



*Hispanic  
Statement  
of*

*Cooperation*

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*Hispano  
Roundtable of  
New Mexico*

## Statement of Cooperation

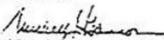
# Proclamation

*The signatories of the Statement of Cooperation recognize that there are both challenges and opportunities facing the Hispanic Community in New Mexico. Further, they recognize the value of working as interdependent partners toward identifying and implementing change that will address critical issues facing the Hispanic community in areas such as education, employment, business development, and cultural celebration. The signatories commit to communicate and work together to bring about effective action in the community.*

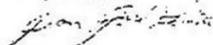
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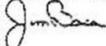
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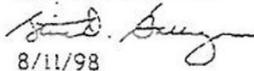
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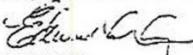
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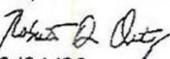
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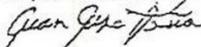
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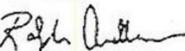
  
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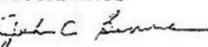
  
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2/20/93

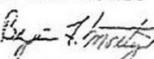
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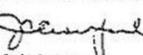
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9/22/99

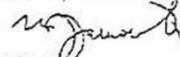
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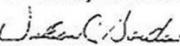
Sandia National Laboratories

  
3/10/98

US Department of Energy

  
6/6/98

University of New Mexico

  
8/17/98

## **Hispanic Statement of Cooperation Signatories (HSOC)**

Hispano Round Table of New Mexico  
Albuquerque Public Schools Superintendent and Administration  
Albuquerque Public Schools Board of Education  
Albuquerque Hispano Chamber of Commerce  
Central Community College of New Mexico  
City of Albuquerque  
County of Bernalillo  
Hispanic Cultural Center  
Sandia National Laboratories  
US Department of Energy/NNSA  
University of New Mexico  
Public Service Company of New Mexico  
Los Alamos National Laboratory  
New Mexico MESA  
La LUCHA  
Barelas Community Development Corp.  
Asociacion Comerciantes Latinos de Nuevo Mexico  
Big Brothers, Big Sister of Central New Mexico  
Coca-Cola Enterprises Inc.  
New Mexico Diabetic Association  
New Mexico Highlands University  
Public Private Partnership  
Rio Grande Community Development Corp.  
Rio Grande Education Collaborative  
Southwest Hispanic Research Institute  
New Mexico LULAC and National LULAC  
ENLACE New Mexico  
MGS Communications  
Hispanic Culture Celebration Committee  
Perfect Equality Consulting  
New Mexico State Auditor  
Office of the New Mexico State Auditor

## I. BACKGROUND

The signatories to the Statement of Cooperation acknowledge that Hispanics have played a significant role in advancing our state and country in education, employment, business, culture, heritage, military leadership, law, the environment, medicine and civil rights. The signatories of this Statement of Cooperation recognize that there are both challenges and opportunities facing Hispanics. Our Hispanic drop-out rate is significant, our youth education -programs in science and technology are lacking, employment opportunities need to be identified and communicated, Hispanic business opportunities must be recognized and nurtured, and Hispanic culture must be lived and celebrated.

The US Center for Disease Control, report states, Hispanics are the fastest-growing minority population in the United States. Estimates are that Hispanics comprise more than 17% of the US population. Today, Hispanics are the largest minority in the country numbering over 54 million, making Hispanics the largest minority group in the country. Most national media outlets project that Hispanics will be the largest population group in the nation by 2035. It is already well established by the Hispano Round Table of New Mexico, NM LULAC, NM ENLACE and the Unidos Project that Hispanos/Latinos will occupy 50% of all jobs in the USA by 2025. These are rapidly changing demographics that call for swift changes to our system of education, employment, economic development, civil rights and social justice. The HSOC fully implements the New Mexico Hispanic Education Act which was signed into law in the year 2010. The New Mexico Hispanic Education Act (HEA) is another initiative established into law from inception to implementation by the Hispano Round Table of New Mexico. The New Mexico Hispanic Education Act is the only one of its kind in the USA.

