

Facilitator: Lilly Irvin-Vitela, New Mexico First

Note Taker: Xavier Vallejo, New Mexico First

Speakers:

- Michael Lucero, Indian Pueblo Cultural Center
- Beverlee McClure, Indian Pueblo Cultural Center
- Kateri Sava, Albuquerque Public Schools: School Garden Program

Welcome

- **Lilly Irvin-Vitela:** Welcome everyone. We wanted to give you a preview of Next Steps and then go into more detail at the end of the meeting. On January 26, the task force recommendations will be available to the public for written comments. In February, we will be hosting two public meetings for verbal comments from community members. From those comments, we will create a brief for you to review. In March, there will have an opportunity for the task force to refine the recommendations for the Climate Action Plan.
- **Lilly Irvin-Vitela:** Early on we asked you what was missing from the list of topics to cover the task force and you all recommended we incorporate climate education, local agriculture, and indigenous knowledge. Erika, you reached out to the folks who are here to speak on those topics today and I was wondering if you would introduce our presenters?
- **Erika Robers:** This week we were happy to partner with Michael Lucero and Beverlee McClure from the Indian Pueblo Cultural Center. Both of them made a beautiful presentation on indigenous knowledge that is being used to ground green economic development in local agriculture and new farmer incubation programs. We also have Kateri Sava from the Albuquerque Public Schools: School Gardens Program. Her videos highlighted all of the projects and partners currently involved with the school district on climate change. Thank you to our speakers for being here today.
- **Beverlee McClure:** The Indian Pueblo Cultural Center is located in the middle of Albuquerque on about 100 acres of sovereign land. We are owned and operated by the 19 Pueblos of New Mexico. That ownership allows us economic and social mobility, in addition to telling the Pueblo story.
- **Michael Lucero:** I am also with the Indian Pueblo Cultural Center and I am from the Pueblo of San Felipe. I have been with the Cultural Center for a year and before that I worked on the Pueblo with various enterprises. I am happy to be a part of the movement taking place at the Cultural Center.
- **Kateri Sava:** I have been working with Albuquerque Public Schools (APS) as the School Garden Specialist for a year. We have over 84 school gardens in Albuquerque. My position started largely through community organizing and was developed from an Ameri Corps position. We now have a Garden Specialist and a Food Corps Member in APS. My experience in environmental community organizing and interest in local agriculture led me to this position.
- **Lilly Irvin-Vitela:** Thank you. As we break into smaller groups, think about what you heard on climate education, local agriculture, and indigenous knowledge from our guest speakers that is relevant to your community. Consider anything you wanted to highlight as important or concerning.

Homework Summary

- **Erika Robers:** Lots of people reported wanting to update city codes and increase collaboration between city entities and city planning. For example, having the drought tolerant plant list be mandated on all planning projects. There were also suggestions on public education on water conservation and smart planning. Possible partnerships with schools on tree planting. People talked

about connecting economic development and front-line communities with green projects – prioritizing tree planting in low socioeconomic neighborhoods. Lastly, one of the focuses was on the greening of the city to mitigate the heat island effect – planting climate ready food forests, building safe trail and biking infrastructure, and prioritizing front-line communities when doing so. People liked the community engagement model used by Valle de Oro and hoped for more community involvement in the early planning process of building green spaces.

