

Supplemental Materials

Supplement #1: Perspectives from two of our partners

The following questions and responses contain the perspectives of two of our partners. The two interviews were conducted in Spanish and later transcribed and translated into English. Their perspectives are presented here in Spanish and English. This is provided as a supplemental material to assist with the special issue's objective of including "worker-led and community-centered perspectives."

Partner #1: Former forest worker and board member of the Northwest Forest Worker Center, current member of project advisory committee

Question #1

Pregunta:

¿Qué opina sobre la participación de los trabajadores forestales en los estudios?

Respuesta:

La participación de los trabajadores forestales, entre tanto y tanto, tienen que aprender más. [Investigadores] Tienen que enseñarles. Tienen que estudiarlos para que ellos vayan aprendiendo lo que ganan, lo que [empleadores] les quitan. Los trabajadores tienen que aprender de las condiciones de los trabajos. Tienen que aprender de los peligros que hay en el trabajo también. Y tienen que aprender, por ejemplo, cuando un contratista agarra un contrato, tiene que enseñarle a los trabajadores estas son las leyes del trabajo de la área, esto es lo que se les va a pagar ... porque muchos contratos son diferentes. La Forestal, el gobierno, exige al contratista que se le pague así al trabajador y ellos nunca le dicen al trabajador nada para quedarse ellos con todo eso.

Question:

What are your thoughts on forest worker participation in our studies?

Response:

Regarding the participation of forest workers, in so many words, they have to learn more. They [researchers] have to teach them. They have to study them so that they can learn about what they [forest workers] make, and what they [business owners] deduct. Forest workers have to learn about the work conditions. They also have to learn about the risks as well. And, they have to learn, for example, when a contractor wins a contract, they have to show the workers that these are the laws of the area where they will be working, and this is what they will be paid ... because many

contracts are different. The U.S. Forest Service requires contractors to pay their workers [according to the contract] but they never disclose this to the workers so that they can keep more for themselves.

Question #2

Pregunta:

¿Qué cree que se necesita que hacer para que los estudios sean valiosos para los trabajadores?

Respuesta:

Los estudios para los trabajadores tienen que enseñarles que tienen tanto derecho de preguntar ellos, “¿Cuánto vamos a ganar en este contrato?” Que tengan el derecho de mirar el contrato, si está en inglés el contrato, pues que se lo traduzcan en español porque muchos de ellos no van a saber hablar inglés. Se lo traduzcan en español los beneficios que tienen en este trabajo, esto es lo que van a hacer, en este trabajo hay tantos peligros por esto, la declinación de las montañas, pueden caerse, vienen piedras rodando. Porque todos los contratos van a ser diferentes. Eso le ayuda a las aseguranzas también. Como a mí me cayó la piedra de aquí, en mi pie, todavía a esta hora me pasé tres meses sin trabajar. Esa es una *injury* desde el 2005. Ya me compensaron por ella, ya no me pueden pagar nada; no me pagan doctor, no me pagan nada.

Y yo no soy el único, hay muchos que ya no pueden trabajar y están todos chuecos por el desgaste de los pies, de andar arriba en la sierra, para acá, bajando, brincando ramas y luego así la declinación – se friegan. Yo estoy operado de las dos rodillas, ya me empezó a doler de vuelta esta. De este pie ya no trabajo muy bien, ya choqueo. Lo que gano no es suficiente para pagar mis *billes* y tengo que seguir trabajando en otro trabajo. Y como 40 años trabajando en terrenos federales.

Question:

What do you think needs to be done so that the studies can be valuable for the workers?

Response:

The studies need to show the workers that they have the right to ask, “How much are we going to make on this contract?” They should have the right to see that contract. If it’s in English, have it translated into Spanish because many of them won’t know how to speak English. Let’s translate the work benefits, the specific tasks, the specific risks, such as the slope of the mountains, the possibility of falling, or that there may be rocks tumbling down. Because every contract will be different. That would also help the insurance companies. In my case, I was struck with a rock, here, on my foot, and to this day, I still have to miss work. I just went three months without working. That’s an injury I’ve had since 2005. They already compensated me for it, so now they can’t pay me anymore; they don’t pay for my doctor, they don’t pay for anything.

