Objective 2: Inventory Process for Developing an Area/ Community Plan

By the end of this session, you will know how to:

1. Effectively utilize an area/community plan
2. Develop a watershed assessment
3. Summarize county/area baseline data
4. Gather resource concerns and desired outcomes from community leaders
5. Develop goals and objectives for an area/community plan

Training Aids:

Instructor's notebook, participant's notebook, handouts, flip charts, PowerPoint

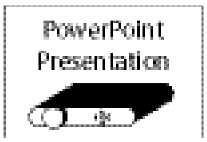
Time: 4 1/2 hours

Introduction to Objectives 2-3

Instructor: Meta Loftsgaarden
Time: 10 minutes

Instructor will ask students to share 2-3 partners success stories (from their pre-homework assignment). Stress that these don't happen by chance. It takes planning for a successful conservation project on an area-wide level, just like it takes planning for successful conservation on the farm.

PowerPoint Presentation (2 slides)
Instructor: Danny Burgett
Time: 10 minutes
Materials: Slide 1, Slide 2



Slide 1: "If we do not know where we are going, any plan will do." – Peter Drucker

Instructor Discussion: The process we are outlining today is similar to a farm-level conservation plan. However, since these types of conservation programs are proactive rather than reacting to a producer request, some of the steps are different.

Slide 2: Headlines from four items below.

Note to Instructor: The instructor should cover the introduction by giving some examples under each of the main headings and cover a few main bullets from the following lists.

Your Local Conservation Program

A good conservation program provides a number of benefits to a conservation district and the local community. The audiences of a plan are both internal and external. The plan is not required at the field level, but encouraged in cooperation with the conservation district in order to help the conservation partnership become more effective. Examples of the benefits are listed below, grouped under four headings.

1) Mission and Direction

NRCS, conservation districts and other partners have a road map. They know what they want to accomplish. Knowing where the district is heading builds confidence and enthusiasm among directors, employees and other partners.

A good conservation program identifies problems to address, goals to achieve, and approaches to be used. The conservation partnership knows not only where it wants to go, but also what it must do to get there. It guides and directs the local district/partner decision makers to:

- Describe the current natural resource concerns and geographic areas of concern;
- Define the desired conditions, outcomes, and results;
- Identify and evaluate alternatives strategies and approaches to address resource concerns and achieve the desired conditions;
- Determine long-range strategies and necessary resources;
- Formulate a work plan with measurable objectives and defined responsibilities;
- Assign fiscal, physical and personnel resources to carry out;
- Implement their work plan, monitor progress and evaluate results
- Provides long range goals, targets and priorities
- Helps district and partners target current resources to the highest priorities.

2) Internal Management

- Provides information on which to recruit, employ and supervise employees. Supervision is more directed and effective since specific responsibilities, job functions and expectations can be identified in the business plan for each employee.
- Specifies the content and issues, the goals and objectives on which annual reports are based. Annual reports describe the progress achieved toward the long-range goals and annual work plan objectives.
- Guides the development of monitoring and evaluation standards and methods.
- Leads to specific fiscal allocation, costing and budgeting.
- Can eliminate superfluous and unproductive actions – those not addressing specific objectives and those not within the mission of the district and field office (‘not our thing’).
- Provides a solid justification for saying ‘no.’
- Clearly outlines the work plan and workload on which employees report to their supervisors and district board.

3) Resource Requirements/Needs

Identifies the necessary resources to carry out the work:

- Personnel (a workload analysis of how much work is required by hours, disciplines, and skills, and partners to accomplish each objective and task);
- Physical resources (equipment, space, vehicles, etc.);
- Fiscal resources;
- Others

Provides the information on which to base decisions for assigning new resources or reducing or re-assigning current resources

Provides credible information on which to develop, defend, and market funding proposals.

4) Community and Partner Relations

Contains information that can be extracted and used in many different media forms to inform and educate the public about the district, the problems and issues to be addressed, the goals and objectives, and the resources needed.

