



CRADLE TO CAREER NEW MEXICO

New Mexico's first statewide outdoor industry education and career pathway strategy. This report identifies existing federal, state, tribal and local opportunities that provide outdoor access, programming, and internships within the state's outdoor industry. It also recommends actions for federal, state, tribal, local, and private partners to further this access and equitably increase family-sustaining jobs within this sector for New Mexicans.

TABLE OF CONTENTS

01 Executive Summary & Acknowledgments

Executive Summary	1
Acknowledgement	2

02 Purpose and Background

Purpose	4
Background	5
Advisory and Steering Committee Meetings	6
Charter & Protocols	8

03 Vision, Goals and Objectives 11

04 Content

Issues and Opportunities	18
Health Statistics	21

05 Recommendations

Alignment with New Mexico Statewide Comprehensive Outdoor Recreation Strategy	23
Support Interagency Task Force to Promote Outdoor Classrooms	23
Promote Inventory of Outdoor Education Programs & Opportunities	25
Develop a Way to Share Career & Job Announcements	26
Market Existing Programs and Activities	27
a. Free Federal Public Land Days	27
b. Educational Fee Waiver	28
c. NMState Land Office Outdoor Recreation Opportunities	30

Outdoor Sector Strategy	31
Types of Outdoor Industry/Sector Jobs Needed in New Mexico	31
Pilot Outdoor Industry Capstone for High School Students	32
Early Childhood Education	33
Gear Library	33
Career Pathways	34
a. Federal government pathways	35
b. National federal programs (21st Century Conservation Service Corp)	36
c. Select list of non-profits working with federal land management agencies in New Mexico that can provide a corpsmember with direct or public land hiring authority	37
d. Select youth partnership examples between a university and tribes and federal land management agencies	39
e. Select youth programs specific to U.S. Fish and Wildlife Service, USDA Forest Service, National Park Service, and Marine Sanctuaries	40
f. List of Common Federal Government Hiring Authorities	41
g. New Mexico Youth Conservation Corp	42
h. State of New Mexico Program - Restart New Mexico	43

06 Appendix

A. Land Management Federal Employers in New Mexico that Routinely work with 21st Century Conservation Service Corp	44
B. Select Funding Sources	45
C. Select outdoor recreation, volunteer, and special event days	49
D. Gear Library Sources	50
E. Documents referred to in the Strategy	50

EXECUTIVE SUMMARY

In 2020, the National Park Service's Rivers, Trails, and Conservation Assistance (RTCA) program awarded the New Mexico Economic Development Department Outdoor Recreation Division (ORD), technical assistance to complete a statewide Cradle-to-Career Strategy that addresses youth from pre-K through higher education. The goal in completing a strategy was to inventory existing New Mexico outdoor industry career opportunities and recommend additional ones and address creating equitable access for all New Mexicans to public outdoor spaces.

Together, RTCA and ORD worked with a steering committee over ten months to complete this statewide education and workforce development strategy centered on the New Mexico outdoor industry. The resulting report identifies existing federal, state, tribal, local, and non-profit opportunities that provide outdoor access and internships/workforce training opportunities. It also identifies gaps in career and make pathways that ORD and other partners are committed to addressing starting in 2021. The aspirational outcome of the strategy is to connect young New Mexicans with paid outdoor experiences that open doors to outdoor education and careers in rural, urban, and tribal areas.

This strategy outlines the work that has been completed since fall 2020, as well as providing recommendations and funding sources needed to complete the project. The initial kick-off meeting with the steering committee took place on September 2, 2020, gathering a large group of partners that supported the creation of this strategy.



View of a raining landscape in New Mexico. Photo credit: Jay Hemphill

Table 1.0 – Key Partners

Organization Name	Project Role(s) and Contribution
Office of Senator Martin Heinrich	Senator Martin Heinrich's State Director Edward Tabet-Cubero and the office's economic development team committed to supporting the project by attending steering committee meetings.
State Representative Angelica Rubio	Representative Rubio helped with outreach and the strategy recommendations.
Department of Workforce Solutions	Cabinet Secretary Bill McCamley attended steering committee meetings and helped with workforce data gathering.
Departments of Public Education and Higher Education	Deputy Cabinet Secretaries from both state departments attended steering committee meetings.
Non-profit partners	This group includes Eileen Everett from Environmental Education of New Mexico. Tony Monfiletto of Future Focused Education, and Dustin Martin of Wings of America.
Education partners	Kathy Whiteman, PhD, director of outdoor leadership degree at Western New Mexico University.

ACKNOWLEDGEMENTS

Enormous thanks to the key partners and members of the advisement committee who committed their time, energy, and enormous brainpower to this initiative. This idea flowered with State Rep. Angelica Rubio and Senator Heinrich's State Director Edward Tabet-Cubero, both of whom deserve special credit for the initial brainstorming and the drive to turn ideas into the concrete, actionable strategy that follows. The vision was then, as it remains, to ensure that young New Mexicans benefit from initiatives led by the state and other organizations to diversify the state's economy through outdoor recreation. This is one small slice of the ongoing and imperative work to transform the New Mexico economy into a sustainable, diverse, green powerhouse that offers jobs and wealth to all the state's residents. The people who joined us in this work – over many Zoom meetings, one-on-one follow-ups, and report review – all believe passionately in this effort.

Agency	Name	Title
Senator Martin Heinrich's Office	Edward Tabet-Cubero	State Director
	Sylvia Ulloa	Las Cruces Field Representative
New Mexico Department of Indian Affairs	Keegan King	Policy specialist
New Mexico Department of Workforce Solutions	Bill McCamley	Cabinet Secretary
New Mexico Departments of Public Education	Gwen Warniment	Deputy Cabinet Secretary
	Yanira Vasquez	Alternate: Head of Math & Science
New Mexico Department of Higher Education	Mark Chrisholm	Academic Policy Advisor
New Mexico Department of Early Childhood Development and Education	Claire Dudley Chavez	Senior Education Advisor
New Mexico Department of Cultural Affairs	Patrick Moore	Director Historic Sites
New Mexico State Parks Division	Christy Tafoya	Director
	David Certain	Field Support Bureau Chief
New Mexico State Forestry Division	Todd Haines	Deputy Director Forestry Division
	Wendy Mason	Alternate
New Mexico State Land Office	Craig Johnson	Recreation Director
Western New Mexico University	Kathy Whiteman	Outdoor Education Director
United States Department of Agriculture, Forest Service	Apple Snider	Regional Cooperative Education Coordinator
Bureau of Land Management	McKinney Briske	State Office Lead for National Conservation Lead, Wilderness, Visual Resource Management, and Youth
National Park Service	Marie Frías Sauter	New Mexico National Park Service Liaison
	Marcy DeMillion	National Park Service – Rivers, Trails, and Conservation Assistance Program
	Maria Fernanda Treviño	
Future Focused Education	Tony Monfiletto	Director
	Deborah Good	Alternate
Wings of America	Dustin Martin	Director
Environmental Education of New Mexico	Eileen Everett	Executive Director
	Marcia Barton	Alternate: EENM Leadership Team
New Mexico Youth Conservation Corps	Sarah Wood	Executive Director
Santa Fe Public School/Safe Routes Program	Elena Kayak	Sustainability Program Specialist and Safe Routes to School Liaison

PURPOSE & BACKGROUND

PURPOSE

Governor Michelle Lujan Grisham signed New Mexico's Outdoor Recreation Division (ORD) into law on April 2, 2019. At the time, the office joined a dozen other states committed to growing and championing the outdoor recreation economy, which we recognize as an immensely powerful engine to grow economies and job opportunities in New Mexico. Written into the law was the first-ever Outdoor Equity Fund, a grant intended to help youth from underserved communities get outside.

The Outdoor Equity Fund grant is a cornerstone of the ORD's ambitious vision for outdoor recreation in New Mexico. Our goal is nothing short of transforming the state's economic, social, and environmental future by championing sustainable outdoor recreation and increasing access to it for all New Mexicans, especially those who have been excluded from the traditional outdoor recreation and environmental movements. The ORD works to achieve positive, measurable impacts within economic development, conservation, education, and public health.

This strategy outlines one of the ways we strive toward that goal, as well as some of the actions we pledge to ensure that New Mexican's are the ones who benefit from the growth of the outdoor economy – especially kids and teens. The ORD's success is dependent on collaboration, with New Mexican businesses, nonprofits, and partner state and federal agencies, like the National Park Services' RTCA team. Through this network, we aim to engage all New Mexicans' as stewards of the state's incredible natural resources.

The goal of this strategy is closely tied to ORD's mission. The vision of the cradle-to-career outdoor industry strategy is as follows:

- To increase the emotional and physical well-being of New Mexico's youth while offering them long-term, steady access to careers within the outdoors that will enable them to build a prosperous life in New Mexico;
- Encourage youth to be active, respectful, engaged participants in exploring natural, cultural, and geologic public land resources; and
- Raise the next generation of outdoor stewards.

The two main outcomes for the statewide strategy include:

- 1 Increase the number of young New Mexicans to experience nature-based access to the outdoors, from pre-K to higher education; and
- 2 Increase the number of young New Mexicans in mentorship and career training programs within the state's outdoor industry, with the goal of helping them develop long-term careers in this sector within New Mexico.

BACKGROUND

According to a report released in 2020 by the Bureau of Economic Analysis (BEA), the outdoor recreation economy in New Mexico makes up 2.5% of the state's total gross domestic product, or \$2.3 billion every year. Over 33,000 people are employed in this sector, providing nearly \$1.2 billion in income, and making the tally of people working in the industry greater than farming and manufacturing.

In other words, the outdoor recreation economy is a powerhouse with the ability to dramatically diversify the state's economy away from the extraction of fossil fuels. For New Mexicans to truly benefit from the rise of outdoor recreation, they must be able to find good, stable, well-paying jobs within this sector. That starts with a strategic statewide outdoor recreation education plan that builds a pathway from pre-K through higher-ed for students interested in working in and for the outdoors.

This path will emphasize early outdoor access through programs like the Outdoor Equity Fund, climate crisis education, internships with outdoor professionals, and finally, real-world paid experience that opens doors to solid New Mexico careers in rural, urban, and tribal areas.

No such strategic plan currently exists. Individual schools and universities have pursued their own outdoor education programs, and the result is a patchwork of paths with no unified vision. This project attempts to address that gap by bringing together professional educators and outdoor employers from across the state to develop a blueprint laying out a truly comprehensive outdoor recreation education vision. Of course, comprehensive outdoor education has more wide-ranging benefits than just career preparation. By getting kids outside, early, and often, these programs will help nurture the next generation of land and water stewards to keep our communities healthy and vibrant.

The steering committee provided input for this strategy, with an overview of its work and a list of recommendations to prioritize outdoor education and career strategies going forward.

Advisory and Steering Committee Meetings

Note: The advisory committee is comprised of members listed on page X. The steering committee is comprised of: Axie Navas, Executive Director of ORD; Alyssa Renwick ORD Project Coordinator; Marcy DeMillion and Maria Trevino, National Park Service, RTCA Community Planners, and Rosemary Romero, Romero Consulting.

