



2-3-2
COHESIVE
STRATEGY
PARTNERSHIP

Full Partnership Meeting

Where: Northern New Mexico College El Rito Campus Alumni Hall, 1190 NM-554, El Rito, NM

When: Wednesday, May 15th, 2024

Time: 9:30 am – 4:30 pm

PAGE & CONTENTS OVERVIEW (Navigate using hyperlinks or PDF Bookmarks)

In attendance	1
Welcome and introductions.....	3
History and context of the Northern New Mexico College El Rito Campus.....	4
Watershed job pathways in Northern New Mexico.....	5
Community forest management: partners, place and scale.....	8
Current climate and creative solutions to rural workforce development.....	10
Upcoming 2-3-2 engagement opportunities.....	12

In attendance:

1. Dana Guinn, Forest Stewards Guild
2. Eytan Krasilovsky, Forest Stewards Guild
3. Gabe Kohler, Forest Stewards Guild
4. Cody Dems, Forest Stewards Guild
5. Collin McElroy, Forest Stewards Guild
6. Krista Bonfantine, Forest Stewards Guild
7. Lily Calfee, Forest Stewards Guild
8. Alex Handloff, Mountain Studies Institute
9. Julia Ledford, Mountain Studies Institute
10. Lina Alegre, Northern New Mexico College
11. David Sandoval, Northern New Mexico College
12. Matt Baca, Northern New Mexico College
13. Cecilia Romero, Northern New Mexico College
14. Bill Thornton, local resident and Northern New Mexico College
15. Michael Martin, farmer
16. Tony Ladino, citizen
17. John Ussery, local resident
18. Dan Gonzales, local resident and landowner
19. Susan C. Boyle, local resident
20. Alfonzo Chacon, contractor
21. Vincente Fernandez, Mayordomo
22. Mary Ann Fernandez, Leñero
23. Carlos Herrera, Riversource
24. Sonny Lucero, Riversource

25. Victor Jaramillo, Riversource and Mesa Vista Schools
26. Michael Martinez, Trees Water People
27. Bill Trimarco, Wildfire Adapted Partnership
28. Caleb Stotts, Chama Peak Land Alliance
29. Matt Piccarello, The Nature Conservancy
30. Steve Bassett, The Nature Conservancy
31. Mannie Lopez, National Forest Foundation
32. Jedidiah Lomax, Coalitions and Collaboratives
33. Reid Whittlesey, Rio Grande Return
34. Casey Ish, Middle Rio Grande Conservancy District
35. Gary Mora, Upper Chama Soil and Water Conservation District
36. Alejandro Collins, New Mexico Forest and Watershed Restoration Institute
37. Crystal Medina, New Mexico Forest and Watershed Restoration Institute
38. Elizabeth Becker, New Mexico Forest and Watershed Restoration Institute
39. Patti Dappen, New Mexico Forest and Watershed Restoration Institute
40. Jan Willem Jansens, Ecotone Landscaping
41. Christi Bode, environmental filmmaker
42. Melissa R.
43. Mark Brehl, Markit Forestry
44. Victoria Martinez, field rep. for Congresswoman Fernandez
45. Alan Hook, City of Santa Fe Water and San Juan-Chama Project Contractors Association
46. JR Logan, Taos County
47. Melissa McLamb, New Mexico Forestry Division
48. Jeremy Marshall, Rio Chama CFLRP
49. Brandy Richardson, Rio Chama CFLRP
50. Sandee Dingman, Rio Chama CFLRP
51. Steven Del Favero, Rio Chama CFLRP
52. Adam Tlachac, San Juan National Forest
53. Steve Romero, San Juan National Forest
54. Judi Perez, Rio Grande National Forest
55. Jack Lewis, Carson National Forest
56. Kelly Garcia, Carson National Forest
57. Angie Krall, Carson National Forest
58. Alyssa Radcliff, Carson National Forest
59. Lorenzo Gurule, Carson National Forest
60. Mark Sando, Santa Fe National Forest
61. Ruben Montes, Santa Fe and Cebolla National Forests
62. Tyler Fogle, Santa Fe and Cebolla National Forests
63. Nessa Rasmussen, USFS
64. Loren Ingalls, USFS
65. Jonathan Bosman, Region 3 USFS
66. Eric Vigil, USDA