Enhances partner relations, identifies specific areas for collaboration, where the help is needed, where responsibilities overlap, etc.

Objective 2.0: The Concept of Planning

Instructor: Danny Burgett
Time: 10 Minutes
Materials: Summary PowerPoint Slide

Note to Instructor: The instructor should briefly explain planning. Once students are instructed on the basic foundation and concepts of planning, they will fill in the blanks of the “Resource Concern, Goal and Objective” work sheet in Objective 2.3.

Slide 3: All planning is predicated on comparing two points – ‘what is’ against ‘what should be.’ Other ways to express this thought are:

- ‘Where we are’ compared to ‘where we want to be’
- ‘This is bad’ compared to ‘that would be good’
- Getting from ‘here’ to ‘there’
- ‘What we have’ versus ‘what we want’

‘What is’ descriptions are also known as problem statements, resource concerns, or something identified as being below standard. The ‘what is’ conditions or situations are usually determined to be unacceptable, illegal, not working, or undesirable to the degree that corrective action is needed. Someone has to decide to take action to change the ‘what is’ condition in the direction of ‘what should be.’

‘Should be’ statements define desirable conditions or situations that do not currently exist and toward which effort should be made. We also call them goals, objectives, desired outcomes and results, and prescriptions (as defined in laws, rules, requirements, adopted minimum standards, etc.)

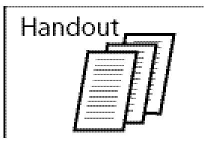
One important factor is that ‘what is unacceptable’ and ‘what should be’ are both value judgments. Describing ‘what is’ in great detail doesn’t necessarily mean anyone wants to change it. Someone has to declare that ‘what is’ is a problem (a condition so unacceptable that resources should be mobilized to change it) and that ‘what should be’ will be worth the efforts and expense to achieve. Problem descriptions and supportive data alone will not automatically lead to such judgments.

Slide 4: Questions to answer: When is the problem bad enough? At what point are improvements good enough? How much is too much?

Therefore, a critical part of planning is achieving consensus on:

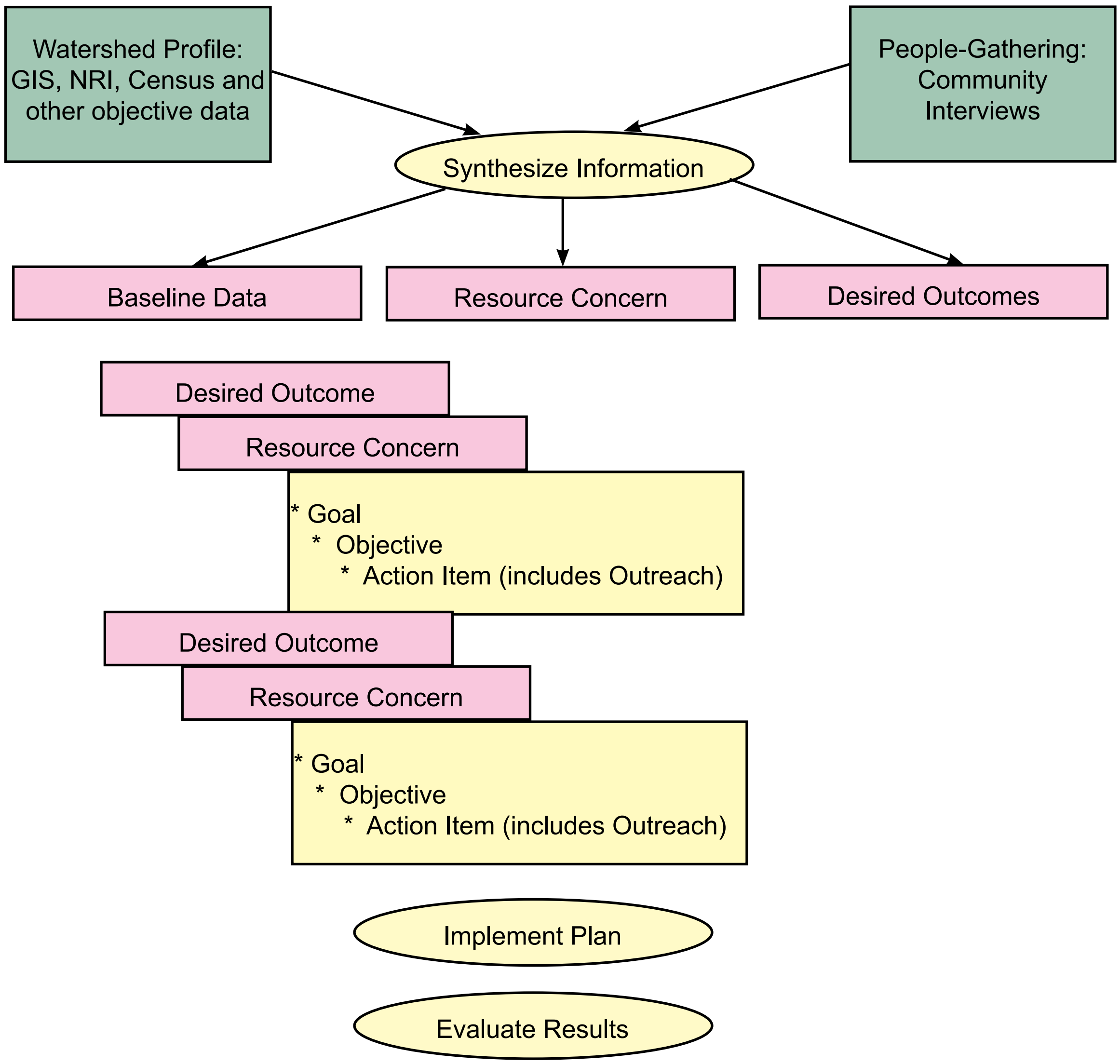
- The identity, extent and seriousness of undesirable conditions
- The identity, quality and quantity of desired outcomes
- The types, amounts and cost of resources necessary to get from here to there
- The general approaches to be used
- The probability or feasibility of success

In addition, other sections in business and action plans depend on having two points to compare, including the objectives, the monitoring and evaluation procedures and standards, record keeping, reporting, budgets. For example, you can only monitor progress if you know the starting point and the destination. You cannot evaluate the impact of a program without knowing what it intends to achieve.



Instructor: Danny Burgett, Meta Loftsgaarden
Time: 5 minutes
Materials Needed: Summary PowerPoint Slide

Slide 5: Note to Instructor: Objectives 2.1 - 2.4 and 3.1 - 3.5 will all be summarized in ONE PowerPoint slide (see below). This will be referred back to throughout the remainder of these sections.

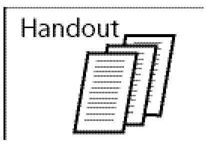


2.1 Watershed Profile – Informational Assessment

Introduction
Instructor: Meta Loftsgaarden
Time: 5 minutes

The items covered in objectives 2.1 and 2.2 are two components needed to gather effective baseline data. This will greatly benefit your locally led process. First, this method is inclusive (gathering information from your community). Second, the GIS baseline data is objective, providing information that all can agree upon as a place from which to start. Only with both pieces can you develop a comprehensive baseline analysis.

Inventory and Use of the Rapid Watershed Assessment
Instructor: Terry Nelson
Time: 60 minutes
Materials: Information Sources fact sheet, Watershed assessment CD, PowerPoint

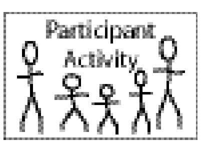


1) Planning Continuum
   a) Discuss the NRCS planning concept

2) Rapid Watershed Assessments
   a) Discuss contents of the Watershed Profiles
      i) Primary Data – maps, layers, NRI data, AG Census information, climate data, CRA, etc.
      ii) Secondary Data – interviews, Social Capital Tech Note, etc.

   b) The next step – Taking a Watershed Profile to a Rapid Watershed Assessment using the Assessment Matrix Tool.
      i) Discuss the Assessment Matrix Tool (excel program)
         (1) Show an example for a landuse
      ii) Describe how it fits with the Watershed Profile to create a Rapid Watershed Assessment Document.