1 | Steering Committee | August 11, 2020 (via Zoom)

2 | Advisory Committee Meeting | September 2, 2020 (Via Zoom)

- First meeting of the Advisory Committee
- Overview of the planning effort, timeline, and goals
- Issues and gaps generated
- Adding alternates to the Advisory Committee

3 | Advisory Committee Meeting | October 5, 2020 (Via Zoom)

- Discussion about data for a Sector Strategy and an employer's webinar to identify skillsets
- Environmental Education of New Mexico (EENM) – shared experiences from EENM Fellows and planning from Every Kid, Every Day, Every Way, a multi-year shared vision and strategy to provide daily equitable access to the outdoors and environmental learning for all New Mexico kids.
- Discussion about re-designing education and workforce
- Discussion about cultural sustainability and sense of belonging
- Reviewed issues and gaps identified at previous meeting
- Discussion about the inventory of non-profit organizations which was compiled in 2017 by EENM and recently updated by USDA Forest Service (FS)

4 | Steering Committee and Jennifer Salinas, Early Childhood Center at Kaune School | November 5, 2020 (Via Zoom)

- The Childhood Center includes infants through kindergarten, but currently focuses on 3-4-year-old children with a limited number of 60 due to Covid-19 restrictions
- The program follows the Reggio Emilia approach focused on preschool and primary education
- The curriculum is imbedded with scientific observation and use of the outdoor space. The Center received funding for materials for outdoor heaters in order to ensure that the children will be able to access the outdoors in the wintertime.
- The school includes a butterfly garden and vegetable garden both with the intent of getting young children outdoors

5

Advisory Committee Meeting | December 7, 2020 (Via Zoom)

- Review of advisement committee developed vision, goals, objectives, and strategies
- Advisement committee divided into two break-out groups focusing on workforce development and early access to the outdoors
- Each advisement subcommittee discussed and listed strategies that advanced the goals outlined in the vision statement

6

Advisory Committee Meeting | January 8, 2020 (Via Zoom)

- Advisement committee breakout groups discussed goals and strategies
- General discussion about early childhood and public land access
- General discussion about workforce development

7

Steering Committee Meeting with Future Focused Education | January 8, 2021 (Via Zoom)

- Discussion about Future Focused Education (FFE) Program and ways it can support the strategy
- Discussion about integrating elements of the FFE program into the strategy

8

Sector Strategy Meeting | January 20, 2021 (Via Zoom)

Representatives from Outdoor Industry, Continental Divide Trail Collation, and Western NM University met for two hours. Five questions were discussed including:

- 1) What outdoor careers in NM had the highest potential for growth and above average wages,
- 2) What skills and characteristic are sought with new hires who come from outside NM,
- 3) What skills are outdoor employers prioritizing in terms of education and/or experience,
- 4) What skills are anticipated being most in-demand in one and five years, and
- 5) Level of interest in mentorship and apprenticeship programs for outdoor businesses.

9

Federal Land Management Youth Coordination Meeting | January 21, 2021 (Via Zoom)

- Representatives from federal land management agencies (National Park Service, Bureau of Land Management, Bureau of Indian Affairs, United States Bureau of Reclamation, Bureau of Indian Affairs, United States Fish and Wildlife Service, and USDA FS) shared information about each agency youth outreach strategies and programs
- Agencies provided valuable information on current youth programs, collaborations, pathways from pre-k to higher education, resources available, fellowships, internships, mentorships, and hiring authorities

10

Advisory Committee Meeting | March 26, 2020 (Via Zoom)

- Review draft goals, objectives, and strategies
- Review Oregon Outdoor Recreation Development Council information

11

Advisory Committee Meeting | April 19, 2020 (Via Zoom)

- Review of final materials for the strategy
- Developed next steps for finalizing the plan
- Discussion about integration of work and ideas in the strategy
- Discussion about timeline for completing the strategy
- Update from breakout groups from the last meeting

CHARTER & PROTOCOLS

In August 2020, the advisory committee approved a charter for the Cradle-to-Career New Mexico Outdoor Education Strategy. The Charter sets important framework for the development of the strategy along with operating protocols. Together, the advisory committee members developed a Vision and Purpose, and Advisory Committee Approach, Composition, Governance, and Communication guidelines and methods.

I. VISION AND PURPOSE

The purpose of the New Mexico Outdoor Education Strategy will be to work with an Advisory Committee to complete a statewide education strategy that addresses a pathway from pre-K through higher education for students to become involved in the outdoors. Our vision is to work together to provide diverse perspectives on outdoor education and the strategies needed to inform decision makers.

The Advisory Committee is composed of key agencies (federal, state, nonprofit) who have an interest in the development of the Statewide Outdoor Education Strategy.

The purpose of the Advisory Committee is to develop a vision, goals, and concrete, measurable objectives for a statewide outdoor education strategy

II. ADVISORY COMMITTEE APPROACH

The Advisory Committee will approach its deliberations as a collaborative, proactive problem-solving body seeking to produce recommendations that address, in so far as possible, the practical needs and interests of all participants. The group will work jointly to educate and build understanding regarding values and interests related to the issues, while also developing a baseline understanding of essential information and identifying zones of agreement.

III. ADVISORY COMMITTEE COMPOSITION

The membership of the Committee shall consist of diverse organizations. The Advisory Committee has been selected based on the following criteria:

- Balanced representation of organizations with similar priorities.
- Entities may include local, state, tribal, federal governments, and non-governmental organizations.
- Commitment to active and collaborative participation.

Member Roles: Advisory Committee members will be expected to:

- Attend all Committee meetings or appoint an alternate who will attend. Committee members will strive to participate fully and resort to sending an alternate only when necessary since the value of the Advisory.
- Adhere to the ground rules adopted by the Advisory Committee.
- Engage in collaborative problem solving to address the range of stakeholder interests.
- Represent and inform their own groups, organizations, and constituencies about Advisory Committee activities, gather, and relay feedback, and build support for collaborative decision-making.

IV. GOVERNANCE

A. Facilitation/Staffing:

- Meetings of the Advisory Committee will be facilitated by a neutral facilitator under contract.

B. Meetings: Advisory Committee meeting frequency:

- The Advisory Committee will meet regularly.
- Working Groups may meet (on an as needed basis) depending on tasks that arise.

C. Decision Making:

- To meet the objectives of the Advisory Committee, members will seek guidance or approval from the entity that they represent, as necessary, in preparation for decision-making. In order to ensure broad support among stakeholders, the Advisory Committee will strive for consensus when making decisions and recommendations to submit to the New Mexico Office of Outdoor Recreation.
- Consensus has been reached when everyone agrees they can accept whatever is proposed after every effort has been made to meet the interests of all members. Members have the right to expect that no one will ask them to undermine their interests; their responsibility is to propose solutions that will meet everyone else's interests as well as their own. If consensus cannot be reached, areas of agreement along with areas of divergence, and the reasons for divergence, will be documented and submitted.
- Working Groups can be created by the Advisory Committee to address specific tasks and issues as needed to support decision making.
- Meeting discussion, decisions, recommendations, and reports of the group will be recorded in a summary format and preserved.

D. Ground Rules: The Advisory Committee's protocols, and interaction assumptions are as follows:

- Begin and End the meeting on time.
- Operate in good faith.

- Be professional and courteous.
- Work to find ways to resolve differences as they occur.
- Work together to study process and substance of proposals.
- Be encouraged in discussions to “explore without committing,” (this further frees up the group to explore potential solutions without viewing those explorations as formal proposals).
- Decide when discussions are good enough allowing the committee to move onto to other topics.
- Neither initiate nor undertake any action outside of the Advisory Committee process intended to undermine the process.
- When speaking to the public media, members will confine remarks to consensus views, or make clear that comments represent only a personal point of view.
- Respect everyone’s opinion. Criticize issues, not people.
- Give everyone a chance to speak.
- Pertaining to specific discussions, Advisory Committee members agree to:
 - Disclose interests.
 - Listen fully to understand.
 - Look for ways to address not only your own interests, but those of others as well.
 - Participate, share the floor, be concise.
 - Look ahead – acknowledge the past but do not rehash it; and
 - Be explicit and factual – ask for clarification if confused.

E. Amending the Charter: This Charter can be modified, as needed, with consensus agreement by the Advisory Committee.

V. COMMUNICATIONS

The Advisory Committee will facilitate and ensure regular communication and proactive outreach among the various stakeholders and the broader community. Methods may include:

- Email distribution list, periodic press releases/radio/other media, quarterly e-newsletter.
- Consistent documentation and sharing of meeting notes.
- Messaging among the working groups and broader community should be coordinated to ensure overall consistency.
- Outreach communications will use agreed upon messages.

VISION, GOALS & OBJECTIVES

In 2020 and 2021, the advisory committee developed the vision, goals, and objectives for the New Mexico Cradle to Career Strategy. The advisory committee participated in multiple meetings to develop specific goals to promote outdoor recreation opportunities for young New Mexicans in terms of access, health, education, and career development. The goals were to design a career pathway from early childhood through higher education. The advisory committee developed strategies for each goal and established leading partners for each goal to support the strategy's development and sustainability. Lead partners included federal agencies, state departments, universities, non-profits, and multiple individual education leaders.

VISION STATEMENT:

Increase the emotional and physical well-being of New Mexico's youth while offering them long-term, steady access to careers within the outdoors that will enable them to build a prosperous life in New Mexico. Encourage youth to be active, respectful, engaged participants in exploring natural, cultural, and geologic public land resources. Raise the next generation of outdoor stewards.

GOAL 1: REDUCE CULTURAL AND ACCESS BARRIERS TO PUBLIC OUTDOOR SPACES TO CREATE EQUITABLE ACCESS AND SENSE OF BELONGING FOR EVERYONE

OBJECTIVE 1

The New Mexico Office of Outdoor Recreation (ORD) will partner with outdoor industry and retailers, institutions such as colleges/universities, non-profits, and others to develop a statewide gear library that will provide youth access to outdoor equipment.

Strategy

ORD will partner with Early Childhood and Care Department Toy Lending Libraries, universities, non-profits, and retailers to discuss ideas on ways to structure a gear library (for example, Western New Mexico University gear rental) to provide necessary equipment and serve as a place of learning.

Leading Partner(s): ORD, Western New Mexico University, Early Childhood Education Department Care Department (ECEDCD), University of New Mexico Early Childhood Service Center, Environmental Education of New Mexico (EENM)

OBJECTIVE 2**Reduce transportation barriers for youth to access the outdoors.****Strategies**

A) Partner with existing efforts to study transportation barriers including the Statewide Comprehensive Outdoor Recreation Plan (SCORP), State Parks – Kids in Parks Program, and NPS Every Kid Outdoors Program.

Leading Partner(s): ORD, NM State Parks, Wings of America, EENM

B) Inventory foundations and others who provide transportation funding.

Leading Partner(s): ORD and State Parks

OBJECTIVE 3**Develop a fee-waiver system to access state and federal public lands when they are used for education or tribal cultural purposes to reduce economic hardships for paying to access public lands.**

Note: This did not include fee waivers for special recreation permits

Strategies

A) Advertise existing free public land days. For National Parks, schools are encouraged to reach out to parks of their choice to request park entrance fee waivers and materials.

Leading Partner(s): ORD

B) NM State Land Office expand free Recreational Access Permits for 5th graders program and make the rule guiding Educational Access permits more flexible and accessible.

Leading Partner(s): NM State Land Office.

C) ORD and Indian Affairs Department (IAD) will facilitate a discussion with state agencies about tribal fee waivers for education or cultural purposed to determine if an interagency strategy can be established. Federal agencies can be included if they are interested in participating.

Leading Partner(s): ORD and IAD

OBJECTIVE 4**Address the lack of representation among public lands staff and encourage agencies to develop multi-lingual interpretative materials****Strategies**

A) Encourage agencies to develop transparent justice, equity, diversity, and inclusion hiring practices and the use of existing hiring authorities to recruit candidates that reflect the diverse population of New Mexico.

Leading Partner(s): ORD, NM State Parks, and federal land management agencies

B) Encourage agencies to create multi-lingual interpretive materials. Note: For National Parks schools are encouraged to reach out to parks of their choice to request interpretive materials before visiting the park.

Leading Partner(s): ORD, NM State Parks, and federal land management agencies

GOAL 2. INCREASE THE NUMBER OF YOUNG NEW MEXICANS EXPERIENCING NATURE-BASED OUTDOOR ACTIVITIES FOR PHYSICAL, SPIRITUAL, AND EMOTIONAL WELL-BEING.

OBJECTIVE 1

Acquire, develop, and improve accessible outdoor classrooms and learning spaces to facilitate hands-on, standards-aligned learning at school and on field trips to public lands and other outdoor spaces.

Strategy

Support an interagency task force to promote the use of outdoor classrooms and learning spaces and explore federal and state funding to increase outdoor classrooms across New Mexico.

Leading Partner(s): ORD, EENM, NM State Parks through SCORP planning

OBJECTIVE 2

Increase physical activity and other associated health benefits by increasing the percentage of children spending time outdoors and engaging in outdoor recreation.

