BREAKOUT SESSIONS

Part I. Understanding the Elements of Strategic Habitat Conservation (SHC)
Part II. Recognizing your Role and Responsibility

To keep the information generated by the 5 breakout groups well-matched, the focus of the exercise will be around a single habitat, Bottomland Hardwoods. This diverse habitat includes both terrestrial and aquatic components. This habitat is important to birds, mammals, fish and insects. There are numerous T&E species and significant ongoing management activities within the wetlands and forests. Regardless of a person's personal or professional interests, there is an example found within bottomland hardwoods to which each of us can relate.

As suggested by the titles, the goal of the two breakout sessions is to ensure each of us has the same level of understanding of the SHC elements along with recognition of what our role and responsibility may be as part of this process. It is hoped that through this exercise, we will take what may be conceptual to many and make it more material for those based in the field.

Before breaking into five (5) small groups, we will start with a small exercise to give you an idea of what we will be doing within those groups. The first step was to select priority species that may best include everyone interest and knowledge within the meeting room. After all, SHC actions are based around populations of species, so this is a necessary step. Using the term priority species may not be the best idea at this time because of the great debate that this term generally includes. But, again we need to focus our thoughts around populations of species. For this exercise, we subjectively choose Louisiana black bear because of the great work going on as part of the recovery process, Swainson's warbler because of their connection to the several programs and the management of the forested lands, wintering waterfowl due to establishing language for many Refuges and the role of Migratory Birds, and Alligator gar due to the increasing concern for their status. You may have species in mind that you personally know more about, and that is why you will be able to substitute those species for these listed here once you get within your breakout groups. If your group is comfortable with these species, you can simply carry on using the species provided.

General Overview - Breakout Session No. 1

How many of us are very confident we fully understand the elements of SHC and how they relate to our activities, our offices and our programs?

For many of us, we learn best by trying. Through trying we come to understand that often times there are holes within what was first thought to have been an easy process. Through trying to explain to others, we teach ourselves.

Background Information: Strategic habitat conservation incorporates these five elements – biological planning, conservation design, delivery, monitoring and research – in a framework that allows change (adaptive) and repetition (iterative), along with partnering and cooperation.

1. Biological planning involves identifying priority trust resources, determining population objectives, assessing the current status of populations, identifying threats and limiting factors, and using models to describe the relationship of populations to habitat and other limiting factors. This could also be described as a goals and objectives element.

2. Conservation design uses the results of biological planning to develop decision support tools, including maps and models, to guide management. It also identifies priority geographic areas for conservation and determines population-based objectives for habitat or other limiting factors based on these tools. This element provides the on-the-ground strategies for achieving identified goals and objectives.

3. Conservation delivery involves implementing conservation actions through programs and partnerships that are guided by decision support tools and targeted to achieve specific biological results (outcomes). On-the-ground managers will be deciding what conservation treatments to apply and where to apply them.

4. Monitoring collects data to evaluate the effectiveness of conservation actions in reaching biological outcomes and provides feedback to future planning and delivery. Monitoring may indicate assumptions made during Biological Planning show a need for further examination.

5. Research tests assumptions in biological planning and conservation design that monitoring has identified as having the greatest impact on management decisions and provides feedback to future Biological Planning.

Goal: To encourage active participation and self-evaluation among participants regarding how we each understand and fit into the SHC process. This will be done by exposing all attendees to an exercise using an example developed from work actions already occurring within the GCPO Geographic Area. By the end of the session we should be able to recognize what actions may need further development and thought.

Description: For the next several minutes we will use the Louisiana black bear to review the SHC elements and how they could be applied to this existing body of work. This particular example was chosen for its ability to demonstrate a population and the habitat on which they depend have benefited from a careful, methodical, and comprehensive process. The details of the example were obtained from the Ginger et al. manuscript presented within the 2007 proceeding of the Louisiana Natural Resources Symposium. This initial introduction will review the SHC process as it cycles from Planning to Design to Implementation to Evaluation and then back to Planning. All participants are encouraged to help provide information that could be inserted into this sample SHC table. The overall exercise will stress that some participants may have a very unique knowledge within one element while many will more likely be have input into several of the SHC elements.

Instructions:
During this short introduction, we should not try to capture every possible item under each SHC element. We only want to provide a good sampling of work that can possibly be included for each of the priority species on which we are focused. By the end of the introduction, we only

intend to give the attendees enough understanding to allow them to carry the process into their individual groups.

