

Fire Learning Network Regional Leaders Guidebook



Version 1
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With your help, we'll update and improve this guide. Please forward comments to:

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Preface

In its first two years, the Fire Learning Network (FLN) was organized as a national-level group. Beginning in 2004, the network will emphasize a suite of regional “sub-networks” that are led not by Fire Initiative staff but by Conservancy staff and partners who were involved in the first phase of the FLN. (There will also be annual national meetings.) In order to promote consistency among these regional networks, and also to share what we’ve learned about organizing learning networks over the past two years, the Nature Conservancy’s Fire Initiative has prepared this guidebook for regional FLN leaders. This document is intended to help these leaders launch collaborative learning networks that will effectively support local, regional, and national-level efforts to restore fire-adapted ecosystems. Leaders and designers of other conservation learning networks may also find portions of this text useful.

What’s Included

The overarching goals and structure of the redesigned FLN are explained in Section 1. Sections 2–5 outline the roles and responsibilities of regional network leaders, meeting planners, national FLN staff, and local workshop hosts. Sections 2 and 3 also contain detailed checklists and time lines for planning workshops. Useful Web links are provided in Section 6. Finally, examples of network objectives, workshop agendas, homework assignments, meeting budgets, registration forms, and other supporting documents are provided in nine appendices.

1 Fire Learning Network Overview

Background

The Fire Learning Network (FLN) supports and accelerates collaborative, community-based, landscape-scale fire management planning and implementation through the use of regional and national workshops. Workshops are structured settings where participants interact in problem-solving sessions that result in tangible products related to adaptive landscape management. The FLN encourages rapid development of solutions to common problems, focuses on learning by doing, and provides an efficient platform for technology transfer and expert involvement. Network outcomes, including summaries of best practices, lessons learned, treatment progress, planning products, and technologies and techniques, are made available to a wider audience through publications, Web sites, annual national FLN workshops and professional presentations.

The FLN is a collaborative project of The Nature Conservancy's [Global Fire Initiative](#), the [USDA Forest Service](#), and the [US Department of the Interior](#). The initial phase of the FLN (2002–2003) emphasized a single national network of sites and practitioners. Phase two (2004–2006) comprises up to 10 regional networks nested within an overarching national network. For more information, and to obtain workshop summaries and other network products, visit <http://tnc-ecomangement.org/Fire>.

Goals, Structure, and Products

The two overarching goals of the FLN are to (1) accelerate ecosystem restoration at a set of high-priority, fire-adapted landscapes where multi-agency teams are poised to implement strategies, and (2) foster innovation and transfer lessons learned from individual projects to many more landscape-scale projects, scientists and key decision-makers who may ultimately bring about larger-scale change.

From 2004–2006, we will demonstrate significant progress at landscape-scale adaptive fire management on up to 10 “advanced” landscapes. These landscape projects will become models for other projects participating in regional networks. Each regional network will aim to engage four or more projects with similar ecosystems and/or management issues. National FLN leadership will offer structured direction and peer review of project work at regional workshops offered across the continental U.S. over three years. National FLN leadership will also showcase progress of regional networks at annual national workshops for key decision makers and legislators, where practitioners will share lessons

learned, develop strategies for eliminating barriers, and identify sources of funding to implement those strategies.

All projects in the FLN will participate in regional workshops focused on one of two topics: achieving tangible progress and transferring lessons learned in adaptive fire management, or building technical capacity in application of the best available fire science tools. For example, workshops may be designed to develop interagency fire management plans, prioritize treatments across partner lands, assess alternative treatment scenarios using spatial modeling, or analyze expected treatment effects using fire behavior modeling. In all cases, the FLN will encourage rapid dissemination and application of fuels management technologies, information and tools, and overcoming obstacles to implementation. Where possible, we will use the network to provide expert input and validation of new fire science research projects.

Regional networks are supported by a number of Fire Initiative staff, including the FLN director, two applied fire ecologists, and the Initiative's learning and communications manager. In addition, because the FLN and the [LANDFIRE](#) projects have compatible mandates, LANDFIRE¹ is another source of technical assistance for regional networks (see Figure 1).

The ultimate products delivered by each landscape team will differ depending on the needs and status of specific projects. Regardless of the products, the aim is accelerated learning and measurable, on-the-ground restoration results.

Products may include:

- ◆ multi-scale ecological models;
- ◆ descriptions of fire regimes;
- ◆ viability criteria and assessment of the current viability of ecological systems, conservation targets, and threatened and endangered species;
- ◆ spatial and quantitative descriptions of the desired future status of ecosystems and conservation targets;
- ◆ collaborative goals for fire-adapted landscapes, incorporating multi-partner objectives;
- ◆ input for NEPA planning;
- ◆ cumulative effects analyses;
- ◆ economic analyses;
- ◆ attitude surveys and public polls;
- ◆ cooperative agreements;

¹ LANDFIRE is a wildland fire, ecosystem, and fuel assessment-mapping project designed to generate consistent, comprehensive, landscape-scale maps of vegetation, fire, and fuel characteristics for the United States.

- ◆ multi-ownership landscape fire plans;
- ◆ multi-landscape fire management or fire regime restoration strategies and implementation;
- ◆ collaborative fuels treatment funding proposals;
- ◆ small-diameter biomass utilization strategies;
- ◆ multi-scale, collaborative monitoring and adaptive management and implementation plans;
- ◆ quantitative assessment of treatment effects; and
- ◆ monitoring or research results.

What's Expected of Participants

Project teams are required to complete homework assignments prior to each workshop, and we encourage all attendees to review all of these materials before each meeting. Selected participants will give talks, lead small-group discussions and serve as facilitators or field trip guides. All FLN workshop attendees are expected to actively participate in discussions and offer constructive feedback to the site-based project teams.

North American Fire Learning Network Structure

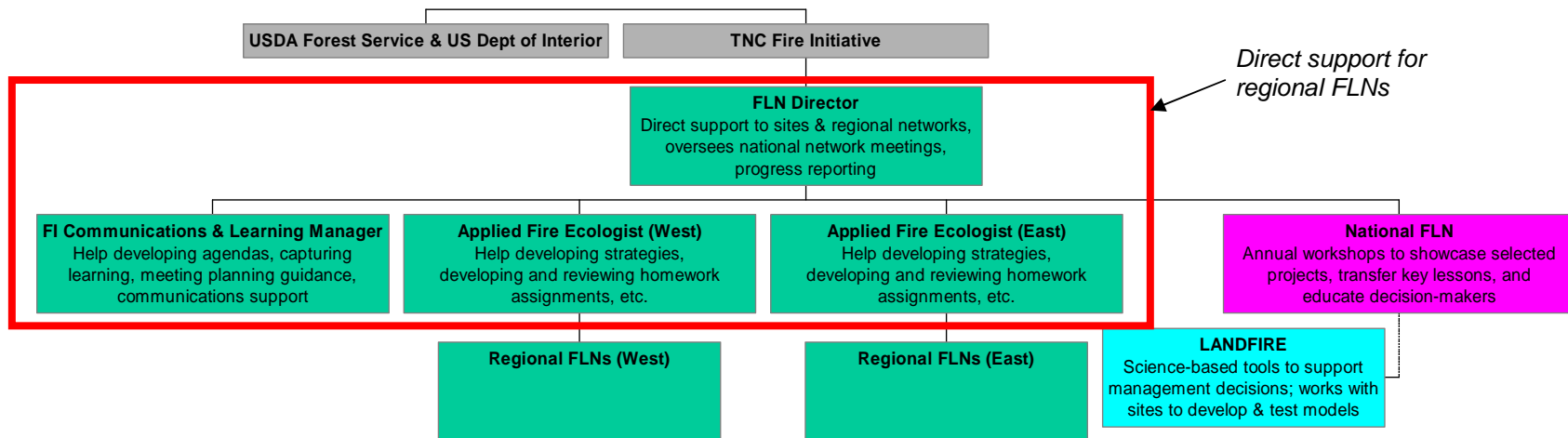


Figure 1. Support infrastructure for regional FLNs.

2 Roles and Responsibilities: Regional Network Leader

For each regional FLN there is one (or sometimes two) designated leader who is responsible for completing or facilitating work plans and adhering to other requirements of TNC's cooperative agreement with the USDA Forest Service and DOI. This person is ultimately responsible for the success of the regional network.

Overview

Key responsibilities include:

- ◆ Completing relevant site and regional FLN work plan objectives;
- ◆ Recruiting projects to participate in the regional network, and developing an informal “learning plan” that meets participants’ most pressing needs;
- ◆ Developing homework assignments and meeting agendas;
- ◆ Establishing network objectives, and monitoring progress toward meeting objectives;
- ◆ Facilitating communication and conservation learning among regional network members;
- ◆ Organizing special site visits to participating landscapes (if needed);
- ◆ Capturing and communicating conservation learning (e.g., preparing lists of “lessons learned,” drafting workshop summaries, communicating regularly with national FLN staff and other regional FLN leaders about what your projects are learning; communicating regional lessons learned at annual national FLN workshops);
- ◆ Securing and briefing workshop speakers and facilitators;
- ◆ Running regional workshops;
- ◆ Overseeing staff in charge of meeting planning (including meeting site selection, registration, hotel coordination, and providing logistical details to invitees);
- ◆ Overseeing budgeting, expense tracking, and match fulfillment; and
- ◆ Submitting required progress reports.

Regional FLN Leader Checklists

Design the Network

- Think about how the network will contribute to solving regional fire and conservation issues, and how this will influence your selection of participating projects. Draft some regional-level network objectives (these can be refined after you choose projects, see below).

- Select four or more participating projects. In general, the sites you choose should: be high priorities for action, have bright and talented staff, be

reasonably well funded and well staffed, and include good participation from partner organizations/agencies. In addition, emerging projects may want to participate at a reduced level of commitment if networking and technology transfer may contribute to their development. Once you've chosen the project teams to focus on, make sure you and the project leaders are in agreement concerning what each of you will contribute to the overall effort. Each project should have a designated leader and a multi-stakeholder team composed of at least three people.

- Interview participating project leaders/members to assess their primary fire management challenges. Summarize findings, discuss with national FLN leadership, and together develop a 1- to 3-year plan designed to help network participants learn what they need in order to overcome their challenges. Keep in mind that participants' assessments of their needs will likely evolve as a result of their involvement in the network.
- Think about how you will catalyze and maintain progress across all network projects. How often will you check in with project leads?
- Coordinate with national FLN staff and participating project leaders to develop a brief list of 1- and 3-year network objectives that are aligned with national FLN objectives (see sample network objectives in Appendix A).
- If your network is large (i.e. includes more than four projects or more than two workshops), designate an administrative staff member to serve as the Regional FLN Meeting Planner and handle all logistics and administration. Provide him/her with your budget for workshops.

Plan and Conduct Workshop #1

- Work with national FLN staff and participating project leaders to develop homework assignment #1 (sample assignments are in Appendix C). If possible, the assignments should consist primarily of work that practitioners need to complete at some point anyway, but may also meet regional-level objectives. Set deadline for homework assignment that will allow time for review and feedback. Distribute assignment to projects and assign someone (e.g., Meeting Planner, or yourself) to remind project leads of upcoming homework deadlines and collect the completed work.
- Work with national FLN staff, Meeting Planner, and participating project leaders to schedule and announce the first workshop at least 4–6 months in advance of the meeting. (It's always best to contract with a meeting facility before announcing the meeting.) Try to choose a date and location that are

consistent with a good field trip.