Strategies

A) Partner with Native Health Initiative, schools and childcare providers to increase opportunities for children to spend time outdoors through: DOH Healthy Kids Initiative, outdoorlearningnm.org, encouraging schools to participate in Safe Routes to School to increase the number of students walking or biking to school increasing outdoor learning opportunities (outdoor classrooms, school gardens, etc.), protecting outdoor recess, encouraging teachers to incorporate outdoor recreation and learning activities into their teaching, creating and partnering with hiking/walking/running and outdoor recreation clubs, boys and girls clubs, after school program, weekend and summer program partnering with out-of-school time providers and non-profits to increase outdoor recreation and physical activity opportunities during out-of-school time.

Leading Partner(s): ORD, Early Childhood Education Department (ECED), EENM

B) Encourage investment in programs to educate and encourage parents and families to spend more time outdoors to model positive behaviors that will increase levels of physical activity, especially among children.

Leading Partner(s): ORD, New Mexico Department of Health (DOH)

C) Partner with schools, health equity council (such as Bernalillo County), health care centers, health care and mental health professionals to encourage or “prescribe” physical activity and time spent outdoors to address mental, social, and emotional health in children.

Leading Partner(s): ORD, NMDOH

OBJECTIVE 3**Encourage outdoor opportunities for children from cradle to kindergarten.****Strategies**

A) Review early childhood assessments. Identify what was working and not working before the pandemic and adapt as needed.

Leading Partner(s): ECED

B) Enhance and utilize community/school garden initiatives.

Leading Partner(s): ECED

OBJECTIVE 4**Encourage agencies, tribes, government entities and non-profits to apply for the Outdoor Equity Fund to develop new outdoor education opportunities for youth, especially from underserved areas.****Strategies**

A) Widely share the Outdoor Equity Fund call for projects and other funding sources that arise.

Leading Partners(s): ORD

B) ORD works with IAD to help Tribes/ Pueblos determine who can help them apply for outdoor-centric grants.

Leading Partners(s): ORD and IAD

GOAL 3: PROVIDE AND SHARE OUTDOOR LEARNING OPPORTUNITIES FOR YOUNG NEW MEXICANS FROM BIRTH TO 12TH GRADE BY INCREASING THE NUMBER OF STUDENTS PARTICIPATING IN MENTORSHIP PROGRAMS IN OUTDOOR-RELATED FIELDS INCLUDING RECREATION MANAGEMENT AND CONSERVATION.**OBJECTIVE 1****Create new career mentorships, internships, and fellowships and modify existing ones based on the types of outdoor and conservation jobs located in New Mexico.****Strategies**

A) State and federal agencies, plus key nonprofits will create an inventory of existing outdoor career development mentorship, internship, and fellowship programs related to the recreation industry and fields that are available for middle school, high school, and higher education students. Based on the inventory suggest modifying existing mentorships, internships and fellowships and creating new ones including for communities of color and indigenous communities.

Leading Partner(s): ORD, Dept. Workforce Solutions, Future Focused Education (FFE), Public Education Department (PED), and NPS RTCA, Western New Mexico University, NM State Forestry, NM Youth Conservation Corp (YCC), IAD

B) Launch a pilot outdoor industry capstone graduation project for high school students based off New Mexico outdoor industry labor market research at five school districts by fall 2021. Create a standard, process, and timeline to update the inventory.

Leading Partners(s): ORD, Dept. Workforce solutions, FFE, and PED

C) Initiate cooperative procurement agreements between New Mexico Youth Conservation Corp and other state agencies to ensure stable, multiyear funding for youth corps' employment and mentorship programs within the agencies.

Leading Partners(s): NM YCC, NM State Parks, NM Mining & Minerals, NM State Forestry, 21st Century Conservation Service Corp

OBJECTIVE 2

Encourage communication and partnership among agencies and non-profits.

Strategy

Partners share the statewide inventory of outdoor and environmental learning opportunities, State of Outdoor Education Learning (SOEL).

Leading Partner(s): All partners

OBJECTIVE 3

Market existing outdoor education programs and activities offered by local nonprofit organizations, businesses, and agencies.

Strategy

Agencies share opportunities to connect community members with opportunities. Marketing and utilizing existing programs and activities can reduce the use of agency resources overall.

USDA FS and EENM compiled of Education Learning (SOEL) – Refer to Appendix

Leading Partner(s): A) USDA FS and EENM developed SOEL. Refer to the Appendix.

OBJECTIVE 4

Early Childhood Objective

Strategy

Early Childhood Strategies (reference Early Childhood Education Strategy 2021–2024)

Leading Partner(s): Early Childhood Education and Care Department (nmececd.org) (2021–2024)

GOAL 4: PROVIDE AND SHARE CAREER PATHWAYS WITH NEW MEXICANS SEEKING POSTSECONDARY, HIGHER EDUCATION, AND VOCATIONAL PROGRAMS IN OUTDOOR-RELATED FIELDS INCLUDING RECREATION MANAGEMENT AND CONSERVATION.

OBJECTIVE 1

Determine the types of jobs the outdoor industry needs in New Mexico.

Strategy

ORD and the Dept. of Workforce Solutions will partner on a New Mexico Outdoor Industry Sector Strategy to inventory existing outdoor industry careers to align with education programs and create new ones. The Sector Strategy will also develop a system for private businesses to use in sharing outdoor career development and job opportunities based in New Mexico.

Leading Partner(s): ORD, Dept. Workforce Solutions, and PED

OBJECTIVE 2

Federal agencies will develop a list of hiring authorities they use to fill seasonal and permanent outdoor related positions. The agencies will also identify the entities and non-profits they can use to fill internships and fellowships that lead to the use of those hiring authorities.

Strategy

Create a list of federal hiring authorities and the non-profits selected to fill fellowships and internships.

Leading Partner(s): NPS Rivers, Trails, and Conservation Assistance (RTCA) program

OBJECTIVE 3

Federal agencies will share job announcements with the state and other partners as they are advertised.

Strategy

Develop a system that federal agencies, state agencies, and non-profits can use to share seasonal and permanent job announcements. Explore using NM Workforce Solution website

Leading Partner(s): ORD

OBJECTIVE 4

Determine non-degree, certificate, and vocation opportunities.

Strategies

A) Explore a new Outdoor Learning Certification and/or micro-credentialing program for teachers, educators, and youth program providers. Review the current Environmental Education Certification and identify the topics needed to be addressed to support this alternative training pathway (including interpretation, risk management, etc.) Discuss how this can support shifts in professional development being offered by NM PED.

Leading Partner(s): EENM

B) Compile a list of non-degree, certificate, and vocation opportunities available in New Mexico and through on-line learning for outdoor careers.

Leading Partner(s): ORD, Western New Mexico University College and Career Readiness Bureau, and NPS RTCA

C) Restart New Mexico. Find and identify short-term training programs that lead to certificates

Leading Partner(s): Department of Workforce Solutions, HED

CONTENT

ISSUES & OPPORTUNITIES

The Cradle-to-Career advisory committee focused on identifying issues and barriers that young New Mexican face when trying to access the outdoors. Together, the committee members brainstormed current gaps and problems to outdoor recreation and environmental education challenges while providing potential solutions. Below is the chart developed by the committee.

Table 4.0 – issues & opportunities

Issue/Gap/Problem	Potential Solutions
Barriers to access outdoor Equity	<ul style="list-style-type: none">• Agencies identify locations and access to public lands and open spaces• ORD Equity Funding• Recognizing students' differing prior knowledges or experiences and how these are valuable links to broader "outdoor education".• Provide gear to access outdoor
Transportation	<ul style="list-style-type: none">• Have dedicated state and private funding sources• Apply for grants to pay for transportation• Identify non-profits and agencies who want to partner to provide transportation
Sense of Belonging	<ul style="list-style-type: none">• Provide generational knowledge about lands that are available to everyone
Lack of feeling ownership and encouragement to use public lands and open space	<ul style="list-style-type: none">• Build trust with the community and encourage them to use public lands• Provide opportunities for families and youth to use outdoor spaces for educational and recreational purposes
Safety	<ul style="list-style-type: none">• Comfortability and safely being outdoors
Lack of Collaboration	<ul style="list-style-type: none">• Discuss formal and informal ways agencies and non-profits can coordinate and share information
Language and Communication	<ul style="list-style-type: none">• Focus on appropriate methods to communicate information• Identify and use the most inclusive words to encourage outdoor education

Lack of inventory about outdoor education programs

- Create an inventory of existing outdoor programs (catalog/and other resources)

Lack of connection between efforts and initiatives

- Connect partners with initiatives
- Connect the dots to navigate from one program to another with targeted efforts and initiatives
- Identify where recreation and conservation overlap

No warehouse for opportunities for internships, fellows, and career positions

- Create an inventory of existing career development programs in the outdoor recreation field and within the recreation industry
- Develop standards to create and update a list of opportunities and positions

Lack of a coordinated approach to announcing fellowships, internships, and job opportunities

- Survey outdoor industry leaders, agencies, and employers and identify the need for outdoor related workforce needs

Identification of career paths

- Create/modify mentorship programs for middle and high school students that give them the experience to develop career skills and obtain a job
- Use public lands hiring authorities to place youth into permanent career ladder positions
- Create bridge connections with non-profit organizations
- Support teachers, students, and educators to help young people navigate outdoor career opportunities

Changes to curriculum to tie outdoor education to hard and soft sciences and allow teaching to occur outdoors

- Change policy to increase the number of outdoor classrooms in pre-K and elementary school
- Re-evaluate the education system
- Change existing state-regulated curriculum to prioritize land and water access and education

Lack of knowledge about grant opportunities

- Share grant funding opportunities

Lack of support and information for parents and teachers related to natural resource topics

- Engage parents as the most effective outdoor educators
- Empower parents and teachers to expose kids to the outdoors and encourage them to provide outdoor education

Opportunities for Children with Disabilities

- Identify opportunities for children with disabilities

Opportunity	How to Create or expand it
Sharing and distributing career opportunities and job announcements	<ul style="list-style-type: none"> • Create a way to share announcements statewide through partners
Physical, emotional, social, spiritual, and community health and wellbeing	<ul style="list-style-type: none"> • Explore methods such as: Education3000, Montessori, Reggio Emilia, Permaculture • Certification on methods mentioned above
Existing tools already developed and proved.	<ul style="list-style-type: none"> • Resource: National Environmental Education Foundation, Greening Stem Hub. This approach “promotes partnerships where formal and informal educators can gain experience and confidence by collaborating to design, develop, and co-deliver standards-based STEM learning activities.” • Designers: Multidisciplinary work with partners and designers (think how these spaces can look like and what are the needs)
Build on the assets that students bring with them	
Identify ties to students’ cultural identities	

New Mexico Health Statistics

Impacts on the health, (physical and emotional well-being) are important considerations for young New Mexicans. In order to provide a baseline for where young New Mexicans stand in terms of physical and emotional health, data from the Youth Risk and Resiliency Survey (YRRS) was collected. To provide a baseline, the data on Table 1.1 is being compared to the national statistics from Youth Risk Behavior Survey. The data on the table focuses on risk behaviors that contribute to the leading causes of death, disability, and social problems comparing results between New Mexico and the United States.

The YRRS survey is conducted in the fall of odd-numbered years among public high school students (grades 9 - 12) and displayed are the numbers from samples collected in the years 2013, 2015, and 2017. The data from the YRRA is collected by the New Mexico Department of Health (NM DOH) and the Public Education Department (PED), with assistance from the Center for Health Promotion and Disease Prevention (CHPDP), University of New Mexico, and the Centers for Disease Control and Prevention (CDC).