Participants have been carefully organized to ensure each group has a wide diversity of program representation; your name badge indicates your group assignment. Again, it will be very important to express that the species picked as part of this exercise is not important but these are needed since SHC is focused around populations. [*The group's selection of species should be based on knowledge they have on how the SHC elements may apply. It was anticipated that multiple species will be needed to capture the diversity of knowledge within the group's members and ensure all member can fully participate; this is why we have preselected four species. Everyone should be warned that not all of our current work for any given species will likely address all the SHC elements. No one should be surprised if there are blank spots within the worksheets for any one species, but with luck not all priority species examined will have blank spots in the same places.*]

Using the supplied worksheets, the participants will provide information to fill in the blanks under each element based on their group's priorities species. The recorder for each group will return the completed worksheets to the organizers. The individual sheets from the five groups will be pooled into one sheet that will then be presented back to the entire group on the next morning. Items seen as being in common or in contrast will be discussed along with other observed trends. During the group discussion participants will see what possibly can occur under SHC and how the SHC format will be helpful in developing a more successful program. This exercise will highlight the importance of a wide variety of opinions and partnerships that will be needed to create full coverage of the SHC elements.

Outcomes: Following this example, attendees will be able understand what each of the SHC elements represent, the complexity of SHC, and begin to understand how the SHC elements can better direct actions being taken on the ground. It should become quickly apparent that even our best examples may not yet completely address each SHC element.

Summary after attempting Session #1

Although the main theme of the exercise was followed, the groups were allowed great flexibility on how the approached it. For the most part, each group focused on one species and used that species to discuss their understanding of SHC and the activities that could possibly be included be included under each element. The results from the groups were gathered and three major themes identified for further discussion during larger discussion period (how to handle scale; blurring or merging of elements; and, how will we know when we start practicing SHC).

Summary of the Bear Facts

- Research started on Louisiana black bear in 1989;
- Louisiana Black Bear listed in January, 1992;
- Habitat loss and fragmentation key factors leading to listing;
- Farm Bills provide numerous opportunities for conserving habitat on landscape scale;
- 1994, 37% of populations were completely dependent on nonfederal lands;
- Significant programs include: Safe Harbor Program, Partners for Fish and Wildlife Program, Wetland Reserve Program, Conservation Reserve Program, Conservation Reserve Enhancement Program, Emergency Watershed Program, Wildlife Habitat Incentive Program, and others.
- Reforestation planning maps in Louisiana and Mississippi developed during collaborative meetings with LMVJV and Partners in Flight personnel mostly focused on songbird populations.
- Ranking of reforestation areas incorporated benefits to Louisiana black bear.
- Today, large numbers of corridors are enrolled in WRP and CRP.
- Monitoring has documented bear use within reforested areas; bear sightings increasing along corridors; five litters (12 cubs) documented within dens on WRP sites;
- Information from bear tracking studies going back to update planning maps; research on habitat use selection ongoing.

Example to be used for Demonstration:

TOPIC: Conservation of Bottomland Hardwood Forests

PRIORITY SPECIES:

A. Louisiana black bear
B. Swainson's Warbler
C. Wintering Waterfowl
D. Alligator Gar
E.

ELEMENTS:

Biological Planning

A 1. 1995 Louisiana Black Bear Recovery Plan
2.
3.

Conservation Design

A 1. Louisiana Black Bear Habitat Restoration Planning Map
2.
3.

Conservation Delivery

A. 1. Wetland Reserve Program
2.
3.

Monitoring

A. 1. Bear radio telemetry
2.
3.

Research

A. 1. Black Bear habitat and movement research (LSU, UT, MSU)
2.
3.

General Overview - Breakout Session No. 2

Goal: This session will help participants recognize their potential role and responsibility within the SHC framework and highlight the need for a partnership approach.

Reality Check:
This exercise did not proceed as originally planned based on the output obtained from session one. Instead, the same breakout groups were asked three questions: 1) What will your role and contribution be to the LCC?; 2) What will be the role and contribution of your staff?; and, 3) What role should the LCC employees have? The groups discussed these questions in relation to the SHC elements. The results from the discussions were summarized and presented during the larger discussion.

Outcomes: Following this example, all attendees will have a more developed appreciation for their individual roles and responsibilities within SHC as well as those of their partners and the LCC staff. It should become clearly evident that no one individual or group can accomplish SHC without assistance of partners and the coordination and assistance of the LCC employees.

[END OF INTRODUCTION]

Instructions to Facilitators:

{The following should to be expressed to the group}

You now find yourself as a member of one of five breakout sessions. The purpose of the first session is to provide each member the opportunity to explore their understanding of the SHC elements. The purpose of the second session is to explore the roles and responsibilities each of us, our partners and the employees of the LCC could have within the SHC framework. As the group activity develops, please remember the main purpose is to stimulate active discussion and to encourage participants to begin the self-evaluation process on how we and our programs fit into the process. At this time no one person has all the answers; we have not even asked all the questions.

