**FY19 Minnesota NRCS Basic Conservation Planning Course**

**July 30-August 2, 2019, Morris, MN**

**Overview and Schedule**

**Purpose/Objectives:** Agency direction on conservation planning focuses on assisting clients in developing conservation plans that consider all of the resources (soil, water, air, plants, animals, and energy) and human concerns (social and economic). This course supports this direction and is based on current conservation planning policy, the procedures and guidelines in the National Planning Procedures Handbook (NPPH), and the supporting technology and tools to carry out the planning process. Course objectives include introduction of basic conservation planning principles, tools used to carry out the planning process, and where to find additional resources. Many of the topics presented will offer a brief introduction to the underlying material. Additional supplemental courses and demonstrated technical knowledge is required to fulfill the requirements to be a certified conservation planner.

**Target Audience:** The target audience for this course is NRCS employees and conservation professionals who are new to the planning process and whose primary duties are providing conservation planning assistance to clients. Others may include supervisors of conservation planners, conservation planning support personnel, and conservation partnership employees.

**Class Materials Provided:** Instructors shown on the course agenda will be responsible for providing materials to the course organizer one week prior to the start of the course. Materials will be placed in a 3-ring binder for each student to reference throughout the course. References may include copies of presentations, forms, fact sheets, publications, or other materials that may be useful for the students to have.

**Exams:** A pre-exam will be given to the class to gather pre-course levels of knowledge from the students. At the end of the class, a post-exam will be given to determine level of knowledge after completion of the course. A passing grade of 70% will be required. Those not passing the course will be provided follow-up training by the area ARC before a course completion certificate will be granted.

**Prerequisites**

***Please note: It is recommended that individuals have one year of work experience in conservation disciplines prior to attending.***

**Prerequisites:** Pre-requisites are required to be completed before attending the Minnesota Basic Conservation Planning Course. Documentation of completing the pre-requisites must be obtained and submitted to the Area Resource Conservationist prior to attending the course. Technical Service Providers must submit documentation to the MN State TSP Coordinator prior to attending the course. Documentation may include a course certificate, email, or written statement from the instructor or supervisor that verifies the completion of the prerequisite by the student.

Ag-Learn Courses: (<http://www.aglearn.usda.gov/>). After logging in to Ag-Learn, enter the course number in the search window to locate the course:

1. Conservation Planning, Part 1 (NRCS-NEDC-000019)
2. Introduction to the Field Office Technical Guide (NRCS-NEDC-000149)
3. NRCS Cultural Resources Modules 1-5 (NRCS-NEDC-000141)

ENTSC Science & Training Library Courses:

1. Primer on NRCS Environmental Compliance <http://www.conservationwebinars.net/webinars/primer-on-nrcs-environmental-compliance/>
2. Environmental Evaluation Series No. 2: Documenting the Environmental Evaluation on the NRCS CPA-52 Environmental Evaluation Worksheet

<http://www.conservationwebinars.net/webinars/documenting-the-environmental-evaluation-on-the-nrcs-cpa52-environmental-evaluation-worksheet/>

Pre-recorded webinars: View the two technical specialist-led conservation planning webinars and one cultural resources webinar at the following links:

1. Conservation planning course webinar #1: <https://www.screencast.com/t/7Gm1V3hiyh>
2. Conservation planning course webinar #2: <https://www.screencast.com/t/TgnfRVgV>

*Instructions for recording participation in the webinars:*

After the last speaker stops speaking at the end of the webinar, click on the “Record Participation” button. Follow the prompts on the screens to insert your:

* Full name
* Organization
* Office location
* Affirmation that you watched this recorded webinar in its entirety

Then click “Submit answers” to receive credit for viewing this webinar.

Other Pre-Requisites:

1. Knowledge of NRCS Field Office Technical Guide practice standards and specifications for common conservation practices identified as being important in their geographic location.
2. Basic skills in the following:

|  |  |
| --- | --- |
| **Skills and Abilities** | |
| Pace count to measure distance | Independently Apply |
| Slope Measurement using a Clinometer | Independently Apply |
| Determining the Most Limiting Area of Significant Extent (MN Agronomy Tech Note 14) | Apply with limited supervision |
| Estimating Crop Residue Cover (MN Agronomy Tech Note 19) | Independently Apply |

**Webinar 1: Review of the Conservation Planning Process**

**Introduction, Expectations, Webinar Agenda Overview:**

Description: A general overview of the webinar content and learning expectations will be presented.

