Tentative AGENDA

Conservation Planning, Part II for TSPs

November 7-10, 2011
Boulders Conference Center
Denison, Iowa

Time	Monday Modules	Facilitator
8:00 am	**Welcome**	Denison Representative *Joe Lally*, Heartland Regional Water Quality Initiative *Judy Martinson*, Iowa TSP Coordinator
8:20 am	**Introductions & Course Expectations** *Student objectives:* • Learn each other's name and acquire some understanding of each person's background and specific skills applicable to workshop content areas. • Agree on learning/training objectives, methodologies, content areas and schedule. • Develop and agree on a set of ground rules that will create an environment that facilitates learning	*Judy Martinson*, Iowa TSP Coordinator
9:00 am	**Pre-Test** • Determine overall knowledge and learning needs of the group regarding the NRCS conservation planning process and general TSP knowledge	*Judy Martinson*, Iowa TSP Coordinator
10:15 am	**Break**	
10:30 am	**Module 1: Introduction to Conservation Planning** • Explain the 3 phases and 9 steps of the process, • Define SWAPA+H • Understand the time process and field verification necessary in each step. • Develop an awareness of the multiple land uses involved in an RMS plan • Understand the difference between a CNMP and Conservation Plan's focus for farmstead assessment. • Identify what elements are present in a conservation plan	*Judy Martinson*, Iowa TSP Coordinator *Jerry Muff*, Retired NRCS District Conservationist
12:00	**Lunch**	
12:45 pm	**Module 2: Area Planning** • Distinguish between farm planning and area-wide planning • Identify key activities and tasks to consider in farm planning that impacts area resources • Explain the impact on area resource management when conservation planning is combined with other farm programs (Conservation Compliance, Sodbuster/Swampbuster, HEL, as well as newly evolving areas such as CAPs, Organic Transition and CNMPs.	*Marty Adkins*, Iowa NRCS Assistant State Conservationist for Ecological Sciences and Conservation Planning

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Time	Monday Modules (continued)	Facilitator
1:30 pm	**Module 3: Cultural Resources** • Define cultural resources • Explain why NRCS considers cultural resources • Describe the TSP Role in identifying cultural resources • Describe steps to be taken when cultural resources are encountered during planning, implementation or construction • Identify cultural resources in classroom exercise	*Richard Rogers*, Iowa NRCS State Archeologist
2:15 pm	**Break**	
2:30 pm	**Module 4: Engineering Considerations in Conservation Planning** • Understand the basic engineering and design supporting the engineered practices and how it fits into the planning process • Define benefits and potential drawbacks of engineered practices • Explain the communication expected between the TSP, the Engineer and the TSP planner when recommending engineering structures	*Mark McCurdy*, Iowa NRCS Civil Engineer
3:15 pm	**Module 5: Conservation Planning Tools** • Demonstrate online resources to assist in resource assessment, including the CPA-52, Inventory Assessment, plant identification tool, and eFOTG • Define NRCS Planning Standards, Specifications, and Statements of Work and use them in an exercise	*Judy Martinson*, Iowa TSP Coordinator
4:15 pm	**Module 6: Virtual Tour of Field Exercise Resource Concerns** • Learn and understand different types of resource concerns • Walk through the process of determining the root cause of the resource concern • Identity potential management strategies to address each concern	*Judy Martinson*, Iowa TSP Coordinator *Renee Hancock*, Nebraska NRCS Water Quality Specialist
4:45 pm	**Module 7: Wrap-Up of Days Learning** • Review the day's learning moments • Address Parking Lot questions • Prepare for next-day's activities	*Judy Martinson*, Iowa TSP Coordinator *Renee Hancock*, Nebraska NRCS Water Quality Specialist t *Jerry Muff*, Retired NRCS District Conservationist
5:00 pm	**Adjourn**	
6:00 pm	**Dinner and Evening Speaker** ***CPlanner Demonstration and Introductory Training*** The GeoAgro TSP Support Program provides CPlanner tools, training and assistance for Technical Service Providers doing business with the USDA Natural Resources Conservation Service (NRCS). The goal is to help TSPs develop conservation planning activities more efficiently and report conservation practices, plans, and documents to the NRCS over the Internet. Learn how you can save time, simplify planning, share information, report to your NRCS Field Office and more.	*Dennis Godar*, Man Plan Inc.,