- Work with national FLN staff to draft an agenda for the first workshop (see samples in Appendix B). Try to build in some free or flexible time in case you need to adapt to last-minute changes. It's also a good idea to organize at least one fun event per meeting (e.g., organizing a haiku competition [with prizes] or hiring a band). This will help foster an open, supportive atmosphere. Plenty of unstructured time will also facilitate important "networking" and informal information exchange; don't consider this wasted time.
- Fine-tune agenda as needed.
- Recruit speakers and facilitators (at least 3 months in advance of meeting).
- Work with national FLN staff to review completed homework assignments and compose written feedback.
- Distribute completed assignments and written feedback to workshop participants (e.g., post on Web site or e-mail). You may also want to include these in the workshop notebooks.
- Work with Meeting Planner to develop a list of contents for participant notebooks (e.g., agenda, copies of completed homework assignments, speaker notes).
- Communicate expectations to speakers and facilitators.
- Where possible, acquire copies of presentations so they can be included in workshop notebooks in hard copy format. Also consider compiling a CD of workshop presentations and distributing it to participants during or after the workshop.
- Develop a plan and make assignments to ensure that you capture all important learning / discussions / conclusions from the workshop. Assign note takers, collect PowerPoint files and flip charts, etc.
- Design evaluation to measure effectiveness of accomplishing meeting objectives. Stress the importance of the evaluations at the workshop.

- Assign someone to take photos, especially during the field trip and breakout groups.
- Before the meeting adjourns, discuss the location and dates for the next workshop. If at all possible, schedule the next meeting then and there.

Workshop Follow-Up

- Work with Meeting Planner to thank participants, guests and others.
- Consult with project leaders and national FLN staff, and draft a brief summary of the meeting including the most important lessons learned and next steps. Distribute to regional network participants, national FLN staff, and others as appropriate.
- Make workshop presentations available at an FTP site, or compile a CD of presentations for distribution to participants after the workshop, if they were not distributed at the workshop.
- Work with national FLN staff and participating project leaders to develop homework assignment #2. Distribute assignment.
- Announce meeting dates and location.

Suggested Time Line

On the time line below, the workshop takes place in “month 0.”

Regional FLN Leader Tasks, Workshop #1	Months									
	-5	-4	-3	-2	-1	0	1	2	3	4
Tasks										
Design the Network										
Draft regional-level network objectives										
Select participating projects										
Interview project leaders										
Designate Meeting Planner										
Finalize network objectives										
Plan & Conduct Workshop #1										
Develop and distribute first homework assignment										
Announce first workshop (dates, location)										
Develop draft agenda; fine-tune as needed										
Recruit speakers and facilitators										
Develop plan to capture important learning from mtg.										
Review completed homeworks, provide comments										
Distribute completed homework to participants										
Decide what to put in notebooks										
Brief speakers and facilitators										
Design evaluation										
Run the meeting										
Try to schedule next workshop before adjourning										
Follow-Up										
Send thank you's										
Prepare and distribute meeting summary										
Develop and distribute next homework assignment										
Announce next workshop (dates, location)										

3 Roles and Responsibilities: Meeting Planner

Effective administration of logistics for FLN workshops is a key factor in their success. Ideally, large regional networks should have one person in charge of “meeting planning” for the duration of the network.

Overview

The Meeting Planner’s overall responsibilities are to:

- ◆ Help the Regional FLN Leader schedule the workshops, in consultation with national FLN staff and regional participants;
- ◆ Secure meeting facilities, accommodations and meals for the workshops (working with host sites), and oversee contracting process if necessary;
- ◆ Abide by TNC’s grant-related Policies and Procedures when purchasing goods and services with FLN grant funds;
- ◆ Maintain a list of names and e-mail addresses of all participants; send out announcements, homework assignments and workshop information to participants;
- ◆ Assemble and ship participant notebooks before each workshop;
- ◆ Make sure meeting room is set up, equipment functioning, and workshop materials available;
- ◆ Obtain the necessary audiovisual equipment for workshops (e.g., flip charts, LCD projectors);
- ◆ Coordinate with host sites on field trip arrangements (including transportation and meals); and
- ◆ Pay workshop-related invoices.

Meeting Facilities

If feasible, each workshop is held at one of the project areas. This allows participants to see some of the conservation challenges and opportunities first-hand. The Meeting Planner takes the lead responsibility for securing an appropriate meeting facility, as well as rooms and meal arrangements, working with staff at the host site. Appendix E provides guidance for choosing a facility for a successful workshop.

Meeting Planner Checklists

Organizing the Program

- Work with national FLN staff, Regional FLN Leader, and participating project leaders to schedule and announce the first workshop at least 4–6 months in advance of the meeting. It’s always best to contract with a meeting facility before announcing the meeting. Try to choose a date and location that are consistent with a good field trip.

- Concurrent with the previous task, coordinate with the Regional FLN Leader to identify the workshop location and local staff contact (see Meeting and Logistical Arrangements task list below, and Appendix E).
- Obtain initial list of participants from Regional FLN Leader, create (and update as needed) a list of participants, including addresses, phone numbers and e-mail.
- E-mail to all participants:
 - FLN overview (pages 1-1 through 1-4 of this document) (prior to first workshop only, and subsequently to all new participants), and
 - Draft workshop agenda. If starting or ending times or dates change, make sure participants are informed.

Meeting and Logistical Arrangements -- Prior to Each Workshop

- Review Appendix E and e-mail Meeting Facility Checklist to host site contact. Locate good meeting facility and lodging accommodations. [Tip: get started on this task right away! Finding the right facility and developing a contract can take more than a month.]
- Reserve dates, tentative number of lodging rooms, meeting room, dining or catering. Negotiate contract (for TNC meeting contract guidelines see http://home.tnc/meeting_services/annual/art8258.html). If possible, set up direct billing. If available, get brochures and maps to send to participants.
- Decide whether participants will be responsible for making their own lodging reservations, or if you will provide a rooming list. Rooming lists are typically due one month prior to the workshop.
- Contact restaurants (on-site or off-site) or caterer to reserve dates, discuss tentative number of people attending and menu ideas. Set up direct billing, if possible.
- Obtain logistical information (driving directions, local weather, time zone, etc.) to send to participants.
- Plan transportation and logistics for field trip, working with Regional FLN Leader and local project staff – see Field Trip Checklist.
- Obtain draft agenda from Regional FLN Leader, including starting and ending times, and meal and break times. Keep abreast of agenda changes and be prepared to alter arrangements you've made with the hotel / caterer.

Communications with Participants/Registration -- Prior to Each Workshop

- Coordinate with Regional FLN Leader to conduct registration. This is your opportunity to (1) obtain all the information you need from participants, and (2) tell participants everything they need to know in order to make

travel arrangements. Information needs vary among workshops, so see sample registration forms in Appendix H. Provide the following information, at a minimum, to invitees:

- Workshop start/finish times
 - Airport location(s) *please be sure to indicate time zone is different from meeting site*
 - Meeting location and accommodations overview
 - Draft field trip overview, including what participants need to bring and wear
 - Request for any special dietary and A/V needs
- Optional: collect completed homeworks from project leaders, and check them for completeness (if Regional FLN Leader has assigned this task to you).

Participant Notebooks

- Work with the Regional FLN Leader to develop list of contents for participant notebooks. We suggest including the following: agenda & objectives (objectives for network as a whole and for this workshop), updated participant list (including affiliation, mailing address, e-mail address, and phone numbers), final field trip information, project descriptions/maps, copies of completed homework assignments, speaker notes, and evaluation form.
- Decide if you will distribute notebooks prior to, or at, the workshop.
- Develop schedule for receiving and creating materials, order supplies.
- Assemble notebooks in time to ship (either to individual participants or meeting facility).

Audiovisual / Equipment Needs

These may be provided by the local office and/or meeting facility. (Note: because of the high cost, we rarely rent LCD projectors). See Meeting Facility checklist for further details.

- LCD Projector -- Critical equipment item. Please have plan for backup in event of any problems. Multiple projectors are desirable, if available.
- Cart(s) or table for the above
- Screen
- Extension cords and power outlets for each project team & LCD projector
- Name tags
- Flipcharts (one for each planned breakout group); colored markers; masking tape/push pins

- Access to copier and/or printer (if available)

Food & Beverages for Workshops

If possible, food & beverage stations should be set up directly in the meeting room. Please try to provide the “fuel” all day long.

- Coffee, decaf coffee, tea, and herbal tea (sugar, sugar substitute and creamer)
- Bottled water, soft drinks, assorted juices
- Snacks all day
- Alcoholic beverages cannot be purchased with FLN grant funds. If you want to provide cocktails in the evenings, either arrange for a cash bar, or cover these costs with a non-grant budget center.

Meals

- Hot breakfast is strongly preferred, especially on the day of the field trip; protein helps keeps everyone’s energy levels high. However, if a continental breakfast is the only alternative, please include whole grain cereal (e.g., raisin bran) and yogurt, along with pastries or bagels, fresh fruit and of course coffee, tea, water and juices.
- Meals should include a vegetarian choice & assorted beverages
- Provide boxed lunches with beverages on the day of field trip, and possibly on the last day for return travel; provide hot coffee/tea if possible on field trips in cold weather.

Follow-Up

- Help Region FLN Leader gather and organize evaluations, notes, presentations, and other materials from the workshop.
- Compile participant evaluation responses and provide to network leader.

Suggested Time Line

On the time line below, the workshop takes place in “month 0.”

Regional FLN Meeting Planner Tasks, Workshop #1	Months						
	-5	-4	-3	-2	-1	0	1
Tasks							
Organize the Program							
Announce first workshop		■					
Develop participant list, update as needed			■	■	■		
E-mail network overview and draft agenda to participants			■				
Meeting & Logistical Arrangements							
Choose general meeting location, contact local host site		■					
E-mail Meeting Facility Checklist to host site contact		■					
Work with contact to identify meeting facility and lodging		■					
Reserve lodging/ meeting room; develop contract		■					
Set up direct billing with meeting vendors		■					
Obtain basic logistical information that participants will need		■					
Obtain draft agenda and subsequent updates			■	■	■	■	
Plan transportation and other logistics for field trip				■	■		
Contact restaurants or caterer and arrange for meals				■	■		
Arrange for audiovisual needs and other supplies					■	■	
Communications w/Participants / Registration							
Optional: collect completed homework assignments				■			
Develop registration form and conduct registration					■		
Participant Notebooks							
Develop list of contents, set deadlines, assemble					■	■	
Follow-Up							
Gather evaluations, notes, presentations, etc.							■
Summarize evaluation results							■

4 Roles and Responsibilities: National FLN Staff

Overview

National FLN staff are involved in multiple regional networks, and they also organize one national FLN workshop per year. These staff are available to:

- ◆ Work directly with Regional Network Leaders and other site-based staff to accelerate ecosystem restoration at FLN landscapes, foster innovation, and transfer lessons learned;
- ◆ Review regional network and individual workshop objectives;
- ◆ Review regional workshop agendas and homework assignments, and help secure speakers if needed;
- ◆ Participate in regional and national workshops;
- ◆ Make network projects aware of potential funding sources and review and help develop work plans that might be used in funding proposals;
- ◆ Answer questions about network coordination and meeting planning;
- ◆ Participate in some site visits;
- ◆ Ask difficult questions about lack of progress;
- ◆ Update this guidance document as we learn more about what it takes to organize successful regional networks;
- ◆ Publish regional and national network products, lessons learned, success stories, and workshop summaries (on a central FLN web site and also via other channels);
- ◆ Maintain a national FLN listserv;
- ◆ Provide technical training (e.g.; ecological modeling);
- ◆ Keep FLN participants informed about significant, national-level fire policy, education, fire training opportunities, and science-related developments;
- ◆ Review regional work plans and progress reports;
- ◆ Award Regional FLN funding; and
- ◆ Synthesize regional progress reports into a semi-annual national report.