3) Intended uses and limitations of the Rapid Watershed Assessment



4) What's next?...........Watershed Health Plans

5) Classroom Exercise

Wrap-up
Instructor: Danny Burgett
Time: 5 minutes

This information becomes the baseline data for your planning process. The information, combined with the 'gathering information from your community' section, is the 'what is' component of your plan.

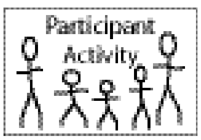
2.2 Meet with Key leaders – stakeholders

Instructors: Meta Loftsgaarden, Danny Burgett
Total Time: 80 Minutes
Materials: The First 100 Days fact sheet; Success Stories fact sheet; Why Community Relations? fact sheet; How to Gather Information fact sheet; Overview of the Garnet/Willow Watersheds fact sheet, flipcharts

Instructor: Plan on utilizing the fictional Garnet-Willow Watershed information for teaching examples, student group work and student role playing. You will serve as facilitator and discussion leader for much of the session, allowing students to try their hand at objectives in groups. Many community relations action items will end up as a part of the full conservation program.

Laying the Community Relations Framework

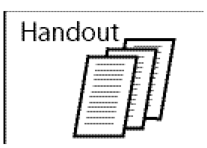
Slide 5: Bring back up slide 5 - Planning process
Objective: Define alliances and community relations. Emphasize their importance to job success.



Attention Getter
Time: 5 minutes

Have two students discuss success stories from pre-homework assignment.

Discussion: The steps that follow will provide a framework for developing your own conservation program.



Instructor-Student Discussion:
Time: 10 minutes

Handout First 100 Days Fact Sheet
What is community relations and why is it important? (Refer to "First 100 Days" fact sheet. While some students may have already seen it, take five minutes and have them read it to themselves. Then ask the group for any comments on the handout. Wrap up any discussion after five minutes.

As a District Conservationist, or really anyone involved in conservation at any level, it is impossible to work in a vacuum. In this time of Farm Bill programs, new computer technologies, innovative natural resource science, increased conservation expectations from the public, sensational media, limited staff and information overload, strong partnerships are key to accomplishing conservation programs on the ground. Using an organized and strategic community relations approach will help you work smart – help you identify and focus on the priority resource concerns in your community and make better use of your limited resources.

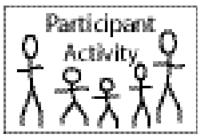
Refer to the handout, "Why Community Relations?" Go over the handout with the group, and provide the "Success Stories" fact sheet for their review as well. Emphasize that community relations and alliance building is a common-sense way of doing business. It is the best way to approach the job as a District Conservationist and a conservation leader in their community. Ask for any discussion. Wrap up discussion after five minutes.

People Gathering

Objective: Using the Garnet-Willow watershed, participants will work in groups to identify people to contact for a community relations program, and learn how to effectively gather information from those people for future reference.

Instructor Discussion:

Today, let's pretend each of us is the brand new District Conservationist in the Garnet Willow Watershed. You've read "The First 100 Days" and you have witnessed how community relations will help you 'work smart' in your new job. Now you are ready to build your community relations program. Where do you begin?



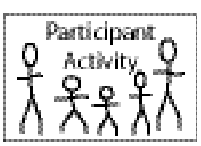
Exercise:
Time: 7 minutes

We are now going to step you through the process of identifying the key people (organizations and leaders) you want to meet. We will also offer suggestions for how you might maximize your time and gather the most pertinent information from your community leaders. Local leaders often fall into four categories.