Lilly Irvin-Vitela Small Group Discussion

- **Lilly Irvin-Vitela:** Hi everyone. It looks like we are now in our small group. Is there a brave soul that wants to go first? What did you hear that seemed relevant to your community?
- **Genesis Arizmendi:** I will go first. I just want to say thank you all. The presentations were fantastic. I really appreciated in your presentation, Michael, how when speaking about resilient gardens you focused in on sustainability – not only talking about how you use everything that you buy or grow, but also how you are working to build partnerships to spread these sustainable practices into the community. These partnerships are a great way to educate others and build community. I think we should find a way to support the great work they are doing – find more funds for job creation for these underrepresented communities. Bridgit, I really liked how you outlined the fact that many people did not know about the oil spill. The military is one of the biggest polluters and we need to keep them accountable. Your presentation also made me think about our current infrastructure and wonder about how we can get more edible and drought tolerant plants in public space. Also, how can we get restaurants on board? Lastly, I really liked the porcupine video. It really spoke to how we also need safe, healthy spaces for animals and to educate everyone about these other species that share our environment. It would be great if there were more city initiatives to clean up the Bosque, promote the use of more eco-friendly packaging. How can we and the CAP help with this transition?
- **Theresa Cardenas:** I am very inspired by all the presentations. The transformation at the Indian Pueblo Cultural Center is amazing, Michael. I also liked Bridget’s presentation, especially when she talked about how plants can help clean the soil. Similarly, I liked the porcupine video especially how it connects you with water. For the question about what is missing – I wanted to say, now that we have these great examples such as the cultural center, how can we connect to them, replicate them, and help them expand on and fund their work? They really have touched on a very important sense of community and value that we are losing. We no longer have a common sense of why we connect with one another. I think places like the Indian Pueblo Center hold the answer to many questions we have. We need to help them grow. I live in the NE Heights and sometimes we do feel disconnected from some of these problems. We need to connect across and within all of these communities. Thank you all for your work and your innovation and ideas.
- **Lilly Irvin-Vitela:** Thank you. Is there anything that jumps out to you? A recommendation that would benefit your community.
- **Molly Blumhoefer:** I liked how the Indian Pueblo Cultural Center tied in the economic needs of their community. It is great that they are opening it up for commercial purposes and supporting their community in that way. Bridgit – I liked how she talked about the soil quality and how plants provide ecosystem services. I think we need education from growing your own food to harvesting and where to get soil testing kits and how to compost in your backyard for this NM climate. When I first moved here, it was an intimidating process for me and had my neighbor not told me how to compost here I likely would not be doing so today. Unfortunately, many folks do not feel safe growing food and we need to help change this. This issue connects well with the mission of Valle de Oro and water conservation.

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- **Erica Velarde:** I was so inspired by all the presentations – I am a gardener, and it took me 5 years to get my soil to the point where I could grow what I am today. A few questions that emerged for me is: how much info we could share through partnerships? Who has been tending this soil for generations? Can we reach out to the Indian Pueblo Cultural Center to learn? How can gardening and gardening education be implemented in all our neighborhoods? There is not enough info out there about roundup. The city of Santa Fe does not spray any round up and they have parks that have fruit trees. Food insecurity solution. When you do not have access to this info directly you feel in the dark so thank you for all that you do!
- **Alex Montano:** Again, like many other sessions, most of what I was going to say has been said already. The only thing I would add is also about gardening and economics. Partially due to the pandemic, I think we are starting to open our eyes to gardening and food insecurity. I think it is important to share information like Erika and Molly mentioned so more people can participate. My second point is, I like how we are starting to tie economics into this conversation. We've only briefly touched on it in previous sessions, but it takes money to do things and we need to be able to get the workforce ready.
- **Josue De Luna Navarro:** Thank you all for the presentations. First, I just wanted to say that Land based learning is crucial in introducing the ideas of climate justice to our people. The media does a really good job of portraying the climate crisis as in individual problem – but I think it is not necessarily helpful. We need to decolonize climate change. For many people of color, the relationship to land is weird because there is trauma – for many of us have been displaced and there is no access to public lands. That is why it is even more crucial for youth to have access to space where you can decolonize the trauma our communities have gone through. Second, I wanted to say that in the international district there is this idea that anything that comes from the soil or water is not clean. This is because of the oil spill and the fact that you do not know what happens in the institutions nearby like Sandia Labs and the Military. Regardless, if it is true or not, we need to build this education in around green space and to activate people to hold corporations and government accountable. Finally, I wanted to echo what Genesis is saying – we need to shift the conversations in how we teach the history of the land, water, and air, is not our fault it is corporations. We need to change the system in which we are living.
- **Kateri Sava:** There is a horticulture program at CNM that is currently connected with an agricultural internship program at Rio Grande HS. We have several agriculture classes in high schools in APS - this connection could be made stronger by offering dual credit through these classes.
- **Bridget Llanes:** The [Bernalillo County Ag Plan and Health Equity Council](#) are creating educational material on planting front yard gardens, soil testing, fruit trees and companion planting, like the three sisters. Here is a video we just put together:
<https://drive.google.com/file/d/1eDspCH6UNtmJT9lnIz9M-l1J7dzGMzMO/view?usp=sharing>
- **Lilly Irvin-Vitela:** Now that all of the Task force members have weighed in, presenters we will turn to you. When listening to the Task Force members, is there anything that you think they should focus on in the Climate Action Plan?
- **Michael Lucero:** Thank you everyone, I appreciate the feedback. We have lots to do! With our community approach, being able to present to you all and build these partnerships is at the core of what we do. I speak for everyone from the IPCC when I say – if you have never been to a pueblo on a feast day you are all welcome. It is designed for all and our doors will always be open. The more people we can get to strengthen our networking and support this work the better. I just wanted to add that our resilience garden has been there a long time and it sits on top of asphalt – 3-4 feet below dirt. Every component that's harvested is used and we educate people on the importance of

why we plant and how to survive. While the IPCC are at a beginning stage, we are branching out. It is a journey and we are wanting to have more people walk the path with us.