{The following is for the facilitators}

Your most important role as the facilitator is to ensure each member of the group becomes involved in the exercises. Each member of your group should be encouraged to provide input, ask questions and express their ideas. You will need to identify anyone within the group having trouble understanding the SHC elements and provide assistance. The first session will end successfully as long as each member leaves with a similar understanding of the SHC elements. The second session will succeed if group members begin to think seriously about how they may function productively under the SHC framework and recognize that this effort will take more than one office, agency or partner group.

SETTING UP THE BREAKOUT GROUP -

1. You will each have a person helping you as a recorder for the session. This person will be taking notes on key information (questions, concerns, etc. that should be discussed with all attendees at the next morning's meeting) and fill out the group's SHC worksheets. The worksheets will be turned in at the end of the session to the organizers.
2. Each group will have a flip chart. The facilitator should use the flip chart to display the same information being recorded on the group's SHC worksheet to enhance group involvement.

SETTING UP THE BREAKOUT GROUP <u>Session Two</u>

The purpose of this final breakout session is to allow the group's members to examine the roles and responsibilities they, their partners and the employees of the LCC can fulfill within the functional SHC framework. During this session the recorder will record the roles identified along with the Program (i.e., Refuges, ES, Fisheries, Mig Bird, Partner) as well as take note of key ideas, concerns or recommendations developed as part of the exercise.

Breakout

Session #1

What is SHC? For individual Species or Multiple Species or habitats

1. Scale
2. Blurring of lines between elements
3. How will we know when we start practicing SHC?

Group became overwhelmed by multiple species
Thoughts process should start w/ Research
Been doing SHC for years!
Does scale matter; do we have to address all of Geographic Area

How are legal mandates addressed?
How do I explain SHC in 2-3 minutes.
Concern about definitions?
Partners may not agree on out trust species being only trust species

Worksheets – Breakout Session No. 2

Roles and Responsibilities

Conservation of Bottomland Hardwood Forests

PRIORITY SPECIES:

A. Louisiana black bear
B. ~~Swainson's Warbler~~ 12 Spot Dragonfly
C. ~~Wintering Waterfowl~~
D. Alligator Gar
E. Rafinesque's Big-eared Bat

ELEMENT: Biological Planning

A. Louisiana black bear

		Contributor
a.	1995 Louisiana Black Bear Recovery Plan	
b.	State Wildlife Action Plan	
c.	CCP	
d.	Louisiana Black Bear Conservation Committee	
e.	5-YR Review	
f.	Listing Rule	

B. ~~Swainson's Warbler~~ Dragonfly

a.	Literature Search	
b.	State Action Plan	
c.	Population Models	
d.		
e.		

C. Wintering Waterfowl

a.		
b.		
c.		
d.		
e.		

D. Alligator Gar

a.	State Wildlife Action Plan	
b.		
c.		
d.		
e.		

E. Bat

a.		
b.		
c.		
d.		
e.		

ELEMENT: Conservation Design

		Contributor
F.	Louisiana black bear	
	a. Habitat Restoration Planning Map	
	b. Conservation Easements	
	c. HGM	
	d. Threat Assessments	
	e. Desired Forest Conditions	
	f. Spatial and Temporal Models	
	g. Habitat Objectives	
B.	~~Swainson's Warbler~~ Dragonfly	
	a. models	
	b. critical habitat	
	c. Management Plan	
	d.	
	e.	
C.	Wintering Waterfowl	
	a.	
	b.	
	c.	
	d.	
	e.	
D.	Alligator Gar	
	a. Consolidation of Existing Plans	
	b. ID of Key floodplain connectivity	
	c.	
	d.	
	e.	
E.	Bat	
	a.	
	b.	
	c.	
	d.	
	e.	

ELEMENT: Conservation Delivery

A. Louisiana black bear

		Contributor
a.	WRP (Wetland Reserve Program and Other Farm Bills	
b.	Partner Programs	
c.	Refuge Programs	
d.	State, USFS, DOT Programs	
e.	Education and Outreach	
f.	Carbon Sequestration	
g.	Land Acquisition	
h.	Desired Forest Conditions	
i.	Law Enforcement	

B. ~~Swainson's Warbler~~ 12 Spot

a.		
b.		
c.		
d.		
e.		

C. Wintering Waterfowl

a.		
b.		
c.		
d.		
e.		

