Module 6

Phase I of the Planning Process

Objectives

At the end of this module, the participant will be able to:

1. Demonstrate the ability to engage the client in discussions of resource problems, opportunities, and concerns.
2. Identify and document problems, opportunities, and concerns (resource and human).
3. Work with the client to record objectives.
4. Collect, analyze, and display resource data for working with the client.

Module 6—Table of Contents
Phase I of the Planning Process

Part 1—Classroom

Module 6—Table of Contents (cont.)
Phase I of the Planning Process

Module 6—Table of Contents (cont.)
Phase I of the Planning Process

Part 3—Field Exercise—Field Portion

Module 6—Phase I of the Planning Process (Classroom and Field)

I. Introduction and Overview

A. Why is it important to do a comprehensive job of planning?

- ____
- ____
- ____

B. Planning standards

- What are they?

- Why have a standard?

- Where are they found?

C. Keep the client involved in the planning process. Remember it is the client who:

- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________

D. Conservation district direction, priorities, emphasis

- Where is this information found?
  - ______________________________
  - ______________________________
  - ______________________________
  - ______________________________
  - ______________________________
  - ______________________________

- How does this information help the planning process?

  ____

  ____

E. Other sources of areawide priorities

- ______________________________
- ______________________________

II. Pre-planning Activities

A. Pre-planning activities can include a number of items.

What are some examples?

- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________

III. Phase I of the Planning Process

A. Phase I of the planning process.....

- ______________________________
- ______________________________

B. Phase I consists of the first four planning steps

1. ____________________

2. ____________________

3. ____________________

4. ____________________

The planning process may start with any of the first three steps, or step 9.

For example, the planning process may start with:

Step 1—Identify Problems

- ____________________
- ____________________
- ____________________
- ____________________.

Step 2—Determine Objectives

- ____________________
- ____________________
- ____________________
- ____________________

Step 3—Inventory Resources

-

Step 9—Evaluate Plan

-

C. NPPH Sample Checklist of Resource Problems or Conditions

- What is it?

- Why have one?

- Can it be tailored to state or local conditions?

- How can it be used?

- Does the entire checklist need to be completed?

- Should a completed checklist be included in the finished plan?

D. Determine if the planning effort will result in:

- ______________________________
- ______________________________

E. If the client's interest is to plan part of the unit or to plan at a level below an RMS, help the client look at the bigger picture to....

- ______________________________
  ____
- ______________________________
  ____
- ______________________________
  ____
- ______________________________
  ____
- ______________________________
  ____

F. Inventories

How do you determine what needs to be inventoried?

- Consider:
  - ____
  - ____
  - ____
  - ____
  - ____
  - ____
  - ____
  - ____
  - ____

- How to conduct the inventory
  - ____

How do you involve the client in the inventory?

  - ____
  - ____
  - ____
  - ____
  - ____

- Resource Area information already developed
  - ____
    ____
  - ____
    ____

-

- How much inventory information should be collected? Inventory sufficiently to:
  -
  -
  -
  -

G. Complete an analysis of the inventory data to

-
-
-
-

- ______________________________________

  ____

H. Display the inventory analysis in terms the client can readily understand and use.

Utilize

- ______________________________________
- ______________________________________
- ______________________________________
- ______________________________________
- ______________________________________
- ______________________________________
- ______________________________________

IV. Products of Phase I

What are the key products expected from Phase I of the planning process?

- ______________________________________
- ______________________________________
- ______________________________________
- ______________________________________
- ______________________________________

- ______________________________________
- ______________________________________

Remember that these products are a result of the work that is done in the field with the client.

V. Documentation of Conservation Planning Data

A. What to document in hard copy or electronic format:

- Client information
  - ______________________________________
  - ______________________________________
  - ______________________________________
- Assistance notes
  - ______________________________________
- Resource inventory data
  - ______________________________________
  - ______________________________________
  - ______________________________________
  - ______________________________________
  - ______________________________________
    - ______________________________________
      ____
- Benchmark information
  - ______________________________________

Field Exercise—Classroom Portion

- The field exercise should be conducted on a working farm or ranch.
- The participants are divided into groups of 5-6 people. Each group should contain a diversity of experience and disciplines.
- Each group is assigned a group leader.
- The group leaders stay with their group throughout the planning process.
- The farm or ranch should contain at least as many distinct land uses as there are groups of course participants.
- An instructor is assigned to each land use and should stay on that site / land use as the groups rotate from site to site / land use to land use. The instructors should serve as the substitute client for their respective land use.
- Each land use needs to be about equal in the effort needed for inventory so that group rotation will flow smoothly (about the same time requirements for each land use).
- Each group should first assemble with the instructor, for discussion purposes, whenever visiting a site / land use for the first time.

Expectations of Each Group

- All participants are actively involved.
- Complete planning steps 1 - 4, for the farm or ranch, as a group.

- Determine the benchmark conditions and effects.
- Record initial information on the SSPEW.

Roles of the instructors, group leaders, and group members.

- The instructors provide the classroom instruction and the instruction in the field relative to their particular site and land use on the farm/ranch. The instructors also serve as the substitute client, for their respective land use, for the field exercise, to answer questions and provide information to the groups as needed or requested.
- The group leaders help guide their assigned group through the planning process and help facilitate the teaching and learning experience. The group leader should strive to involve all participants in the activities and discussions.
- The group members carry out the planning process, as a group, on this unit. Members share their own planning experience and knowledge with the rest of the group. Members should lead the group through the resource inventory and analysis for their discipline, i.e., range conservationist / range inventory and forage balance.