01. Alcohol

Category

Currently drinking

NM Sample

27.1%

USA

32.5%

Binge drinking

14.2%

13.5%

First drank alcohol before 13

21%

17.1%

Drank alcohol on school Property in the last 30 days

5.5%

NA



02. Drugs

Category

Currently use marijuana

NM Sample

26.8%

USA

32.5%

First used marijuana before 13

16.5%

13.5%

Ever used prescription drugs without a doctor's prescription

15.3% (2013, 2015)

17.1%

Offered drugs on school property in the past 12 months

28.8%

NA



03. TOBACCO

Category

Ever tried cigarette smoking

NM Sample

40.3%

USA

34.1%

First smoked cigarettes before age 13

11.7%

9.5%

Current (last 30 days) cigarette smoker

12.1%

11.7%

Frequent cigarette smoker

2.9%

3.8%



04. NUTRITION

Category

5 or more servings of vegetables or fruits
Ate Vegetables Three Or More Times Per Day*
Did not eat breakfast on any of last 7 days

NM Sample

21.4%
17.2%
15.3% (2015,2017)

USA

NA
14.8%
13.9%



05. PHYSICAL ACTIVITY

Category

Physically active 7 days per week
Physically active 5 days per week
Physically active on no days per week

NM Sample

30.9%
52.0%
13.8%

USA

26.7%
47.4%
14.9%



06. BODY WEIGHT

Category

Overweight or obese
Overweight
Obese

NM Sample

30.4%
15.9%
14.5%

USA

NA
16%
14.1%



07. MENTAL HEALTH

Category

Non-suicidal self-injury
Sadness or hopelessness
Seriously considered suicide in the past 12 months
Made a suicide plan in the past 12 months
Attempted suicide in the past 12 months
Injured in a suicide attempt in the past 12 months

NM Sample

20.3%
33.0%
16.6%
14.6%
9.6%
3.2%

USA

NA
30.4%
17.3%
13.9%
8%
2.6%



08. OTHER

Category

Currently has asthma
Physical disabilities or long-term health problems
Unstable housing/homeless

NM Sample

11.5%
88.5%
6.9%

USA

22.1%
NA
NA

RECOMMENDATIONS

ALIGNMENT WITH NEW MEXICO STATEWIDE COMPREHENSIVE OUTDOOR RECREATION STRATEGY

In 2020, New Mexico's Energy, Minerals and Natural Resources Department, State Parks Division initiated the 2021–2026 Statewide Comprehensive Outdoor Recreation Plan (SCORP), in accordance with the Land and Water Conservation Fund (LWCF) State Assistance Program Federal Financial Assistance Manual Volume 69 and the Land and Water Conservation Fund Act of 1965. The SCORP planning process includes five task forces that focused on the following topics: outdoor recreation trends; economic development impacts; resource inventory; resource and wetlands protection; and outdoor education.

The Outdoor Education Task Force provided key information to the Cradle-to-Career efforts.. Beginning in early summer 2020, discussions began about a strong connection between Cradle to Career and the concurrent work of the SCORP team. To that end, Environmental Education of New Mexico Leadership Team members, led the SCORP outdoor education task force and served on the Cradle-to-Career steering committee. A report of the SCORP will be published in late 2021

SUPPORT INTERAGENCY TASK FORCE TO PROMOTE OUTDOOR CLASSROOMS

In the 2021 legislative session, Senator Siah Correa Hemphill sponsored Senate Memorial 1 (SM1) to create an interagency task force to promote outdoor classrooms in New Mexico and for the Governor to declare an outdoor learning day. SM1 passed the legislature with bipartisan support on March 1, 2021. The interagency task force is charged with promoting the use of outdoor classrooms in New Mexico schools and requests the Governor declare an Outdoor Learning Day in 2021.

SM1 mandates, using existing resources, the ORD and State Parks Division convene an interagency task force to develop and recommend actions to establish and expand the use of outdoor classrooms for schools and build career paths for New Mexico's youth by coordinating existing efforts on outdoor recreation and education and youth career development. Included among the task force membership are representatives from the Wild Friends Program, Environmental Education of New Mexico, Public Education Department, Forestry Division, Early Childhood Education and Care Department, State Land Office, Department of Game and Fish, Cultural Affairs Department, and the Tourism Department. That task force will begin to convene after July 1, 2021 and will present a report that incorporates some of the recommendations from this strategy in the Fall of 2021.

Many partners from around the state are exploring how to expand upon the momentum from SM1 and the interest in outdoor classrooms during the COVID-19 pandemic to explore how to design and build outdoor classrooms at elementary and secondary public schools throughout New Mexico, including through the use of federal stimulus funding. Outdoor classrooms and outdoor learning during school can address issues of outdoor equity, especially when resources and support are provided to Title 1 schools.

A Brief History of Outdoor and Environmental Education Policies in New Mexico

- **2005** – Senate Joint Memorial 24 “Improve Education and State Parks Relationship” – provided the groundwork for the State Outdoor Classroom Program led by New Mexico State Parks
- **2012** – House Memorial 3 “Children’s Outdoor Bill of Rights” – encouraged state agencies and departments to develop and advertise outdoor programs and established the following:

Every New Mexico child should have the opportunity to:

1. Play outside and freely explore.
2. Watch wildlife in the quiet outdoors.
3. Wade in a clean river, creek, lake or pond.
4. Catch a fish and hunt for food.
5. Camp out under the stars.
6. Plant a seed and visit farms and ranches.
7. Travel a trail.
8. Explore New Mexico parks, nature centers and wildlife sanctuaries.
9. Actively care for land, water, and wildlife.
10. Dig in the dirt and learn about the world from the ground.
11. Use their imaginations to draw, dance, sing and play outdoors.

- **2013-2015**– Statewide Environmental Literacy Planning involving over 200 teacher, educators, and community members. (eenm.org/programs/environmental-literacy-planning/).
- **2016** – House Joint Memorial 3 “Affirming Environmental Education” – provided the groundwork for environmental education (EE), established EE Week, tasked state agencies with completing a feasibility study of a grant program, link on New Mexico PED site to Environmental Literacy Plan.
- **2019** – Senate Bill 462 “Established Outdoor Equity Fund” – establishes a grant program to fund programs that include outdoor recreation activities and education about the environment and climate for low-income youth and EENM launches new mission, vision and strategic direction after creation by over 100 leaders in education, environmental justice, conservation, and outdoor recreation2020. – Every Kid, Every Day, Every Way –

After three years of community dialogues supported by EENM with over 200 individuals representing 90 organizations and with the support of 17 EENM Fellows, Every Kid, Every Day, Every Way was released. That is a multi-year shared vision and strategy to provide equitable access to the outdoors and environmental learning for all New Mexico kids.

This shared vision and strategy is the first of its kinds in the country, provides a framework

for systemic change to support equitable daily access to the outdoors and environmental learning in New Mexico.

- **2020** - Every Kid, Every Day, Every Way - After three years of community dialogues supported by EENM with over 200 individuals representing 90 organizations and with the support of our 17 EENM Fellows, we have released Every Kid, Every Day, Every Way: A multi-year shared vision and strategy to provide daily equitable access to the outdoors and environmental learning for all New Mexico kids. This shared vision and strategy, the first of its kind in the country, provides a framework for systemic change to support equitable daily access to the outdoors and environmental learning in New Mexico.
- **2021** - Senate Memorial 1 “Outdoor Classrooms” - Senator Siah Correa Hemphill sponsored New Mexico Senate Memorial 1, requesting the Establishment of a Task Force to Promote the Use of Outdoor Classrooms in New Mexico Schools and for the Governor to Establish an Outdoor Learning Day. This Memorial was drafted by students across New Mexico through Wild Friends from University New Mexico Law School with support from Environmental Education of New Mexico and its EENM Fellows. The interagency task force led by ORD and New Mexico State Parks is anticipating commencing meetings in the summer of 2021 to make recommendations and share resources to expand and improve outdoor classrooms in New Mexico.

Senate Memorial 1 is in direct support of Every Kid, Every Day, Every Way: A multi-year shared vision and strategy to provide daily equitable access to the outdoors and environmental learning for all New Mexico kids and the policy recommendation to: “Incorporate accessible outdoor spaces to facilitate hands-on, standards-aligned learning in school as well as schoolyard design and improvement projects.”

PROMOTE INVENTORY OF OUTDOOR EDUCATION PROGRAMS AND OPPORTUNITIES

Shared values of community, interdependence, and care for our present and future generations between the USDA FS Southwestern Region, Arizona Association for Environmental Education, and EENM led to development of the State of Outdoor and Environmental Learning (SOEL), a regional inventory of outdoor and environmental learning initiatives, curricula, and programs in the Southwestern region. The SOEL includes programs, resources, and initiatives in conservation, experiential, environmental, nature-based, outdoor, and place-based learning that support the many valuable ways children can engage in the outdoors and environmental education.

SOEL is a tool for:		
1 Decision makers to use for data-driven decision making for resourcing environmental and outdoor learning	2 Organizations to seek partners and collaboration	3 Educators (formal and informal) and families to become familiar with opportunities near them

The SOEL includes: 1) An inventory of outdoor and environmental learning opportunities, initiatives, curricula, and programs throughout Arizona and New Mexico, 2) a data visualization tool to interpret the data, and 3) resources for using the inventory.

The information from the SOEL is available to the public through an online database and data visualizations that demonstrate the diversity and abundance of opportunities in New Mexico and Arizona. Annually, over 500,000 learners in the Southwest receive these benefits. As of June 15, 2021, over 165 organizations provide more than 415 programs that serve over 287,000 youth in New Mexico.

The SOEL data demonstrates an abundance of opportunities in New Mexico. It can serve as a platform for connection, collaboration and partnership between communities and organizations, reducing overlap in programs and supporting investments in programs and organizations that are already doing the work.

The data from the SOEL can guide the development of new and existing programs, by identifying gaps and targeting where additional support and investment can have the greatest impact. Program providers and organizations can better understand the audiences we collectively serve to determine where there are underrepresented communities. Research shows that first learning who is being served and then building relationships with those not at the table lead to authentic co-created programs.

More information can be found at [Environmental Education of New Mexico SOEL](#)

DEVELOP A WAY TO SHARE CAREER AND JOB ANNOUNCEMENT

The strategy identifies the need to create a way for agencies, entities, and non-profits to share internship, fellowship, and job announcements. Having a centralized system for New Mexicans to check for outdoor career and employment opportunities would be beneficial and increase the chances of residents finding opportunities without leaving the state. Currently, employers can submit job announcements to the New Mexico Department of Workforce Solutions, but not other career opportunities like paid fellowships and internships.

MARKET EXISTING PROGRAMS AND ACTIVITIES

A) FREE FEDERAL GOVERNMENT PUBLIC LAND DAYS

The advisory committee discussed strategies to connect young New Mexicans to public lands by providing opportunities available to address access and equity. Federal land management agencies such as National Park Service, USDA Forest Service, United States Fish and Wildlife Service, and Bureau of Land Management collaborated to provide insight and information on Free Federal Government Public Land Days, Fee Waivers and Outdoor Recreation Programs to promote opportunities for young New Mexicans and their families and connect them to outdoor recreation and environmental education experiences. Free days provide great opportunities not only for youth, but for children of all ages, families, and other demographics that lack resources, to experience public lands on days that entrance is free. Education fee waivers support schools, educators, and non-profits access to public lands. Every federal agency manages fee waivers differently. The sections below describe how different agencies provide opportunities to access public lands through free days, outdoor recreation days, fee waivers and existing outdoor recreation programs.

NATIONAL PARKS

There are six National Park Service Free Days in 2021. In subsequent years dates and events may change. Free days don't fall on the same dates every year, so it's important to check each year. Free days provide an opportunity for everyone to visit and experience public lands. There are more than 400 national parks and entrance fee amounts may change. Each year the National Park Service provides entrance free days for parks that normally charge fees, as an opportunity for anyone to visit national parks.

Table 5.0 – Free-Entrance Days in the National Parks in 2021

January 18	Birthday of Martin Luther King, Jr.
April 17	First day of National Park Week
August 4	One year anniversary of the Great American Outdoors Act
August 25	National Park Service Birthday
September 25	National Public Lands Day
November 11	Veterans Day

Note: The entrance fee waiver for free days does not cover amenity, or user fees for activities such as camping, boat launches, transportation, or special tours.

ENTRANCE FREE NATIONAL PARKS IN NEW MEXICO

In New Mexico, there are seven of fifteen national park units that are always free. These parks include: Peco's Historic Site, Fort Union National Monument, Gila Cliff Dwellings National Monument, El Morro National Monument, El Malpais National Monument, Salinas Pueblo National Monument, and Manhattan Project. This is a list of National Park Unit and National Historic Trails ([New Mexico National Park Service](#)).

INTERAGENCY FEDERAL LAND MANAGEMENT PASS

As of 2021, there is an \$80 yearly fee to obtain an interagency federal land management pass, the pass offers free access to federally managed public lands such as all National Parks and wildlife refuges, and public lands managed by participating Federal Agencies such as national forests and grasslands, lands managed by the Bureau of Land Management, Bureau of Reclamation, and U.S. Army Corps of Engineers. The pass can be less expensive than paying each time to access federal lands that charge a fee. The pass is called [the America the Beautiful](#) and allows unlimited entrance to more than 2,000 federal recreation areas, including all national parks that normally charge an entrance fee.