In attendance (Zoom):

67. Adam Moore, Colorado State Forest Service
68. Garrett Hanks, Trout Unlimited
69. Jack Marchetti, New Mexico Department of Game and Fish
70. Ann-Marie Draeger, Northern New Mexico College

71. PJ Mileta, Markit Forestry
72. Sean Foran, USFS
73. Fredrick Marks, Wright Ingraham Institute
74. John Lopez, Rio Grande Return
75. Aaron Kimple, SWERIs
76. Kate Sorrell, Rocky Mountain Youth Corps
77. Emily Wolf
78. Rob Campellone, Institute for Landscape Conservation Design

MEETING NOTES

Welcome and introductions

- Welcome from Matt Baca, Northern NM College General Council
- Meeting objectives
 - Share ideas, resources, and solutions related to rural workforce development
 - Explore and address how community forestry frameworks can be appropriately and iteratively adapted to place
 - Discuss current and future job pathways, education, and training in natural resources
 - Understand how land management tools and treatments fit into landscape scale outcomes and explicitly connect to social and economic outcomes
 - Build and nurture relationships new and old
 - Spend time outside together learning and exploring
- 2-3-2 engagement and consensus
 - 2-3-2 partners and participants commit to working towards consensus and finding ways to move forward together. We show up in good faith to learn and growth together.
 - Show respect for the personal integrity and values of all participants, in and outside of meetings.
 - Be hard on issues, but not on people; offer critique of ideas, not humans.
 - We can't address issues if we aren't aware of them. The 2-3-2 Partnership will provide multiple avenues (communication channels) for issues to be raised.
 - Regard disagreements as problems to be solved, rather than as battles to be won.
 - Stay solution-oriented: follow statements of disagreement with suggested alternatives.
 - Commit to search for opportunities and alternatives: the creativity of the group will often lead to the best solution.
 - Listen with an open mind.
 - Reflect: consider how our ideas may impact others.
 - When considering blocking decisions, to discern if the resulting actions would be something that can be lived with despite some aspects being disagreeable and to also only block when very foundational principles for the Collaborative's work would be compromised.
 - When it comes to meetings, we will:
 - Abide by the Basic Rules of Collaboration (above).
 - Come to meetings prepared and on time.
 - Refrain from side conversations during the meeting.
 - Voice your concerns during meetings and take the time to resolve those concerns.

- Monitor your participation and limit or expand your contributions as appropriate; no lectures.
- Seek consensus by examining solutions that meet the needs of all participants, while also recognizing this may not always be possible.
- Respect the role of the facilitator or coordinator and their commitment to a fair, effective process, which will include: encouraging compliance with ground rules, serving as a confidential channel of communication for members and observers, and remaining neutral with respect to the outcome of the deliberations.

History and what's next for the Northern NM College El Rito Campus *Lina Alegre, Northern NM College El Rito Campus Administrative Coordinator*