Outcomes: At the end of the topic, the participants will be able to Gain an understanding of the content and purpose of the webinars

**Conservation Planning Overview:** Ryan Galbreath - NRCS

Description: Introduces the general framework for conservation planning including history of conservation planning, general planning concepts, definition of a conservation plan, national and state planning directives, circulars, quality assurance findings and responsibilities of a conservation planner.

Outcomes: At the end of the topic, the participants will be able to:

1. Understand national and state policy as it relates to conservation planning and certification.
2. Find references that provide additional information regarding the planning process and policies.
3. Understand the importance of the planning process.

References:

* National Planning Procedures Handbook (NPPH 600.0 – 600.29)
* NRCS General Manual (GM180\_409)

***Phase I - Collection and Analysis (Understanding the Problems and Opportunities)***

**Step 1. Identify Problems:** Dave Voigt - NRCS

Description: This session covers step one of the planning process. Participants will learn how identifying problems and opportunities contribute to conservation plan development.

Outcomes: At the end of the topic, the participants will be able to:

1. Understand inputs needed to identify process
2. Understand that problem identification can change during the planning process
3. Be able to document client’s problems

References:

* NPPH 600.21 Step 1 – Identify Problems and Opportunities

**Step 2. Determine Objectives:** Dave Voigt- NRCS

Description: This session covers step two of the planning process. Participants will learn how to determine a client’s planning objectives based on the client’s needs and values regarding the use, treatment, and management of the planning area.

Outcomes: At the end of the topic, the participants will be able to:

1. Understand the purpose of determining objectives and inputs needed for determining objectives
2. Understand that objectives can change during the planning process
3. Be able to document client’s objectives

References:

* NPPH 600.22 Step 2 – Determine Objectives

**Step 3. Inventory Resources:** Dave Voigt - NRCS

Description: This session covers step three of the planning process. Participants will learn how to collect appropriate natural resource, economic, and social information for planning areas. Typical land uses and General Inventory and Assessment Methods conducted for each will be covered. A variety of technical worksheets used to inventory specific land uses or modifiers will be presented. Screening for and inventorying typical resource concerns for land uses, and those flagged as a client objectives, will also be discussed. General Inventory and Assessment Methods covered:

1. Procedural
2. Predictive
3. Observation
4. Deduction

Outcomes: At the end of the topic, the participants will be able to:

1. Understand that the best inventories are conducted with the client
2. Establish the types of inventories and degree of detail needed in the inventory
3. Collect available resource information
4. Understand the purpose of inventory step in the planning process
5. Be able to document inventory data to facilitate analysis in Step 4, “Analyze Resource Data

References:

* NPPH 600.23 Step 3 – Inventory Resources
* CPA-052 Environmental Evaluation Worksheet

**Step 4 Analyze Resource Data:** John Crellin - NRCS

Description: This session covers step four of the planning process. Participants will learn how to study the resource data and clearly define the existing natural resource conditions, including any limitations to their use and potentials. Typical land uses and assessment methods conducted for each will be covered. A variety of technical worksheets used to analyze specific land uses and resource concerns will be presented. Analyzing soil survey data will also be covered.

Outcomes: At the end of the topic, the participants will be able to:

1. Understand the purpose of analyzing resource data
2. Determine the method of analyses to be completed
3. Conduct an analysis using provided information
4. Be able to document benchmark conditions and produce a resource report

References:

* NPPH 600.24 Step 4 – Analyze Resource Data
* Section III FOTG

***Phase II - Decision Support (Understanding the Solutions):***

**Step 5. Formulate Alternatives: Lawrence Svien – BSWR**

Description: This session covers step five of the planning process. Participants will learn how to develop alternatives that will achieve the objectives of the client, solve the identified resource concerns, take advantage of opportunities, and prevent or lessen the possibility of additional problems occurring.

Outcomes: At the end of the topic, the participants will be able to:

1. Understand the purpose and importance of formulating alternatives
2. Develop conservation system alternatives
3. Be able to document alternatives

References:

* NPPH 600.25 Step 5 – Formulate Alternatives

**Step 6. Evaluate Alternatives: Lawrence Svien – BSWR**

Description: This session covers step six of the planning process. Participants will learn how to determine their effectiveness in addressing the client’s identified resource concerns, opportunities, and objectives. Participants will also learn that planners need to consider environmental consequences of recommended actions and to provide decision makers information about the actions that might negatively impact resource concerns. The session will cover the use of the CPPE matrix and how conservation practices have varying effects on resource concerns.