District Conservationist Briefing

Before going to the field the local district conservationist should provide a briefing, in the classroom, at this time, on the local area in relation to the community, resource area, conservation planning environment, issues, concerns, resources, etc. This is to include a brief review of the farm/ ranch unit to be planned, such as the nature of the request for assistance (EQIP request, for instance), the type and size of the unit, background information on the farm family, and the relationship of the farm/ranch to the larger area.

Discuss and complete preplanning activities.

Field Exercise—Field Portion
(Approximately 14 hours)

Farm/Ranch Setting

Conduct a field reconnaissance of the area / community around the planning unit. This can be accomplished during the trip from the classroom to the property being used for the field exercise. Each group should travel in a different vehicle, with an instructor and their group leader, for better discussion opportunities. The instructor should expand on the description of the local area and the conservation planning environment that was covered in the classroom by the DC, from an on-the-ground perspective, since the group will be seeing and experiencing the area firsthand for the first time. This discussion should include any community issues that might influence the conservation planning effort. To the extent possible, include a drive-by initial observation of the farm/ranch unit to be planned.

Meet the Client

The entire class should meet the client at a designated spot and receive an overview of the unit from the client - operation, ownership, type of business, size of the unit, history of the unit, and the problems, opportunities, concerns and objectives identified by the client. This should include ecological, economic and social perspectives.

Client Interview

The participants will have an opportunity to have an open discussion with the client and ask questions.

Group Activities

Each group should meet separately to discuss and document the initial problems, opportunities, objectives, business information, etc.

Each group should then, independently, conduct a physical inventory of the resources on the planning unit. This includes gathering appropriate off-site information.

Example:

Group	Site Rotation	Group Leader
A	1,2,3,4,5,6	(name)
B	2,3,4,5,6,1	(name)
C	3,4,5,6,1,2	(name)
D	4,5,6,1,2,3	(name)
E	5,6,1,2,3,4	(name)

Sites	Land Use	Fields	Instructor /Substitute Client
1	Cropland	1, 4, 8	(name 1)
2	Hayland	7, 10	(name 2)
3	Pastureland	2, 3, 11	(name 3)
4	Rangeland	5, 6	(name 4)
5	Woodland	9	(name 5)
6	Headquarters	12	(name 6)

The group leader rotates with the group from site to site to provide guidance and support as the group inventories the farm/ranch.

The instructors cover their materials at each site first and then the group conducts the inventory of the resources in those fields associated with that land use. The instructors also need to be available to the group as the substitute client to answer questions, etc.

Items for the instructor to cover:

Cropland

- Crop rotation
- Yields
- Nutrient management
- Soil testing information
- Quality criteria
- Planning considerations

Hayland

- Establishment date
- Yields
- Nutrient management
- Quality criteria
- Planning considerations

Pastureland

- Establishment date
- Grazing system used
- Forage production
- Forage demand

- Nutrient management
- Wildlife habitat
- Quality criteria
- Planning considerations

Rangeland

- Grazing system used
- Condition and trend
- Forage production
- Forage demand
- Productivity
- Wildlife habitat
- Quality criteria
- Planning considerations

Woodland

- Nutrient management
- Wildlife habitat
- Quality criteria
- Planning considerations

Headquarters

- Water supply
- Livestock waste management
- Quality criteria
- Planning considerations

Note: Threatened and Endangered Species, Cultural Resources, and Wetlands may fit into discussions of each of the landuses listed above.

Conduct Inventories

Each group conducts the needed inventories on the entire farm/ranch by rotating from site to site, field to field, across the unit. Conduct appropriate inventories relative to the unit in terms of the initially identified problems and opportunities, the client's stated objectives, and other appropriate factors.

Resource Inventory Considerations:

Soil

Erosion

Condition

Deposition

Water

Quantity

Quality

Air

Quality

Condition

Plants

Suitability

Condition

Management

Animals

Habitat

Management

<u>Economic Inventory Data:</u>

Family Farm

Land

Labor

Capital

Management

Other

<u>Social Inventory Data:</u>

Farm Family

Cultural Resources

Client Characteristics

Community Characteristics

Analyze Data

Each group then completes an analysis of the inventory data for all fields, establishing:

- A complete analysis of all resources inventoried.
- Benchmark conditions and effects on the planning unit.
- Off-site effects / damages.
- Identification of the causes of the problems.

Each group also completes, for all fields:

- An environmental evaluation.
- A cultural resources evaluation.
- Initial entries on the SSPEW.

Discussion With the Client

The substitute client from this point on for each group is as follows:

Group	Instructor / Substitute Client
A	(name 1)
B	(name 2)
C	(name 3)
D	(name 4)
E	(name 5)

Each group confers with their substitute client (as listed above) for all fields / CMUs on the results of the resource inventory and analysis, and makes adjustments to the resource problems and opportunities initially identified. The objectives are reviewed with the substitute client and modified per the desires of the substitute client.

Wrap-Up

The instructor / substitute client and the group leader works with each group to determine if the planning standards for the first four planning steps have been met.