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8:00 am	**Opening Activities** *Student objectives:* • Review Agenda & Activity Schedule • Rise & Shine Activity	*Judy Martinson*, Iowa TSP Coordinator
8:15 am	**Module 8: The Impact of Farmstead Animals on Conservation Planning** *Student objectives:* • Identify and discuss the impact of farmstead animals in the conservation planning process using the SWAPA model. • Identify key activities and tasks that impact farm and area resources when considering animal assessment • Discuss the impact of animal resources on federal and state laws	*Renee Hancock*, Nebraska NRCS Water Quality Specialist
9:00 am	**Module 9: Farmstead and Feedlot Assessment** *Student objectives:* • Explain the differences between a farmstead assessment conducted for a CNMP and one conducted as part of a conservation plan • Identify areas of high risk at the farmstead/feedlot site, including, but not limited to wells, pesticide/medical storage, manure safety hazards (confined spaces, fencing around storage) and fuel storage. • Assess site for water quality management, including clean water diversions, feedlot runoff and water utilization.	*Jim Lahn*, Iowa NRCS District Conservationist
9:45 am	**Break**	
10:00 am	**Module 10: Introduction to Pasture Management Planning** *Student objectives:* • Identify and discuss resource concerns in pasture management • Identify and utilize Balance Worksheet in developing grazing plans • Evaluate pasture (scoring/species/production estimate) • Evaluate stocking rate	*Rick Sprague*, Iowa Grasslands Specialist
11:15 am	**Module 11: Nutrient Management Planning** *Student objectives:* • Identify and discuss the impact of nutrients in the conservation planning process using the SWAPA model. • Identify key activities and tasks that impact farm and area resources when considering nutrient management planning. • Discuss the impact of nutrient management on federal and state laws. • Evaluate the impact of soils in nutrient management planning.	*Renee Hancock*, Nebraska NRCS Water Quality Specialist
11:45 am	**Lunch**	
12:30 pm	**Load Bus for Field Exercise**	

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Time	Tuesday Modules (Continued)	Facilitator
1:00 pm	**Module 12: Farmstead & Feedlot Assessment (field exercise)** *Student will be able to:* • Explain the differences between a farmstead assessment conducted for a CNMP and one conducted as part of a conservation plan • Identify areas of high risk at the farmstead/feedlot site, including, but not limited to wells, pesticide/medical storage, manure safety hazards (confined spaces, fencing around storage) and fuel storage. • Assess site for water quality management, including clean water diversions, feedlot runoff and water utilization. • Explain SWAPA elements associated with farmstead and feedlot planning • List farmstead and feedlots risks and benefits in relationship to area resources	*Rick Sprague*, Iowa Grasslands Specialist *Renee Hancock*, Nebraska NRCS Water Quality Specialist *Jerry Muff*, Retired NRCS District Conservationist *Jim Lahn*, Iowa NRCS District Conservationist
2:45 pm	**Load Bus for Field Exercise**	
3:00 pm	**Module 13: Pasture Assessment (field exercise)** *Student objectives:* • Identify and discuss the impact of SWAPA elements on pasture production. • Identify key activities and tasks that impact pasture production planning • Identify areas of high risk in pasture management practices	*Rick Sprague*, Iowa Grasslands Specialist *Renee Hancock*, Nebraska NRCS Water Quality Specialist *Jerry Muff*, Retired NRCS District Conservationist *Judy Martinson*, Iowa TSP Coordinator
4:30 pm	**Load Bus for Classroom**	
5:00 pm	**Module 14: Wrap-Up of Days Learning** • Review the day's learning moments • Address Parking Lot questions • Prepare for next-day's activities	*Judy Martinson*, Iowa TSP Coordinator *Renee Hancock*, Nebraska NRCS Water Quality Specialist t *Jerry Muff*, Retired NRCS District Conservationist
5:30 pm	**Adjourn**	
6:00 pm	**Dinner**	