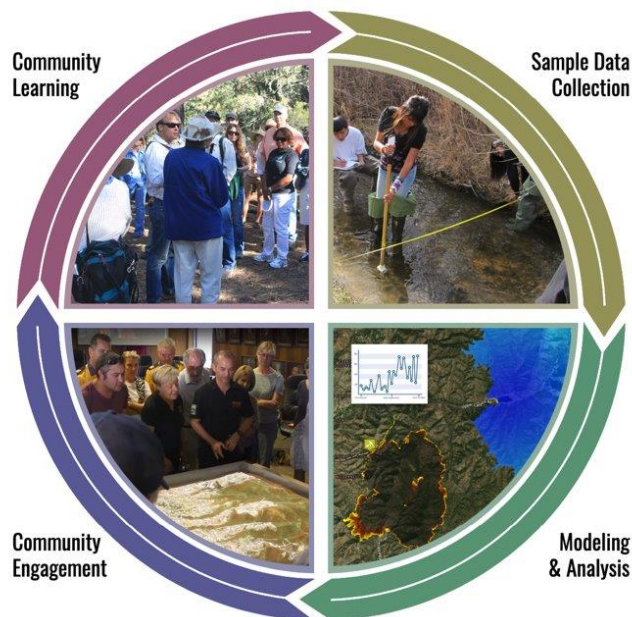
- Lina's role at the College is to support activities, handle inquiries, plan and implement activities and serve as a liaison between the College and the community.
- Northern New Mexico College El Rito Campus history and context
 - The College has served the rural communities of northern New Mexico since 1909 by providing affordable access to quality and affordable education programs with a deep connection between education, language and culture.
 - The Campus is physically surrounded by the Carson National Forest and feeds the Rio Chama.
 - It is the state's oldest college and has served a number of roles over the years.
 - It started as the Normal School in 1909, providing training for teachers.
 - Starting in 1953, the Campus served as a boarding school for 7th-12th graders.
 - The Campus is now a community college, offering trades programs.
- Current and future offerings and program development
 - The Continuing Education Program offers the following courses:
 - Tai Chi
 - Carpentry Camp (free)
 - Gas insulation
 - Cutting and beveling
 - Plumbing
 - The Northern Stewards Program teaches students about mapping, drones, GIS and modelling. There are currently 10 students enrolled.
 - 8A certification program
 - Helps businesses get started – women-owned business, underserved business areas, etc.
 - Lina and others at the College would like to start offering additional courses, such as:
 - Firefighting
 - Acequia and flood irrigation
 - Mayordomo classes
 - Water catchment systems
 - Watershed restoration
 - Sustainable water use for agriculture
 - Regenerative landscapes, soil health and microbiology

- Additional trades classes
- Discussion
 - The College has little-to-no budget to develop new courses.
 - Luna Community College in Las Vegas has vocational programs for forestry. NNMC could work with them to develop a joint standard for the education of a new workforce in Northern New Mexico.
 - What are the current funding needs?
 - Since the Espanola campus has become the official main campus, there is virtually no budget for the El Rito campus.
 - Staff are currently assessing the buildings on campus and focusing on restoration of the campus.
 - There could be an opportunity to get students involved in the restoration of these buildings.
 - NNMC has a commercial driver's license (CDL) program, but it may need to be advertised better.
 - There is a tremendous need for CDL operators to haul logs out of the Rio Chama CFLRP project area.
 - Ideas for additional courses, trainings and opportunities:
 - Navigating USA Jobs and the SAM portal for contractors
 - *Additional information about opportunities for small vendors to do restoration work can be found [here](#).*
 - Provide dual credit classes for high school seniors who are required to have an internship to graduate.
 - Small business development for wildfire mitigation companies
 - Wildfire Adapted Partnership could potentially help teach classes
 - Seed collection and extraction is a growing economic need
 - Source material for watershed restoration (willow)
 - Low barrier to entry
 - \$2-3 dollars/stem
 - Weed control
 - Fuelwood
 - Fencing
 - Connection to the Carson National Forest (CNF)
 - The CNF has a special hiring authority so they can hire locally.
 - CNF is looking into developing a wildland fire training program.
 - The CNF uses this campus as a command post during fires. They have an ongoing agreement with the College and are grateful to be able to use the space.

Watershed job pathways in northern New Mexico *Carlos Herrera, Riversource Projects Director*

- Watershed Academy
 - As land managers, we do not own the land, we are part of the land.