There are other types of passes that are provided at no cost to: 1) current military; 2) fourth graders and their families valid for the duration of the 4th grade school year though the following summer from September-August; 3) U.S. citizens or permanent residents with permanent disabilities; and 4) volunteers who provide 250 or more hours working with agencies who participate in the interagency pass. For U.S. citizens and permanent residents over 62 they can purchase a senior pass that is good for their lifetime.

“The pass covers entrance fees at national parks and national wildlife refuges as well as standard amenity fees (day use fees) at national forests and grasslands, and at lands managed by the Bureau of Land Management, Bureau of Reclamation and U.S. Army Corps of Engineers. A pass covers entrance, standard amenity fees and day use fees for a driver and all passengers in a personal vehicle at per vehicle fee areas (or up to four adults at sites that charge per person). Children age 15 or under are admitted free. See a list of [all federal recreation sites where passes are issued](#).”

(<https://www.nps.gov/planyourvisit/passes.htm>)

B) EDUCATIONAL FEE WAIVER

NATIONAL PARK SERVICE EDUCATION FEE WAIVER

There are two types of National Park Service fee waivers including [educational](#) and [academic](#). “National Park Service policy permits entrance fees to be waived for national and international academic institutions visiting parks for non-commercial educational purposes. However, Educational Fee Waivers are not issued automatically. Educational groups must apply and meet the criteria to receive a fee waiver.”

NATIONAL PARK SERVICE ACADEMIC FEE WAIVER

To qualify for an Education Fee Waiver there are three criteria an academic institution must meet to qualify including: 1) Eligibility, 2) Educational purpose, and 3) Relevance of park resources or facilities. National Park Service Academic Fee Waiver

Academic fee waivers are granted to educational institutions whose curriculum relates specifically to the resources at the park (must check with the specific park unit to see if this waiver is available). To qualify for an Academic Fee Waiver there are three criteria an academic institution must meet to qualify including: 1) Education Purpose, 2) Relevance of Park Resource to the Educational Purpose of the Visit, and Eligibility showing association with an academic or scientific institution.

NATIONAL PARK SERVICE HOME SCHOOL FEE WAIVERS

Home schools may be granted fee waivers based on the course of study following the procedures above, as long as they meet state requirements for home schools. A copy of a state's department of education requirements may be requested if someone is from out of the state.

BUREAU OF LAND MANAGEMENT (BLM) HOME SCHOOL FEE WAIVERS

Home schools may be granted fee waivers based on the course of study following the procedures above, as long as they meet state requirements for home schools. A copy of a state's department of education requirements may be requested if someone is from out of the state.

BLM EDUCATION FEE WAIVERS

BLM has their own method to determine education fee waivers. Under the Federal Lands Recreation Enhancement Act (FLREA) BLM cannot charge educational institutions Recreation Use Permit Fees. BLM is guided by the FLREA 16 U.S. Code §6802 which states,

“Recreation fee authority Limitations: Prohibits fees for Outings conducted for noncommercial educational purposes by schools or bona fide academic institutions.” And, “Prohibition on fees for certain persons or places: The Secretary shall not charge an entrance fee or standard amenity recreation fee for “Any person under 16 years of age.”

BLM RECREATION DAY USE PERMITS

BLM issues Recreation Day Use Permits for areas that have amenities – like running water, bathrooms, nature trails, visitor centers, etc. Recreation Permits can be waived for Education Visits on a case-by-case basis. Anyone requesting a waiver should contact the BLM Office who administers the public land that will be visited.

BLM SPECIAL RECREATION PERMITS

BLM issues Special Recreation Permits. For people of any age paying for an education trip and for colleges who charge tuition they cannot qualify for a Special Recreation Permit fee waiver.

For all field trips, educators are encouraged to contact their local BLM office. Each local office will work with the schools to schedule field trips, provide BLM staff to support the field trip (when possible) and provide fee waivers for buses and/or vehicles accompanying the field trip. It is strongly encouraged for all educational field trips, even if an area is not a day use fee area, for educators to contact the local BLM office in advance when visiting BLM managed public areas. That allows both the schools and the BLM to be best prepared for the field trip. "Plan ahead" is a Leave No Trace Principle, and a foundation for great field trips to any type of public lands.

USDA FS FEE WAIVERS

Waivers at recreation sites which charge fees under the Federal Lands Recreation Enhancement Act can be obtained in exchange for volunteer services or when it's otherwise in the public interest to do so, at the discretion of the District Ranger or Forest Supervisor. Fees are waived at these sites on Fee-Free Days including Martin Luther King, Jr. Day, President's Day, National Get Outdoors Day, National Public Lands Day, and Veterans Day.

Special use authorization fee waivers are generally limited to state or local governments, non-profits, and permit holders who provide valuable benefits to the public without charge or at reduced charge. To inquire about fees at a specific site, contact the appropriate Forest or Ranger District (<https://www.fs.usda.gov/main/r3/about-region/offices>) or the Southwestern Regional Office.

(<https://www.fs.usda.gov/contactus/r3/about-region/contactus>).

UNITED STATES FISH AND WILDLIFE SERVICE (USFWS) EDUCATION FEE WAIVERS AND SPECIAL ACCESS REQUEST

USFWS fee waivers requests must be requested through individual wildlife refuges. Also, special access requests, not covered under existing rules and regulations for visitation at a refuge, require an application for a Special Use Permit through the individual refuge.

C) NMSLO OUTDOOR RECREATION OPPORTUNITIES

In New Mexico, the State and Land Office offers Recreational Access Permits (RAP) for those recreationists seeking access to millions of acres of state trust land. The \$35 permit fee supports New Mexico's public schools. Thanks to funding from the New Mexico Wildlife Federation, New Mexico's public school 5th graders and their families can apply for a free RAP. To apply for a permit, refer to Recreational Access Form and for additional information on page 51 in the appendix.

OUTDOOR SECTOR STRATEGY

TYPES OF OUTDOOR INDUSTRY/SECTOR JOBS NEEDED IN NEW MEXICO

In January 2021, the ORD convened 17 businesses within the New Mexico outdoor industry to discuss high-potential outdoor careers in New Mexico. The discussion focused on labor market data compiled by the Department of Workforce Solutions (DWS).

The sector strategy methodology was based off the following guidance from Department of Workforce Solutions: In collaboration with partners, a sector strategy aligns workforce development, education, and economic development programs and resources with regional economic development strategies to meet the needs of local and regional employers and provides comprehensive, accessible and high-quality career opportunities for job seekers and workers. Achieving these things for the workforce system depends upon the development and implementation of industry sector partnerships. While engaging with businesses from high-growth industry sectors has always been fundamental to local workforce board missions, these specific actions are new requirements for local workforce boards.

Local workforce boards – in this case, the ORD -- shall engage in employer-led sector partnerships. The role of the state and the local board is defined and shall guide the work at each level of the system. Sector strategies are partnerships of employers within one industry that bring government, education, training, economic development, labor, and community organizations together to focus on the workforce needs of an industry within a regional labor market.

Agencies and businesses in attendance at the outdoor recreation sector strategy convening:

- Axie Navas – NM Outdoor Recreation Division
- Alyssa Renwick – NM Outdoor Recreation Division
- Bill Lane – Bicycle Technologies International (BTI)
- Preston Martin – Bicycle Technologies International (BTI)
- Kelly Gossett – New Mexico Outdoor Center, Inc.
- George Brooks – Ski New Mexico
- Errol Baade – Jack's Plastic Welding
- Seth Bush – Zia Rides Mountain Bike Events
- Steve Hingtgen – Vintage Trailer Supply
- Marcy DeMillion – National Park Service, Rivers, Trails, and Conservation Assistance Program
- Kathy Whiteman – Western New Mexico University Outdoor Program
- Walt Wagner – Tactical Application Vehicles
- Bryan Pletta – Stone Age Climbing Gym
- Teresa Martinez – Continental Divide Trail Coalition

As a result of this sector strategy convening, the ORD identified high-potential jobs and employers in five sectors of the outdoor recreation economy: Hospitality management; Marketing and communications; Gear manufacturing and repair; Education and experiences; and Land and Water management. This knowledge was used to craft the outreach and strategy for the high-school internship pilot described below. Furthermore, this labor-market data will be used in future workforce development work of the ORD.

PILOT OUTDOOR INDUSTRY PAID INTERNSHIP FOR HIGH SCHOOL STUDENTS

As a result of the outdoor industry sector strategy convening held in January 2021, the New Mexico Outdoor Recreation Division (ORD), EndeavOR New Mexico, and Future Focused Education (FFE) held a meeting to garner interest in participating in an outdoor recreation high-school internship pilot. In March 2021, outdoor recreation employers in five sectors of the outdoor recreation economy (including: hospitality management; marketing and communications; gear manufacturing and repair; education and experiences; and land and water management) discussed the creation of mentorship, internship, and training initiatives for high school students.

The ORD's primary partner on this effort is FFE, which has worked for over four years to partner with local high schools, colleges, and community organizations to place under-served young people in paid internships with local employers, and provide personalized support interns, on-site mentors, schools, and host sites to facilitate a meaningful experience for all involved. FFE's internship program has collaborated with employers and educators to provide students who need it the most with opportunities to gain professional work experience and mentorship in different fields.

As a result of this meeting, multiple outdoor recreation employers have expressed interest in participating in the outdoor recreation high school internship pilot, beginning in the summer of 2021 with the placement of 4-6 students with outdoor recreation employers. Work has already begun to expand this pilot further in the fall of 2021 by placing an additional group of students with an even greater number and more geographically diverse group of outdoor recreation employers.

The overall goal of the pilot is to develop a replicable outdoor recreation internship program and curriculum, and in time partnering with the Public Education Department (PED) to turn this into a sustainable offering, for credit, to high school students throughout the state and increase interest from youth in outdoor recreation economy jobs.

Partnering with Indian Affairs Department, the ORD is also exploring an internship developed specifically for youth of color.

EARLY CHILDHOOD EDUCATION

There is agreement with agencies or individuals involved with Early Childhood Education that getting young children (infants through 5 years old) outside to experience the elements is important. The Santa Fe Community College **Early Childhood Center Cradle to Career** is developing metrics following children into higher education and later in career opportunities. The program is exploring opportunities for parents to take their young children in the outdoors, but access to equipment is challenging for low-income parents. The Early Childhood Center Cradle to Career can help coordinate various programs, such as gear libraries, with the Early Childhood Network of Coalitions that have a regional focus. This network would be helpful to reach young families and their children.

Following the guidance of the Early Childhood Strategic Plan, creating opportunities for Equitable Access by developing use agreements with schools to use outdoor space for gardens and exploration could also be helpful to allow parents with young children access the outdoors in an environment they feel safe and use space to grow food with their children.

SUGGEST GEAR LIBRARY

One of the biggest barriers to getting outside, especially for low-income and youth of color, is access to gear. By developing a network of outdoor gear libraries in communities throughout the state this barrier can be addressed to better support youth, families, schools, and youth service organizations to take youth outdoors safely.

A gear library works like a book library. The gear library loans or rents outdoor equipment to families, schools, and organizations working with youth. Having access to outdoor equipment helps reduce a barrier for children and families to experience the outdoors. One way to make gear libraries self-sustaining is to request families, schools, and organizations with financial resources to pay a nominal rental fee so that under-resourced schools and communities can borrow outdoor equipment at no cost.

The concept of lending gear isn't new. Universities and other organizations, such as the University of New Mexico and Western New Mexico University, have been doing it for years and their method can be one to model. There is also an opportunity to model, partner, and learn from the University of New Mexico's Early Childhood Services Center, which set up toy lending libraries throughout the state to increase access for families and childcare providers.

According to EENM “Every Kid, Every Day, Every Way: A multi-year shared vision and strategy to provide daily equitable access to the outdoors and environmental learning for all New Mexico kids ... the gear libraries can be housed at various locations like public libraries, schools, public lands agencies, or community-based organizations, depending upon the needs of local communities. Establishing such a network will allow for the development of spaces that are meaningful and relevant to local communities while allowing for ongoing sharing of how learning and discussions evolve in response to barriers to access to the outdoors.”

