofit agencies. | <p>89% overall support 43% high difficulty</p> |
| <p>REC 5: Economic Resource Center</p> | <p>ACTION: Develop an Economic Resource Center that will serve the needs of African Americans in New Mexico.</p> <p>STRATEGIES:</p> <ol style="list-style-type: none"> 1. Identify available resources that focus on business development, distribute the information widely, and utilize these resources. 2. Develop a cyber-community (e.g., Facebook, website, teleconferences, webinars, etc.) to promote statewide access to business information (e.g., financial literacy, business opportunities, networking, etc.). 3. Facilitate training in how to use business resources, promote economic development, etc. | <p>85% overall support 46% moderate difficulty</p> |
| <p>REC 6: Affect of Historical Context</p> | <p>ACTION: Create and implement an education program that addresses issues that currently affect the economic development of African Americans through the historical context that creates poverty and inequities.</p> <p>STRATEGIES:</p> <ol style="list-style-type: none"> 1. Provide a platform for the involvement of other groups regarding the historical context that creates poverty and inequities through seminars, classes, etc. 2. Invite successful African, Caribbean, and African American business people to seminars, classes, etc. 3. Partner with other organizations to provide the historical relevance needed. | <p>82% overall support 51% moderate difficulty</p> |

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| <p>REC 7: Social Marketing</p> | <p>ACTION: Use social marketing to promote African American small businesses and nonprofit organizations.</p> <p>STRATEGIES:</p> <ol style="list-style-type: none"> 1. Create and implement access to a financial system that supports small business. 2. Develop resources, strategic business plans, and support youth to enter small business and nonprofit organizations. 3. Transition people from institutionalized facilities into small businesses, with access through nonprofit organizations, as well as provide support for the community to be inclusive of previously institutionalized people. | <p>76% overall support 57% moderate difficulty</p> |
| <p>REC 8: Circle of Wealth Concept</p> | <p>ACTION: Teach the use of the Circle of Wealth¹ concepts outlined at the 2007 Black Enterprise.</p> <p>STRATEGY:</p> <ol style="list-style-type: none"> 1. Identify existing resources. | <p>55% overall support 43% high difficulty</p> |

¹ The Circle of Wealth System is an educational tool that begins by explaining a person’s full wealth potential and then outlines ways to help the person make the most of his/her money. The system is divided into three parts: Protection, Preservation and Expansion.

| TOPIC | EDUCATION | SUMMIT GROUP ASSESSMENT |
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| REC 9: Family and Community Role | <p>ACTION: Educate families and community members about their role in education.</p> <p>STRATEGIES:</p> <ol style="list-style-type: none"> 1. Identify available resources and communicate with families and community members about their roles. 2. Identify alternative means of engaging families and community members in students' education. 3. Provide tools, resources, and support to families and community members in fulfilling their roles. | 100% overall support 43% moderate difficulty |
| REC 10: College and Career Readiness | <p>ACTION: Increase college and career readiness in order to increase educational attainment by at least 10% at all levels.</p> <p>STRATEGIES:</p> <ol style="list-style-type: none"> 1. Recruit and retrain a teacher faculty in behavioral and social cross-cultural proficiency. 2. Train this faculty to teach others in cross-cultural proficiency. 3. Recruit and increase student internships and hands-on job training programs before and after graduation. | 95% overall support 53% high difficulty |
| REC 11: PreK-20 Education System | <p>ACTION: Positively affect African American student success in the New Mexico PreK-20 education system.</p> <p>STRATEGIES:</p> <ol style="list-style-type: none"> 1. Establish a one stop shop at regional locations around the state which provides web-based information related to African American student success and becomes a 411 resource for African American communities 2. Provide outreach and build awareness of the Common Core Standards for parents and community based organizations. 3. Advocate through the Legislative Finance Committee and Legislative Education Study Committee for the redistribution and reallocation of sustainable funding, and outline reasons why funding methodology needs to be changed to address African American student success challenges. | 91% overall support 47% moderate difficulty |
| REC 12: Teacher Education | <p>ACTION: Mandate that every licensed teacher be required to complete continuing education credits in cultural proficiency, traumatized learners, and different learning modalities.</p> <p>STRATEGIES:</p> <ol style="list-style-type: none"> 1. Advocate for a bill that requires cultural proficiency training for all licensed New Mexico educators. 2. Require all licensed New Mexico educators to demonstrate | 88% overall support 51% high difficulty |