- This is the 3rd year of the internship funded by the New Mexico Youth Conservation Corps.
- Principles for local Watershed Academies
 - See wholes and study relationships between parts. Look for and study patterns and flows in natural and human systems rather than focusing only on the parts.
 - Change is integral to life, stability is an illusion. It's how we respond to change that sets our course in life.
 - Respect and humility are the starting points in all contexts, particularly when it comes to learning traditional knowledge ground in local culture and stories about the land.
 - Live in openness to the future with a sense of creativity and participation and use our gifts for the sake of the whole by sharing them with others.
 - The path is made by walking and no one steps in the same river twice.
- Goals of the watershed academy
 - Create job pathways with meaningful experiences in watershed and land management.
 - Connect interns with academic and professional pipelines for study and employment.
 - Build capacity for good on-the-ground watershed stewardship practices while honoring traditional knowledge.
 - River source supports people living as good stewards of their watersheds by providing policy and science education, ecological monitoring and restoration.
- The community context
 - Too often, people operate in silos, even in rural communities. Our goal is to be weavers, bringing together different groups and amplifying the voices of youth to participate and contribute to a weaving a web of ecological safety and community health.



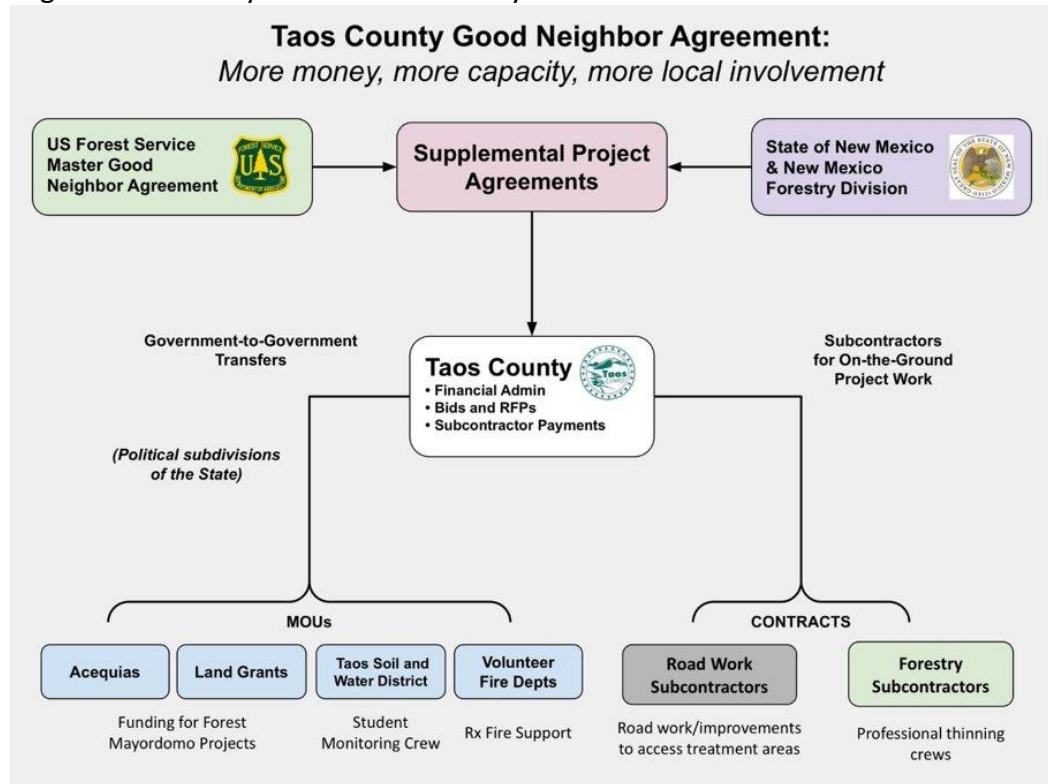
- Steps for watershed resilience work – emphasizing science and monitoring skills with youth
 - Read the landscape and the room: observe complex natural systems and the relationships and the patterns including the human system dynamics
 - Recognize and utilize regenerative processes: harness natural processes and utilize them rather than fight them such as revegetation of riparian areas and the reintroduction of beaver
 - Design ecological restoration and aim to do no harm: keep humble weighing the possible negative outcomes when selecting restoration/remediation steps
 - Incorporate community engagement and learning: implement community-centered research and learning from local traditional knowledge (elder interviews and resourcing local sparkplugs)
 - Keep coming back for monitoring effectiveness and impact: continue coming back to see how it's going and refining your practice
- 5 crews currently recruiting and hiring crews in 2024:
 - Las Vegas/Mora (in response to the Hermits Peak/Calf Canyon Fire)
 - Pecos (mining concerns)
 - Penasco (upper watershed impact by fire)
 - El Rito/Ojo Caliente
 - Santa Fe (Riversource home base)
- El Rito crew project examples and intern Sonny Lucero
 - Mapping the location of illegal off road trails and campsite locations
 - Redesigning and rebuilding the campgrounds (campsite relocation, erosion control, building the Mesa Vista Campsite)
 - Performing water quality monitoring (E. Coli testing and mapping where people are pooping and not burying waste in 2020)
 - [Story map](#)
- Examples of projects in other parts of New Mexico
 - Drinking water protections and forest management in the WUI Areas (Santa Fe)
 - Wildfire mitigation after HPCC (Las Vegas)
 - Water quality monitoring in the Pecos for background data in case of mining
 - Protecting cultural resources at Pecos National
- Challenges to running watershed academy crews
 - Costs of watershed monitoring and managing land
 - Finding qualified personnel including crew members, leaders and supervisors
 - Aligning work with that of partners
 - Unforeseen circumstances (fires, floods, heath, personnel)
 - Running an academy is a joint effort and requires much coordination with partners
- Dealing with challenges
 - Need for match for YCC funding to cover River Source staff time
 - HPCC disaster relief
 - Secure Rural school