Write titles below on flipchart. Explain Definition. Ask students for examples.

- Leaders by Position: These are the community's formal leaders – elected officials are a good example
- Leaders by Reputation: These names will come forward repeatedly when you ask several knowledgeable individuals to identify the most respected leaders in the community. Different community leaders may be named for different cultural groups. For example, if your community has areas composed of different racial or cultural community groups, then you would ask people from these areas who their leaders are.
- Leaders of Successful Events: Look at prior events in the community and determine who most influenced the decision.
- Leaders in Social Participation: These are the formal leaders of the community's volunteer organizations (agricultural groups, civic clubs, church groups, etc.). Those individuals with the highest positions in these organizations are the community leaders.

You many use any or all of these methods as appropriate to your situation. If you use all four methods, note that some names are repeatedly identified. These redundant names are the true community leaders.



Exercise: Identifying Community Leaders
Time: 25 minutes

Purpose: To demonstrate how to identify key leaders and gather community and resource information from them for future reference.

Choose a partner for our first step. Once participants choose partners, have them turn to their model watershed description of their participant notebook. Students have already read the Garnet Willow watershed summary (previous night assignment).

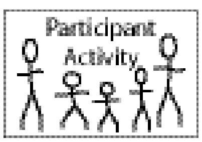
With your partner, spend five minutes listing all the key people in the watershed. Feel free to use the blank note pages in the back of your notebook.

Once you complete that, go back through the list with your partner and place either a ‘1’ or a ‘2’ by each one. The ‘1’ people are your Tier 1 people to meet (the ones you need to meet as soon as possible as well as those you feel most comfortable meeting to gain confidence) and the ‘2’ people are your Tier 2 people to meet (the ones you want to meet within the first three months of your job). Try to be efficient with this activity – it should take you no more than 7 minutes.

Then open the floor up for discussion. Pick a couple participants to read their Tier 1 and 2 lists. Ask the group: who do you think you should meet with first? Is your list diverse? Are there people you wouldn’t traditionally think of but are still important? Do you try to avoid certain leaders or organizations without giving it much thought?

Think about this hard – it’s important you analyze the people you tend to avoid and be honest about it. Ideas to deal with this include: bringing another conservation partner with you, make a phone call first, visit with others about them and organize your thoughts.

Say goodbye to your partner, but have a copy of the information you gathered for the next activity.



Attention Getter (if time allows):
Time: 5 minutes

Have a student share the alliance building success story they found before they came to training.

Information Gathering

Objective: Using the model watershed example, students will learn effective interviewing techniques to gather resource concern information from community leaders.

Instructor Discussion
Time: 5 minutes

Once you have identified your Tier 1 people, you are ready to go out and visit with them.

As you look at this list, identify for yourself the groups or individuals you might tend to avoid or have difficulty interviewing. This might be an organization whose philosophy doesn’t match yours, or a group with different customs.

On your own, analyze your selections based on the following:
- Is your tendency to pick a diverse group or to stay with those whose background matches your comfort level?
- Do you tend to select groups with who you know you’ll agree?
- Do you tend to avoid those groups who your predecessors avoided?

(Leader) share a personal story about who you would prefer to interview first and why that might not necessarily be the best selection.

It is very important that students always keep in the back of their mind what their tendency will be and try very hard to make sure they’re stretching outside their comfort zone.

Setting Up Interviews

Provide students with “Gathering Information from your Community” fact sheet. Use handout as a reference for the following discussion:

Instructor Discussion
Time: 5 minutes

- Definitely pick a few up front that you would be very comfortable meeting with – these provide a chance to hone your skills – the local district board is probably the best group to help you through the first interviews (if the board relationship has been good in the past).
- However… as soon as possible, select individuals who – are not supportive of the program, have not been worked with in the past, have a strong differing opinion from yours, are strong leaders (who can sometimes be nerve-racking to meet)
- Meet with groups who haven’t been consulted before as early as possible. The sooner they know that you are interested in their point of view, the more they’ll feel like they can go to you rather than around you with issues/ideas.
- This is also a great way to stop negativity in its tracks. By pulling potentially difficult individuals into the process at the beginning, they buy in to the solution.