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Time	Wednesday Modules	Facilitator
7:30 am	**Opening Activities** *Student objectives:* • Review Agenda & Activity Schedule • Rise & Shine Activity	*Judy Martinson*, Iowa TSP Coordinator
7:45 am	**Module 15: Conservation Planning for Woodland & Wildlife** *Student objectives:* • Define managed vs. unmanaged woodland and wildlife habitat • Explain how management impacts species habitat • Conduct a basic resource assessment on forestland and wildlife habitat • Explain the goals of management: Production/recreation/carbon credit use • Discuss the impact of endangered species in conservation planning	*Jerry Muff*, Retired NRCS District Conservationist
8:30 am	**Module 16: Pest Management in Conservation Planning** *Student objectives:* • Identify and discuss the impact of pesticides in the conservation planning process using the SWAPA model. • Identify key activities and tasks that impact farm and area resources when considering pest management planning. • Discuss the impact of pesticides in water quality management • Discuss invasive species concerns in native areas/CRP acreage	*Renee Hancock*, Nebraska NRCS Water Quality Specialist t
9:00 am	**Break**	
9:15 am	**Module 17: Win-PST Demonstration** *Student objectives:* • Explain how Win-PST is utilized as a pesticide screening tool in a conservation plan • Identify NRCS policy that requires the use of Win-PST in supporting the development of the pest management component of a conservation plan • List NRCS website resources	*Renee Hancock*, Nebraska NRCS Water Quality Specialist t
10:00.am	**Module 18: Wetland & Plant Resources in Conservation Planning** *Student objectives:* • Explain the role of wetlands in the environment. • Identify key activities and tasks that impact wetland resources. • Identify NRCS policy that impacts activities involving wetlands and plant resources, including endangered species • List NRCS website resources	*Jerry Muff*, Retired NRCS District Conservationist *Judy Martinson*, Iowa TSP Coordinator
10:30 am	**Module 19: RUSLE2 Demonstration** *Student objectives:* • Explain how RUSLE2 is utilized as a erosion management screening tool in a conservation plan • Identify key activities and tasks that impact farm and area resources when evaluating cropland erosion.. • Identify NRCS policy that requires the use of RUSLE2 in supporting the development of the crop management component of a conservation plan • List NRCS website resources	*Barb Stewart*, Iowa NRCS State Agronomist
12:00	**Lunch**	

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Time	Wednesday Modules (Continued)	Facilitator
12:30 pm	**Module 20: Virtual Tour of Field Exercise Resource Concerns** • Learn and understand different types of cropland, woodland, and wetland resource concerns (provide photos of several scenarios) • Walk through the process of determining the root cause of the resource concern • Identity potential management strategies to address each concern • Identify soils resources • Determine drainage basin	*Judy Martinson*, Iowa TSP Coordinator *Jerry Muff*, Retired NRCS District Conservationist
1:00 pm	**Load Bus for Field Exercise**	
1:30 pm	**Module 21: Cropland, Wetland, and Woodland Assessment (field exercise)** *Student will be able to:* • Identify areas of high risk at the cropland, wetland and woodland sites • Assess site for water quality management, including clean water diversions, cropland runoff, water utilization, endangered species and cultural resources. • Explain SWAPA elements associated with cropland, wetland and woodland planning • List cropland, wetland and woodland risks and benefits in relationship to area resources • Recognize soils resources and concerns • Assess site for hydric potential • Explain how to determine if a site is within the range of an endangered species • List potential mitigation practices that they might employ to protect an endangered species	*Barb Stewart*, Iowa NRCS State Agronomist *Renee Hancock*, Nebraska NRCS Water Quality Specialist *Jerry Muff*, Retired NRCS District Conservationist *Judy Martinson*, Iowa TSP Coordinator
3:30 pm	**Load Bus**	
4:00 pm	**Module 22: Wrap-Up of Days Learning/ Q&A for Planning Exercise** *Student objectives:* • Review the day's learning moments • Address Parking Lot questions • Prepare for next-day's activities • Students will be assigned to one of three resource groups. • Identify key activities and tasks required to complete planning exercise	*Renee Hancock*, Nebraska NRCS Water Quality Specialist *Jerry Muff*, Retired NRCS District Conservationist *Judy Martinson*, Iowa TSP Coordinator *Joe Lally*, Heartland Regional Water Quality Initiative