- Outdoor Equity
 - Can always use continued support from agencies, foundations, and private donations
- Integrate school programming to expose students to pique their interest in applying
- Keep track of past interns and see if they'd like to apply for additional internships
- Build on projects from past years and have diversity and multiple projects that we can transition into future years
- Work to align our work of land managers to accomplish tasks that help them accomplish management goals
- Hiring 30 new interns!
- Discussion
 - Person-to-person connection and working with trusted adults is really important for getting young people interested in this type of work.
 - Rio Chama CFLRP staff has applied for a substantial grant to fund watershed restoration in El Rito canyon – there will be lots of work to do.
 - John D. Liu's Ecosystem Restoration Camps bring people together to accomplish seemingly impossible tasks. He is interested in coming to this area.

Community forest management: partners, place and scale *JR Logan, Taos County Forest and Watershed Health Program Manager*

- Bridging the gap between state and federal agencies and local communities, connecting resources
 - There is still a divide between the federal agencies and communities that feel like they have been left out of the public land management process.
 - We haven't figured this stuff out. But we are making progress.
- In New Mexico, local government includes:
 - Counties
 - Municipalities
 - Mostly unincorporated (only Chama and part of Los Alamos)
 - Soil and Water Conservation Districts
 - High functioning
 - Acequia Commissions
 - There are so many acequias in the Rio Chama
 - Land Grants
 - Huge swaths of the landscape within active and semi-active land grants
 - Educational institutions
 - These meetings can be boring, but these are the same entities that represent the people we want to help, and they are the entities that can connect the federal land management agencies and their resources with the local communities.
 - These entities exist at varying scales, and are led by locally elected officials who best represent rural communities and their values.
 - Their constituents have the most to gain (and lose) through the work we are all trying to accomplish.

- Success for them is measured not in decades, but in generations.
- Taos County Good Neighbor Agreement: more money, more capacity, more local involvement
 - USFS can give money to other government entities who can leverage that money to get more money from State Forestry.



- Vicente Fernandez, Mayordomo on the Ron Don Fernando Leñero Project
 - 36-acre unit of the CNF where residents/Leñeros steward the land, one acre at a time.
 - Leñeros receive permits to harvest wood from that acre, leaving marked trees and slash piles or lopped and scattered.
 - Harvested wood may be used for personal use or commercial resale.
 - When one acre is completed and passes final inspection by the forest Mayordomo, the Leñero is awarded a \$300 stipend.
 - Goals:
 - Foster collaboration between the Camino Real Ranger District and residents living within the communities of the Rio Don Fernando Watershed.
 - Improve stewardship of the national forest adjacent to the communities.
 - Provide residents with greater access to forest products on federal lands.
 - Improve ecological health.
 - Protect and improve wildlife habitat.
 - Promote sustainable forestry.
 - Improve the economic viability of the forest and its natural resources.