5 Roles and Responsibilities: Local Workshop Host

Overview

Network workshops are usually located within and hosted by a landscape that is an active network participant. These hosts often play an invaluable role helping to identify a meeting site, planning a meaningful field trip, and recruiting local speakers.

With the proper planning, projects that host workshops can use the meeting as an opportunity to increase their profile within the community. The local host may want to advertise the workshop locally, and even invite members of the press to attend. In this case, to avoid distracting the network participants, the local host must also provide a local media contact.

6 Helpful Links

Learning Networks

Fire Learning Network: <http://tnc-ecomagement.org/fire>

Other Nature Conservancy learning networks: <http://tnc-ecomagement.org/>

Other Learning and Conservation Exchange Resources

ConserveOnline: <http://www.conserveonline.org>

Download Audrey Newman's report on peer learning and capacity building:
<http://www.conserveonline.org/2002/10/s/ANsabbaticalreport>

TNC Intranet (accessible to Conservancy staff only):

Efroymsen Fellowship Program: <http://home.tnc/grcefroymsen>

Conservation Fellows Program: <http://home.tnc/asiapacific/people/>

Meeting Planning Resources

Conservancy staff can find general meeting planning guidance on the TNC intranet: http://home.tnc/meeting_services/about/

Federal Domestic per diem information (2004)

<http://www.policyworks.gov/org/main/mt/homepage/mtt/perdiem/perd04d.html>

Planning a "Green" Meeting

(taken from TNC intranet)

Green Hotels Association

The Green Hotels Association provides [a listing of member hotels](#) who are committed to encouraging, promoting and supporting ecological consciousness in the hospitality industry. Additionally, The Green Hotels Association has compiled [a questionnaire](#) for meeting planners to ask potential properties to help determine if they are environmentally-friendly locations for a meeting.

10 Easy Green Ideas for Meeting Planners

Meeting Professionals International provides helpful information for meeting

planners on determining if potential properties are truly "green."

Blue & Green Meetings

Environmentally responsible meetings are not only good for the earth, they're great for business. Planning or supplying a green meeting gives you the competitive edge, a great reputation, and can save you time and money in the process. Whether you are a host, planner or supplier, this is where you'll find the tips, tools and resources to make environmentally responsible choices for your meetings.

Appendix A

Sample Network Objectives

Fire Learning Network and Workshop 1, 2, and 3 Objectives

Fire Learning Network Objectives

- 1) Accomplish the mutual goals of *The Nature Conservancy* and the *National Fire Plan* through tangible, leveraged progress in fire management at multiple scales
- 2) Develop the scientific basis for landscape-scale fire management planning in non-urban and urban interface areas,
- 3) Incorporate multi-scale strategies into fire management plans,
- 4) Promote the integration of fire management strategies with those for the conservation of other ecological processes,
- 5) Prepare sites to begin or advance existing ecologically- and scientifically-based fuels management,
- 6) Provide a forum to improve fire management planning and implementation through cultivation of effective public and private partnerships, education, collaborative problem-solving, and encouragement of innovation,
- 7) Make communities at risk safer through planning, community partnerships, and readiness for fuels treatments, and
- 8) Provide a multiscale framework for measures of success within and across landscapes, management agencies or organizations, and political boundaries.

The ultimate products delivered by each landscape team may differ depending on the needs and status of specific projects, within the context of a minimum acceptable standard for ecologically- and scientifically-based collaborative fire management planning. Products may include:

- 1) multiscale ecological models,
- 2) descriptions of fire regimes,
- 3) viability criteria, and assessment of the current viability of ecological systems, conservation targets, and threatened and endangered species,
- 4) spatial and quantitative descriptions of the desired future status of ecosystems and conservation targets,
- 5) collaborative goals for fire-adapted landscapes incorporating multi-partner objectives
- 6) input for NEPA planning,
- 7) cumulative effects analyses,
- 8) cooperative agreements,
- 9) economically and ecologically viable multi-ownership landscape fire plans,
- 10) collaborative fuels treatment funding proposals,
- 11) small-diameter biomass utilization strategies,
- 12) multiscale, collaborative monitoring and adaptive management plans,
- 13) innovative technology transfer strategies.

Workshop 3 (Little Rock, AR, March 18–21, 2003) objectives are to:

- Collaboratively draft a three-year implementation plan for 2003-2005
- Identify/refine primary barriers to short-term (within 3 years) implementation

- Identify solutions to primary barriers
- Make tangible progress in implementing at least one solution to a barrier
- Create a context for learning about how to improve collaboration and partnerships
- Share knowledge, information and best practices through discussion sessions, networking and peer review of project products
- Strengthen landscape-, regional- and national-scale project partnerships through networking and sharing organizational missions, landscape goals and innovative practices

Workshop 2 (Bend, OR, November 19–22, 2002) objectives were to:

- Refine and/or quantify landscape scale ecological models for priority fire-adapted systems
- Translate collaborative landscape-scale fire management goals into spatially-explicit desired future conditions and priorities
- Test and compare alternative restoration strategies and scenarios to achieve collaborative desired future conditions
- Share knowledge, information and best practices through discussion sessions, networking and peer review of project products
- Strengthen landscape-, regional- and national-scale project partnerships through networking and sharing organizational missions, landscape goals and innovative practices

Workshop 1 (Santa Fe, NM April 2–4, 2002) objectives were:

- To refine landscape-scale ecological models that represent the structure and function of priority fire-adapted ecosystems.
- To develop landscape-scale fire management goals that encompass diverse partner objectives, identify barriers to effective collaboration, and develop commitments to improve collaborative processes.
- To share knowledge, information and best practices in the collaborative development of the scientific foundations for landscape-scale fire management.
- To strengthen landscape-, regional- and national-scale project partnerships through networking and sharing organizational missions and landscape goals.

**Pine-Oak Ecosystems Regional Fire Learning Network Workshop Objectives
Little Rock, Arkansas 9-11 December 2002**

- To refine landscape-scale ecological models that represent the structure and function of priority fire-adapted ecosystems.
- To develop landscape-scale fire management goals that encompass diverse partner objectives, identify barriers to effective collaboration, and develop commitments to improve collaborative processes.
- Refine and/or quantify landscape scale ecological models for priority fire-adapted systems
- Translate collaborative landscape-scale fire management goals into spatially-explicit desired future conditions and priorities
- Test and compare alternative restoration strategies and scenarios to achieve collaborative desired future conditions
- Share knowledge, information and best practices through discussion sessions, networking and peer review of project products
- Strengthen landscape and regional project partnerships through networking and sharing organizational missions, landscape goals and innovative practices

Pacific Islands Invasives Learning Network Mission and 3-Year Objectives (DRAFT)

The following mission statement and objectives were developed in November 2003 by the Pacific Islands Invasives Learning Network design team. Contact Mark White (mwhite @tnc.org) for updated information.

MISSION: Empower more effective invasive species management through a participant driven network that meets priority needs, rapidly shares, skills and resources, provides links to technical expertise and accelerates information exchange.

THREE-YEAR OBJECTIVES (January 2004 – December 2006):

YEAR 1

- 1) By June 2004, the interagency partnership to launch the Pacific Island Invasives Learning Network (LN) is formally established with strong support from government and non-government agencies throughout the Pacific.
- 2) By September 2004, funding is secured or pledged for the first two years of LN activities, and a formal call for participating teams is distributed throughout the Pacific.

YEAR 2

- 3) By March 2005, a Pacific Island Invasives Learning Network (LN) composed of influential and motivated people from Polynesia, Micronesia and Melanesia is launched and a leader has been appointed who will encourage and facilitate progress towards agreed national and regional management goals. More than 50% of the LN team participants are indigenous Pacific islanders.
- 4) By December 2005, at least one multi-sector invasives team is in place and functioning effectively in each of Polynesia, Micronesia and Melanesia composed of team leaders and members with the standing/influence (“mana”), knowledge and motivation to achieve priority invasive objectives in their country, and they have empowered others to also take effective actions.
- 5) By December 2005, at least one “demonstration project” has been initiated or strengthened by each team aimed at developing national (and regional) Invasive Alien Species (IAS) management capacity (individuals and agencies), as well as achieving declared conservation outcomes.

YEAR 3

- 6) By March 2006, measures for the LN itself have been identified and baseline is set.
- 7) By December 2006, the LN has provided a stimulus and a planning mechanism through which Pacific island teams achieve shared goals, integrate management activities nationally and regionally, and help implement and improve existing IAS “strategies” and “frameworks”.
- 8) By December 2006, at least 50% of learning network participants have secured additional funds for IAS management projects as a result of being in the LN.
- 9) By December 2006, a long-term funding strategy in place to support the LN as an important tool in facilitating IAS management in the Pacific.

Appendix B

Sample Agendas

FLN Workshop 1 - **DRAFT** Agenda - Santa Fe, NM

Monday evening April 1

7pm- Welcome Reception (no host)

Tuesday April 2

Day's Goal: *Learn about Demonstration Landscapes and provide peer review on models*

7:00 - 8:00 Breakfast

8:00 - 8:30 Welcome to Santa Fe - Bill Waldman TNC/Gilbert Zepeda Santa Fe NF Deputy Forest Supervisor/R3 Fire Staff USFS

8:30 - 8:45 Introductions

8:45 - 9:15 Background: Fire Learning Network, TNC Conservation Area Planning Process

9:15 - 10:00 Merrill Kaufmann USFS Rocky Mountain Research Station, Ft Collins Application of ecological models to developing landscape goals & objectives

10:00 - 10:15 Break

Demonstration Landscape Presentations - Landscape and Ecological Model Descriptions

10:30 - 11:00 Middle Niobrara Valley - Sandhills, Nebraska

11:00 - 11:30 Long Island Pine Barrens, New York

11:30 - 12:00 Deschutes, Central Oregon

12:00 - 1:00 Lunch

1:00 - 1:30 Bighorns, Wyoming

1:30 - 2:00 Jemez, Mountains, New Mexico

2:00 - 2:30 Break

2:30 - 4:30 Concurrent break out groups - ecological model peer review

4:30 - 5:00 5 minutes for each Demo - name three things to change in models or things learned
Critique of day's events

6:00 - 7:00 Dinner

7:00 - 8:00 Field Trip logistics/Dinner Speaker - Peter Moulton - Trust for Nature, Australia

continued - FLN Workshop 1 - **DRAFT** Agenda - Santa Fe, NM

Wednesday April 3

Day's Goal: *Experience the Jemez landscape and collaborate on refining their model*

- 7:00 - 8:00 Breakfast
- 8:00 - 8:30 Logistics/Comments from previous day
- 8:30 - 9:15 Applegate Partnership - Fire Management Plan Jack Shipley
- 9:15 - 10:00 Carolyn Sieg, USFS Rocky Mountain Research Station, Flagstaff
- Fire-Fire Surrogate Study - Integrated National Network of Long-term Research Sites

- 10:00 **Field Trip**
Tom Swetnam/Patrick McCarthy/Santa Fe NF & Bandolier NM Staff
Field validation of Jemez Mtns ecological model through tours of diverse fuel treatment research projects and fire disturbance events in Jemez Mtns.