I’m not the only one, as there are a lot of other workers that can no longer work and are deformed because they’ve worn out their feet by working in the mountains, by going under and jumping over branches, and then there’s the steepness – they get messed up. I’ve had surgeries on both my knees, and this knee has started hurting again. This

foot doesn't work so well anymore. What I earned is not enough to pay my bills and I have to keep working other jobs even after working 40 years on federal lands.

Question #3

Pregunta:

¿Habrá algo más que podríamos hacer en los estudios para ayudar a los trabajadores? ¿Qué pudiéramos hacer mejor?

Respuesta:

Hacerlo mejor es educar al trabajador: "Ustedes no tengan miedo de denunciar a un contratista que los está atacando. Ustedes, desde que vienen visados, tienen sus derechos de allá, de hacer esto y hacer esto otro, se les va a cubrir esto y esto otro, de doctores, de vivienda al estar aquí. Si no están trabajando, el patrón tiene la responsabilidad de darles para comer o darles esto, o esto otro."

Educarlos sobre eso: "Ustedes no tienen que pagar ni un cinco aparte de eso. Si vienen de México y ustedes denuncian a un patrón porque les está cobrando dinero por traerlo desde allá, ustedes denuncienlo y el gobierno lo va a respaldar sobre eso y les tiene que dar su visa, sus papeles para que estén permanentemente en los Estados Unidos, porque están denunciando un delincuente, están denunciando un ratero que está robando, está abusando de la gente."

Y sí existe eso, sí hay, pero muchos no se animan a hacerlo porque no saben que alguien los puede ayudar. Tienen miedo de denunciar, de perder la visa, porque los amaga a uno con eso. Necesita uno educarlos de esa manera, de que no tengan miedo de hablar lo que les pasa, lo que les dicen. "Este es el número donde pueden hablar y decir, mira, aquí está este número, háganos, díganos de las amenazas o que les dicen algo," porque allá los amenazan arriba en la sierra.

Ahorita ya tengo tiempo que no trabajo en la sierra ... Antes, el inspector iba cada 15 días a revisar el área. El mayordomo podía hacer con la gente lo que él quisiera allá. Entrar a la hora que quisieran, salir a la hora que ellos quisieran, y él apuntaba las horas que él quisiera y a la gente le pagaban los días que querían. Y eso es lo que digo, hay muchas cosas de que hay que ver eso ...

Esa vez, no puse la queja. Sino que yo [fui] al papel internacional de Sacramento Bee, con eso yo les dije todo eso. Pues ahora fue para que ya ningún contratista me quisiera, nadie me quiso dar trabajo. Después de eso, yo de todos modos ya arruinado. Trabajo aquí en las huertas, en empaque de pera. Ahí es donde trabajo, pero en la sierra antes donde estaba acostumbrado ya a ganar dinero, ya no porque ya no me

quisieron allá. En vez de que me apoyarán porque les dije algo que era bien para la gente, para que ayudaran a la gente, no, al contrario.

Question:

Is there anything else that we can do as researchers to help the workers? What could we do better?

Response:

Doing it better means educating the worker: "Don't be afraid to report a contractor that is retaliating against you. Visa workers have rights from the moment they come here. This is what will be covered: costs, doctors, housing. If you are not working, your sponsor is still responsible for your food, and so on."

Educate them about this: "You don't have to pay a single cent besides this. If you come from Mexico and your sponsor is charging you money [for travel or visa fees], then report them and the government will back you up and they have to give you a visa and documents to let you stay and continue working here in the U.S. because you are reporting a delinquent [contractor], a thief that is robbing and abusing people."

Some of that already exists, but many [workers] wouldn't dare to do it because they don't know that someone can support them. They're afraid to make a report, to lose their visa, because they get threatened by that. We need to educate them in that manner, to not be afraid to speak up about what is happening to them and how they are treated. "This is the phone number that you can call and, look, talk to us, tell us about the threats you receive," because up in the mountains they are receiving threats at work.

It's been a while since I've worked in the forest ... In those days, the inspector would go every 15 days to inspect the worksite. Our crew boss could do whatever he wanted over there. He would clock in whichever hours he wanted and they would pay whichever days they felt like paying. That's why I say, there are lots of things that need to be looked into.