- Ideally, increase our ability to defend our watershed and communities from wildfire.
 - Have a great relationship with the USFS
 - Basic chainsaw training course for Leñeros – emphasize safety
 - Lots of women involved in the program
 - Community involvement is the most important part
 - Need more young people involved
 - 1 acre issued to each Leñero
 - Leave trees are marked
 - Everything except oak and aspen is taken
 - Lenersos can do whatever they want with the wood
 - Lop and scatter branches
 - Area is inspected after harvest, voucher is submitted to the County and you get \$300 for any expenses you may have incurred
 - 36 acres total
 - Lots of people make a living selling wood, good for the economy
- Taos County is running 9 mayordomo models
 - Efficiency of scale

Current climate and creative solutions to rural workforce development

- What are you and/or your organization doing to support workforce development? Are you partnered with or utilizing any programs in tandem with this work?
 - USFS
 - The USFS struggles with inconsistent funding, and the current situation is like a “fire hose of money trying to fill teacups.”
 - Region 2 has used internships to overcome personnel and financial challenges.
 - This required a huge time investment to navigate the various grants and administrative hurdles, but was great for bringing new folks into these positions.
 - The internships are also very short (10 weeks) and hours are too prescriptive.
 - Non-competitive hiring authority after internships.
 - The Carson National Forest utilizes job corps and youth conservation corps.
 - Pathways Program
 - Provides courses to train sawyers
 - Mountain Studies Institute
 - Provides entry level positions on forest monitoring crews and hires entry levels folks.
 - Don’t hire over-qualified candidates for entry level positions, because then you aren’t giving an entry level candidate the opportunity to start their career.

- Priority hiring for local students.
 - Has a variety of other entry level opportunities such as paid internships, Americorps positions and volunteer opportunities.
 - Riversource
 - Pre-college program at New Mexico Mesa
 - Dual credit opportunities that set folks on a career path and develop an interest in natural resources
 - Ancestral Lands Conservation Corps
 - Could play the shared mentorship/administrative role.
 - Ecotone Landscaping
 - Hires contractors through the SAM system, but faces challenges with local operators that aren't registered in the system.
 - Independent video producer
 - Work with the youth to share their stories through the Colorado youth corps.
 - Large contracts can do better to engage smaller local contractors.
- What land management related jobs currently exist in our landscape? Which used to exist? Which have the potential to exist?
 - There is an ongoing effort to engage local, smaller entities in forest management. There used to be a large, out-of-state presence extracting at a larger scale.
 - Needs:
 - Seed extraction
 - GIS knowledge
 - Steep slope operations
 - Machinery operations
 - Larger scale operators needed specifically on the Carson National Forest
 - Mills
 - Post-fire restoration
 - Innovative biomass solution
 - Train landowners to identify inefficient irrigation systems and improve function
- What opportunities exist for later-career professionals to transition into natural resource positions within the 2-3-2 Partnership landscape? How might we imagine workforce development programming in a way that accounts for people in various life and career stages?
 - We can't go back to the way it was, we have to lean into new policies and make them attractive to local people.
 - Encourage folks without degrees to consider natural resources.
- What are the barriers for connecting employers and potential employees? Which of these are structural versus perceived? What can you do personally to reduce and/or eliminate barriers?

- It is difficult to develop a steady local workforce with inconsistencies in funding.
- 95% of wood from New Mexico is purchased by out-of-state entities.
- Local wages (including CDL) are inadequate.
- Could we create a system for government to government movement? i.e., federal to state to county.
- Rural New Mexico has internet challenges

Upcoming 2-3-2 engagement opportunities

- Upcoming meeting September 18th, likely in Colorado