According to the report, the US Census Bureau indicates that between 1987 and 2007 the number of Hispanics-owned businesses increased more than 500%. There are currently about 2,260,000 Hispanic-owned businesses, well over the projections of more than 720,000 by the turn of the century. Encouraging as these figures may seem, they indicate that Hispanic-owned businesses will continue to grow at a pace well behind those owned by non-Hispanics. According to Nielsen in 2012 nationally, Hispanic purchasing power exceeds \$1 Trillion and is the fastest growing market in the U.S. population. Today in New Mexico, almost 24% of all businesses are Hispanic-owned, by far the highest percentage of any state. But, that can come across as an overstated factoid. Those 24% account for less than 5% of the state's revenues.

Hispanic employment and compensation are not keeping up either the report indicates. Hispanics comprise almost 15% of the national civilian work force, but less than six percent of the permanent federal workforce. Hispanic unemployment is high (11.3%) and a majority of those Hispanics with jobs find themselves in semi-skilled and lower paying jobs. The U.S. Department of Labor reports that Hispanic men and women earn substantially less per week than their White European-American counterparts. For Hispanic youth (16 – 24

year olds), the unemployment rate is more than 16%. The Hispanic community comprises 17% of the total US student population, but has one of the lowest levels of educational achievement of major US minority groups. Current high school drop-out rates are 4% for European-Americans, 8% for African-Americans, and 13% for Hispanics. While drop-out rates have stabilized for populations, Hispanic drop-out rates are still more than 3 times as high as European-Americans.

This nationally bleak picture is mirrored and even intensified in New Mexico. In 1996, New Mexico became only the second “majority minority” state in the nation (along with Hawaii, whose minority population is 77%), according to official data from the US Population Reference Bureau. New Mexico now has a minority population of about 62%. Hispanics account for 47.3% of the state’s population; Native Americans comprise 10.4% and Asians, African-Americans and others make up about 4.3%. In New Mexico, Hispanics make up 57% of the student population in the public school system. In some of New Mexico’s high schools, the drop-out rate is as high as 70%.

At the start of the new millennium approximately 33% of New Mexico Hispanics lived in poverty as compared to 16% of Whites. Hispanics had a median household income of \$36,392, as compared to \$52,444 for Whites. Hispanics had the highest drop-out rate of all ethnic groups in nine through twelve. 23% of nonelderly Hispanics are medically uninsured as compared to 10% of Whites. 58% of nonelderly Hispanics were enrolled in Medicaid as compared to 17% of Whites. The distribution of non-federal physicians in New Mexico was over 60% White and only 5.6% Hispanic. And from within the midst of these dismal statistics is rooted the reality that challenges Hispano/Latino children and youth face today are derived in part from these institutionalized inequalities.

The *Albuquerque Journal* (4/10/97) reported that Albuquerque public high schools with the highest percentages of Hispanic students also had the highest drop-out rates.

## II. **APPROACH**

This Statement of Cooperation supports and implements the goals and objectives of the U.S. Hispanic Outreach Initiative, “Partnering for the Future”.

The signatories of this Statement of Cooperation share recognition of the challenges faced by Hispanics, and are especially aware of the impact this has on New Mexico, where there is a majority Hispanic population. Furthermore, they recognize the value of working interdependently toward identifying and implementing change that will strengthen the contributions that Hispanics can make to our state and our nation. The goal for this Hispanic Statement of Cooperation is to attain parity at all levels equal to our numbers and demographics in the State of New Mexico.

Given the depth and complexity of the challenges facing Hispanics in 1) education, 2) employment, 3) business, and 4) cultural celebration, the signatories to this Statement of Cooperation commit to communicate and work interdependently to help resolve these problems and face these issues. This interdependent approach uses cooperation and collaboration as the basis for effective action in the community. The Signatories to this Hispanic Statement of Cooperation (HSOC) sign on as representatives of the institution and therefore the institution shall become the signatory. The spirit of this partnership and collaborative effort shall be established and remain in effect in perpetuity.

Signatories will widely communicate the elements of this Statement of Cooperation at local, state and national conferences and meetings.

### **III. OPPORTUNITES FOR IMPLEMENTATION**

The signatories to this Statement of Cooperation have identified the following opportunities for cooperation and collaboration throughout the State of New Mexico. All will work interdependently in these areas to the extent permitted by budgets and business priorities.

#### **Education**

Education is the single most important vehicle for creating opportunity and uplifting the Hispanic community. As the Hispanic population increases, the economic stability and well-being of our state and nation hinges on whether educational access and success become our unified focus. This involves all of our educational systems from preschool to graduate school as well as state government, businesses, city government, the private sector and external community.