Thursday April 4

Day's Goal: *Learn about barriers to collaboration and develop collaboration commitments*

- 7:00 - 8:00 Breakfast
- 8:00 - 8:10 Start workshop evaluations
- 8:10 - 8:30 Review lessons learned from previous days
- 8:30 - 9:15 Presentation of Demonstration Landscape team goal statements
- 9:15 - 9:30 Break
- 9:30 - 2:30 Commitments for collaboration: The Kegan/Lahey 4 Column Exercise
Dave Thomas (USFS Region 4). Includes lunch.
- 2:30 - 3:00 Break
- 3:00 - 4:00 Peer review of models from Participating/Contributing landscapes
- 4:00 - 4:30 Action Items (Teams document three things they need to do before the next workshop to accomplish one of their work plan objectives)
- 4:30 - 5:30 Finish evaluations/Schedule next workshop/Next Steps
- 5:30 Close

Fire Learning Network Workshop 2 - Agenda – Bend, OR

Monday evening November 18

7pm- Welcome Reception (no host)

Tuesday November 19

Day's Goal: *Learn about demonstration landscapes and provide peer review on desired future conditions and alternative management scenarios*

7:00 - 8:00 Breakfast

8:00 - 8:15 Welcome: Leslie Weldon, Forest Supervisor, Deschutes National Forest

8:15 – 8:45 Opening Comments: Tim Hartzell, DOI, National Fire Plan
Multi-partner Landscape Conservation in Context: President's Forest Health Initiative, Congress, Legislation, Question and Answer

8:45 - 9:00 Background: Fire Learning Network - Ayn Shlisky, TNC Fire Initiative

9:00 – 9:45 Wendel Hann, USFS Washington Office, Fire and Aviation
Modeling variation in fire regimes, fire regime condition, and management implications

9:45 - 10:00 Break

Demonstration Landscape Presentations

Landscape Scale Desired Future Conditions and Alternative Management Scenario Descriptions

10:00 - 10:40 Middle Niobrara Valley - Sandhills, Nebraska

10:40 - 11:20 Jemez Mountains, New Mexico

11:20 - 12:00 Bighorn Mountains, Wyoming

12:00 - 1:00 Lunch

1:00 - 1:40 Long Island Pine Barrens, New York

1:40 - 2:20 Deschutes, Central Oregon

2:20 - 3:00 Break

3:00 - 4:30 Peer review - desired future conditions and alternative management scenario Concurrent break out groups

4:30 - 5:30 Each Demo presents three recommendations from peer review

Critique of day's events

6:30 - 7:30 Group Dinner

7:30 - 8:30 Field Trip logistics

Dinner Speaker - Dr. Stu Garrett, background on Deschutes for Wed field trip

continued - FLN Workshop 2 - Agenda – Bend, OR

Wednesday November 20

Day's Goal: *Experience the Upper Deschutes landscape; field exercise on fire regime condition and management implications*

7:00 - 8:00 Breakfast
8:00 - 8:10 Leave for field
3:30 – 5:00 Reception/Poster session at High Desert Museum
5:00 Return to Sun River

Dinner on your own

Thursday November 21

Day's Goal: *Challenges and Opportunities in Collaborative Fire Regime Restoration
Peer Review of Participating Landscape Products*

7:00 - 8:00 Breakfast
8:00 - 8:20 Review lessons learned from previous days
8:20 – 9:00 Frank Lake, OSU, Traditional uses of fire
9:00 - 10:00 Planning to restore fire adapted ecosystems - panel
10:00 – 10:20 Break
10:20 – 11:45 Peer review of models from Participating/Contributing landscapes
11:45 – 12:00 Lessons Learned from Participating/Contributing landscape BOGs
12:00 – 1:00 Lunch
1:00 – 2:00 Concurrent discussion sessions

- Fire Use policy – Tom Zimmerman, National Park Service
- USGS/NPS burn severity data – Sandra Haire, USGS
- VDDT modeling demo – Wendel Hann, USFS
- Biomass utilization/Economics/Forest Products Research – Anne Jeffery, BLM Fire and Aviation; Jerry Payne, USFS National Biomass Utilization Specialist; Susan Levan USFS Forest Products Research
- Fire Management on Tribal lands

2:00 – 3:00 Concurrent discussion sessions

- NRCS and fire restoration on private lands – Patrick Shaver, NRCS
- Planning/NEPA – Phil Mattson, USFS R6, Sarah Robertson, NPS/USFS, Maia Enzer, Sustainable Northwest
- Fire and Invasives – Mandy Tu, TNC Invasives Initiative
- Modeling DFCs at Eglin Airforce Base – Jeff Hardesty, Co-Lead, Fire Initiative
- Community Viz Demo – Karen Yacos, Orton Family Foundation

3:00 – 3:15 Break
3:15 – 3:30 Landscape Project Action Items
3:30 - 4:00 Evaluations
4:00 Free time. Dinner on own.

Friday November 22

7:00 – 8:00 Breakfast

8:00 – 8:45 Effects of Yr 2002 fires:
Pass Creek, WY and Hayman, CO

Joni Ward/Douglas Zollner
The Nature Conservancy

8:45 - Presentations TBA

11:30 – 12:00 Next workshop

12:00 Close

Fire Learning Network Workshop 3 - Agenda – Little Rock, AR

Monday evening March 17

7pm- 10pm Welcome Reception (no host)

Tuesday March 18

Day's Goal: *Learn demonstration landscapes and provide peer review on implementation plans and collaborative products*

7:00 - 8:00 Breakfast

8:00 - 8:15 Welcome: TBD (Contact: Scott Simon)

8:15 – 8:45 Background: Fire Learning Network - Ayn Shlisky, TNC Fire Initiative

8:45 - 9:45 Success stories in collaboration: planning to implementation
Lake Wales Ridge – Mary Huffman/partner?
Flagstaff – Ed Smith/partner? Or Muleshoe – Dave Gori/Ed Brunson/partner?
Boston Mountains – John Andre/Scott Simon?

9:00 – 9:45 Collaboration plenary presentation, TBD

9:45 - 10:00 Break

Landscape Team Presentations

Priorities for Implementation and Breaking Barriers to Collaboration

10:00 - 10:40 **Presenters TBD based on homework submitted in early March**

10:40 - 11:20

11:20 - 12:00

12:00 - 1:00 Lunch

1:00 - 1:40

1:40 - 2:20

2:20 - 3:00 Break

3:00 - 4:30 Homework peer review - Priorities for Implementation and Breaking Barriers to Collaboration - Concurrent break out groups

4:30 - 5:00 Key factors of collaboration survey (Dan Williams, Rocky Mountain Research Station or Bill McCloughlin, University of Idaho, or Joe champ, CSU)

5:00 – 5:30 Synthesis presentation of peer review results

6:30 - 7:30 Group Dinner

7:30 - 8:30 Field Trip logistics

Dinner Speaker – TBD (Contact: Scott Simon)

continued - FLN Workshop 3 - Agenda – Little Rock, AR

Wednesday March 19

Day's Goal: *Experience the Arkansas River Valley landscape; field exercise on collaboration and implementation*

7:00 - 8:00 Breakfast
8:00 - 8:10 Leave for field
4:30 – 5:30 Reception/Poster session? (Contact: Scott Simon)

Dinner on your own

Thursday March 20

Day's Goal: *Building Skills in Collaboration
Peer Review of Participating Landscape Products*

7:00 - 8:00 Breakfast
8:00 - 8:20 Review lessons learned from previous days
8:20 – 9:00 Collaboration: Building skills to support partnerships and collaboration
(Gregg Walker, Oregon State University)
9:00 - 10:00 Collaborative Systems Mapping
10:00 – 10:20 Break
10:20 – 11:05 Assessing the Collaborative Potential of Projects
11:05 – 12:00 Collaborative Potential Screening exercise
12:00 – 1:00 Lunch
1:00 – 2:15 Concurrent Collaborative Skills Clinics and Fire Sessions

Dealing with challenging situations
Meeting management
Facilitation skills
Building sustainable agreements
Dynamics of group decision-making
Fuels Treatment Modeling
Funding Fire Projects
Monitoring (NPS)
Collaboration with State Agencies
Collaboration with NRCS

2:15 – 2:30 Break
2:30 – 3:45 Peer review of landscape projects

continued - FLN Workshop 3 - Agenda – Little Rock, AR

Thursday March 20 (cont)

- 3:45 – 4:15 Landscape Project Action Items
- 4:15 – 4:30 Evaluations
- 4:30 – 5:30 Optional Discussion on Collaboration – Gregg Walker facilitator
- Dinner on your own.

Friday March 21

- 7:00 – 8:00 Breakfast
- 8:00 – 8:30 Synthesis of Lessons Learned in Collaboration Collaboration discussion group facilitators
- 8:30 – 9:30 Plenary presentation – The Science of Implementation (TBD (South Utah Demo?))
- 9:30 – 10:30 Plenary presentation – Implementation (TBD)
- 10:30 – 11:00 Finish Evaluation
- 11:00 – 11:30 Wrap-up
- 11:30 – 12:00 Next workshop – Measures of Success
- 12:00 Close

Laurentian Mixed Forest Fire Learning Network Regional Workshop
AGENDA
February 25-27, 2003 (Grand Lodge, Ely)

Day One

Day's Goal: Learn about Project Landscapes and Provide Peer Review on Ecological Models

- 8:00 – 8:15 Introductions/Welcome (Meredith Cornett, Conservation Ecologist, The Nature Conservancy of Minnesota)
- 8:15 – 9:00 Background: Fire Learning Network - Workshop Goals (Douglas Zollner, Fire Restoration Coordinator, The Nature Conservancy)
- 9:00 – 9:45 National Fire Plan: Opportunities for multi-partner landscape management (Andi Koonce, Eastern Region Fuel Specialist, USFS)
- 9:45 – 10:00 Break
- 10:00 – 10:45 Natural Disturbance and Forest Management: General Theory and Application (Greg Nowaki, Regional Ecologist, Region 9, USFS)
- 10:45 – 11:15 Application of ecological models to developing landscape goals and objectives (Douglas Zollner)

Project presentations – Landscape and Ecological Model Descriptions

- 11:15 – 11:45 Border Lakes landscape (Mary Harkness (The Nature Conservancy), KellyAnn Gorman (Voyageurs National Park), Robin Reilly (Quetico Provincial Park), Tim Norman (Superior National Forest))
- 11:45 – 12:15 Peer review/discussion/questions – Border Lakes
- 12:15 – 1:15 Lunch
- 1:15 – 1:45 Lake Alexander landscape (Garth Fuller, Project Director, The Nature Conservancy of Minnesota/Partners)
- 1:45 – 2:15 Peer review/discussion/questions – Lake Alexander
- 2:15 – 2:45 Muskrat Lakes/Two-Hearted River (Randy Swaty, The Nature Conservancy of Michigan)
- 2:45 – 3:15 Peer review/discussion/questions – Muskrat Lakes/Two-Hearted River
- 3:15 – 4:00 Break
- 4:00 – 4:30 Summarize key recommendations for each landscape
- 4:30 – 5:00 Feedback on day's events/presentations
- 6:30 Group Dinner/Dinner Speaker
Background on tomorrow's field trip: Some Examples of Prescribed Burning for Ecosystem Restoration and Fuels Management on the Superior National Forest (Paul Tiné, Retired Prescribed Fire and Fuels Specialist for the Minnesota National Forests and Jim Hinds, Fire Management Officer, Ely)