On that occasion, I didn't make a report. I went to the Sacramento Bee and I told them everything. After that, there wasn't a single contractor that would give me work. My career was ruined so I had to work for the farms as a pear packer. But I was no longer allowed to work in the forest, where I had made my livelihood. Instead of receiving support because I spoke out on behalf of the workers – to help them – no, on the contrary.

Question #4

Pregunta:

Si pudiera hablar con investigadores, profesionales, y legisladores, ¿qué le gustaría que supieran o considerarían acerca de trabajar con esta fuerza laboral?

Respuesta:

Que considerarían el trabajador, cómo trabaja .. en temperaturas muy bajas – frías, nevando – para que vieran el sacrificio que hace un trabajador arriba. Ahora, cuando es del otro modo, cuando está muy caliente, que anda el trabajador allá trabajando para que miraran – que trabajaran igual – para que ellos sientan lo que se siente trabajar allá. Hay días que están moderados, pero son más los días de calor y son más los días de frío los que trabaja uno.

El riesgo de un árbol; cuántos yo he visto que se les caían árboles. Unos están en sillas de ruedas. Yo recuerdo a uno que lo agarraron dos árboles así, lo apachurraron de aquí, le quebraron las costillas, ni le querían dar doctor a ese y yo lo llevé al doctor. Otros que se perjudicaban, se cortaban. Y en vez de llevarlo al doctor, agarraban tierra y se la ponían ahí para detener la sangre.

Question:

If you could speak with researchers, professionals, and policy makers, what would you like them to know or consider about working with this workforce?

Response:

I'd like them to consider the worker and the work they do ... in very low temperatures – freezing, snowing – so they may see the sacrifice that a worker makes in the mountains. On the other hand, when it's very hot, I'd like them to see that the workers are still up there working. I'd like to see them work alongside the workers so they can feel what it's like. There are some moderate days, but mostly one has to work on days that are very hot or very cold.

The trees pose huge risks and so many times I've seen trees fall on workers. Some are now in wheelchairs. I remember one worker who was hit by two trees and they crushed his abdomen and broke his ribs. No one wanted to take him to the doctor so I ended up taking him. There was another worker that had a laceration but instead of taking him to the doctor, they grabbed clumps of dirt and rubbed them over the wound to stop the bleeding.

Question #5

Pregunta:

Con respecto a los estudios y los proyectos que estamos realizando, ¿cuál es su visión de lo que sería una fuerza laboral más equitativa? En pocas palabras, ¿cuál meta le gustaría que cumpliéramos?

Respuesta:

Una meta que yo quisiera que se cumpliera es que todo trabajador de la sierra, al final de su ... ¿Cómo quisiera decirte? Por ejemplo, ya cumplió su plan edad para que le recompensen porque ya no puede trabajar en la sierra o porque su retiro, le sigan dando una parte extra. Porque es cuando ya se debilitaron todo su cuerpo, se le quedaron sus huesos desgastados de trabajar arriba en la sierra.

Y van a andar ahí rodando, que no pueden pagar la renta, que no pueden pagar esto. Fue trabajo de gobierno, fue trabajo federal, que le paguen a la gente todo eso, un tanto por cada mes, aparte de lo que le está pagando el Seguro Social. Porque todo el que trabaja con el gobierno federal, está ganando una feria aparte. Nomás el único intermediario es el contratista y el contratista en vez de pagar se lo quita a uno.

Un inspector que trabaja para el gobierno federal, luego abre su desempleo y si trabajaste para el gobierno federal, ya tiene un poder más letal. Lo mismo cuando se retira:

“¿Trabajó para el gobierno federal?”

“Sí, trabajé para el gobierno en terrenos federales.”

“Trabajó para el contratista, no para el gobierno federal. El terreno era del gobierno federal, pero trabajas tú para el contratista.”

Con eso se la quitan ya para sacar la vuelta, sacarle la vuelta al que debes de pagarle.

Question:

Regarding the research and the projects we're working on, what is your vision of equity in this workforce? In fewer words, what goal would you like to see accomplished?

Response:

A goal that I would like to see accomplished is that all forest workers, at the end of their ... How can I put this? For example, if they have a retirement plan because they can't work anymore or because they retire, they should receive more money. Because by that time, their whole bodies are worn out, their bones are all worn out from working in the mountains.