Cooperating member institutions will work together to implement best practices that have been shown to increase the success rates, academic development and professional preparation of Hispanic students, this can include mentoring programs, after-school work study programs, summer employment and internship programs, enrichment programs, family involvement programs, special tutoring programs, academic coaching, and other strategies. The primary focus should be to implement and scale-up programs that work. Member institutions will constantly seek new ways to better serve and foster the success of Hispanic students. The ultimate goal is to reduce the Hispanic drop-out rate and increase the success rates to a level equal to the general population in New Mexico.

Member institutions will work together to ensure that Hispanic students from preschool, grade school, secondary, postsecondary and into graduate school have opportunity and success and that we pay close attention and monitor the pipeline into critical graduate programs and professions. This will necessitate that member institutions monitor their progress through their own data collection and reporting mechanisms and use Office of Civil Rights data to address disparities. Data will be disaggregated by race, ethnicity and gender and reported for Hispanic

students to the community and it should be readily available on websites for all to review. This will include availability and accessibility to quality early childhood programs; K-12 retention, special education placement, AP placement, drop-out rates, disciplinary actions and graduation rates; and post-secondary undergraduate and graduate recruitment, admissions, enrollment, retention, graduation rates.

Innovative education programs come and go but member institutions will pay close attention to those programs that are working and will scale-up those exemplar programs by providing additional resources. One such program that has had significant impact on Hispanic education is ENLACE, Engaging Latino Communities in Education. This program is a product of the HSOC that was begun in 2000 and the HSOC will continue to support the success of ENLACE throughout our State and Nationally. ENLACE has helped and facilitated the graduation of over 130,000 students by keeping them in school through tenacious stay in school efforts and finish their high school education. Many of these students were At-Risk students that now have diplomas and are pursuing higher education or productively working in the workforce.

Another program that is gaining great support from the Hispanic community is the Unidos Project. The Unidos Project is focused on increasing graduation rates in K-12, involving parents in understanding the transformational power of education, identifying individuals who have stopped out or dropped out and re-engaging them in their educational pursuits, and addressing institutional barriers and inequities that have prevented students from being successful. Unidos is working to connect their work with that of the Hispanic Education Act. These two programs are exemplars and are proof-positive that students who are At-Risk should not be discarded, but rather that institutions must find a way of assisting students that our systems have failed and help them meet their potential.

UNM, CNM, APS, and the Business Community will work with all our signatories to identify and meet the educational and training needs of Hispanics seeking employment with the cooperating member institutions. All signatories will work to identify opportunities to provide technical support to New Mexico Schools and universities with curriculum development, instruction and alignment with future technology employment needs. In addition, loans and exchanges of staff will take place between and among member institutions to meet the needs of a technically prepared workforce. Ultimately, all member institutions will work collaboratively to address the educational and workforce needs of the Hispanic community for the present and future.

### **Employment**

In employment, the cooperating member institutions will work together to identify Hispanic candidates for referral to employment opportunities at cooperating member institutions. Cooperating members will collaborate in creating a pool of Hispanic applicants that can fill present and future positions at cooperating institutions and in the community at-large. The

ultimate goal in the area of employment is parity with respect to the demographics in the State of New Mexico.

For example, cooperating member institutions will collaborate to help identify and recruit Hispanic job applicants by building and maintaining a database of qualified candidates. Cooperating member institution can provide copies of annual staffing plans to other cooperating members. Cooperating members will meet regularly to advertise employment opportunities at each institution and to seek methods for continuous improvement in the process of hiring Hispanic candidates in an effort to align employment demographics with the Hispanic population of New Mexico. This means cooperating members commit to be at least 46% Hispano by 2008 (or 2008 estimated New Mexico Hispano population). We have collectively defined this objective as parity in New Mexico.

For specialized areas like engineering, accounting, etc., the goal is to mirror the New Mexico Department of Labor Hispano availability. For example, if 25% of New Mexico's engineers are Hispano, the signatories engineering department should be at least 25% Hispano. For other positions like grounds maintenance, secretaries, etc., the goal should be at least 46% Hispano percentage.