***For more information refer to Gear Library Sources in Appendix E.**

CAREER PATHWAYS

To create career pathways for New Mexicans it's important to create non-traditional place-based and virtual learning options. These options include certificate pathways for careers such as outdoor recreation guiding; wildland fire science; Geography Information System (GIS); and Science, Technology, Engineering and Math. To develop new certificate options higher education institutions are collaborating to provide classes. Some certificate options such as GIS are already available, and others are being developed. There are some New Mexico higher education institutions already working together on certificate options including: New Mexico Highlands University and Northern New Mexico College; New Mexico Highlands and Western New Mexico University; and Northern New Mexico College and New Mexico State University Extension in Taos. Classes are taught among different higher education institutions that count toward a certificate or degree. There are many benefits to universities and colleges partnering to provide curriculum for certificates. These benefits include higher education institutions avoiding duplication of teaching similar classes, and students provided the opportunity to learn virtually allowing for close to home or place-based learning reducing the need for students to move to a campus (which can be cost prohibited for some students).

One national partnership developed and led by Oregon State University focuses on recreation economy workforce development called the “National Outdoor Recreation Economy Workforce Development Consortium”. The Consortium will be made up of member colleges and universities who will work with the outdoor industry, federal government agencies, state recreation agencies, offices of outdoor recreation, and other partners. They will research and identify the workforce needs of the outdoor industry, develop national standards for sectors within the industry, and assist members in developing or scaling up curriculum and programming consistent with those national standards to create a clear and wide pathway into outdoor industry careers for students of all backgrounds.

Part of the Consortium Vision is “to educate and train a highly competent, diverse, and equitable outdoor industry workforce that supports a strong and sustainable outdoor recreation economy, which in turn bolsters health and economic opportunities in both urban and rural communities.” The Consortium is being developed to understand and address the workforce needs of the outdoor industry at a national level and provide coordination between educational institutions and the outdoor industry. This will help address the needs of the outdoor industry and create a clear and wide path into outdoor industry careers. This collaboration will benefit each participating school as they develop outdoor recreation related programming, benefit students who will have access to new educational opportunities and careers, and benefit the outdoor industry which will have a well-qualified and diverse applicant field to fill positions at their companies, agencies, and organizations.

*For more information about the Consortium refer to Appendix: F) Documents

A) FEDERAL GOVERNMENT PATHWAYS

There are a number of paid career programs available for young people to obtain experience with the federal government helping them to better compete for permanent positions. These programs were established under Executive Order (EO) 13562– Recruiting and Hiring Students and Recent Graduates (2010). The Order outlines under “Section 1. Policy. The Federal Government benefits from a diverse workplace that includes students and recent graduates, who infuse the workplace with their enthusiasm, talents, and unique perspectives.” The Order states the programs “offer clear paths to Federal internships for students from high school to through post-graduate school (EO, Section 1. Policy).” These include internships, recent graduate program, presidential management fellow program. The federal government programs were established through EO 13562 and Office of Personal Management issued a final “Pathways Rule” to implement the programs which are listed in the table below.

**Table 5.2 – Federal Government Recruiting and Hiring Programs
Office of Personal Management (OPM)**

Internship Program

OPM states, “The Internship Program is for current students... The new Internship Program provides students in high schools, colleges, trade schools and other qualifying educational institutions with paid opportunities to work in agencies and explore Federal careers while completing their education.”

**Presidential
Management
Fellow (PMF)
Program**

OPM states, “The Recent Graduates Program provides developmental experiences in the Federal Government. It is intended to promote possible careers in the civil service to individuals who, within the previous two years, graduated from qualifying educational institutions with an associates, bachelors, masters, professional, doctorate, vocational or technical degree or certificate from qualifying educational institutions. To be eligible, applicants must apply within the previous two years of degree or certificate completion except for veterans precluded from doing so due to their military service obligation, who will have up to six years after degree or certificate completion to apply. For more information about Federal employment information for veterans, go to OPM’s [FedsHireVets](#) .”

**Presidential
Management
Fellow (PMF)
Program**

OPM states, “For more than three decades, the PMF Program has been the Federal Government's premier leadership development program for advanced degree (e.g., masters or professional degree) candidates. Executive Order 13562 expands the eligibility window for applicants, making it more "student friendly" by aligning it with academic calendars and allowing those who have received a qualifying advanced degree within the preceding two years to participate. It also directs OPM to set eligibility requirements and minimum qualification standards, and to make the PMF experience more robust and substantive for participants.”

B) NATIONAL FEDERAL PROGRAMS

21ST CENTURY CONSERVATION SERVICE CORP- CSC

21st Century Conservation Service Corp “is a private–public partnership that engages more than 25,000 returning veterans and young Americans each year to strengthen America’s infrastructure, boost local economies, and multiply returns on our country’s most valuable assets which is it’s unmatched landscapes and people.” Refer to the website for a comprehensive list of participating partners and organizations that are members of the 21st Century Conservation Corp, as the list can periodically change. According to the Service Corp website, “Corpmembers are young adults and recent veterans... Young people between the ages of 15–25 can apply to join a 21st Century CSC program. Some of the participating organizations within the program can also recruit veterans up to age 35. During defined terms of service, Corpmembers gain hands-on work experience and develop marketable job skills as they engage in a range of projects that address conservation and community needs.”

Below is a list of approved 21st Century CSC Member Organizations located in New Mexico providing youth employment (as of the date the strategy was written). There are more programs not listed below that operate in multiple states including New Mexico. For the most current list of programs located or operating in New Mexico refer to the website.

21ST CENTURY CONSERVATION SERVICE CORPMEMBERS LOCATED IN NEW MEXICO

- | | |
|---|---|
| <ul style="list-style-type: none"> ■ <u>Carlsbad Early College High School</u> ■ <u>The Counseling Center, Inc.</u> ■ <u>EcoServants</u> ■ <u>Forest Stewards Guild</u> ■ <u>Groundwork Dona Ana County</u> ■ <u>New Mexico State University, Alamogordo</u> ■ Rocky Mountain Youth Corps (NM)*
[Accredited Corps] | <ul style="list-style-type: none"> ■ Santa Fe YouthWorks ■ Southwest Conservation Corps*
[Accredited Corps] ■ Sovereign Nations Service Corps ■ Student Conservation Association ■ Talking Talons Youth Leadership ■ The Wellness Coalition |
|---|---|

C) SELECT LIST OF NON-PROFITS WORKING WITH FEDERAL LAND MANAGEMENT AGENCIES IN NEW MEXICO THAT CAN PROVIDE A CORPSMEMBER WITH DIRECT OR PUBLIC LAND HIRING AUTHORITY

The direct or public land hiring authority must be referenced in an agency master agreement for a corpsmembers to request a direct or public land hiring certificate, after they successfully complete their term of service. Once an agency provides a certificate, the corpmember is eligible to apply for jobs that are open to candidates that are eligible for direct or public land hiring authority.

Table 5.3 – 21st Century CSC Organizations working with Federal Agencies in New Mexico

**American
Conservation
Experience**

According to American Conservation Experience (ACE) website, “ACE is a non-profit organization dedicated to providing rewarding environmental service opportunities for youth, young adults, and emerging professionals of all backgrounds to explore and improve public lands while gaining practical professional experience dedicated to providing rewarding environmental service opportunities for youth of all backgrounds to explore and improve public lands while gaining practical professional experience.

**Ancestral Land Corp
Program Under
Conservation
Legacy**

Ancestral Land Conservation Corp (ALCC) is one of several programs under Conservation Legacy. It is included in the strategy because ALCC works with tribes and pueblos in and near New Mexico.

According to the website, “ALCC is rooted in the culture and heritage of local tribal communities. The power and impact of our corps is due to the community investment and support for each program tribally and locally, combined with the network of operational support from Conservation Legacy. (ALCC) is a corps program based out offices in Acoma Pueblo, Navajo Nation, Zuni Pueblo, Hopi-Kykotsmovi, and Albuquerque. ALCC originally began in 2008 at Pueblo of Acoma, NM as a program model nestled in Southwest Conservation Corps, another program of Conservation Legacy.”

**Conservation
Legacy**

According to the Conservation Legacy website, they provide “transformation through conservation and service. Conservation Legacy engages participants on diverse conservation and community service projects that provide opportunities for personal and professional development and meet the high priority needs of public land managers and community partners. In 2019, Conservation Legacy engaged over 2,400 youth, young adults and veterans in conservation, restoration and community development projects and contributed 1.3 million hours of service to public lands.”

Programs that are affiliated with Conservation Legacy include: Ancestral Lands, Appalachian Conservation Corps, Conservation Corps New Mexico, Conservation Corps North Carolina, Preserve America Youth Summits, Southwest Conservation Corps, Southwest Conservation Corps, and Stewards Individual Placements.

**Hispanic
Access
Foundation**

According to the Hispanic Access Foundation (HAF) website, “HAF connects Latinos and others to opportunities to improve lives and create an equitable society.”

**Rocky Mountain
Youth Corp**

According to the website for Rocky Mountain Youth Corp (located in Taos, New Mexico) the Corp “provides comprehensive workforce development training and educational enhancement programs to New Mexico’s opportunity youth between the ages of 17 and 25. Corpsmembers work on a variety of land conservation, recreation, and historic preservation projects in partnership with local, state, and federal land management agencies. Other Corpsmembers teach environmental education across central New Mexico as a part of our “Youth Ambassador” program. RMYC manages a comprehensive drug and alcohol abuse prevention program in middle and high schools across Taos County. RMYC provides the resources and opportunities for youth to find their pathway to success.”

D) SELECT YOUTH PARTNERSHIP EXAMPLE BETWEEN A UNIVERSITY AND TRIBES AND FEDERAL LAND MANAGEMENT AGENCIES

Below is one example of a youth partnership between a university, tribes, and federal land management agencies. Other examples in New Mexico exists.

Table 5.4 – Southern Utah University Intergovernmental and Tribal Internship Cooperative

**Intergovernmental
Internship
Cooperative**

According to the Intergovernmental Internship Cooperative (IIC) hosted on the Southern Utah University website, “The IIC a partnership between Southern Utah University, various land management agencies and Native American tribes of Southern Utah, Northern Arizona and Eastern Nevada. IIC partners mentor interns providing “real world” work experience that complements their academic pursuits and helps prepare students for successful careers.”The U.S. Fish and Wildlife Service partnered with the IIC in 2021 to provide youth internships in New Mexico.

E) SELECT YOUTH PROGRAMS SPECIFIC TO U.S. FISH AND WILDLIFE SERVICE, USDA FOREST SERVICE, NATIONAL PARK SERVICE, AND MARINE SANCUTARIES

Below are examples of youth programs specific to a federal land management agency. Other programs exist but are not mentioned below. Candidates interested in working for a land management agency are encouraged to contact the agency of interest and ask about their youth employment programs.

Table 5.5 – Select Youth Programs Specific to U.S. Fish and Wildlife Service, USDA Forest Service, National Park Service, and Marine Sanctuaries

**Directorate
Resource
Assistance
Fellowship
Program**

The U.S Fish & Wildlife Service (USFWS) is partnering with Hispanic Access Foundation to assist with recruitment and administration of the 2021 Directorate Fellows Program. According to the website, “DFP is a Direct Hire Authority Program that includes an 11-week Fellowship project for current students at the rising senior undergraduate or graduate school level. Upon successful completion of the Fellowship program, along with degree conferral, participants may be directly appointed without competition to full time, permanent positions.”

**Resource
Assistants
Program**

According to the United States Department of Agriculture (USDA) Forest Service Resource Assistants Program website, “The program is a rigorous and immersive, paid internship for individuals who are interested in conservation, natural and cultural resources, environmental management, research and development, or other career opportunities with land management agencies. The program emphasizes the engagement of current students, recent graduates, and underrepresented populations in natural and cultural resources work as Resource Assistants (RAs) as per 16 U.S. Code Chapter 37, Subchapter II – Resource Assistants Code §1725.”