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| | cultural proficiency through their professional development plans. | |
| REC 13: Head Start Support | <p>ACTION: Support head start programs that follow youth throughout their education process.</p> <p>STRATEGIES:</p> <ol style="list-style-type: none"> 1. Support programs that focus children away from drugs. 2. Hold career fairs for children from primary through secondary grades to show them a life that may be more positive than what they experience in their community. 3. Establish more mentorship programs for young children to promote positive values and self worth. 4. Review education implementation theories to determine what best works for African Americans and make that information available to other educators. | 86% overall support 43% high difficulty |
| REC 14: African American Educational Performance | <p>ACTION: Acknowledge and own our African American PreK-20 educational performance.</p> <p>STRATEGIES:</p> <ol style="list-style-type: none"> 1. Collect statistical data on African American students regardless of the size of the student population. 2. Set high expectations for our teachers and students through enrichment instead of remediation. 3. Recruit young, black, male teachers, administrators, and other role models. | 84% overall support 50% moderate difficulty |
| REC 15: Model PreK-20 Programs | <p>ACTION: Research and identify model PreK-20 programs that address the African American achievement gap and influence the success of African American students.</p> <p>STRATEGIES:</p> <ol style="list-style-type: none"> 1. Develop programs and incentives that encourage families to get involved in their child's education. 2. Collect and analyze data through various resources. | 84% overall support 51% high difficulty |
| REC 16: Financial Literacy for Children | <p>ACTION: Provide financial literacy education to children from primary through secondary grades.</p> <p>STRATEGIES:</p> <ol style="list-style-type: none"> 1. Celebrate and recognize educators for implementing financial literacy programs. 2. Provide parents with age appropriate methods and materials to teach their children financial literacy and value assessment skills. 3. Review existing school-based financial education programs | 83% overall support 57% moderate difficulty |

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| | and engage youth to help make the education interesting. 4. Convene an African American Youth Summit. | |
| REC 17: PreK-20 System Framework | <p>ACTION: Provide a framework of how the PreK-20 educational system works and what it means for African American students and communities.</p> <p>STRATEGIES:</p> <ol style="list-style-type: none"> 1. Communicate effectively, i.e., make it plain. 2. Provide information to families so they can make informed decisions. 3. Use all available outreach resources, e.g., public awareness, social media, community-based meetings, faith-based meetings, etc. | 82% overall support 41% moderate difficulty |
| REC 18: Evaluation Process | <p>ACTION: Establish a program evaluation process of accountability, adaptability, availability, acceptability, and accessibility.</p> <p>STRATEGIES:</p> <ol style="list-style-type: none"> 1. Identify both the system supports and deterrents for program evaluation. 2. Develop templates that ensure a fair assessment of programs for African Americans. 3. Develop competency programs for educational programs that serve youth. | 73% overall support 53% high difficulty |

| TOPIC | HEALTH | SUMMIT GROUP ASSESSMENT |
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| REC 19: Public Relations Campaign | <p>ACTION: Implement a targeted public relations campaign to encourage preventative care throughout a person’s life cycle.</p> <p>STRATEGIES:</p> <ol style="list-style-type: none"> 1. Provide information for how to use flexible spending accounts and other funding resources to pay for alternative modalities for preventive care, e.g., acupuncture, chiropractic, annual checkups, massage, mental health, etc. 2. Encourage active, healthy lifestyles (e.g., walking, biking, and swimming) and healthy eating habits (e.g., home/community gardens, access to organic foods). 3. Provide positive modeling of healthy lifestyles. 4. Link to existing programs provided by hospitals, schools, government, etc. | <p>100% overall support 37% moderate difficulty</p> |
| REC 20: Healthcare Provider Training and Patient Communities Assistance | <p>ACTION: Train healthcare providers to treat patients holistically in a culturally sensitive manner, and assist patient communities to be proactive in their care and confident in dealing with healthcare providers.</p> <p>STRATEGIES:</p> <ol style="list-style-type: none"> 1. Teach healthcare providers to give information in a comprehensible way. 2. Teach patients what questions to ask and how to communicate when they do not understand. 3. Recruit and retain African American healthcare providers in under-served areas. | <p>97% overall support 48% moderate difficulty</p> |
| REC 21: Affordable Healthcare Act | <p>ACTION: Support and participate in the implementation of the Affordable Healthcare Act in New Mexico to meet the healthcare needs in African American communities.</p> <p>STRATEGIES:</p> <ol style="list-style-type: none"> 1. Motivate African American communities and organizations to contact federal and state legislators regarding the importance of supporting the Affordable Healthcare Act. 2. Ask each summit participant can make a personal commitment to contact federal and state legislators regarding the importance of supporting specific provisions of the Affordable Healthcare Act. 3. Mobilize African Americans to advocate at the federal and state level for better healthcare. 4. Distribute a letter and talking points to support advocacy to federal and state legislators. | <p>96% overall support 39% high difficulty</p> |