Day Two

- Day's Goals: Border Lakes Landscape Site Visit:
Refine the ecological models through field exercises
Discuss desired future conditions and alternative management scenarios
Identify barriers to implementation
- 7:00 – 8:00 Breakfast
- 8:00 – 9:00 Collaborative multi-scale fire regime condition class assessment – integrating coarse and project scales (Ayn Shlisky)
- 9:00 – 10:00 Modeling reference conditions and alternative future scenarios using the Vegetation Dynamics Development Tool – Border Lakes example (Ayn Shlisky)
- 10:00 – 10:30 Break/prepare for field trip (Participants must dress warmly for the field exercise (it will be well below freezing). Snowshoes may be provided for portions of the exercise.
- 10:30 Leave for field: Site visit to Hegman Lake (Old growth red and white pine and prescribed burn) and/or Snowbank Lake (prescribed burn in blowdown area) Bring – Border Lakes ecological models for review; FRCC – field exercise forms and instructions.
- * Box lunch provided
- 4:30 Return to Grand Lodge
- Dinner on your own

Day Three

Day's Goals: Explore collaborative goals and desired future conditions; identify tools to assist landscape teams in defining quantitative/spatial DFC's; identify barriers to collaboration and short-term actions to overcome these barriers

7:00 – 8:00 Breakfast

8:00 – 8:30 Review lessons from previous two (Douglas Zollner)

Presentation of Landscape Goal Statements; General Desired Future Conditions

8:30 – 9:15 Lake Alexander - goal statement/desired future conditions (presentation with time for discussion) (Garth Fuller)

9:15 – 10:00 Border Lakes - goal statement/desired future conditions (presentation with time for discussion) (Meredith Cornett/Mary Harkness/Robin Reilly)

10:00 – 10:15 Break

10:15 – 11:00 Muskrat Lakes/Two-Hearted River – goal statement/desired future conditions (presentation with time for discussion) (Randy Swaty)

11:00 – 12:00 Modeling management scenarios and the potential for achieving desired future conditions (Robert Scheller, University of Wisconsin, Madison)

12:00 – 1:00 Lunch

1:00 – 1:45 Barriers to collaboration – identifying barriers to achieving DFC's and short-term actions to overcome barriers; this is a participatory Q and A session

Teams document three actions they need to accomplish before next workshop (Douglas Zollner)

1:45 – 2:30 Evaluate workshop (objectives – accomplishments-improvements) and discuss dates/locations/objectives for next workshop (Douglas Zollner)

2:30 Adjourn-happy travels!

----- Turn in evaluations -----

DRAFT Agenda
Laurentian Mixed Forest Fire Learning Network Workshop #2
Camp Ripley Education Center, Room 205, Little Falls, MN

(Address for Camp Ripley Main Gate: 15000 Highway 115, Little Falls)

Wednesday November 5

Day's Goal: Learn about demonstration landscapes and provide peer review on desired future conditions and alternative management scenarios

- 7:00 – 8:00 Light breakfast (provided)
- 8:00 – 8:15 Welcome: Introduction to Camp Ripley – Jay Brezinka, Natural Resource Planner, Camp Ripley
- 8:15 – 8:30 Background: Fire Learning Network – Douglas Zollner, The Nature Conservancy, Fire Initiative
- 8:30 – 9:00 Success Story in Collaboration: From planning to implementation in the Boston Mountains Landscape – Scott Simon, Director of Conservation, Arkansas Field Office, The Nature Conservancy
- 9:00 – 9:40 Itasca State Park – VDDT modeling. Mike Locke – Department of Natural Resources – Forestry
- 9:40 – 10:00 Break
- 10:00 – 12:00 Team group meetings: An opportunity for each group to meet, refresh each other on the details of the completed homework assignment, and do any fine-tuning prior to the group presentation. Each team leader to determine how best to focus the discussion for their groups.
- 12:00 – 1:00 Lunch (provided)

Demonstration Landscape Presentations: Landscape-Scale Desired Future Conditions and Alternative Management Scenario Descriptions

- 1:00 – 1:40 Lake Alexander/Camp Ripley, Minnesota
- 1:40 – 2:20 Border Lakes, Minnesota
- 2:20 – 3:00 Break
- 3:00 – 3:40 Muskrat Lakes, Michigan
- 3:40 – 5:00 Peer review - desired future conditions and alternative management scenarios; each Demo presents three recommendations from peer review
- 5:00 – 5:30 Critique of day's events
- 6:00 – 7:00 Group dinner (Fort Steak House tentative location)
Dinner speaker – Becky Marty – Itasca State Park – Lessons in landscape burning.

7:00 - 7:30 Field trip logistics

Thursday November 6

Day's Goal: Experience Lake Alexander/Camp Ripley landscape; Challenges and opportunities in collaborative fire regime restoration: How do we get to implementation?

7:00 – 8:00 Light breakfast (provided)

8:00 – 1:00 Field trip on Camp Ripley – Lunch in the field (provided)

1:00 – 1:40 Funding Fire Restoration Projects – Zollner

1:40 – 2:00 Break

2:00 – 3:30 Team meetings: Develop three action steps to begin or complete before the next workshop

3:30 – 4:00 Teams present three things they will accomplish before the next workshop

4:00 – 4:30 Evaluations and next workshop

Northwest Colorado Fire Learning Network Regional Workshop 1

AGENDA

January 21-22, 2004

Shadow Mountain Clubhouse, Craig, CO

Workshop Goals:

- *Build collaboration and communication around fire management in Northwest Colorado.*
- *Develop a common understanding among partners of the role of fire in the ecological systems present at one site in Northwest Colorado.*
- *Develop a common vision of landscape goals and desired future conditions for the site.*
- *Identify barriers to reaching collaborative goals and DFC's and develop strategies to address these barriers and accomplish collaborative goals..*

Day One

- Day's Goal:** **Introductions, Review of Progress to date and Development of Collaborative Landscape Goals.**
- 8:00 – 8:15 Introductions/Welcome (Ann Oliver, Yampa River Project Director, The Nature Conservancy of Colorado).
- 8:15 – 8:45 Background: Fire Learning Network - Workshop Goals (Douglas Zollner, Fire Restoration Coordinator, The Nature Conservancy).
- 8:45 – 9:45 National Fire Plan: Opportunities for multi-partner landscape management and/or progress to date on fire planning in NWCO (Mike Reiser, FMO and Ann Franklin, Moffat County Natural Resource Department).
- 9:45 – 10:00 Break.
- 10:00 – 10:45 The Role of Natural Disturbance, and the Fire Regime Condition Class as a tool for planning (Mark Rogers, Fire Ecologist, BLM-White River Office).
- 10:45 – 11:30 Application of ecological models to developing landscape goals and objectives (Douglas Zollner).
- 11:30 – 12:30 Lunch.
- 12:30 – 1:00 Collaborative goals setting; examples from other landscapes. (Douglas Zollner).
- 1:00 – 3:15 Develop Collaborative Landscape Goals.
- 3:15 – 3:30 Break
- 3:30 - 4:00 Present and collate goals.
- 4:00 - 4:30 Feedback on day's events/presentations

Day Two

Day's Goals: **Explore collaborative goals; identify and map desired future conditions, identify barriers to collaboration (and/or achieving desired future conditions) and short-term actions to overcome these barriers.**

- 8:00 – 8:30 Review lessons from previous day; Refresher on the Ecological Models and Current Conditions and application to DFC's (Douglas Zollner).
- 8:30-11:00 Sub-landscape groups identify and map DFC's for their areas.
- 11:00 – 12:00 Sub-landscape groups present their DFC's for questions and feedback.
- 12:00 – 1:00 Lunch
- 1:00 – 1:30 Sub-landscape groups present their DFC's for questions and feedback.
- 1:30 - 2:15 Strategies for reaching DFC's (brainstorming with group).
- 2:15 – 3:00 Barriers to collaboration – identifying short-term actions/strategies to overcome barriers; this is a participatory Q and A session (Douglas Zollner)
- 3:00 – 3:15 Break
- 3:15 – 4:15 The group commits to overcome identified barriers and document the top three actions they need to accomplish in the next 3 months in order to begin achieving DFC's.
- 4:15 – 4:45 Review accomplishments, evaluate workshop (objectives –improvements) discuss next steps/follow-up, if necessary (Douglas Zollner)
- 5:00 Adjourn-happy travels!

----- Turn in evaluations -----

Fire Learning Network Landscape Condition Modeling Workshop and Vegetation Dynamics Development Tool (VDDT) Training

Santa Fe, New Mexico

January 21-24, 2003

FLN Landscape Projects (tentative list):

Ely District (NV), Gila (NM), Huachuca Mountains (AZ), Jemez Mountains (NM),
Malpai Borderlands (AZ/NM), Purgatoire (CO), San Francisco Peaks/White Mountains (AZ),
San Luis Valley (CO), White Sands (NM)

Objectives:

1. Become familiar with the use of the Vegetation Dynamics Development Tool (VDDT) modeling software.
2. Become familiar with a framework for analysis and interpretation of fire regime condition, current departures from reference condition (a.k.a. historical/natural range of variation), desired future conditions and associated management implications at the project/landscape scale.
3. Utilize VDDT modeling software to quantify and test assumptions about fire regimes, current landscape conditions, desired future conditions, and management alternatives for each landscape.
4. Obtain peer review on preliminary determinations of reference conditions, desired future conditions and alternative management scenarios.
5. Get an overview of spatial applications of ecological modeling using the Tool for Exploratory Landscape Analysis (TELSA) software.

Day 1 – Tuesday

1:00 pm	Meeting logistics	Patrick/Lara
1:15	Introductions, objectives, expectations Overview, workshop exercise, discussion, Q&As VDDT and box model setup; default simulations	Ayn/All
3:00	Begin individual landscape project VDDT box model set up	Ayn/All
5:30	Conclude	

Day 2 – Wednesday

7:30 am	Breakfast	
8:30	Continue working on VDDT models for individual landscape projects	
11:30	Project check-in	
12:00 pm	LUNCH	
1:00	Reconvene	

Day 2 – Wednesday (continued)

4:30 Lessons learned and wrap-up

5:30 Conclude

DINNER ON YOUR OWN

Day 3 - Thursday

7:30 am Breakfast

8:30 Landscape field reconnaissance of piñon-juniper system
Field exercise to calculate project scale fire regime condition class,
departure from historic conditions and management implications

12:00 pm Lunch and travel back to conference facility

1:00 Continue landscape project simulations

3:30 Team reports and peer review

5:30 Conclude

DINNER ON YOUR OWN

Day 4 - Friday

7:30 am Breakfast

8:30 Continue team reports and peer review

10:00 TELSA demonstration

12:00 Lunch on your own and depart

Appendix C
Sample Regional and National FLN “Homework”
Assignments

Laurentian Mixed Forest Fire Learning Network – Homework #1

Part A. Project description. (note you should have already completed this section)

Please describe your landscape project in 2 pages or less using the following format.

Project Name: The "official" name we'll use from now on for FLN documents/reports

Project Contact: Name, affiliation, address, email, phone

Partners: TNC and other staff and their affiliation directly participating in project

Ecoregion:

State:

Landscape Project Extent: (acres/hectares)

Landscape Description: Briefly describe in one or two paragraphs: 1) general location, 2) land ownership/administration, 3) landscape context/character (e.g., current management emphases, character of wildland-urban interface, social/economic issues relevant to fuels or fire restoration activities, etc.

Conservation Targets, Threats and Viability: (limit to ≤ 8 ; fire-adapted targets first)

Target	Threats	Viability Ranking

Natural/Historical Fire Regime(s): To the best of your knowledge, what is the natural or historical fire frequencies, intensities and extents for matrix fire-adapted systems? Specify how certain you are about these fire regimes

Current Fire Regime(s): Are fire regimes currently altered? How?