Effective Interviewing Techniques

Instructor Discussion
Time: 5 minutes

Make sure you walk into the interview with an open mind, but with a good factual baseline from your office staff, websites and other sources of resource information for your area.

Where do you interview?

Utilize face-to-face meetings wherever possible. Meet them on their turf – visit their farm/business, meet at the coffee shop

The meeting needs to be convenient for the individual – evening or weekend meetings may be inconvenient for you, but could go a long way toward building a strong working relationship. Some examples – livestock auction yard, coffee shop, a drive to/from a conservation district meeting.

What do I ask?

Instructor Discussion

Briefly review the interview questions section of the handout. Ask students – what other questions should be asked? What picture will you develop as a result of these questions? Remind students to break the ice with general questions about your interviewee – their business, family, whatever it takes to break the ice.

Organizing your Information
Time: 5 minutes

Objective: Students will gain a basic understanding of both the importance of organizing outreach information and some easy ways to organize.

Instructor Discussion:

Now that you've gathered some basic information, how do you keep it available for use?

Traditionally, our agency has focused on using press releases, fliers, tours and other means to get the word out about conservation opportunities or upcoming programs.

However if you spend the necessary time up front to gather outreach information, you've built a strong network of community leaders and you now have a number of new, simple ways to get the word out to your community about WHAT'S IMPORTANT TO THEM.

The information is only good if it is readily available and easy to access.

It should also be organized in a format you can add to later. Computers work best, because you can sort individuals by resource concern, by organization, or any other method appropriate for your needs.

Slide 6: OutLook screenshot
Ideas for Organizing Your Outreach Information:

Whether you use Outlook or Excel on your computer, pocket pc, or a simple rolodex, you can organize your contacts to make your job easier. Spending a little time up front will save a lot of stress that may come if key individuals aren't kept up to speed about your conservation programs.

(Instructor - Give an example (Outlook) of how information can be organized efficiently).

Summary
Time: 3 minutes

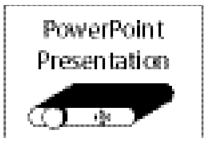
Many times, we think making one contact here and there is enough. But, to be effective, it needs to be continuous and consistent (as do all communications efforts). Maybe you need to ensure you reach key contacts every month, or maybe some of the audiences need to be reached several times each year through a couple of different mediums. They key is – if you don't maintain those priority community relationships, they will fizzle and will not be strong when you need to address a resource issue. You will end up wasting time rebuilding relationships from the bottom up instead of starting immediately on the project.

The items covered in objectives 2.1 and 2.2 are two components needed to gather effective baseline data. This will greatly benefit your locally led process. First, this method is inclusive (gathering information from your community). Second, the GIS baseline data is objective, providing information that all can agree upon as a place from which to start. Only with both pieces can you develop a comprehensive baseline analysis.

Objective 2.3: Synthesizing Resource Concerns and Tying Resource Concerns to Desired Outcomes – Precision Conservation

Instructors: Danny Burgett, Meta Loftsgaarden
Total Time: 65 minutes
Materials: Sample Resource Concern, Goal, and Objective fact sheet; Overview of the Garnet/ Willow Watersheds fact sheet; Resource Concern, Goal, and Objective worksheet

Introduction: You've now gathered your information. At this time, you will begin organizing and prioritizing your information.



Show Slide 5: Planning Process

Identifying a Resource Concern
Instructor: Danny Burgett
Time: 5 Minutes

Instructor Discussion

A resource concern is a situation or condition that is unacceptable in comparison to defined standard (rules, laws, public expectations, administration decisions, etc.) The inadequacy may be in natural resources (water quality and quantity, erosion, waste management, etc.), physical properties (equipment, buildings, vehicles, etc), fiscal resources, personnel (number, skills, capabilities, etc.), participation, knowledge, support and many other items.