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Time	Wednesday Modules (Continued)	Facilitator
4:30 pm	**Module 23: Work on Planning Exercise** *Student objectives:* • Run Rusle2/WinPST on the site • Determine HEL/Food Security Compliance • Conduct preliminary assessment of hydric soils on-site • Create list of recommended practices to reduce rating from High to Medium on risk assessment tools • Create a list of recommendations for wildlife enhancement, pasture management and woodland management ***ACTIVITY***: Student groups will be assigned one of three land uses. Using the skills and tools learned about this week, create a basic Conservation Plan for that field/site. Each should also prepare a brief list of resource concerns identified for each of the 3 land uses.	*Renee Hancock*, Nebraska NRCS Water Quality Specialist *Jerry Muff*, Retired NRCS District Conservationist *Judy Martinson*, Iowa TSP Coordinator *Joe Lally*, Heartland Regional Water Quality Initiative
5:30 pm	**Adjourn**	
6:00 pm	**Dinner**	
6:30 – 8:30 pm	**Module 24: <u>Optional</u> Work on Planning Exercise** *Student objectives:* • Run Rusle2/WinPST on the site • Determine HEL/Food Security Compliance • Conduct preliminary assessment of hydric soils on-site • Create list of recommended practices to reduce rating from High to Medium on risk assessment tools • Create a list of recommendations for wildlife enhancement, pasture management and woodland management ***ACTIVITY***: Student groups will be assigned one of three land uses. Using the skills and tools learned about this week, create a basic Conservation Plan for that field/site. Each should also prepare a brief list of resource concerns identified for each of the 3 land uses.	*Renee Hancock*, Nebraska NRCS Water Quality Specialist *Jerry Muff*, Retired NRCS District Conservationist *Judy Martinson*, Iowa TSP Coordinator *Joe Lally*, Heartland Regional Water Quality Initiative

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Time	Thursday Modules	Facilitator
8:00 am	**Opening Activities** *Student objectives:* • Review Agenda & Activity Schedule • Rise & Shine Activity	*Judy Martinson*, Iowa TSP Coordinator
8:15 am	**Module 25: Work on Planning Exercise** *Student objectives:* • Run Rusle2/WinPST on the site • Determine HEL/Food Security Compliance • Conduct preliminary assessment of hydric soils on-site • Create list of recommended practices to reduce rating from High to Medium on risk assessment tools • Create a list of recommendations for wildlife enhancement, pasture management and woodland management ***ACTIVITY***: Student groups will be assigned one of three land uses. Using the skills and tools learned about this week, create a basic Conservation Plan for that field/site. Each should also prepare a brief list of resource concerns identified for each of the 3 land uses.	*Renee Hancock*, Nebraska NRCS Water Quality Specialist *Jerry Muff*, Retired NRCS District Conservationist *Judy Martinson*, Iowa TSP Coordinator *Joe Lally*, Heartland Regional Water Quality Initiative
10:15 am	**Break**	
10:45 am	**Module 26: Group Presentation of Plans** *Student objectives:* • Determine if agency policies and procedures were followed • Determine if each resource concern was identified, evaluated and effectively addressed using the nine steps of the NRCS planning process	*Renee Hancock*, Nebraska NRCS Water Quality Specialist *Jerry Muff*, Retired NRCS District Conservationist *Judy Martinson*, Iowa TSP Coordinator *Joe Lally*, Heartland Regional Water Quality Initiative
12:00	**Lunch**	

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Time	Thursday Modules (Continued)	Facilitator
12:45 pm	**Module 27: Group Presentation of Plans** *Student objectives:* • Determine if agency policies and procedures were followed • Determine if each resource concern was identified, evaluated and effectively addressed using the nine steps of the NRCS planning process	*Renee Hancock*, Nebraska NRCS Water Quality Specialist *Jerry Muff*, Retired NRCS District Conservationist *Judy Martinson*, Iowa TSP Coordinator *Joe Lally*, Heartland Regional Water Quality Initiative
2:30 pm	**Break**	
2:45 pm	**Post-Test**	*Judy Martinson*, Iowa TSP Coordinator
3:30 pm	**Module 28: Tying It All Together** *Student objectives:* • Resolve unanswered questions • Determine if each resource concern was identified, evaluated and effectively addressed using the nine steps of the NRCS planning process • List the nine steps of the planning process • Review how the TSP fits into the NRCS planning process	*Judy Martinson*, Iowa TSP Coordinator *Joe Lally*, Heartland Regional Water Quality Initiative
4:00 pm	**Review the Post Test**	*Judy Martinson*, Iowa TSP Coordinator
4:30 pm	**Closing Ceremonies and Certificates**	*Judy Martinson*, Iowa TSP Coordinator *Joe Lally*, Heartland Regional Water Quality Initiative
5:00 pm	**Adjourn**	