Actions Taken To Date: Describe the types and success of fuel treatment/fire restoration actions already implemented, if applicable.

Part B. Conceptual Ecological Models and Landscape Goals

Project teams will make a brief presentation of their completed homework (presentation guidelines, below), and obtain peer review at the workshop.

Objectives:

- 1) develop the scientific basis for landscape scale fire management, in the form of a conceptual ecological model for one or more fire-adapted systems.
- 2) Draft a landscape goal statement with partners.

Tasks

1. Draft a conceptual ecological model of at least one fire-adapted matrix system

In the form of a box and arrow diagram (state-transition model, see example below). The model illustrates what you currently know or can hypothesize about how your ecosystem works. Try to construct this model in collaboration with your landscape partners. Introduce your partners to the 5-S Conservation Area Planning process, if you haven't already. See Appendix A for some tips on ecological modeling in general (courtesy of Karen Poiani—**Note: Appendix not included. Contact Ayn Shlisky or Wendy Fulks for a copy**).

Things to consider:

- appropriate scale - the model should represent landscape scale structure, composition, and process - avoid getting into stand-scale details
- consider doing models at 2 scales - try it with just four boxes (e.g., openings, ponderosa pine, ponderosa pine with Douglas-fir, multi-story old growth pine) - and then add more complexity if needed
- emphasize simplicity over complexity; embed small patch systems into matrix systems
- natural successional processes
- natural disturbance processes (e.g., fire, insects, disease, wind, herbivory), emphasizing fire and related processes
- abiotic/environmental factors and constraints (soils, topographic position, geology)
- effects of human-caused disturbances (harvest, prescribed fire, livestock grazing)

Clarify differences between abiotic constraints on ecosystem structure and function (e.g., moisture conditions, aspect, landform) and agents of change (e.g., natural disturbance, succession, prescribed fire). For example, transitions should not occur between states that represent vastly different abiotic conditions important to fire regimes (e.g., aspect). You may want to put attributes like elevation, moisture or fire regimes on the X or Y axes of the model as a whole (see example, below).

Distinguish between states and transitions that you are relatively certain about, versus those that you are hypothesizing. One way to do this is with solid versus dotted boxes and arrows for relatively certain versus hypothesized conditions.

Visit the FLN website <http://tnc-ecomangement.org/Fire/> for more than 20 other examples.

Example: Hypothetical conceptual ecological model for a fire-adapted ponderosa pine/Douglas-fir forest ecosystem. Ovals represent the extent of three separate portfolio areas. Your model should *not* be more complex than this, and preferably simpler.

2. Develop a landscape goal statement

Engage landscape partners in drafting a goal statement for your landscape. The goal statement is a vision integrating partner objectives or missions, and providing a long-term picture of what the landscape will look like. "Long-term" in this context represents more than one generation time of the dominant vegetation.

Things to consider when drafting your goal statement:

- use the conceptual ecological models constructed in Task 1 as the scientific foundation and common ground between partners
- this is a first draft; it is only a few (≤ 4) sentences long
- envision the characteristics of success - success is not necessarily "increasing the amount of prescribed fire" - put success in terms of ecosystem, economic, or social conditions
- the goal statement is broad, but as specific as possible (i.e., a goal like "Ecosystem conditions outside the WUI, as defined by partners, is maintained within the historical range of variation using a combination of prescribed fire and mechanical means, the appropriateness of which will be decided based on relative risks to biodiversity values and economic benefits..." is better than: "Landscape ecosystems are healthy and communities are economically viable...")
- don't get stuck on differences and conflicts - get around barriers by agreeing to document assumptions, differences of opinion and conflicts in vision
- review goal statements in existing land management plans, agency or organizational mission statements, existing fire management plans and other sources

Document 3-5 assumptions that were made while creating the goal (e.g., we assumed air quality regulations won't restrict increased levels of prescribed burning), 3-5 difficulties you came across, and 3-5 possible barriers to achieving this goal (e.g., conflicting partner missions).

Assumptions	Difficulties in composing goals	Barriers to achieving goals

Project Presentation Guidelines

Conceptual Ecological Models (20 - 25 minutes, excluding discussion)

- a) brief description of the project location, partners, targets, threats to conservation targets and risks to community safety or other values (5-7 minutes)
- b) describe your conceptual ecological model for one or two primary fire-adapted matrix ecosystems (10-15 minutes)
 1. Who was involved in building the model?
 2. What do the model components (states and transitions) represent?
 3. Are there any important small patch systems not represented by the model?
 4. Which states are likely outside the range of acceptable or desired landscape conditions
 5. Where are you relatively certain about the structure and composition of states and effects of transitions, and where is information lacking?
- c) provide one primary question you want help in answering during the peer review process (1-2 minutes)

Collaborative Landscape Goal Statement

Present your short landscape goal statement. Provide one or two of the most important assumptions, difficulties and barriers encountered during the process (5 minutes).

LOGISTICS FOR THE PRESENTATION:

We will assume that you will be making a power point presentation. If you need alternative audio visual equipment, let us know ASAP.

Please stay within time limits.

Please bring a CD copy of your presentation with you - this will allow us to use one laptop for all presentations and avoid difficulties with laptop-LCD projector incompatibilities

Part C.

Objectives:

- With partners assess current and desired future landscape scale conditions using existing data
- Identify community values - economic, cultural, social and recreational - that will influence desired future conditions, and integrate these values into the process
- Develop alternative fire regime restoration and maintenance strategies
- Evaluate ecological and social outcomes of alternative strategies
- Identify short-term (3-year) priorities for taking action

Tasks

- 1) **Develop a map of the current ecological conditions of the project landscape.**
- 2) **Develop a map of desired future conditions of the project landscape.**
- 3) **Develop at least two management scenarios (sets of strategies) that will put the current landscape condition on a trajectory toward desired future conditions.**
- 4) **Prioritize areas for short-term action.**
- 5) **Assess and compare management alternatives in terms of outcomes.**

Helpful Hints

- 1) **Collaboratively develop a map of the current ecological conditions of the project landscape.**

Helpful hints:

- a) Identify landscape boundaries and document rationale.
- b) Identify the major biophysical constraints on fire regimes at the landscape scale (elevation? aspect? matrix plant communities? topographical diversity? landform? proximity to human communities or roads?).
- c) Use your conceptual ecological model(s).
- d) Assess existing spatial data and merge/crosswalk with cover types (states) from your ecological model(s).
- e) Using biophysical constraints, cover types, and other variables (e.g., WUI, fire risk, management status), classify spatial data into map units. These may be fire regime types, community types, structural states (one storied, multi-storied, etc), ecological types, combinations of these, or other types depending on available data and partner objectives. Mapped types should represent conditions with different management needs, different potential trajectories, or different responses to conservation, restoration or management actions. **Limit map units to the smallest number possible, at the coarsest resolution possible to address project needs.**
- f) Map **existing conditions** using these map units.

- g) Identify where small scale targets are embedded in large patch or matrix systems.
- h) Quantify each mapped cover type (acres, hectares or percent of landscape).

For example

cover type	current area or percent of landscape	embedded targets
Bunchgrass openings	5%	
Willow riparian	2%	willow flycatcher
Single story mature ponderosa pine	5%	
Multi-story ponderosa pine-Douglas-fir-grand fir, mean dbh 12"	53%	wet meadow
Old growth multi-story ponderosa pine	3%	
Single-species Douglas-fir plantations, mean dbh 5"	30%	
Multi-species young forest, mean dbh 5"	2%	

- i) Document map resolution, assumptions, data gaps and barriers to collaboration.

2) With partners develop a map of desired future conditions of the project landscape.

Helpful hints:

- a) Using the landscape goal statement and the map of current conditions, identify areas on the ground that represent opportunities for restoration and areas that require maintenance actions.
- b) Define a **range** of desired future landscape conditions for each current ecological condition. Use any and all available information to determine these ranges, including historical information, expert opinion, key species requirements, feasibility, natural disturbance regimes, spatial characteristics, intuition & gut feeling. For example:

cover type	current area or percent of landscape	estimated range of desired future area or percent	embedded targets
Bunchgrass openings	5%	10-15%	
Willow riparian	2%	2%	willow flycatcher
Single story mature ponderosa pine	5%	25-35%	
Multi-story ponderosa pine-Douglas-fir-grand fir, mean dbh 12"	53%	15-25%	wet meadow
old growth multi-story ponderosa pine	3%	15%	
Single-species Douglas-fir plantations, mean dbh 5"	30%	5%	
Multi-species young forest, mean dbh 5"	2%	10-20%	

- c) Determine the general time frame (e.g., planning horizon) within which these desired future conditions can realistically be attained. 10 years? 50 years? 100 years?
- d) Document map resolution, assumptions, data gaps, and barriers to collaboration.
- e) Document desired future conditions that cannot easily be mapped, but that are important for achieving landscape goals, such as public acceptance of fire use by key landowners, economic viability of small diameter biomass removal, effective cross-jurisdictional coordination, etc. Be quantitative where possible.

4) With partners develop at least two management scenarios (sets of strategies) that will put the current landscape condition on a trajectory toward desired future conditions.

Note: One management scenario must be "continue current management". To simplify analyses, you can choose two fire-adapted systems *or* a portion of the landscape that includes multiple ecological types, if desired.

Helpful hints

- a) Alternative management scenarios can differ based on any number of things, such as: achieving desired future conditions faster than current management (e.g., implementing accelerated fuel treatment strategies), or differing mixes of strategies that can all hypothetically achieve desired future conditions.
- b) Remember to design strategies to maintain currently healthy fire regime conditions while restoring those "out of whack", and to address barriers to implementing ground-based actions (e.g., policy, tax structures, capacity).
- c) Develop alternative management scenarios for any temporal scale, up to about 50 years. Strategies should put the landscape on a trajectory toward desired conditions within a realistically assessable time frame.
- d) If partners have short term planning needs (e.g., due to upcoming land management plan revisions), you may choose to do shorter-term assessments.
- e) Estimate the viability of matrix, large patch, small patch and species targets if the desired future conditions were attained. An increase in viability means an improvement in the size, condition and landscape context of targets.

5) Prioritize areas for short-term action.

Helpful hints

- a) Identify areas on the map for priority action, or barriers to overcome in the next 3 years.
- b) Document prioritization process (e.g., list criteria or describe process used).

6) Collaboratively assess and compare management alternatives in terms of outcomes.

For each alternative, assess at least:

- a) target viability
- b) feasibility (ecological, economic, socially, acceptable)
- c) acres treated

Assess other things as desired, such as:

- d) acres by fire regime type
- e) jobs created
- f) risks to municipal watersheds, etc.

Use relative rankings or brief narratives.

Completed Homework Format

Homework is due by COB on 15 January 2003 to dzollner@tnc.org

Maps

Wall Maps of current and desired future conditions and 3-year action priorities (to use during peer review session)

Digital maps of current and desired future conditions and 3-year action priorities

Text

Page limit is 5 pages

Rationale for landscape boundaries: Be brief (i.e., 1 paragraph)

Map Resolution (i.e., pixel size, or scale)

- **current conditions:**

- **desired future conditions:**

Cover type descriptions: Be brief. Define each primary cover type in one sentence or a short paragraph in terms of: composition, structure, management status, risk to communities, biophysical environment, potential natural vegetation, fire regime, and/or other important attributes used. You do not need to describe every type, but be sure to describe at least matrix systems, target types and any others that are key to landscape-scale strategies.