Now that you have met with your staff, researched GIS and other available information and met with key leaders in your community, you are ready to begin developing a list of resource concerns. This list will be taken back to your staff, conservation district board and others to begin prioritizing those concerns and tying them to future outcomes.

Tying your Resource Concern to Desired Outcomes
Instructor: Meta Loftsgaarden
Time: 5 Minutes

Step 1: Synthesize Resource Concerns, Baseline Data and Desired Outcomes

Instructor Discussion

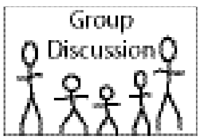
Based on your interviews and the information you've gathered through GIS, Census, NRI and other sources, you now have an idea of what your county's baseline, resource concerns and desired outcomes are. Your first step after completing these interviews and research is to go into your office and CLOSE THE DOOR. This is not an attempt to remove yourself from the world, but a chance to focus on what you've learned, and to begin synthesizing that data into a format for community reaction. You've completed all of your interviews – now you need a way to relay that information back to community leaders so they can make effective, informed decisions.

At this time, in your office, ALONE, you will develop three items – 1) a summary of the baseline data you've collected, 2) a list of resource concerns you've heard from your community, and 3) a list of desired outcomes.

As you develop your local conservation program, you should work through each of the resource concerns identified in this manner. This is an activity that can (and should) be done on your own. You've interviewed individuals and reviewed data to get the raw information – all you're doing now is turning that information into concise resource concern statements. You'll review those statements with community members in the next step.

Once you have initially drafted and synthesized your resource concerns, it is time to bring them back to your community leaders to begin prioritizing them, and tying them to future outcomes.

You will walk through the following steps with a group of community leaders. These should be a limited group – 5-6 individuals, hand selected from those you've interviewed. They should include leaders by position, reputation, successful events and social participation. This group will help you refine the information you've gathered.



Student Discussion: Ask students - what would you look for in the type of people to have at the table?

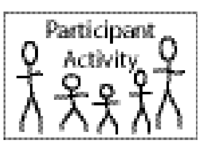
Step 2: Outline Baseline Data and resource concerns

Bring to the group the baseline data you've gathered and the resource concerns they've identified. Ask the group if these concerns make sense. Check to ensure that you've captured their thoughts and ideas correctly and that you haven't overstepped in any area. Get consensus on any changes proposed.

Step 3: Identify future desired outcome

Again, working from the information you gathered from community leaders, bring a list with you to the meeting of the desired future outcomes YOU HEARD FROM THEM. Again, check to ensure that you've captured their thoughts and ideas correctly and that you haven't overstepped in any area. Get consensus on any changes proposed.

Refining your Resource Concern
Instructor: Danny Burgett
Time: 5 minutes



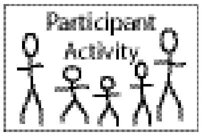
Exercise:

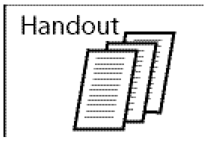
Utilizing the information from the Overview of the Garnet/Willow Watersheds fact sheet, review the resource concern provided.

Instructor Discussion:

This resource concern was identified through the process we've walked you through – electronic data and other data sources, interviews, personal observations, etc. In your community, you should complete this step with your community leaders.

Instructor Discussion: At this time, you are refining what you've heard from your community.





Activity:
Time: 25 minutes

Handout Resource Concern, Goal and Objective Fact Sheet. Break into groups of 3. Utilizing the resource concerns provided, select one section (irrigated cropland, pastureland, forestland, etc). Once you've selected the section, take time to fill out the resource concern portion of your handout, entitled "Resource Concern, Goal, and Objective" work sheet. Take notes on all 9 questions, then write a concise paragraph that identifies the resource concern.