And they'll go on without being able to pay the rent, or they can't afford to pay for this. It was government work, it was federal work, so they should get paid accordingly, every month, besides what they get from Social Security. Because everyone that worked for the government is also getting a pension. The only difference is that the contractor acts as an intermediary, but instead of paying, the contractor takes money away from workers.

A government inspector will check on your unemployment claim, and if he considers your work as federal work, then you have more leverage. Same as when you retire:

“Did you work for the government?”

“Yes, I worked on federal lands.”

“You worked for a contractor, not for the government. It was on federal lands, but you worked for a contractor.”

With that logic they take it [the pension] away and they can get around what they should actually be paying.

Partner #2: Promotora who provides rights and safety education to forest workers, partner on our project

Question #1

Pregunta:

¿Qué opina sobre la participación de los trabajadores forestales en los estudios?

Respuesta:

Mi opinión es que todavía miro que muchos trabajadores sí quieren participar, pero todavía tienen como aquel temor a ser descubiertos por su participación. Pero sí están interesados.

Question:

What are your thoughts on forest worker participation in our studies?

Response:

My opinion is that I see many workers that want to participate, but they are fearful of being found out. But they are interested.

Question #2

Pregunta:

¿Qué cree que se necesita que hacer para que los estudios sean valiosos para los trabajadores?

Respuesta:

Lo que se debe seguir haciendo es nada más seguir dando información más ... Por ejemplo, ahorita los folletos que se van a empezar a repartir. Pienso que va a ser algo mejor para ellos, ya que casi la mayoría de las veces ellos no pueden escuchar las pláticas o los entrenamientos [sobre los derechos de los trabajadores] porque siempre traen a alguien con ellos, por ejemplo, el chofer o el mayordomo. Y así no están concentrados todos los trabajadores en las pláticas.

Como siempre, al tiempo de andar dando los entrenamientos, hay veces que ya casi se está terminando de dar todo el entrenamiento cuando ya llegan por ellos y se van los trabajadores, y ya nomás se queda uno o dos escuchando toda la información, todo el entrenamiento. Y entonces, si no alcanzan a escuchar todo el entrenamiento, se les dan los folletos y ya así saben. Tienen números de teléfono para hablar y ya saben, están más informados. Entonces, claro que los estudios están sirviendo y van a servir de mucho, pero sobre los folletos es donde va a venir toda la información.

Question:

What do you think needs to be done so that the studies can be valuable for the workers?

Response:

I think it should keep providing workers with information. For example, right now we have the brochures that we're about to start handing out. I think that's going to be something more useful for them since many times they're unable to listen to the conversations or trainings [on worker's rights] because someone is always accompanying them, for example, their driver or their crew boss. And, the workers aren't able to listen in on our conversations.

Almost always, when I'm giving a training, their drivers will arrive to pick them up before I can finish the training and the workers have to leave, and there are only one or two that can stay and hear all of the information, the whole training. This way, if they can't stay for the whole training, they can get the brochures and learn more. They can still get the phone numbers and stay informed. So, of course, the studies are useful and will continue to help, but the brochures are how that information will get to the workers.

Question #3

Pregunta:

¿Habrá algo más que podríamos hacer en los estudios para ayudar a los trabajadores? ¿Qué pudiéramos hacer mejor?

Respuesta:

Para hacerlo mejor, investigar más, llegar más a fondo y que se den cuenta ustedes mismos como investigadores, al platicar directamente con trabajadores o al hacer preguntas acerca de cuáles son los tratos y todo eso, no hacerse pasar por investigadores porque muchos trabajadores, cuando les dicen, "Somos investigadores de tal universidad o de tal agencia que protege a los trabajadores," es donde ellos entran ... Como le digo, no todos. De 10 trabajadores, hay seis trabajadores que tienen miedo. O sea, cuatro de ellos sí están dispuestos a escuchar cuando les dicen que son agentes o compañías que están haciendo investigaciones sobre el trabajo, pero los demás tienen miedo. ¿Por qué? Porque desde el principio, les hacen saber que no deben hablar con nadie, están amenazados.

Question:

Is there anything else that we can do as researchers to help the workers? What could we do better?