Outcomes: At the end of the topic, the participants will be able to:

1. Understand the purpose and importance of evaluating alternatives
2. Be able to determine effects of alternatives (positive and negative)
3. Be able to document alternatives
4. Understand the importance of reviewing alternatives with the producer

References:

* NPPH 600.25 Step 6 – Evaluate Alternatives
* SMARTECH – CPPE Matrix

**Step 7. Make Decisions: Lawrence Svien – BSWR**

Description: This session covers step seven of the planning process. Participants will learn how to assists the client in selecting conservation treatment alternatives. Participants will also learn how to prepare the conservation plan documents and what planning documents are required in this step.

Outcomes: At the end of the topic, the participants will be able to:

1. Understand the purpose and importance of making decisions
2. Be able to document the decision-making process conducted with the participant
3. Be able to prepare plan documents in accordance with NPPH Section 600.31

References:

* NPPH 600.26 Step 7 – Make Decisions

**Discussion and Questions:**

***End of Webinar 1***

**Webinar 2: Additional Considerations in the Planning Process**

***Phase III - Application and Evaluation (Understanding the Results):***

**Step 8. Implement the Plan:** Jim Fritz - NRCS

Description: This session covers step eight of the planning process. Participants will learn the requirements of carrying out the conservation treatments that make up the planned conservation systems including varying technical assistance for installing conservation practices and management systems. Additional discussion includes: Implementation including needed permits, funding, surveys, initial and final designs, inspections and certifications, job sheets, and operation/maintenance/ management needed by the client. Participants will learn about practice standard component and requirements.

Outcomes: At the end of the topic, the participants will be able to:

1. Understand the purpose and importance of plan implementation
2. Be able to determine different products needed to implement plans

References:

* NPPH 600.27 Step 8 – Implement the Plan
* FOTG, Section IV, “Practice Standards and Specifications”

**Step 9. Evaluate the Plan:** Jim Fritz - NRCS

Description: This session covers step nine of the planning process. Participants will learn how to evaluate the effectiveness of the implemented plan.

Outcomes: At the end of the topic, the participants will be able to:

1. Understand the purpose and importance of plan evaluations
2. Be able to determine different products needed to evaluate plans effectiveness
3. Be able to document the plan evaluation and clients input

References:

* NPPH 600.28 Step 9 – Evaluate the Plan

**Cultural, Social and Economic Considerations: June Grabemeyer - NRCS**

Description: This session covers human considerations (cultural social, and economic) and how to collect and analyze information to complete human considerations in all nine steps in the planning process. This topic focuses on the importance of understanding the cultural, social, and economic conditions that influence a client in the decision making process and the importance of the NPPH guidance on human considerations and when to apply the optional economic tools that are recommended in the NPPH to facilitate a client in deciding to implement conservation. Economic tools and analysis provide information on profitability, cash flow (short-term and long-term), net returns, payback, and return on investment used to make conservation decisions. Considerations that will be discussed include land use, capital, labor, management level, risk, and public health and safety.

Outcomes: At the end of the topic, the participants will be able to:

1. Understand the purpose and importance of **Cultural, Social and Economic Considerations**
2. Be able to collect and analyze **Cultural, Social and Economic considerations**
3. Be able to document incorporation of these consideration into the planning documentation

**References:**

* **FOTG Sections I, V**

**Resource Concerns and Land Uses:** Shannon Carpenter - NRCS

Description: Provides an in-depth discussion regarding the definitions of resource concerns, impacts on the environment, and common actions used to address the concerns. Discussion will include land uses used for conservation planning and will focus on resource concerns and land uses common to MN. Proper selection of land use choices in Toolkit and attributing land units will also be introduced.

Outcomes: At the end of the topic, the participants will be able to:

1. Have an awareness of resource concerns and which ones are most common in MN
2. Understand when resource concerns are identified in the planning process and techniques used to properly document a resource concern
3. Understand the new land use definitions that took effect 10/1/13 and how they are used in planning

References:

* National Planning Procedures Handbook (NPPH 600.70, 600.75)

**Planning Criteria: Alan Lepp - NRCS**

Description: Provides an in-depth discussion regarding planning criteria. The planning criteria established by the States (FOTG, Section III) provide guidance as to the appropriate inventory or assessment method or combination of methods to use for each resource consideration. Students will also discuss the importance of using the planning criteria in the planning process and how it is used in relation to resource concerns.