Employment outreach will be achieved through a number of outreach efforts including but not limited to: Conferences, job fairs, school and university campus visits, networking with Hispanic organizations and businesses and etc.

### **Business**

In business, the cooperating member institutions will cooperate and collaborate to identify and promote Hispanic individuals and businesses, within the cooperating member institutions and in the community at-large. This group agrees to expand the business base of contracts awarded to Hispanic owned businesses in number of contracts and dollar amount. The goal for each signer is to award 25 new contracts, or increase by 25% with New Mexico-based Hispanic owned businesses per year. Our ultimate goal in the area of Business is parity with respect to the demographics in the State of New Mexico.

For example, cooperating member institution may:

- Support the Albuquerque Hispano Chamber of Commerce (AHCC) Business Development Committee to make presentations on requests for quotation process to Hispano Chamber of Commerce members.

- Collaborate with the AHCC to register members in supplier databases (PRO- NET, SWISS).
- Work with the Small Business Development Committee of the AHCC to help Chamber members market their products/services.
- Participate in the AHCC Mercados to meet AHCC's members and distribute information on procurement opportunities at cooperating member institutions.
- Ensure that all AHCC members are invited to participate in trade fair conferences.

Cooperating member institutions may provide to other Hispanic and minority businesses: 1) technical assistance to participating institutions for business and economic development to ensure Hispanic participation; 2) decision-making processes for business planning and networking; and 3) contracting and procurement opportunities for Hispanic and minority suppliers with cooperating member institutions.

As the City of Albuquerque and the University of New Mexico join forces to establish Innovate ABQ, both entities will demonstrate their commitment to the Hispanic community by involving Hispanics in planning, on the advisory board, as entrepreneurs, as business owners and business developers and in other aspects of the venture.

### **Cultural Celebration**

In the area of cultural awareness, the cooperating member institutions will work together to increase appreciation for and awareness of the diverse cultures in New Mexico, especially Hispanic culture.

Cooperating member institutions may:

- Expand their Hispanic cultural celebrations to include more community-based cultural activities and include broader segments of the Hispanic community.
- Collaborate with the Hispanic Culture Foundation to provide resources in support of the operation and sustainability of the National Hispanic Cultural Center.
- Actively support conferences and cultural observances regarding Hispanic traditions, values, artisan, literature, language, history, music, poetry and etc.
- Collaborate with the Hispanic Heritage Committee in planning cultural activities highlighting Hispanic Heritage Month.
- Create opportunities for Hispanic history, Hispanic culture, heritage and other culturally-competent curricula to be embedded in our educational institutions by our signatories and others.

- Collaborate to institutionalize shared Hispanic cultural values in the workplace and other aspects of daily life – For example annual observations and sponsorship of National Hispanic month celebrations and ceremonies.

#### IV. **Quarterly Planning and Annual Review**

The cooperating member institutions agree to meet at least quarterly to review substantive progress and plan tactical collaborations. Additionally, they will annually review, and enhance this Statement of Cooperation to increase its impact and effectiveness.

V. SIGNATORIES:

Albuquerque Hispano Chamber of Commerce

By: [Signature]

Date: \_\_\_\_\_

Hispanic Culture Foundation

By: [Signature]

Date: September 3, 1998

Albuquerque Technical-Vocational Institute

By: [Signature]

Date: 9/3/98

Hispanic Round Table

By: [Signature]

Date: 3 September, 1998

City of Albuquerque

By: [Signature]

Date: \_\_\_\_\_

Sandia National Laboratories

By: [Signature]

Date: 3 Sept. 98

County of Bernalillo

By: [Signature]

Date: 9/3/98

US Department of Energy

By: [Signature]

Date: 9/3/98

Hispanic Cultural Center

By: [Signature]

Date: 15 September, 1998

University of New Mexico

By: [Signature]

Date: 3 September, 1998

Public Service Company of New Mexico

By: [Signature]

Date: 9/22/99

Los Alamos National Laboratories

By: [Signature]

Date: 3/25/99

New Mexico MESA, Inc.

By: [Signature]

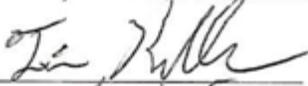
Date: 9/22/99

Barelas Community Development Corporation

By: [Signature]

Date: 9/22/99

State Auditor, State of New Mexico

By: 

Date: 1/22/15