Planning horizon for desired future conditions: (3 yrs? 20 yrs? 30 years? 50 years? 100 years?)

Assumptions, difficulties, data gaps and barriers

Assumptions underlying desired future conditions	Difficulties in determining landscape conditions or strategies, or data gaps	Barriers to collaboration

Quantification of current and desired future conditions:

cover type	current area or percent (specify units)	range in desired future area or percent	embedded targets

List community values that influence desired future conditions, such as traditional uses, cultural sites, economics, recreational use, and reduced wildfire risk to structures. Establish rankings, or relative significance levels, for each issue collaboratively.

Non-spatial desired future conditions: e.g., public acceptance of fire use by key landowners, economic viability of small diameter biomass removal, effective cross-jurisdictional coordination

Alternative management scenarios: Briefly describe the theme of each alternative management scenario you have developed. *For example:*

Alternative 1: Continue current management strategies

Alternative 2: Double area currently under active fuel treatment over the next 50 years; implement prescribed fire where possible; mechanically treat WUI.

(add columns if you do more than two alternatives)

Current cover type/map unit	Alternative 1		Alternative 2	
	strategy	area (specify units) or %	strategy	area (specify units) or %

Non-spatial strategies: (briefly list or describe, if applicable; e.g., public education to reduce barriers to implementing prescribed burning strategies)

List or describe 3-year prioritization criteria: (e.g., hazards to community safety, outside range of acceptable conditions, funding currently available, etc).

Describe 3-year action priorities: (e.g., specifically where will you work first? what will you do first?)

Current and expected future viability of conservation targets for the planning horizon - i.e., based on size, condition and landscape context as a result of restoration actions (of course, you can do more than two alternatives...)

target	current viability rank	viability rank for desired future conditions (X years)	viability rank for alternative 1 (X years)	viability rank for alternative 2 (X years)

Other assessments of alternatives

Assessment criteria	Alternative 1	Alternative 2
feasibility		
other...		

Submission Guidelines

We're learning how best to compile information for workshops, the FLN Web site, and reports to partners. Your help in following these guidelines will be greatly appreciated:

- Text documents should be sent as MSWord files.
- Tables should be submitted as MSWord tables (as above), not as excel spreadsheets.
- Electronic photos (either scanned or taken with a digital camera) should be submitted as JPG files. Image dimensions should be at least 3300 x 2400 pixels (i.e., 11 x 8 inches at 300 pixels per inch).
- *Electronic maps should be submitted in 2 versions: an .EPS file (if possible) and a .JPG or .TIF. If you are using ArcView please export maps using the PostScript [EPS] option NOT the PostScript New [EPS] option. JPG or .TIF files should have image dimensions of at least 3300 x 2400 pixels (i.e., 11 x 8 inches at 300 pixels per inch). Images and maps should be sent as individual files; they should not be sent as a part of a PowerPoint or MSWord file. In other words, if images or maps are included in Word or PowerPoint files they must also be sent individually.*
- *If maps are too large to send via email please use our FTP server:
hostname: tnc-ecomangement.org
user id: csduser
password: csd123*

Thank you. We look forward to working with you all. Feel free to call if you need any assistance:

Ayn Shlisky 607 255 6179 ashlisky@tnc.org

Douglas Zollner 303 445 4368 dzollner@tnc.org

Fire Learning Network - Homework #3

Demonstration landscape teams are required to complete this homework assignment.

All landscape teams are encouraged to complete this and/or previous assignments. Participating landscape teams should keep in mind that they are required to complete at least one homework assignment prior to December 31, 2003.

Many “participating” landscape projects are making great progress in their work. Based on this, unlike previous FLN workshops, plenary presentations will not be limited to demonstration projects only. There will be at least five plenary presentations, which will be open to all projects completing this homework assignment by the due date. Plenary presentations will be selected based on the quality of work and timeliness of submission.

All projects completing any homework assignments will have an opportunity to present their work (either in plenary and/or in breakout groups) and receive peer review at the next workshop.

Homework assignments completed by the due date will receive feedback from FLN leads prior to the next workshop.

If you don't submit your completed homework by the deadline of March 3, you will need to bring 120 copies of completed homework to the FLN workshop in March. If the deadline is missed it is also your responsibility to submit electronic versions of your completed assignments as soon as they are available (i.e., it is not sufficient to just bring paper copies to the workshop). Electronic versions should be submitted as indicated below.

Submission Deadlines:

Part 1 must be submitted by **Friday February 7, 2003** and will be used to help design the workshop.

Part 2 must be submitted by **Monday, March 3, 2003**

Submit each part to:

christa_wilson@tnc.org (with a cc to ashlisky@tnc.org and dzollner@tnc.org)

Format and submission guidelines are included in section II.

I. Homework Assignment

Goals:

- 1) Collaboratively draft a three-year implementation plan for 2003-2005.
- 2) Identify/refine primary barriers to short-term (within 3 years) implementation.
- 3) Identify solutions to primary barriers.
- 4) Make tangible progress in implementing at least one solution to a barrier.
- 5) Create a context for learning about how to improve collaboration and partnerships.

PART 1 (DUE: February 7, 2003)

Based on what you currently know about your project, list the top **three** barriers to moving forward on *implementing* mutual desired future conditions and priorities within your landscape. For example, are you facing barriers relating to factors such as:

- Lack of funding for fuel treatment?
- Lack of qualified staff?
- Planning gridlock due to lack of trust or appeals by interest groups?
- Lack of senior manager or line officer support?
- Lack of data?
- Unwilling partners or incompatible partner goals?
- Partial partner buy-in, some neighbors withholding support?
- Smoke regulations?
- Etc.

Identify which **one** of these three you will address in the short-term – i.e., which one is the highest priority, and which one can you make tangible progress toward solving at the next workshop with facilitation, peer/expert input and lessons about collaboration and partnerships. Your choice of top barriers may change following completion of Part 2 of the homework. That's OK. We'll contact you via phone if we need more information.

PART 2 (DUE: March 3, 2003)

(A) Implementation Plan

Draft a three-year implementation plan to make tangible progress toward your landscape- scale desired future conditions.

The implementation plan should include the following components:

- 1) Brief overview of desired future conditions.
- 2) Map of three-year priority action areas.
- 3) List of three-year priority actions.
- 4) Schedule for three-year priority actions.
- 5) Responsible lead partner for successful implementation of each action within the scheduled timeframe.
- 6) Detailed description of *each* **2003** priority action. The descriptions should be detailed enough (1-2 pages each) so that the Fire Initiative can use your work to highlight priorities at the national level for funding. Be sure to include:
 - Project name, location and contact information
 - Project justification and objectives
 - Deliverables
 - Timeline
 - Annual budget

The schedule for your implementation plan (items 3-5 above) may look something like this:

2003

Priority Action and lead	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Action: Lead:												
Action: Lead:												

2004

Action: Lead:												
Action: Lead:												
Action: Lead:												

2005

Action: Lead:												
Action: Lead:												
Action: Lead:												

(B) Priority Action for Addressing Barriers – Focus for Workshop 3

Formulate a hypothesis or question about the one highest priority action needed to accomplish project desired future conditions. For example, your team may be most concerned about: “What can our team do to increase funding for implementation of fuel treatments?” Your hypothesis may then be: “Development of a collaborative National Fire Plan (NFP) funding proposal will refine mutual restoration objectives, catalyze greater funding for implementation and position the team to take advantage of other funding opportunities as they arise”. Identify and describe in detail the one action you will take to make tangible progress toward solving this high priority barrier. Focus on the barrier that most stands in the way of successful and timely completion of your implementation plan.

For example, a landscape team may focus on developing a solution such as one of the examples below to address its highest priority barrier:

BARRIER	SOLUTION(S)
Funding for fuel treatment.	Funding proposal for fuel treatment for submission to an agency office.
Qualified staff.	MOU for shared resources. Funding proposal for training landscape practitioners. Funding proposal to contract services.
Planning gridlock due to lack of trust or appeals by interest groups.	Collaboration plan for public involvement to engage key interest groups. Plan for educational materials – e.g., video, brochure, and workshops.

BARRIER	SOLUTION(S)
Lack of senior manager support.	Internal educational plan on scale and nature of fire-related threats.
Lack of data.	Funding proposal or collaborative work plan to acquire and compile specific types of data.
Unwilling partners or incompatible partner goals.	Field visit with partners focused on science, landscape goal statement, and demonstrations of success.
Partial partner buy-in, some neighbors withholding support.	Design for a demonstration project that illustrates restoration techniques and draws more support from regional and national offices and the media.
Smoke regulations.	Develop a fire council that manages prescribed burn ignitions statewide.

Collaboratively draft the hypothesis or question that this barrier poses, and your top solution for peer review. Think about alternative ways to overcome your primary barrier.

What other alternatives did you consider in overcoming this barrier? Document these alternative solutions. What assumptions did you make when identifying the appropriate solutions to this barrier? Document those assumptions. How will assumptions about your chosen solution be tested (i.e., how will you know this was in fact the best solution, and how will you adapt your actions if your assumptions turn out to be wrong?)

II. Completed Homework Format

Homework Part 1 is due by COB Friday February 7, 2003.

Part 2 is due by COB on Monday March 3, 2003.

Submit both parts to christa_wilson@tnc.org (with cc to ashlisky@tnc.org and dzollner@tnc.org)

Updated versions of Homework 1 and/or 2 (if applicable) should also be submitted by COB on March 3. If you submit revisions of previous assignments, please clearly indicate exactly which assignment has been revised (and thus should be replaced on the FLN Web site). Assume that the revised materials will be posted on the Web site unless you indicate otherwise.

PART 1

List of top **three** barriers to moving forward on *implementing* mutual priorities

- 1
- 2
- 3

Identification of the **one** barrier you will address in the short-term.

PART 2

- List of three-year action priorities
- Implementation Schedule (table of three-year action priorities, responsible leads and timeline)
- 1-2 page description of *each* 2003 action priority
- Collaborative hypothesis or question about your highest priority barrier
- Detailed description of action for addressing highest-priority barrier (the tangible product that becomes the focus of peer review for Workshop 3)
- List of assumptions about your chosen solution
- A brief description of how you will adapt your actions based on new information
- List of alternative actions considered for addressing highest priority barrier

Maps

Wall maps illustrating where ground-based three-year action priorities will be implemented (to use during peer review session).

Digital maps of three-year action priorities (digital version of above for posting on Web site).

Submission Guidelines

Your help in following these guidelines will be greatly appreciated:

- Text documents should be sent as MSWord files.
- Tables should be submitted as MSWord tables (as above), not as excel spreadsheets.
- Electronic photos (either scanned or taken with a digital camera) should be submitted as JPG files. Image dimensions should be at least 3300 x 2400 pixels (i.e., 11 x 8 inches at 300 pixels per inch).
- *Electronic maps should be submitted in 2 versions: an .EPS file (if possible) and a .JPG or .TIF. If you are using ArcView please export maps using the PostScript [EPS] option NOT the PostScript New [EPS] option. JPG or .TIF files should have image dimensions of at least 3300 x 2400 pixels (i.e., 11 x 8 inches at 300 pixels per inch). Images and maps should be sent as individual files; they should not be sent as a part of a PowerPoint or MSWord file. In other words, if images or maps are included in Word or PowerPoint files they must also be sent individually.*
- *If maps are too large to send via email please use our FTP server:
hostname: tnc-ecomangement.org
user id: csduser
password: csd123*

If you don't submit your completed homework by the deadline of March 3, you will need to bring 120 copies of completed homework to the FLN workshop in March. If the deadline is missed it is also your responsibility to submit electronic versions of your completed assignments as soon as they are available (i.e., it is not sufficient to just bring paper copies to the workshop). Electronic versions should be submitted to christa_wilson@tnc.org (with a cc to ashlisky@tnc.org and dzollner@tnc.org).