- **Lilly Irvin-Vitela:** Thank you everyone for your comments and rich discussion. Is there anyone who is willing to be our representative and bring three key ideas out into the main group?
- ***Theresa Cardenas volunteered***
- **Lilly Irvin-Vitela:** Would you like to check in with the group to see if your three ideas resonate with the group?
- **Theresa Cardenas:** Sure! I think the main theme we had was the need to change the system. Specifically, to: educate and perpetuate to change the system that we are living now to address environmental justice in the city, and have education and outreach and opportunities to grow our own food, tend soil, and expand on the cultural, spiritual, significance of it.

Erika Robers Small Group Discussion

- **Erika Robers:** Is anyone willing to volunteer to take notes and share those notes with the main group after the breakout discussion?
- ***Sharon Hausam volunteered***
- **Erika Robers:** What were your thoughts after watching these presentations, when considering the mandate that we have as the Climate Action Task Force?
- **Tara Trafton:** One of the things I was really interested in was what has been going on in the schools – starting with the school gardens. It mentioned 4 specific schools where that is already taking place. What can we do to get this expanded to other schools across the city?
- **Kateri Sava:** It is a program that is currently growing. The Principal of Duranes Elementary School coordinated with me, and others in the School Garden World to hire a full-time employee as a Garden Coordinator for the school. I think we do need to look at other programs across the nation and develop a district-wide garden program. I think future garden programs should also be more closely aligned with city initiatives to gain more legislative support and receive more funding. As it stands, the school gardens do not have a budget and it is difficult to designate where consistent funding comes from. We have a couple of garden rock stars in the district and we need more champions to lead the way and a vehicle for sharing that. We need to invest on model schools to show that we can do this on a larger scale.
- **Kelsey Rader:** The one thing I want us to think about – especially from other cities in California – is that typically, there is a large up-front cost that goes into getting the garden started. Afterwards, there are typically maintenance costs that need to be considered as well, but those are usually a lot less. For example it could take \$50K-\$60K to get a sizable community garden up and running, and it might cost \$10K for maintenance costs in the long run. If we can find grant funding to get a community garden started, we can overcome the initial expenses in a tight budget situation.
- **Beverlee McClure:** The Native American Community Academy (NACA) does have a grant called the USDA Farm to School Grant. The USDA does help with the start up costs of gardens, including materials for hoop houses. The biggest barrier is not having a garden educator and someone to maintain the garden. We have partners with NACA to develop a community farm and inspire young food producers in that area. If the schools were to work together the USDA would be willing to cover a lot of those costs and pay for garden educators. Finding someone who really understands indigenous growing has been difficult for us.
- **Helga Garza:** As it was stated in the beginning the school gardens did start from a bottom-up approach with true community engagement. With the creation of the school garden at Van Buren Middle School, a lot of our farmers did the labor. A lot of the school gardens in the city have been

active, but that activity is highly dependent on the Principal of the school. Van Buren is a good example of that. Years of work went into developing the program and with administrative changes, there is no longer that support there. We need to direct capital outlay money towards the development of these programs.