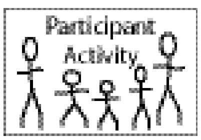
Have two-three groups share their examples of a resource concern with the class.

Instructor Discussion:

People have a much easier time editing someone else's words than coming up with their own.

Goals

Statements of desired condition, situations as they should be, end results or outcomes. Goals are usually long-term, but may vary depending on the situation. They are usually NOT measurable in the same way as objectives.



Exercise
Total Activity Time: 15 minutes

Note to instructor: At this point, have the groups get back together and work on developing their written goals for a selected resource concern. Refer them to the "Sample Resource Concern, Goal, and Objective" fact sheet for examples.

Time: 10 minutes

Then, in your groups of three, take time to fill out the desired future outcome/goals portion of your handout, entitiled "Resource Concern, Goal and Objective". Write a statement in this section of the handout.

Objective 2.4 Prioritize resource concerns/desired outcomes & Tie Resource Concerns to Desired Outcomes

Instructor: Danny Burgett
Time: 15 Minutes
Materials: Resource Concern, Goal, and Objective worksheet; Overview of the Garnet/Willow Watersheds fact sheet

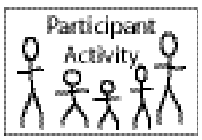
Tie Resource Concerns to desired future outcomes

Instructor Discussion:

For the following steps, you will work with your community to prioritize the resource concerns/future outcomes. For this step, you need to involve MORE than the small group that you worked with to refine resource concerns and desired future outcomes. At this point, you will need to invite all interested partners to the table to complete the process. Ideally, this would be a one-day session. You will start with the resource concerns, desired outcomes and baseline data as a basis from which to build. More desired outcomes may become apparent during the day, but your focus is NOT to dwell on these items. Your focus is to tie resource concerns to your desired future outcomes, then begin developing objectives and action items to address those desired outcomes. It will be difficult to keep individuals focused. You need to remind them that this information was gathered from the community.

Now, take a look at your current baseline data and the list of resource concerns and desired future outcomes. For each Desired Future Outcome, list the resource concerns that must be addressed to achieve the outcome.

For example if the future outcome is “Willow Creek’s water quality will meet all state and federal standards,” a connected resource concern might be the high number of CAFOs located next to Willow Creek, or the lack of waste management plans for Rock Creek area CAFOs. If the desired outcome is development of a block management area for hunting, the associated resource concern might be a lack of quality wildlife habitat for wintering elk. Basically, what you are doing here is tying your goal together with ALL the reasons your landscape isn’t there yet.



Instructor: Danny Burgett, Meta Loftsgaarden
Time: 15 minutes
Materials: None

Activity: Have students provide a suggestions for resource concerns and desired future outcomes.

Start by having those in the meeting prioritize their desired future outcomes. Ask the group – if you only had the time and money to achieve one future outcome, what would it be (example – improve the water quality in Willow Creek to meet state and federal standards so it can be promoted as a blue-ribbon trout stream). Then ask, if you only had the time and money to achieve TWO future outcomes, what would the second one be?

Continue this process through your entire list. Then match resource concerns with your prioritized desired outcomes.

The basic concept in this process is to only address those resource concerns that can be directly tied to a future outcome. If addressing the resource concern does nothing to meet the desired condition of the land, you shouldn’t be wasting your time working on it (to be blunt).

You have now prioritized what resource concerns you should be addressing. In the next steps, you will develop goals, objectives and action items that will help you solve the resource concern.

Activity: Use students as large group. After you’ve had them list resource concerns on one flipchart and desired future outcomes on another, have them vote. If you could only accomplish 1 item... what would it be, etc.

Summary:

Show slide 5 - planning summary
You have now learned how to gather baseline information and use that information as you work with your community to establish resource concerns and desired future outcomes - prioritizing them so you can develop objectives and action items for each.