Thank you. We look forward to working with you all.

Feel free to call if you need any assistance:

Ayn Shlisky 720 974 7063 ashlisky@tnc.org

Douglas Zollner 303 445 4368 dzollner@tnc.org

Appendix D

Sample Budget

Typically each participant covers the cost of her own travel and lodging, whereas the network pays for most of the meals, field trip transportation, meeting room rental (if any), and materials. Salary costs not shown.

Expense Category	Budget (in US\$, per workshop, unless otherwise indicated)
Telecommunications (conference calls)	100
Postage/freight (use training and meetings account, #5056)	150
Supplies (e.g., notebooks, AV, copying, flip charts, easels; use training and meetings account, #5056)	500–800
Meeting room rental	Typically \$0 if same vendor provides meals
Travel & lodging (for network leader, helpers, invited speakers)	500–1,000 per person
Field trip transportation (use training and meetings account, #5056)	1,000–1,500
Meeting meals and breaks (use training and meetings account, #5056)	40–60 per person, per day

Appendix E

Selecting the Right Meeting Facility

FLN workshops typically are held at facilities near a participating project. The local host site usually helps the Meeting Planner choose an appropriate meeting facility, and also provides additional logistical support for the workshop.

Based on past experience, the following guidelines are strongly encouraged:

Meeting Facility Checklist

- Meeting location – within one- or two-hour drive from airport.
- Cost vs. quality. Consider your budget, and also who is attending and what type of accommodations they are used to. If federal employees will attend, negotiate a room rate that is within the federal per diem rate. Don't be afraid to ask for concessions (e.g., one or two free hotel rooms, a hospitality suite, discount on standard meal prices). If the hotel/meeting facility is providing meals/breaks in addition to meeting space, meeting room rental fees are usually waived.
- If given the choice, choose the facility with the best/longest track record hosting meetings. Staff should be responsive, polite, and knowledgeable. If in doubt, check references.
- Meeting room light – if possible, the meeting room should have windows and ample natural and overhead light that can be easily darkened for presentations.
- Room set up – “classroom style” usually works best, with rows of rectangular tables that participants sit behind. Include one or two rectangular tables along the wall for workshop materials.
- Comfortable chairs – folding card table chairs are very uncomfortable for long periods; rent comfortable chairs if necessary.
- Electrical outlets – please be sure the room has a sufficient number of electrical outlets.
- LCD projector, table and screen. The LCD projector is a critical piece of equipment.

- Breakfast – if a buffet breakfast is provided, please be sure to include whole grain cereals (e.g., raisin bran, shredded wheat) and yogurt as well as breads and fruits; a hot breakfast including eggs is ideal.
- Coffee, beverages and snacks – should be provided all day
- Field trip location – within a 30-minute drive from meeting facility.

Appendix F

Conducting a Site Visit

(list courtesy of Jen Schimmenti)

1) Meeting Space

- How many people will the room comfortably hold?
- What kind(s) of set up do you want and will it work in the room? (classroom style, theater style, conference etc)
- Is the meeting room convenient to the sleeping rooms?
- Is there sufficient breakout space? Is it convenient to the main room?
- What is the room like sound-wise, does sound bleed through easy if/when there is another group next door?

2) Audio Visual Services

- What type of A/V equipment is available?
- Obtain a price list for the equipment
- Is the AV department onsite or is it rented? (Important if something doesn't work or if you need to add something last minute.)
- Is it OK to bring in some of our own equipment (LCD etc.)?

3) Food and Beverages

- Is the catering done onsite?
- Where will we eat? For example, in the meeting room, in the foyer, in a different room that is convenient?
- Obtain menus and prices
- We have a lot of vegetarians, are your menus and chefs flexible to make these types of accommodations?
- Can they do boxed lunches for field trips (including veggie options)?

4) Sleeping Rooms

- Take a look at one, are they nice? (clean, modern, well kept)
- Do they have Internet access – is it through the phone line or a separate high-speed line?
- What are the charges for phone calls and Internet use?
-

5) Hotel Property

- Is there a restaurant and/or a bar on the property?
- Does the hotel have a business center? If not, can people fax and Xerox and what are the charges?
- What's close by the hotel (restaurants, hiking trails, beach, town etc.)?
- Is there a pool that can be used during the season in which the meeting takes place?

6) Other

- What are the staff like? Do they seem friendly and professional?

- What is the overall appearance of the hotel – are the grounds and lobby well kept?
- What will the participants think of this place (you know TNC – is it TOO nice, is it inconvenient to non-meeting activities etc.)

Appendix G

Planning a Great Field Trip

FLN participants consistently report that they learn as much or more from a well-planned field trip as from any other element of a workshop. Given this, you may want to hold your workshops in or near participating project areas (or other exemplary conservation areas) and schedule them at a suitable time of year. The local host site typically provides logistical support for the field trip, working with the Meeting Planner. Field trip expenses are typically included in the overall meeting budget. The host project team should consider inviting key partners to help with or attend the field trip.

Try to design a trip that parallels the theme of the workshop. Written field trip exercises can help focus participants' attention on certain issues, provide important context, and teach basic concepts that can ultimately improve the quality of peer input. Failure to think about the objectives of the field trip and to carefully orchestrate the event can cause you to miss out on a valuable learning opportunity. Plan the event to prevent or minimize disturbance of sensitive natural areas, and consider splitting up large groups to facilitate discussion.

Field Trip Checklist

Based on past experience, the following guidelines are suggested:

- Think carefully about what you want participants to learn during the field trip and plan accordingly. Provide people and materials designed to stimulate thinking and discussion. Instruct field trip leaders to avoid long lectures and to encourage questions and meaningful discussion.
- Total duration – 2 hours to 1 day, depending upon workshop objectives.
- Do not try to cover the entire project area. Instead, plan for 2-4 stops where participants can see and discuss factors that are immediately relevant to the network and the workshop agenda.
- Maximum driving time – 1 hour total. Consider renting several large vans, or even coach buses for groups larger than 50 or 60.
- Include at least one stop that allows the group to hike for an hour or so. It's important that people have time together to talk informally and a chance to stretch their legs.

- Provide water bottles and soft drinks.
- Provide a restroom stop if possible.

Appendix H

Sample Registration Forms

REGISTRATION

Laurentian Mixed Forest Fire Learning Network Regional Workshop

February 25 - 27, 2003, Ely, Minnesota
(Registration Deadline January 22)

Name (As you would like it to appear on your nametag):

Title and Affiliation

Address:

Phone #:

Email:

Lodging Information:

The workshop will be held at the Grand Ely Lodge in Ely, Minnesota. This completed form will automatically reserve you a room unless otherwise indicated, so there is no need to call the hotel to make a reservation.. The room rate is \$89.95 per night for single or double occupancy. The Grand Ely Lodge is located at 400 N. Pioneer Road, Ely, MN 55731 and their phone number is 218-365-6565. For more information on lodging visit www.grandelylodge.com.

The workshop will begin with breakfast at 7:00 AM Tuesday, February 25 and end mid afternoon Thursday, February 27. Participants are expected to stay for the duration of the workshop.

PLEASE NOTE: Participants are expected to make their own travel arrangements to Duluth (please use Garber Travel). We will be arranging transportation to Ely from the Duluth Airport for arrivals on Monday, February 24 and return to Duluth once the workshop is over on Thursday, February 27 for evening departures.

Lodging Dates:

Check In: _____ **Check Out:** _____

- I will need a room in Duluth the night of Thursday, February 27 and would like help arranging one.**

Roommate Information: *(please choose one)*

- I would like a single room
- I would like a double room and would like to room with _____
- I would like a double room and would like help finding a roommate.

Food

All meals on Tuesday, breakfast and lunch on Wednesday, and breakfast and lunch on Thursday will be provided. Wednesday evening's dinner will be on your own.

Diet: *(please choose one)*

- No restrictions
- Restriction (Please indicate):

Travel Itinerary: *Please fill this in now so we can make carpool arrangements between Duluth and Ely.*

	AIRLINE & FLIGHT #	DATE & TIME
ARRIVAL		
DEPARTURE		
I WILL BE DRIVING DIRECTLY TO ELY		

Field Trip

The average temperatures in Ely for the end of February are 27/2 F. There will be a field exercise on Wednesday, February 26. Participants must dress warmly for the field exercises. Snowshoes may be provided for portions of the exercise.

Please email or fax this form to:

***Jen Schimmenti
jschimmenti@tnc.org
fax 703-841-1986***

Phone: 703-841-7190

***NO LATER THAN January 22, 2003.
Thanks in advance for your cooperation!***

REGISTRATION
Laurentian Mixed Forest Fire Learning Network Regional Workshop
November 5–6, 2003, Camp Ripley, Minnesota

******Registration Deadline October 27******

Name: _____

Title and Affiliation: _____

Street Address: _____ **City:** _____ **State / Country:** _____

Zip: _____ **Phone #:** _____ **E-mail:** _____

Lodging Information: Please make your own reservations; some lodging options are listed below.

Camp Ripley is holding a block of 20 Bachelor Orders Quarters (BOQ's) rooms, similar to college dorm rooms. These are small, single occupancy rooms, each with a telephone and a TV. To receive a rate of \$15 per night, indicate you are with the Fire Learning Network. Rooms may be reserved with a credit card by calling 320-632-7378. The block of rooms will be held **until Oct. 27, 2003**.

AmericInn, 306 Lemieur Street, Little Falls, MN, (320-632-1964). A 10-room block is being held **until October 22**. To receive a room rate of \$58 per night, indicate you are with the Fire Learning Network.

Country Inn Suites, 209 16th Street, NE, Little Falls, MN (320-632-1000), is another option. No rooms have been held for the Fire Learning Network.

Meeting Location:

Camp Ripley is located at 15000 Highway 115, Little Falls, MN. The workshop will convene in Room 205 of the Education Center. The workshop will begin with a light breakfast at 7:00 a.m. Wednesday, November 5, and end at 4:30 p.m. the following day (see attached agenda and map).

Food: Meals will be provided, beginning with breakfast on Wednesday and ending with lunch on Thursday.

Diet: *(please choose one)*
speakers:

- No restrictions
- Restriction (Please indicate):

Audio/visual requirements (for

- LCD projector
 - Overhead projector
 - Slide Projector
 - Other
- _____

Field Trip: We'll stay on Camp Ripley, where we'll visit examples of hardwood forests with different burn regimes, grasslands and savannas, a mature red pine forest, and mechanical treatment (Gyrotac) sites. Box lunches will be provided.

Bring warm clothing; high/low temperatures in this region in early November typically range from 60/20 F.

Please e-mail or fax this form to Jacki Main

jmain@tnc.org

Fax: 303-449-4328; Phone: 303-541-0378

NO LATER THAN October 27, 2003

Appendix I

Action Plan

Action Plan

“Learning has not taken place until behavior has changed.”
Bob Pike, Creative Training Techniques

People attend events like this to find practical solutions to real world problems. Use this planning tool to note ideas, concepts, and techniques for which you see an immediate use at your own site. Be as specific as possible. Include not only the idea, concept, or technique but also a brief note to remind yourself later where you picked up the idea and how it should be applied when you return to your site.

The average adult can listen with *understanding* for 90 minutes but with *retention* for only 20 minutes. Don't test your memory, create an ACTION PLAN!

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