- **Tony Sparks:** I work for APS facilities with the sustainability team and I read your newsletter every month. I bring a unique perspective and there are complications with allowing gardens to be at school sites. The administration is responsible for education and the security. A lot of these sites will require fencing around the perimeter. This is much harder to sustain as an extracurricular activity unless it were to be incorporated into the curriculum. Right now there is even some struggle to get the curriculum out. Energy and gardening need to be integrated into the curriculum, so that the administration will embrace them and allow students to access those resources during the school day in a secure environment.
- **Amy Carpenter:** I have done curriculum development for years and if you can develop cross-discipline lesson plans. We also need to encourage student activism, in which students encourage other students. School gardens can be implemented as broad-based curricular efforts and be incorporated into English classes, STEM classes, History classes, etc. To speak to the asphalt plant to be founded in the Mountain View community. The release of fumes is heartbreaking and should not stand. This is where we get parent activism, which is already a strong component in indigenous communities, but we should be more inclusive in this city.
- **Cassandra Miller:** Talking about the turnover in principals and leadership is dependent on who is in charge and what their tenure is, would it be more beneficial to approach superintendents about climate education and school gardens? I went to school in Northern New Mexico and I had the same superintendent for my entire K-12 experience. I am not sure if that is the same in the city. If it is stable, it may be worth pushing agendas with the superintendent in mind. My next point is on the inclusivity of curriculum and I thought of the [Bosque Environmental Monitoring Program \(BEMP\)](#) which teaches university students about data management around the Rio Grande River. We should also consider how to engage university students in these cross-discipline programs.
- **Tony Sparks:** Our energy team has an energy educator whose job it is to create student cultures at every school possible to develop climate-conscious programs. The changing administration is an inevitability in APS, but there are so many layers, it does not have to reside on one person pushing the agenda. We find it to be more successful to engage students at an early age, by creating a student-led team, but it is important to find a teacher champion at every site. The students they work with then teach each other and that has worked very well. Rather than approaching a superintendent, you might have more success with the Board of Education and policies. This means that anything passed as policy, even as administrations change, would already be in place. We need to make this part of the way things are done.
- **Erika Robers:** The other question we need to discuss is if there was anything that was missing or important that we should consider in the presentations?
- **Sharon Hausam:** I think we could be having a lot more conversation about indigenous knowledge and how we work with tribes. Mayor Keller has worked with recognize the sovereignty of the tribes in the area and I think it is meaningful, but we need to think about how to expand on that. We need to focus on building relationships and trust. There is a lot of traditional ecological knowledge, but there is generally a lot of weariness about sharing certain kinds of knowledge, given historical impacts. We need to think about how to improve the situation. We could focus on land acknowledgements and the time it takes to build relationships.
- **Beverlee McClure:** We do have the Indigenous Wisdom Curriculum, which is designed to be incorporated into the classroom. We are working to get funding to take the program across the

street. We do want to work with the Education Department to work with teachers on cultural sensitivity and inclusion. Through the pandemic, New Mexicans have begun to recognize and appreciate the economic and cultural impact of the tribes on our state. The governor has convened a task force to support tribal communities, but we are looking to turn that task force into a long term project to address long term issues. A group like this to encourage the governor to take action would benefit the entire state.

- **Amy Carpenter:** When I taught at Moriarty High School, I developed a speaker's bureau of folks who were working in various sectors. In building the bureau, I found that incorporating indigenous culture into the classroom created a more personalized connection with the curriculum.
- **Erika Robers:** Is there any room in the recommendations we are crafting, to take the idea of traditional ecological knowledge into account? How would that manifest into the Climate Action Plan?
- **Tony Spark:** The school districts tend to be more under the jurisdiction of the state, rather than the city. Just something to think about.
- **Sharon Hausam:** How is the Mayor's Office implementing the policy document with the recognition of sovereignty and how might we build on that work?
- **Kelsey Rader:** The sustainability office, because its such a young office, has not done deep work yet, with some of our tribal neighbors on collaborative projects. Some our neighboring departments, including the office of equity and inclusion and the office of civil rights, have helped to govern those relationships. I will follow up with you on more specifics on that topic.
- **Tara Trafton:** One recommendation we could potentially include would be that when the city goes out for RFP, to have either a preference for business that practice traditional ecological knowledge or an incentive for businesses that incorporate it. We need to establish a quantifiable way to determine preference.
- **Kevin Bean:** I am wondering if there is a way to create an institutional connection with our local tribes to ensure that that knowledge is available to students and the community in an institutional framework. How do we incorporate this knowledge-based in a way that expands beyond the tribes and the Pueblos? Right now a lot of this is marginalized and a lot of people do not even realize that it exists. We need to recognize how fundamental this knowledge is.
- **Sharon Hausam:** We cannot take indigenous knowledge without giving back. There has to be reciprocity.
- **Kateri Sava:** NACA has a land-based learning program and team that focus on inviting in elders and community members to teach in the garden. Their program is a great model for intergenerational mentorship.