Response:

To do it better, just keep on researching to get to the bottom of it. As researchers you should also be aware when speaking directly to the workers or when asking questions about their workplace treatment and all of that, you shouldn't look like investigators because many of the workers, when you say, "I'm a researcher from this university,

or I'm from this agency that protects workers," many workers feel – not all of the workers – but maybe 6 out of 10 feel afraid. In other words, maybe four of them would be willing to listen to these agents or organizations that are researching their work, but the rest of them feel afraid. Why? Because from the movement they start working they are told that they shouldn't speak to anyone, they're threatened.

Question #4

Pregunta:

Si pudiera hablar con investigadores, profesionales, y legisladores, ¿qué le gustaría que supieran o considerarían acerca de trabajar con esta fuerza laboral?

Respuesta:

Lo que me gustaría que considerarían acerca de estos trabajadores es que son trabajos muy peligrosos, muy pesados, y cansados. Hay mucho riesgo en este trabajo, y me gustaría que se pusieran a pensar en que fuera un poquito más pagado, ya que es trabajo forestal, es trabajo en la sierra, todo es peligroso. Hay unos [trabajos] donde el sueldo es más alto, pero a mí me gustaría que lo igualaran, ya que todo el trabajo forestal es cansado, pesado, y peligroso. Y que tuvieran más ayuda este tipo de trabajadores.

Andan con el miedo que no vayan a salir el día y les vayan a despedir. Hay mucha frustración entre ellos. Han dicho muchos trabajadores, "Salimos muertos de cansancio. Ya cuando llegamos al hotel, ya vamos a dormir, casi del cansancio. Pero tenemos que fingir, tenemos que sacar fuerza de donde no la hay para salir el día. Si no, nos amenazan con que ya no nos van a traer, que nos van a quitar la visa o que no nos van a pagar." Y entonces, pienso que deberían de tomar en consideración todo esto de que es pesado el trabajo y que no es cualquier cosa lo que están haciendo, que deben de ser más reconocidos este tipo de trabajadores.

Question:

If you could speak with researchers, professionals, and policy makers, what would you like them to know or consider about working with this workforce?

Response:

I would like them to consider the work these workers do. It's very dangerous, difficult, and tiring. There are many risks in this type of work and I'd like them to consider that it should be paid better since it's forest work, it's work in the mountains, everything is dangerous. Some of these jobs are better paid, but I would like to see them all be equal because all forest work is tiring, difficult, and dangerous. And also, I would like to see more support for the workers.

Many of them are afraid of missing work for a day and then losing their jobs. That's also what happens. There's a lot of frustration amongst them. Many workers have said, "When we finish work, we're dead tired. When we arrive at the hotel, we pass out from exhaustion. Many times we have to fake our wellbeing and force ourselves to push through the exhaustion to make it through the day. If not, they threaten us and say they won't give us work and they'll take away our visa and refuse to pay us." Therefore, I think they should consider how difficult this work is and that it's not just another typical job that they're doing in the woods. These workers deserve more recognition.

Question #5

Pregunta:

Con respecto a los estudios y los proyectos que estamos realizando, ¿cuál es su visión de lo que sería una fuerza laboral más equitativa? En pocas palabras, ¿cuál meta le gustaría que cumpliéramos?

Respuesta:

La meta que me gustaría es escuchar más de los trabajadores, de que estén contentos porque están recibiendo mejores tratos, mejores sueldos y que no están haciendo abusados. Aparte de eso, sí está teniendo mucho resultado el programa promotora porque ya hay trabajadores que han escuchado de pláticas y entrenamientos de este programa promotora donde dicen, "Ya cambió todo. Ya ahorita son diferentes las cosas."

Pero en ese tipo de trabajo, están trayendo muchísima gente nueva. Por ejemplo, ahorita no están trayendo gente de México, están trayendo gente de Centroamérica. Cuando [las compañías] decidieron traer gente de allá [Centroamérica], ellos lo decidieron porque dijeron que esta gente trabajaba por \$13 dólares la hora. Hay trabajadores [de Centroamérica] que dicen: "Mientras nos paguen, de todas maneras aquí sí estamos ganando, allá no ganamos lo mismo. Es más, allá no hay trabajo."