**The Student
Conservation
Association**

According to the Student Conservation Association website, “members protect and restore national parks, marine sanctuaries, cultural landmarks and community green spaces in all 50 states. The mission is to build the next generation of conservation leaders and inspire lifelong stewardship of the environment and communities by engaging young people in hands-on service to the land.”

F) LIST OF COMMON FEDERAL GOVERNMENT HIRING AUTHORITIES

Below is a list of two select federal government hiring authorities that are the most commonly used to recruit young people into federal land management agencies. Sometimes these hiring authorities are used by agencies to hire corps members after they successfully complete service. For agencies to use the hiring authorities, they must be referenced in agency master agreements with participating 21st CSC organizations. See federal government hiring authorities for a complete list. Corp members who qualify, or want to qualify, for these two hiring authorities are encouraged to contact land management agencies they are most interested in learning about as a career option.

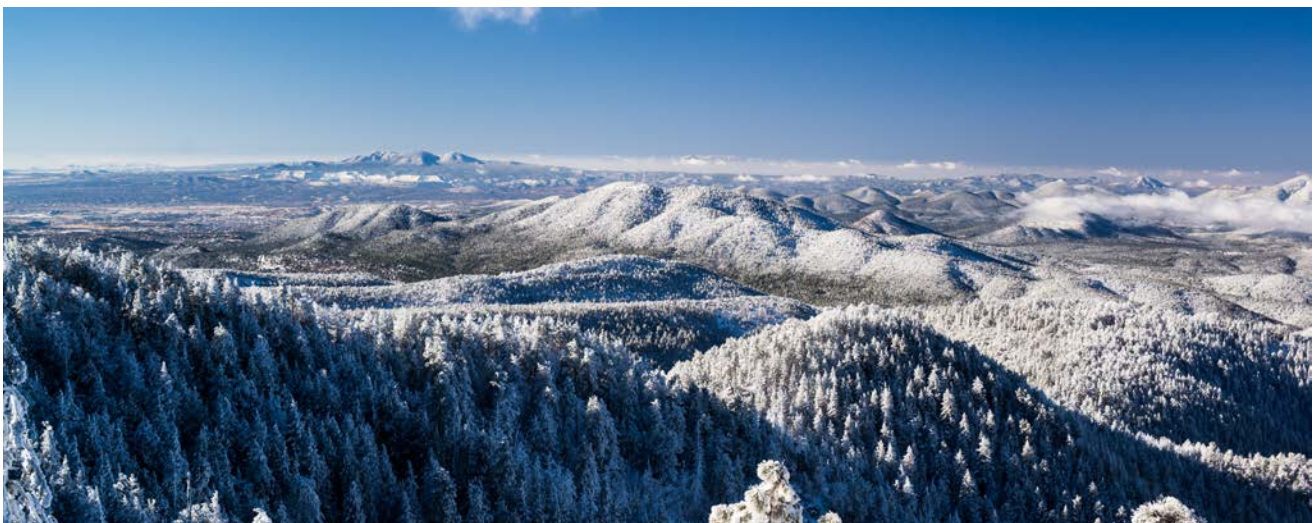
Table 5.6 - Hiring Authorities

Direct Hire Authority

A Direct-Hire Authority is an appointing (hiring) authority that the Office of Personnel Management can give to Federal agencies for filling vacancies when a critical hiring need or severe shortage of candidates exists.

Public Land Corps

Corps and Public Lands Corps means the Public Lands Corps (PLC) established under section 1723 of title 16, United States Code. The Corps consists of individuals between the ages of 16 and 30, inclusive, who are enrolled as participants in the Corps by the Secretary for projects referenced in 16 USC 1723(d), and satisfy the requirements of section 12591(b) of title 42. Corps members are not civil service Federal employees during their time of service in the Corps.



View of mountains covered in snow in New Mexico. Photo credit: Jay Hemphill

G) NEW MEXICO YOUTH CONSERVATION CORP

According to New Mexico Youth Conservation Corp (NMYCC) website, “The Youth Conservation Corp provides grants to local governments, tribes, and non-profit organizations for community and conservation projects. The funding provides funding to hire youth (ages 14 to 25 years old).

Every year, hundreds of youth corp members are hired and receive training and educational opportunities. Youth gain skills that translate into a career with parks, forestry, wildland firefighting, conservation and law enforcement and more.

Information and photos of current and past projects New Mexico YCC project is located [here](#). New Mexico YCC members that work four or more seasons receive a \$500 cash benefit or \$1,500 towards their academic or vocational education.

For more information see New Mexico corp member benefits.

New Mexico is one of the few states who have their own Youth Conservation Corp Act enacted by state legislation. The program is overseen by an Executive Director, Administrator and nine-member Commission.

ACCORDING TO THE NMYCC WEBSITE, “ANNUALLY, THE COMMISSION RELEASES A REQUEST FOR PROPOSALS (RFP) THROUGH THE STATE PURCHASING DIVISION OF THE GENERAL SERVICES DEPARTMENT.

- *THE PROJECT MUST RESULT IN A SPECIFIC, IDENTIFIABLE PROJECT(S) OR SERVICE(S) THAT WOULD OTHERWISE NOT BE ACCOMPLISHED WITH EXISTING FUNDS AND DOES NOT DUPLICATE ROUTINE SERVICES OR FUNCTIONS.*
- *UP TO \$150,000 MAY BE REQUESTED.*
- *70% OF FUNDS AWARDED MUST GO TOWARDS CORPS MEMBER WAGES.*
- *10% OF THE PROJECT TIME MUST BE SPENT TRAINING THE CORPS MEMBERS.*
- *20% MATCH REQUIRED (MAY BE IN-KIND)*
- *PROJECTS MAY NOT LAST LONGER THAN 26 WEEKS.*
- *AT LEAST 4 CORPS MEMBERS AND ONE CORPS CREW LEADER MUST BE HIRED.*

H) STATE OF NEW MEXICO PROGRAM – RESTART NEW MEXICO

RestartNM is a program that launched in spring 2021 to focus on two groups of New Mexicans: workers and employers. The recommendation is for NM ORD to work with this group—specifically Department of Workforce Solutions and the Higher Education Department – to ensure outdoor industry employers are well represented in the initiative as a whole.

Background on the program from the RestartNM website: “RestartNM is a statewide strategy that includes several partners, both public and private to create a hub for workforce development opportunities, direct job referrals, resources to overcome work-related barriers, and guidance on safe return-to-work practices. NM’s public postsecondary institutions will be a critical partner in this project by ensuring access to training programs that are effective, efficient and quickly available.

THE RESTART NEW MEXICO (RESTARTNM) PROJECT WILL TARGET FUNDING RESOURCES TO CREATE SHORT TERM TRAINING PROGRAMS DESIGNED TO GET NEW MEXICANS PREPARED FOR DIVERSE WORK OPPORTUNITIES THAT LEAD TO IMMEDIATE AND DIRECT EMPLOYMENT IN IN-DEMAND JOBS. ADDITIONALLY, RESTARTNM WILL COORDINATE ACCESS AND AMPLIFY AWARENESS OF SERVICES BY IMPLEMENTING THE FOLLOWING STRATEGIES:

- *DEVELOP AND IMPLEMENT A COMPREHENSIVE STATEWIDE RESTARTNM MARKETING CAMPAIGN.*
- *DEVELOP A WEBSITE (RESTARTNM) DEDICATED TO INFORMATION TO SHORT AND LONG-TERM EDUCATIONAL AND WORK PATHWAYS.*
- *CREATE A CENTRAL CHAT AND PHONE LINE THAT ALLOWS NEW MEXICANS TO DIRECT-CONNECT WITH A CAREER CONSULTANT.*
- *WORK IN PARTNERSHIP WITH NM POSTSECONDARY INSTITUTIONS AND ADULT EDUCATION PROGRAMS TO DEVELOP BOOT CAMP, SHORT TERM TRAINING PROGRAMS FOR IN-DEMAND OCCUPATIONS.*

APPENDIX

A) LAND MANAGEMENT FEDERAL EMPLOYERS IN NEW MEXICO THAT ROUTINELY WORK WITH 21ST CENTURY CONSERVATION SERVICE CORP

Table 6.1 – List of Land Management Federal Employers in NM

Bureau of Land Management

According to the Bureau of Land Management (BLM) website the agency “manages public lands for a variety of uses such as energy development, livestock grazing, recreation, and timber harvesting while ensuring natural, cultural, and historic resources are maintained for present and future use. In 2021, BLM supports 10,000 permanent and seasonal employees.

Bureau of Reclamation

According to the Bureau of Reclamation (BOR) website the agency “manages, develops, and protects water and related resources in an environmentally and economically sound manner in the interest of the American public. Reclamation has constructed more than 600 dams and reservoirs including Hoover Dam on the Colorado River and Grand Coulee on the Columbia River.” In 2021, BOR supports about 456, 219 jobs. BOR Source

National Park Service

According to the National Park Service website the agency “preserves the natural and cultural resources and values of the National Park System for the enjoyment, education, and inspiration of this and future generations.” In 2021, NPS supports about 20,000 permanent, temporary, and seasonal employees.

U.S. Fish and Wildlife Service

According to the U.S. Fish and Wildlife Service (USFWS) website the agency “is dedicated to the conservation, protection, and enhancement of fish, wildlife and plants, and their habitats. A diverse and largely decentralized organization.” In 2021, USFWS supports about 8,000 professionals.

USDA Forest Service

According to the USDA Forest Service (FS) website the agency “sustains the health, diversity, and productivity of the nation’s forests and grasslands to meet the needs of present and future generations. The agency is located under the Department of Agriculture and is the only major national land management agency not part of the U.S. Department of the Interior.” In 2021, USDA FS supports about 30,000 permanent, term, and seasonal employees.

B) FUNDING SOURCES

Funding and grants identified below range in programs and resources and can provide different types of opportunities for outdoor recreation, economic development, and environmental education. This information was current at the time the strategy was completed. Check websites for updated information to see if funding sources are still relevant.

FEDERAL FUNDING

Smart Growth Building Blocks for Sustainable Communities

- **Funder & Type:** EPA, Technical assistance, smart growth, environment, sustainability.
- **Program Purpose:** To revitalize economies, create jobs, protect clean air and water, prepare for climate change-related impacts, and improve quality of life.
- **Funding for:** Technical Assistance.
- **[Building Blocks for Sustainable Communities | US EPA.](#)**

Rural Business Development Grants

- **Funder & Type:** USDA, Rural Development (RD).
- **Program Purpose:** Targeted technical assistance, training and other activities leading to the development or expansion of small and emerging private businesses in rural areas. Feasibility studies or economic impact studies for a recreation activity may be eligible.
- **Funding for:** Enterprise grants must be used on projects to benefit small and emerging businesses in rural areas as specified in the grant application.
- **[Rural Business Development Grants | Rural Development \(usda.gov\).](#)**

Rural Cooperative Development Grant

- **Funder & Type:** USDA, Rural Development (RD).
- **Program Purpose:** Provide support to centers for cooperatives. Eligible work plans can include trail development/maintenance, feasibility studies, marketing, lodging development, business development, strategic planning.
- **Funding for:** Grant and matching funds can be used for developing and operating a Rural Cooperative Development Center.
- **[Rural Cooperative Development Grant Program in New Mexico | Rural Development \(usda.gov\).](#)**

FEDERAL NON-GOVERNMENTAL ORGANIZATION FUNDING

Five Star Restoration Program

- **Funder & Type:** EPA & NFWF, Conservation & Restoration.
- **Program Purpose:** To bring together students, conservation corps, citizen groups, corporations, landowners and government agencies to provide environmental education and training through projects that restore wetlands and streams.
- **Funding for:** Green infrastructure projects.
- **[Five Star and Urban Waters Restoration Grant Program | NFWF.](#)**

**NEEF
National
Environmental
Education Foundation**

- **Funder & Type:** NEEF, Education, Forest, Recreation, Youth.
- **Program Purpose:** A variety of grants for local communities that show individual and group commitment to nature through education and service.
- **Funding for:** Every Day Capacity Building Grant, Every Day Event Grant, Hands on the Land Mini-Grant, Health and the Natural Environment Grant.
- **Grants | NEEF (neefusa.org).**