Large Group Discussion

- **Lilly Irvin-Vitela:** Welcome back. Let us take a moment to report out big themes.
- **Sharon Hausam:** We had two large groups of discussion. The first was on school gardens and how to make them more available to students. The first part is getting the capital investment and building the garden. The other is the organizational side of it and the need to have support to get it in place and make it work – once it is in place having coordinator to keep it running. Grass roots approaches may be the best option to maintain these programs, put policies through the Board of Education could also be a solution. There are some challenges, notably around security. It may also be beneficial to incorporate school gardens into the curriculum of numerous subjects. We need to make sure that indigenous knowledge and principles are incorporated into the curriculum and talked about how it would be beneficial to bring in indigenous speakers to talk on the subject. We

talked about the need to build relationships with indigenous communities and we need to be aware of exploitative pasts.

- **Teresa Cardenas:** We had a theme to educate and perpetuate, to change the system we are living in now. For example, education and outreach on growing our own food. We talked about the use of composting and education around soil health. Expanding on the Indian Pueblo Cultural Center innovative entrepreneurship with more partnerships and opportunities with the city and other organizations. We talked about planting fruit trees in our parks and the big need for economic transformation – with the implementation of a workforce training program in partnership with the Cultural Center. Josue mentioned connecting land-based learning to climate justice. We need to decolonize our relationship with the land and education around pollution and ways to act.
- **Lilly Irvin-Vitela:** Let us all take a second to reflect on our conversations. As we move into recommendations, are there some things the city could be doing to encourage and promote climate action or remove barriers?
- **Solana Granados:** I liked our discussions of curriculum development. I would have appreciated some sort of community gardening at my high school, maybe mixed in with biology. In middle school I had an outdoors class, but that was in another state.
- **Erica Velarde:** Schools might even be able to partner with one another to designate 4-5 spots around the city to dedicate to gardening efforts and use that space to teach about the land and indigenous knowledge. We could teach about the respect and ceremony of growing your own food. My daughter went to a charter school and had great experiences with the school garden. One of their best memories was picking tomatoes from the garden. The city could help to foster these relationships and support these partnerships.
- **Tony Sparks:** In the city there are already a lot of shared parks where they are used by the school during school hours and then used by the city after hours. This same model could be used for gardens. The other thing that could be useful is to present this information to the school board and have the city make a plan to get on the agenda of the School Board and the Superintendent.
- **Molly Blumhoefer:** I was interested in whether there were conversations with CNM to expand programs as well? This is something that could be investigated, and I do not think we have any agricultural programs at CNM. The city could also educate neighborhoods on how to garden at home and determine if your soil is safe.
- **Amy Carpenter:** I brought a program into my ESL programs, where we had the students ask their parents for recipes, using the plants and ingredients they were more used to. This does not have to be only incorporated into STEM.
- **Kevin Bean:** It occurred to me that the reason food production and preparation is so central to their culture is because it is about survival. What is missing from our culture is the appreciation of that and what it takes to survive here. It would be interesting to take a baseline to see how much it would take for use to survive here with locally produced food. Do we have the water? Do we have the land? Is it even possible to consider?
- **Lilly Irvin-Vitela:** we import over 97% of the food we consume in New Mexico and we export over 93% of the food that is grown in New Mexico. The hurdle to jump is high, but there is a lot of great work to sustain local agriculture.
- **Genesis Arizmendi:** Throughout all of the presentations, I was able to reflect on how we can allocate more funding to existing programs and create jobs through organizations that already exist. That can go into a lot of these topics like composting. We need to think about how to connect all these pre-existing pieces into a better integrated machine to capitalize on these efforts. We also need to think about the education of public lands and wildlife and how to develop initiatives with the city.

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- **Lilly Irvin-Vitela:** I would like to ask our speakers if they have any ideas or recommendations, they would like for the task force to keep in mind, after hearing the conversation.
- **Kateri Sava:** One thing that sticks out to me is that sustainability is so much more complex than just funding. It includes water, soil, waste management, etc. We need to think about how we can plan and decolonize our relationship with the land. Until our definition of nature can include ourselves, things are going to be difficult to change.
- **Bridget Llanes:** This is the time to get the city and the county in line with the community. I get excited hearing you all talk. So many folks are doing really great work and I am hopeful that we can all figure out how to work together.
- **Michael Lucero:** We talk about being in a time of transition with new ways to get into gardening – even more so during the pandemic. A lot of people had to transition to buying groceries online and sometimes those groceries were not even available. In the San Felipe Pueblo, a lot of people began to go outside and start their own gardens. There was a lot of learning experience and it led to a lot of people trying to educate themselves. A lot of people even used garden as a way to find peace of mind and have balance. When Native Americans do their planting, there are so many elements with prayer and dance.