Entonces, a mí me gustaría que siguiera habiendo más investigaciones y más folletos diferentes donde se hable más acerca de que deben de ser tratados al igual que cualquier trabajador. Y que se les dé permiso de que a todos los trabajadores deben de escuchar sus derechos. Muchos trabajadores dicen:

"No, yo ya sé de mis derechos. Cuando llegamos allí me hablaron acerca de mis derechos."

"Pero a ver, dime, ¿cuáles son tus derechos? ¿Qué fue lo que te dijeron?."

Y en realidad, lo que les dicen ahí nada más es que tienen que trabajar al paso de todos los demás trabajadores si no quieren perder su visa. O sea, en realidad no saben. No saben bien de todos sus derechos, [los empleadores] no les explican bien, no les dan entrenamientos para nada. Entonces, a mí me gustaría que a todos los trabajadores se les diera el mismo trato, y más que nada que fuera reconocida

esta industria laboral, que fuera reconocida por personas, por agencias grandes, ya que este trabajo no cualquiera lo hace.

Question:

Regarding the research and the projects we're working on, what is your vision of equity in this workforce? In fewer words, what goal would you like to see accomplished?

Response:

The goal I'd like to see is to hear that the workers are happy because they are receiving better treatment, better pay, and no longer being abused. Besides that, the promotora program is producing results because there are workers that have heard about our discussions and trainings offered by the promotora program and they say, "Things have changed. Things are different now."

However, this industry is always bringing in a lot of new workers. For example, right now companies are no longer bringing in workers from Mexico, they're bringing in workers from Central America. They [the companies] decide to bring workers from there [Central America] because they're willing to work for \$13 dollars an hour. There are workers [from Central America] that say, "Well, as long as they're paying, we're making money no matter what. Back there [Central America] we don't get paid as much, in fact, there's no work at all."

Therefore, I'd like to see more research and different brochures that address how every worker should be treated the same. I want every worker to have the opportunity to hear their rights. Many workers tell me:

"I already know my rights. When we arrived they told me about my rights."

"In that case, tell me, what are your rights? What did they tell you?"

What they really told them was that they have to work at the same pace as the other workers if they don't want to lose their visa. So in reality, they don't know their rights, they [the employers] don't explain anything clearly, they don't give them any form of training. So I'd like it if every worker received the same treatment and, more than anything, I'd like to see this workforce recognized by more people and the large agencies because this type of work is not done by just anyone.

Supplement #2: USDA AFRI Project Overview and Objectives

A. HIGH LEVEL SUMMARY

Some rural communities in the U.S. West have developed a new forest economy based on harvesting fiber, improving forest productivity, and reducing wildfire risk. However, prosperity through this economy has not emerged everywhere and for all people. This integrated project's long-term goal is to foster equitable employment and entrepreneurship through the new forest economy in the American West, in order to create more vibrant and prosperous rural communities and Latinx populations that sustain economic growth. We pursue this through interdisciplinary research, education, and extension activities that allow us to understand and support successful outcomes for workers, businesses, and communities.

Our research objective is to combine quantitative and qualitative approaches to identify the community, social, and policy factors that drive or inhibit equitable labor and entrepreneurship in the new forest economy.

Our education objective is to design and implement educational programming that directly addresses barriers to equitable employment for Latinx forest workers and businesses.

Our extension objective is to accelerate knowledge transfer to improve the capacity of land managers, economic development practitioners, extension personnel, and social service providers to create equitable jobs and businesses.

We will conduct case study research in southern Oregon and northern California, and econometric and forest policy research in USDA Forest Service Regions 5 and 6. We will conduct education activities within California, Oregon, and Washington; and extension activities to reach audiences in those states as well as the West more broadly.

This project will result in new knowledge about 1) combinations of community, social, and policy factors that contribute to successful economic opportunities for local entrepreneurs and minority workers; 2) necessary policy instruments and investments that increase human capital in rural communities; and 3) educational and extension models that apply research findings, use diverse delivery formats, and meaningfully improve prospects for forest workers and businesses.

B. OBJECTIVES AND ACTIVITIES

Objective 1 (Research): Combine econometric and qualitative approaches to build new knowledge about the market and labor structures, policies, and social factors that drive and inhibit equitable employment and entrepreneurship.

RQ1. How do policy and social factors shape forest workers' prospects for equitable employment and ability to advance as entrepreneurs?