D. Alligator Gar

a.	Restore Hydrology	
b.	Remove Dams	
c.	State Regulations and Permits	
d.	Outreach and Education	
e.	Private lands incentives	

E. Bat

a.	Construction of Structures	
b.	Development of Partnerships	
c.		
d.		
e.		

ELEMENT: Monitoring

A. Louisiana black bear

		Contributor
a.	Bear Radio Telemetry Work	
b.	Trapping	
c.	Population Estimates	
d.	Habitat Monitoring	
e.	Den Counts	
f.	Habitat Restoration	
g.	Public Feedback	

B. ~~Swainson's Warbler~~ Dragon fly

a.	Water Quality	
b.	Population Estimates	
c.	Air Quality	
d.	Contaminents	
e.	Predator Control	

C. Wintering Waterfowl

a.		
b.		
c.		
d.		
e.		

D. Alligator Gar

a.		
b.		
c.		
d.		
e.		

E. Bat

a.	Range-wide mist netting	
b.		
c.		
d.		
e.		

ELEMENT: Research

A. Louisiana black bear — Contributor

a. Habitat Use and movement research (UT, LSU, MSU
b. Genetic Viability Analysis
c. Denning
d. Use of Corridors
e. Sensitivity Analysis

B. ~~Swainson's Warbler~~ 12-Spot

a. Internet Search
b. Literature Search
c. Life Cycle
d. Limiting Factors
e. Sensitivity Analysis

C. Wintering Waterfowl

a.
b.
c.
d.
e.

D. Alligator Gar

a. Life History
b. Movement and Habitat Use
c.
d.
e.

E. Bat

a. Distance to Feeding Areas
b. Identification of Assumptions
c.
d.
e.

Breakout Session

#2

Comments

Problems w/ current implementation strategy
no grass roots buy in
partners not helping drive direction & decisions
if mistakes have been made, how should we proceed
When will next step be identified
Lack of people needs to be overcome; how ID skilled people
All the seperate plans need to be combined
How do you integrate programs without loss of their unique missions, goals & objectives
Should process be slowed down; can it be?
Partnership should decide positions to hire

Very Clear people understand SHC elements.

How will these results be captured, used?

Role is to Participate

Combining Plans

No IDEA

Individual role will be influenced what LCC step down.

provide technical expertise

do conservation delivery

Provide compliance oversight

Need Leadership to weigh in.; provide sound bites for use in field; give active direction

Project Leaders R's will look @ priorities/task and pick those they can do

Conduct outreach

Participate as requested, technical expertise

Share planning documents - CCP

Provide active support - Part of EPAP element

Monitor

Conservation Delivery

Cons. Design

Provide data from existing sources

Start at ground level and get partnership started

Peer review of Plans

Facilitate research

Provide institutional knowledge

Individuals

Partnership provide informational needs

" to have formal role assigned

" ID species of conservation

" provide staff

" downscale information

" provide communication tools

" Lititure reviews

Ed and Outreach

Partners

Participate

Provide facilities + equipment, logistical help.

9	(1)	LCC should draw from existing partnerships
5	(2)	LCC should use landscape scale assessment to drive local partnerships and delivery dollars
	(3)	LCC provide planning ~~and design~~
	(4)	Broad group should be main driver of Design
6	(5)	LCC source of funding
4	(6)	LCC set priorities (research, focus efforts
	(7)	LCC id's ecological subunits, model at pop/hab objectives
3	(8)	LCC organize, network and step down information
2	(9)	LCC should ID important Partnerships
1	(10)	Provide Big Picture view
7	(11)	Collect data, analyze data, publish results
8	(12)	Provide expert assistance (Biometrician)
10	(13)	LCC should add expertise and expand focus of the existing efforts

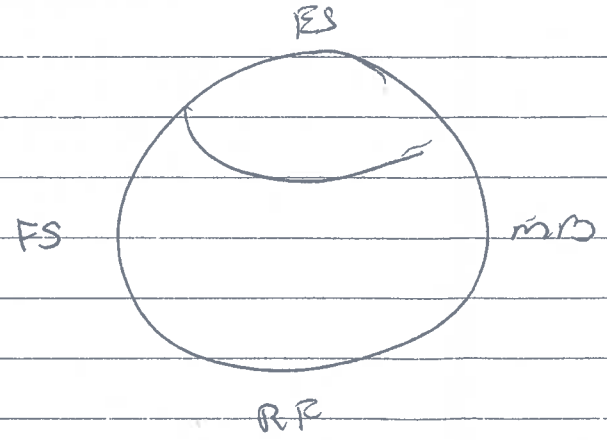
Rm 506 Group

LCC can help provide compelling vision for cons. delivery.