Next Steps

- **Kelsey Rader:** To speak to Kevin’s comment on the issue of air permitting – that project is being worked on in a different environmental health department, separate from mine. But I do want to speak to those concerns. The issue is actively in litigation right now. If anyone wants to learn more, investigate the Air Quality Control Board. The city is governed by the Clean Air Act when it comes to permitting. We are working right now to find a sponsor to allow for amendments to create more stringent regulations for air quality than is currently allowed. Right now, we cannot go beyond what the state tells us to do. We are hoping to put forward amendments to have more stringent regulations. To address the second conversation from Molly to identify barriers of the 2009 Climate Action Plan, not all strategies are super easy to track and can be too vague. Feel free to reach me with questions at krader@cabq.gov.
- **Lilly Irvin-Vitela:** Erika and I analyzed the meeting minutes and the homework surveys to bring together your recommendations in a centralized document. Before our next meeting, we are going to analyze the minutes and homework from this meeting and put them into the working document that you already have. We ask that you analyze the recommendations and make notes or comments to refine wording, edit recommendations, or add recommendations. During the next meeting on January 19, 2021, we will work together to build consensus. If a recommendation is approved by 85% of the task force it will move forward into the Climate Action Plan. If by noon on January 15, you are able to provide feedback, we will be ready to go over all of the recommendations at the next meeting. If we get recommendations a little later than the deadline, we will try, but may not be able to incorporate into the draft we cover in the next meeting.
- Please share the English and Spanish versions of the Flyer and Social Media graphics with your communities. These are meant to encourage community members to share their own stories and perspectives as they relate to climate change to provide insights for the development of the Climate Action Plan. The flyer is predominantly meant to encourage people to share their experiences with climate change in writing to incorporate into the Climate Action Plan. The social media graphics are meant to be shared together as a collective and give additional information on meeting times. If you share these graphics, we ask that you reference the [City of Albuquerque](#) and [New Mexico First](#) websites for more information.

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- We will be accepting volunteers from the task force to engage in in-depth drafting of the recommendations and volunteers to present recommendations during the public comment meetings on February 17 and 18, 2021. If you would like more information on these opportunities, please email xavier@nmfirst.org.
- **Please complete the task force homework survey by 5:00 PM on Tuesday, January 12, 2020.**

Public Comment

- **Susan Gorman:** We were happy to know how the public engagement was going to work out. I have a much clearer idea of how to participate in the public comment meetings in February.
 - **Lilly Irvin-Vitela:** On the [City of Albuquerque](#) and [New Mexico First](#) websites, you will be able to access the recommendations and a survey for the public to provide input. There will also be Public Comment Meetings on Wednesday, February 17 at 12:00 PM and Thursday, February 18 at 5:30 PM, where you will be able to engage with task force members and provide input on 2 recommendations verbally. Once the Climate Action Plan is done, there will also be opportunities to implement. The draft of the recommendations will be available for public viewing on January 26.
- **Susan Gorman:** Years ago, master gardeners participated in the development of school gardens. Does that still happen? 4H a lot of curriculum that they can share with APS. The other thing, we used to live in the Loma Linda neighborhood and the community center had a community garden. Is this something that is widespread?
 - **Lilly Irvin-Vitela:** The involvement of master gardeners varies from school to school. With the community center, I see the foundation of a recommendation.
- **Bob Wessely:** We need to maintain an emphasis on the shortfalls of water climate change will be bringing us. The city and the county need to work together to implement a firm scientific process for water conservation.
- **Kelsey Rader:** I will be sending a short survey regarding a Green House Gas Reduction Goal. Typically, climate action plans include a broad goal focused on reducing green house gases. Mayor Keller has signed onto the Paris Climate Agreement. Please answer the survey and think about this as something to implement into the Climate Action Plan.
- **Amy Carpenter:** Kelsey, can you please send us the 2009 Climate Action Plan?
 - **Kelsey Rader:** I have not found any implementation reports of the old plan. It was developed in the last year of an administration and was not followed up on by the next administration. Here is the 2009 Climate Action Plan: <https://www.cabq.gov/sustainability/documents/2009-climate-action-plan.pdf>. Please note that some of the metrics of the plan are different than what we use now.
- **Kevin Bean:** It might be interesting to do polling and see how many people in Albuquerque know this process is going on.
- **Cassandra Miller:** If we want to list stakeholders, but do not know all of them, will have a point later in the future to come together and list stakeholders together, right?
 - **Lilly Irvin-Vitela:** Yes. The pressure is off of you guys, there.