Activity 1.1. Examining land management and contracting policies and procedures as factors in equitable employment and entrepreneurship

We will seek to understand the current context of federal forest management policies and USFS contracting practices in each case study area through 1) qualitative content analysis of all related agency contracting policies, regulations, manuals, and guidance and 2) structured interviews with USFS contracting personnel.

Activity 1.2. Interviews with economic development and Latinx community leaders

In each case study area, we will conduct approximately 10 in-depth interviews with key informants that have strong practical understanding of area Latinx populations, forest-based labor, and business patterns.

Activity 1.3. Forest worker and business interviews

We will conduct qualitative interviews with approximately four Latinx forest business owners in each case study area, some of their Latinx forest worker employees, and other workers not employed by these businesses, totaling approximately 25 interviews per case study area and 75 interviews across the three cases.

RQ2. What affects community and regional competitiveness of minority-owned businesses in the new forest economy?

Activity 1.4. Analyze factors explaining community and regional competitiveness of minority-owned businesses in the new forest economy

Factors related to community competitiveness in the new forest economy in WA, OR, and CA will be assessed using a spatial econometric model and two key databases: 1) a dataset that records federal contracting for the USFS and the Bureau of Land Management from 1979 to 2012, and 2) a series of community-level (county subdivision geographic level) socio-economic variables from the US Census Bureau's American Communities Survey from 1990 to 2015.

RQ3. How can community-scale and individual-level factors be combined to create actionable interventions capable of improving equitable employment and entrepreneurship outcomes for workers, businesses, and economic development practitioners?

Activity 1.5. Compare and contrast findings about community-scale factors and individual-level factors to identify actionable interventions at both community and personal levels

This is how we bring together what we find across research activities and deliberately translate them to education and extension activities. Significant socio-economic and forest policy factors identified through Activities 1.1 and 1.4 will be integrated with challenges and opportunities experienced at the individual-level, identified through Activities 1.2 and 1.3. We anticipate that some important factors will appear across activities but be expressed in different ways; comparing this overlap will allow us to identify which particular facets of community contexts, for example, were also important in creating individual level success. We further anticipate that the interviews will yield information that helps better illustrate the strengths and weaknesses of a broad-scale model in identifying community competitiveness from an individual perspective. This activity will result in a list of factors and conditions in forest policy, contracting practice, community context, and individual experience that appear to enable equitable employment and entrepreneurship, which will be used to develop specific learning objectives for the education and extension activities. We will also seek to identify counties or clusters of counties outside of our case study areas in the West Coast states that demonstrated similar community variables, and will use this information to 1) target our extension and outreach activities to local level actors within those areas because of potential likelihood of knowledge transfer, and 2) consider these as potential future locations for further research or education beyond and building on this project period.

Objective 2 (Education): Design and implement educational programming that directly addresses barriers to equitable employment and entrepreneurship.

Education activities for Objective 2:

Ed1. Apply research findings to update educational programs for forest workers to incorporate additional skills for building entrepreneurship capacity and accessing economic opportunity

We will enhance and expand two established programs by using our research to update them: the promotora program that provides rights-based education to forest workers,

and a supervisor and business owner training. Each training will teach personal and business skills for building entrepreneurship capacity and accessing economic opportunities in ecological restoration work. We will first pilot the two updated workshops in southern Oregon.

Ed2. Expand updated promotora program to new regions

We will evaluate the workshops piloted in southern Oregon and offer one each in our case study areas in WA and CA.

Objective 3 (Extension): Accelerate knowledge transfer that builds the capacity of land managers and economic development practitioners to collectively create equitable employment and entrepreneurship in the new forest economy.

Extension activities for Objective 3:

Ex1. Adapt research findings to clearly articulate the paths and barriers to equitable forest work for practitioner audiences in Extension publications, a website, and workshops

All materials will be available on a project website. Publications will share plain language results from research and lessons learned from education evaluation. Virtual, hybrid, or in-person workshops will be offered.

Ex2. Increase decision maker awareness of how land management decisions and policies affect equity outcomes for workers and businesses by extending new knowledge to these audiences (EJ, Carl, Don)

We will conduct targeted outreach to the Forest Service's Washington Office, as well as legislators, through in-person briefings. In particular, we will seek briefings that co-convene USDA USFS and Rural Development staff.