NEW MEXICO GRANTS

**New Mexico
Outdoor Equity
Fund**

- **Funder & Type:** NM EDD, Outdoor Recreation Division.
- **Program Purpose:** Outdoor Equity Fund was created to allow all youth equitable access to the outdoors. The grant will support transformative outdoor experiences that foster stewardship and respect for New Mexico's land, water, and cultural heritage.
- **Funding For:** Support transformative outdoor experiences that foster stewardship and respect for our lands, waters, and cultural heritage.
- **New Mexico Outdoor Recreation Division (nmoutside.com).**

**New Mexico Youth
Conservation Corps**

- **Funder & Type:** New Mexico Youth Conservation Corps.
- **Program Purpose:** The Youth Conservation Corps (YCC) provides funds to local governments, tribes, and non-profits to hire youth ages 14 to 25 for community and conservation projects.
- **Funding For:** To receive training and educational opportunities as part of a YCC project. Youth gain skills that translate into a career with parks, forestry, wildland firefighting, conservation, and law enforcement and more.
- **YCC Grant Information - EMNRD (nm.gov).**

**New Mexico Tourism
Department (NMTD)
Clean and Beautiful
Grant Program**

- **Funder & Type:** New Mexico Transportation Department, Economic Development, Tourism, Marketing, Recreation.
- **Program Purpose:** The purpose of the New Mexico "Litter Control and Beautification Act," NMSA 1978, § 67-16-1 et seq., is to control litter by authorizing the New Mexico Tourism Department (NMTD) to eliminate litter from New Mexico to the maximum practical extent through a state-coordinated plan of education, control, prevention, and elimination.
- **Funding For:** 1)End Littering, 2)Improve Recycling, 3)Beautify Communities, 4)Empower Youth, Improve Program Capacity.
- **New Mexico Tourism Department Clean and Beautiful.**

**New Mexico Outdoor
Recreation Trails+
Grant**

- **Funder & Type:** New Mexico Economic Development Division, Outdoor Recreation Division.
- **Program Purpose:** A grant program to support projects that enhance communities' outdoor recreation opportunities. Trails, river parks, wildlife viewing areas, and more all contribute to economic development, prosperity, and general wellness, and this grant will fund shovel-ready infrastructure projects that directly add to that access.
- **Funding For:** Shovel-ready infrastructure projects that directly enhance or create outdoor recreation opportunities.
- **New Mexico Outdoor Recreation Division Submission Manager (submittable.com).**

**LWCF
Land & Water
Conservation Fund**

- **Funder & Type:** New Mexico Energy Minerals Natural Resource Development, Parks, Recreation, Trails.
- **Program Purpose:** Providing federal reimbursement grants for acquiring, developing, and improving outdoor recreation areas and facilities.
- **Funding for:** Acquisition and/or development of land to create new, or reinvigorate existing, public parks and other outdoor recreation spaces in neighborhoods that are economically disadvantaged and are underserved or lacking in opportunities. These include: ball fields, sports courts, spray parks, golf courses, public restrooms, swimming pools, skate parks, and walking trails.
- **The Land & Water Conservation Fund – State Parks (nm.gov).**

NON-PROFIT FUNDING: EXAMPLES

**ACF
Competitive Grant
Program**

- **Funder & Type:** ACF – Arts, culture, economics, education, environment, historic preservation, health.
- **Program Purpose:** 1. Providing and supporting economic opportunities for individuals living in the four-county Greater Albuquerque Metropolitan Area. 2. Providing and supporting opportunities that will bolster the economic growth of Albuquerque.
- **Funding For:** Life-skills and career development programs; educational opportunities; and/or social services programs that create self-sustainable lifestyles for at-risk populations. Strengthening access to art and culture; supporting preventative health and human services programs to reduce homelessness and physical health needs.
- **Grants – Albuquerque Community Foundation (abqcf.org).**

**EcoSolutions
Grant**

- **Funder & Type:** Captain Planet Foundation – Youth, education.
- **Program Purpose:** Solution-oriented, youth-led projects that result in real environmental outcomes, available to educators.
- **Funding For:** Hands-on environmental stewardship activities for youth; catalysts to getting environment-based education in schools; and projects with real environmental outcomes.
- **Grants – Captain Planet Foundation.**

Outride Funds

- **Funder & Type:** Outride – Youth, cycling.
- **Program Purpose:** To empower local communities to launch a variety of youth cycling initiatives nationwide though providing matching grants to grassroots organizations in support of Trail Building, Youth Cycling Education, and Youth Rider Development.
- **Funding For:** Trail Building and youth rider development.
- **Outride Fund Overview – Outride (outridebike.org).**

OTHER NON-PROFIT FUNDERS: EXAMPLES

**Notah Begay III
Foundation**

- **Funder & Type:** Notah Begay – Obesity, diabetes.
- **Program Purpose:** To reduce Native American Childhood Obesity and Type 2 Diabetes.
- **Funding For:** Community Planning and Capacity Building focused on healthy nutrition and healthy food access, built environment, physical activity and/or socio-economic demographics.
- **NB3 Foundation.**

CORPORATE FUNDING: EXAMPLES

Lowe's Charitable & Educational Foundation

- **Funder & Type:** LOWE'S - Community, Education.
- **Program Purpose:** Primary focus on K-12 and community improvement, through supporting non-profits and municipalities having high needs projects; partnerships with Boys & Girls Clubs, and the Nature Conservancy.
- **Funding for:** Building renovations & upgrades, grounds improvements, technology upgrades, safety improvements. Examples: reading garden, vegetable garden, physical fitness area, school landscaping project, school nature trail.
- **Lowe's Charitable and Educational Foundation - HISTORICAL** (communitydevelopmentgrants.info).

Walmart Foundation Grants

- **Funder & Type:** WALMART - Community, low-income, economic development, sustainability.
- **Program Purpose:** To meet the needs of the underserved: hunger relief & healthy eating, sustainability, women's economic empowerment, and career opportunities.
- **Funding for:** General operating expenses.
- **How We Give** (walmart.org).

Coca-Cola Foundation, Coco-Cola

- **Funder & Type:** Coca-Cola - Health, Stewardship, Community.
- **Program Purpose:** Provides grants in four areas: water stewardship, active healthy living, community recycling, and education. Access to clean water, water conservation and recycling.
- **Funding for:**
- **Colacompany.com**.

The North Face Explore Fund

- **Funder & Type:** North Face Youth.
- **Program Purpose:** Supports organizations that encourage youth outdoor participation, help create a connection to nature that will help empower the future leaders of tomorrow, and inspire exploration of natural places.
- **Funding for: Organizations that take youth outdoors.**
- **About The Explore Fund | The North Face.**

C) SELECT OUTDOOR RECREATION, VOLUNTEER, AND SPECIAL EVENTS DAYS

Outdoor Recreation and Special Event Days, free to participants, are listed in the table below. They were compiled by the National Park Service, Office of Communication. They provide opportunities to connect youth, adults, and families to the outdoors through marketing and highlighting special days and events throughout the year. What is listed in the table provides an overview of special events, but there are more that are not included. These days encourage different conservation and outdoor recreation activities. Table 6.2 provides a schedule of special recognized free events for 2021.

Table 6.2 – Outdoor Recreation, Volunteer, and Special Event Days in 2021

January 1: <i>First Day Hikes</i>	January 5: <u>National Bird Day</u>	January 21: <u>Martin Luther King, Jr. Birthday</u>	February 2: <u>World Wetlands Day</u>	March 3: <u>World Wildlife Day</u>	March 5-6: <u>National Day of Unplugging</u>	March 8-26: Hike the Hill 2021 Virtual Event
March 12: <u>National Girl Scout Day</u>	March 22: <u>World Water Day</u>	April 17-25: <u>National Park Week</u>	April 22: <u>Earth Day</u>	April 24: <u>Trails Day</u>	April 30: <u>National Arbor Day</u>	May 2-8: <u>National Wildflower Week</u>
March 22: <u>World Water Day</u>	May 15: <u>Kids to Parks Day / Parks to Kids Day</u>	May 21: <u>Endangered Species Day</u>	June 1-30: <u>Great Outdoors Month</u>	June 1-30: <u>National Safety Month</u>	June 1-30: <u>National Ocean Month</u>	June 4-6: <u>Bike Travel Weekend</u>
June 5: <u>National Trails Day</u>	June 5: <u>World Environment Day</u>	June 5-13: <u>National Fishing & Boating Week</u>	June 8: <u>World Ocean Day</u>	June 12: National Get Outdoors Day	June (All Summer): Great American Campout	June 20: <u>National American Eagle Day</u>
June 26: <u>National Canoe Day</u>	July 14-20: <u>National Forest Week</u>	August 25: <u>NPS Birthday</u>	September 4: National Wildlife Day	September 25: <u>National Public Lands Day</u>	September 25: <u>Bike Your Park Day</u>	September 25: National Fishing & Hunting Day
November 11: <u>Veterans Day</u>	November 17: <u>National Take a Hike Day</u>	November 27: #OptOutside Day	December 11: <u>International Mountain Day</u>	*May 15 – National Kids to Parks Day was introduced by U.S. Senator Martin Heinrich (D-N.M.) through a bipartisan resolution that encourages children to get outdoors and promote healthy outdoor recreation.		

D) GEAR LIBRARY RESOURCES

01

Colorado Office of Economic Development and International Trade

<https://oedit.colorado.gov/press-release/colorados-outdoor-industry-leaders-team-up-to-remove-accessibility-barriers>

02

Albuquerque Journal

<https://www.abqjournal.com/2383595/gear-library-builds-new-generation-of-outdoor-adventurers.html>

03

Every Kid, Every Day, Every Way

<https://eenm.org/wp-content/uploads/2021/01/Every-Kid-Every-Day-Every-Way-New-Mexico-final-smaller.pdf>

04

Sierra Club

<https://www.sierraclub.org/sierra/sponsored-content/leki/lending-some-adventure>

05

City of Santa Fe

https://www.santafenm.gov/news/detail/borrow_a_bike_at_ft_marcy

E) DOCUMENTS REFERRED TO IN THE STRATEGY

Outdoor Consortium Workforce Development Consortium Handout

Oregon State University's Outdoor Recreation Economy Initiative is leading a national effort to form and launch a National Outdoor Recreation Economy Workforce Development Consortium. The Consortium will be made up of member colleges and universities and will work in close coordination with the outdoor industry, federal government agencies, state recreation agencies, and offices of outdoor recreation, and other partners to research and identify the workforce needs of the outdoor industry, develop national standards for sectors within the industry, and assist members in developing or scaling up curriculum and programming consistent with those nation standards to create a clear and wide pathway into outdoor industry careers for students of all backgrounds. Please refer to the handout for more information and background on the Consortium.

Recreation Access Permit Application (NM State Land Office)

State trust land is Open for Adventure, and world class recreational areas are waiting to be explored! Explore the areas on the State Land Office website or download their comprehensive site book to print. Recreational users of state trust lands must have a recreational access permit to access these lands. You can apply for the annual permit on the website, pay the \$35 fee, and then get out to explore the beauty of the Land of Enchantment while knowing that your permit fees go to supporting New Mexico public schools! For more information and to access the online application visit here <https://www.nmstatelands.org/open-for-adventure-2/>

New Mexico Youth Conservation Corp Packet (NMYCC)

NMYCC has been funding youth-centered projects on public lands and in communities since 1992 and uses governmental gross receipts taxes to fund projects that hire youth ages 14 to 25 to carry out community and conservation projects. You can learn more about current and past projects [here](#).

Local governments, tribes, and non-profits are eligible to apply for a [grant](#).

Youth gain skills that apply to careers as park rangers, foresters, wildland firefighters, conservationists, archaeologists and law enforcement. Returning Corps members are eligible for a \$500 cash benefit or a \$1,500 educational voucher.

Labor Market Data

The New Mexico Department of Workforce Solutions' Economic Research and Analysis Bureau (ER&A) publishes the monthly Labor Market Review (LMR) in conjunction with the full release of statewide and substate employment and unemployment estimates. The New Mexico Labor Market Review (LMR) presents the most up-to-date labor market highlights and happenings. The LMR is produced and published monthly and includes data on the labor force, jobs, and unemployment for the state and select substate areas. Additional information and historical data are available here: <https://www.dws.state.nm.us/en-us/Researchers/Publications/Labor-Market-Review>