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| <p>REC 22: Quality of Life</p> | <p>ACTION: Increase the longevity of African Americans in New Mexico through efforts to improve quality of life.</p> | <p>96% overall support 43% high difficulty</p> |
| <p>STRATEGY:</p> <ol style="list-style-type: none"> 1. Develop and implement a system for education and prevention for all high-risk, chronic diseases with a special emphasis on reproductive health, prenatal care, and maternal health for individuals and families. | | |
| <p>REC 23: Physical and Mental Health Activities</p> | <p>ACTION: Work to provide activities for youth and adults that promote physical and mental health.</p> | <p>94% overall support 46% high difficulty</p> |
| <p>STRATEGIES:</p> <ol style="list-style-type: none"> 1. Use photos of people from different regions around the state to show legislators the impact of homelessness on children. 2. Collaborate with sports organizations to make information available and motivate kids to participate. 3. Work with career groups to engage with communities. 4. Examine the health curriculum in schools, enhance those programs, and provide incentives to families to become involved. 5. Incorporate technology in health education, e.g., sports and games on Wii. | | |
| <p>REC 24: Institutionalized Discrimination and Racism</p> | <p>ACTION: Work with healthcare educators towards dismantling institutionalized discrimination and racism in the healthcare system.</p> | <p>94% overall support 69% high difficulty</p> |
| <p>STRATEGIES:</p> <ol style="list-style-type: none"> 1. Create dialogue or talking circles in communities and churches on this issue in order to educate and direct change. 2. Use community centers as resources to identify neighborhoods for holding these circles. 3. Partner with community colleges, universities, and other organizations to teach prevention of discrimination and racism and promote social cohesion, equity, and social justice. 4. Support organizations that are working to reduce discrimination and racism. | | |
| <p>REC 25: Prevention Education</p> | <p>ACTION: Support prevention education in African American communities.</p> | <p>93% overall support 46% high difficulty</p> |
| <p>STRATEGEIS:</p> <ol style="list-style-type: none"> 1. Work with church communities to set up and support health ministries. | | |

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| | <ol style="list-style-type: none"> 2. Work towards reducing use of medication for behavioral issues and finding other natural ways to help children, e.g., education on healthy eating habits. 3. Increase health care providers who are culturally relevant. 4. Support public health organizations through prevention, education, and control to teach children health literacy that improves decision making and health outcomes. 5. Support comprehensive health education in communities, schools, and public health organizations. | |
| <p>REC 26: Health Disparities Data Collection</p> | <p>ACTION: Work to decrease health disparities in African American communities through data collection (regardless of sample size), provider education, and patient accountability.</p> <p>STRATEGIES:</p> <ol style="list-style-type: none"> 1. Provide African American data in all publications that discuss health issues of ethnic groups. 2. Ensure cultural competency is a required continuing education credit. | <p>92% overall support 45% moderate difficulty</p> |
| <p>REC 27: Family Domestic Violence</p> | <p>ACTION: Identify health-related factors and root causes of family domestic violence that impact families in African American communities.</p> <p>STRATEGIES:</p> <ol style="list-style-type: none"> 1. Research and identify the effect of adverse childhood experiences that create lifetime emotional issues. 2. Create intervention programs to mitigate possible incarceration. 3. Educate and empower women and men that experience domestic violence. | <p>86% overall support 61% moderate difficulty</p> |

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