Outcomes: At the end of the topic, the participants will be able to:

1. Have an awareness of the MN planning criteria.
2. Understand how planning criteria is used in the planning process.
3. Understand how planning criteria is used to identify treatment levels.

References:

* National Planning Procedures Handbook (NPPH 600.26)
* FOTG Section III

**Soils: Kristin Brennan**

**Description: This session discusses the importance of soils in the conservation planning process. This session focuses on the collection of soils data, how to interpret common soils information, and identifying reports and resources available in Web Soil Survey.**

**Outcomes:** At the end of the topic, the participants will be able to:

1. Know where to obtain soils information
2. Learn how to navigate the Web Soil Survey
3. Be able to interpret common soils information

**References:**

* **FOTG Section II,**
* **Web Soil Survey**

**Webinar Overview and Field Course overview and expectations:** All

***End of Webinar 2***

**Classroom Training Days 1-4**

2019 USDA MN NRCS Conservation Planning Course, July 30 - August 2, 2019, Morris, MN

The training will begin at 9:00 AM on Tuesday July 30 in the University of Minnesota West Central Research and Outreach Center conference room and conclude at noon on Friday August 2. Completion of this course is a requirement for becoming a Certified Conservation Planner and successful completion of this course does not, by itself, result in participants achieving Conservation Planning Certification.

**Training Location – Conference Room:** University of Minnesota West Central Research and Outreach Center, 46352 MN-329, Morris, MN 56267

**Lodging:** There area number of hotels near the conference room. Participants are responsible for making their own hotel reservations. Please make sure to make your reservations soon! Blocks of hotel rooms have been secured for attendees at the following hotels:

1. **Grandstay, 51 rooms:** 320-585-4000.
2. **Super 8 by Wyndham Morris, 34 rooms:** 320-589-8888.

* *Get 10% off by mentioning “NRCS Conservation Planning.”*
* NRCS staff can receive the federal rate upon request.
* Discounted rate and room availability are guaranteed through June 29th.

**What to wear/bring:** Plan to dress for field work and bring appropriate clothing, shoes and rain gear for outdoor activities. Insect repellant is recommended. Participants will also need to bring pencils, calculators and notebooks, backpack and other materials deemed necessary for an outdoor environment. Bring a clinometer or hand level for use in the field exercises if available. The use of government owned vehicles or personally owned vehicles may be required to facilitate travel to and from sites and for lunch.

**Meeting Times and Locations:**

|  |  |  |
| --- | --- | --- |
| **Day 1: Tuesday, July 30** | | |
| **Time** | **Event** | **Location** |
| 9:00 – 11:30 | Introduction and exam | West Central Research & Outreach Center, Morris |
| 11:30-12:30 Lunch (on own and travel to field) | | |
| 12:30-2:30 | 1st Field Station | Training Field Site - TBD |
| 2:30-4:30 | 2nd Field Station | Training Field Site - TBD |
| **Day 2: Wednesday, July 31** | | |
| 8:00 – 10:00 | 3rd Field Station | Training Field Site - TBD |
| 10:00-12:00 | 4th Field Station | Training Field Site - TBD |
| 12:00-1:00 Lunch (on own) | | |
| 1:00-3:00 | 5th Field Station | Training Field Site - TBD |
| 3:00-5:00 | 6th Field Station | Training Field Site - TBD |
| **Day 3: Thursday, August 1** | | |
| 8:00 – 8:30 | Conservation Plan Format and Content | West Central Research & Outreach Center, Morris |
| 8:30 -- 9:30 | Assignment overview and instructions | West Central Research & Outreach Center, Morris |
| 9:30-12:00 | Planning Exercise | TBD |
| 12:00-1:00 Lunch (on own) | | |
| 1:00 - 4:30 | Planning Exercise (Field/Conference Rm) | West Central Research & Outreach Center, Morris  TBD |
| **Day 4: Friday, August 2** | | |
| 8:00-12:00 | Plan Reviews and Exam | West Central Research & Outreach Center, Morris |

**July 30th, Day 1: Morning Session**

**Introduction, Expectations, Housekeeping, Agenda Overview** Length: 35 minutes

Description: A general description of the training facilities, lodging, and meals will be provided along with an overview of the course agenda and class expectations. Participants will be given time to organize their materials and briefly introduce themselves to others.

Outcomes: At the end of the topic, the participants will be able to:

1. Gain an understanding of the purpose of the course.
2. Become familiar with the week’s activities and expectations.
3. Introduce themselves and discuss what they would like to learn from the class.

**Pre-Test** Length: 30 minutes

Description: The pre-test will be used by the instructors to determine existing class knowledge of the topics to be discussed throughout the week. Exams will be collected and scored by the instructors.

**Conservation Planning Overview**: Ryan Galbreath Length: 25 minutes

Description: Recap on the general framework for conservation planning including general concepts, national and state planning directives, pre-planning activities, and the nine steps of the planning process. Part of the topic will try to recap some of the principles discussed in the pre-requisite courses.

Outcomes: At the end of the topic, the participants will be able to:

1. Be aware of the general framework of the nine-step conservation planning process.
2. Understand national and state policy as it relates to conservation planning.
3. Find references that provide additional information regarding the planning process and policies.

References:

* National Planning Procedures Handbook (NPPH 600.0 – 600.29)
* NRCS General Manual (GM180\_409)

**Biosecurity and Safety: Lea Holter Length: 15 Minutes**

Description: This topic discusses the importance of Biosecurity and Safety considerations in a planning environment. Biosecurity protocols and policy will be reviewed. Security in planning environments will also be reviewed.

Outcomes: At the end of the topic, the participants will be able to:

1. Identify and use biosecurity equipment.
2. Have an understanding on biosecurity protocols.
3. Be knowledgeable in safety considerations around construction sites and farm/forestry equipment.

**July 30th Day 1: Afternoon Session, and July 31: Day 2**

*Follow group leader, and participate in Conservation Planning Station rotation*

**Conservation Planning Stations** Length: 2.0 hours/station

**Description:** The “hands-on” implementation of the planning process portion of the process will be conducted by splitting the class into groups. Each group will rotate through a series of stations, each with a different land use or planning concept. The land uses include: cropland, pasture, farmstead, forest. Additional stations will cover conservation planning for wildlife. Each land use station will cover the steps in the planning process and typical scenarios for each use. At each station, there will be 1 instructor (State Specialist) to provide training. A team Leader will be assigned to each group and assist in training delivery throughout the rotation.

*Station Descriptions:*

**Crop:** Land used primarily for the production and harvest of annual or perennial field, forage, food, fiber, horticultural, orchard, vineyard, or energy crops. Upon completion of the Cropland Station, participants will gain an understanding on how resource concerns are addressed in the NRCS Nine Steps to Planning. Students will be introduced to tools commonly used to inventory and assess benchmark and planned conditions for cropland. Topics covered include:

* Soil Survey/Soil Health
* Slope and Slope Length Measurements
* Common resource concerns

**Forest**: Land on which the primary vegetation is tree cover (climax, natural or introduced plant community) and use is primarily for production of wood products or non-timber forest products. Participants will learn the tools required for RMS planning for the forestry land use by completing a forest inventory for identifying natural resource concerns for forests/woodlands. Skills include pre-planning activities, using the tools necessary for measuring tree height and diameter at breast height, stocking level, plant id and recording data. Participants will be introduced to the MNDNR Land Classification System, Web Soil Survey interpretations, Conservation Tree/Shrub Groups and Site Index and how these tools are used to identify natural resource concerns, analyze the results of the inventory and formulate alternatives. Other topics include:

* Complete pre-planning activities.
* List and describe key resource problems and concerns for the forestry land use.
* Identify key objectives based on a client interview.
* Compare resource inventory data with established quality criteria and desired client objectives to refine the list of key resource concerns for forestry.
* Identify conservation practices that will improve conditions to meet quality criteria and client objectives.
* Formulate a conservation plan, job sheets and an implementation schedule based on client decisions.

**Pasture**: Upon completion of the pasture station, participants will gain an understanding on how livestock resource concerns are addressed in the NRCS Nine Steps to Planning. Students will be introduced to tools commonly used to inventory and assess benchmark and planned conditions for pasture. Topics covered include:

* Determine Forage Production
* Clipping Exercise
* Forage Utilization
* Water Consumption
* Grazing Seasons
* Grazing Periods
* Forage Balance Sheet
* Other Planning Concerns

**Farmstead:** Land used for facilities and supporting infrastructure where farming, forestry, animal husbandry, and ranching activities are often initiated. This may include dwellings, equipment storage, plus farm input and output storage and handling facilities. Also includes land dedicated to the facilitation and production of high-intensity animal agriculture in a containment facility where daily nutritional requirements are obtained from other lands or feed sources. Upon completion of the farmstead station, participants will gain an understanding on how resource concerns are addressed in the NRCS Nine Steps to Planning. Students will be introduced to tools commonly used to inventory and assess benchmark and planned conditions for farmsteads. Topics covered include:

* Biosecurity
* Differences in Livestock Operations
* Farmstead Inventory and Assessment Tools

**Wildlife**: Used when the client is actively managing for wildlife. Upon completion of the Wildlife Station, participants will gain an understanding on how wildlife resource concerns (inadequate habitat for fish and wildlife – habitat degradation) are addressed in the NRCS Nine Steps to Planning. Students will be introduced to tools commonly used to inventory and assess benchmark and planned conditions for wildlife, across multiple land uses. Topics covered include:

* Cover based Wildlife Habitat Assessment (WHES)
* Species specific habitat assessments – qualitative and quantitative
* Stream Visual Assessment Protocol (SVAP)
* NRCS Standards and Specifications
* Planning Job Sheets
* Endangered Species Act
* Plant community references
* Documentation of the resource assessment

**Soils**: Soils data and information is the foundation for every conservation plan. Soil Survey information is key to the inventory of natural resources, to the site selection and design of conservation practices, and to the establishment, installation, construction, operation, and maintenance of those practices. Students will be introduced to simple inventory and assessment tools to determine the soil’s inherent and dynamic characteristics and limitations and how these impact conservation planning decisions, especially in regards to soil health. Topics covered include:

* Review soil map and gain an understanding of the mapping process
* Learn how to evaluate site-specific conditions, including the landscape setting and chemical, physical, and biological soil properties utilizing the Soil Quality Test Kit
* Identify conservation practices that apply the key Soil Health Principles to improve soil conditions and ensure a sustainable farming system, while ultimately meeting client objectives

**August 1st, Day 3: Morning Session**

**Conservation Plan Format and Content:**  Shannon Carpenter Length: 30 minutes

Description: Discuss the purpose of the conservation plan, when it is developed during the planning process, how the conservation plan is organized, and what elements are (or can be) included to facilitate implementation. Describe the differences between a conservation plan, component plan, and Conservation Activity Plan (CAP). A brief overview of Toolkit/ArcMap will be provided (including how narratives are developed and maintained) to generate a conservation plan. Discussion will also include organization of the 6-part contract folder and relationship of the conservation plan to the contract.

Outcomes: At the end of the topic, the participants will be able to:

1. Identify the required elements of a conservation plan and plan map.
2. Know what information is needed to supplement a conservation plan.
3. Understand the differences between a conservation plan, component plan, and conservation activity plan (CAP).
4. Understand conservation practice standards and required components.
5. Know how narratives are developed, used, and maintained in the Conservation Practice Standards (CPS) database.

References:

* National Planning Procedures Handbook (NPPH 600.30 – 600.32)

**Class Assignment/Planning Exercise** Length: 1.0 hour

Description: Course participants will be give the planning assignment to complete the 9 step planning process. During this segment the assignment instructions will be reviewed with the course participants The class will then split in to their assigned groups and be given 2 land uses to review in the field. A Team Leader will assist the group in providing oversight and instruction when needed. Students will be provided a set of instructions, planning scenario and pre-assembled inventory data.

Outcomes: At the end of the topic, the participants will be able to:

1. Demonstrate planning concepts previously learned.
2. Use critical thinking skills to implement the 9 step planning process.

**Head to the field with group leader – come prepared, rain or shine!! Refer to the bottom of page 7 for additional details.**

**August 2nd, Day 4: Morning Session**

**Class Presentations and Final Remarks** Length: 3 Hours

Description: Each group will present conservation plans and supporting information developed the previous day. Instructors from the stations will lead discussion following each presentation, but students will be given an opportunity to compare/contrast their findings as well. Discussion will lead into developing alternatives based on the information presented.

Outcomes: At the end of the topic, the participants will be able to:

1. Describe the steps the planning process.
2. Understand the tools used to collect information and how they are used to inventory/analyze information to determine if resource concerns are present.
3. Be aware of the role of the client early in the planning process.

References:

* National Planning Procedures Handbook (NPPH)
* NRCS-CPA-52 Environmental Evaluation Worksheet

**Post Learning Assessment/Close-Out** Length: 1.0 hour

Description: A post-test will be provided to the students to demonstrate knowledge learned throughout the course. Exams will be collected for grading. In addition, students will be able to finish the course evaluation during this time. Certificates of completion will be mailed to the students after the completion of the class and when a passing grade of 70% is acknowledged. Those who do not receive a passing grade will be provided follow-up training prior to receiving a certificate.

**12pm Adjourn and Travel Home. Great job!**