How relate to NWR CCPs
ID important partners
Assemble technical committee
ID information gaps

ES provide Habitat Expertise
ES provide Funding; Leverage
Help w/ Planning and Design
ID priority areas.
Assist w/ Legal and MOU

Mig Birds help w/ design and delivery
w providing products



- $4.25 mil in GCPO LCC op plan
- 3d projects. This does not represent buy in.
- If FWS does not solicit input from field then it seems like a foregone conclusion.

Worksheets – Breakout Session No. 2

Roles and Responsibilities

- The results of this meeting will be rolled into a new rev. of op plan.
- Discussion on development of LCC.
- Ideas need to come out tomorrow. Recommend. We've been left at.

Conservation of Bottomland Hardwood Forests

- What are the venues for input (voice from field) on op plan w/ lessons learned from this LCC mtg.

  Voice

  recommendation

  vote.

PRIORITY SPECIES:

A. Louisiana black bear
B. ~~Swainson's Warbler~~ 12 spot Dragonfly
C. ~~Wintering Waterfowl~~
D. Alligator Gar
E. Rafinesque's Big-eared Bat

What will your role and responsibility be to SHC/LCC?

What role will your staff have?

What role should the LCC employees have?

→ Communication
→ CCP's
→ Help set goals/priorities
→ ES can help here

ELEMENT: Biological Planning

		Contributor
A.	Louisiana black bear	
a.	1995 Louisiana Black Bear Recovery Plan	
b.	State Wildlife Action Plan	
c.	CCP	
d.	Louisiana Black Bear Conservation Committee	
e.	5-YR Review	
f.	Listing Rule	
B.	~~Swainson's Warbler~~ Dragonfly	
a.	Literature Search	
b.	State Action Plan	
c.	Population Models	
d.		
e.		
C.	Wintering Waterfowl	
a.		
b.		
c.		
d.		
e.		
D.	Alligator Gar	
a.	State Wildlife Action Plan	
b.		
c.		
d.		
e.		
E.	Bat	
a.		
b.		
c.		
d.		
e.		

→ coopunit / JV → model & design
→ ES → assist w/ models & population rank priorities (NRCS) for restoration

ELEMENT: Conservation Design

		Contributor
F.	Louisiana black bear	
	a. Habitat Restoration Planning Map	
	b. Conservation Easements	
	c. HGM	
	d. Threat Assessments	
	e. Desired Forest Conditions	
	f. Spatial and Temporal Models	
	g. Habitat Objectives	
B.	~~Swainson's Warbler~~ Dragonfly	
	a. models	
	b. critical habitat	
	c. Management Plan	
	d.	
	e.	
C.	Wintering Waterfowl	
	a.	
	b.	
	c.	
	d.	
	e.	
D.	Alligator Gar	
	a. Consolidation of Existing Plans	
	b. ID of Key floodplain connectivity	
	c.	
	d.	
	e.	
E.	Bat	
	a.	
	b.	
	c.	
	d.	
	e.	

→ manager ~ implement on the ground
→ Partners Program

ELEMENT: Conservation Delivery

		Contributor
A.	Louisiana black bear	
a.	WRP (Wetland Reserve Program and Other Farm Bills	
b.	Partner Programs	
c.	Refuge Programs	
d.	State, USFS, DOT Programs	
e.	Education and Outreach	
f.	Carbon Sequestration	
g.	Land Acquisition	
h.	Desired Forest Conditions	
i.	Law Enforcement	
B.	~~Swainson's Warbler~~ 12 Spot	
a.		
b.		
c.		
d.		
e.		
C.	Wintering Waterfowl	
a.		
b.		
c.		
d.		
e.		
D.	Alligator Gar	
a.	Restore Hydrology	
b.	Remove Dams	
c.	State Regulations and Permits	
d.	Outreach and Education	
e.	Private lands incentives	
E.	Bat	
a.	Construction of Structures	
b.	Development of Partnerships	
c.		
d.		
e.		

→ Biologist ~ monitor
→ Foresters

ELEMENT: Monitoring

		Contributor
A.	Louisiana black bear	
	a. Bear Radio Telemetry Work	
	b. Trapping	
	c. Population Estimates	
	d. Habitat Monitoring	
	e. Den Counts	
	f. Habitat Restoration	
	g. Public Feedback	
B.	~~Swainson's Warbler~~ Dragon Fly	
	a. Water Quality	
	b. Population Estimates	
	c. Air Quality	
	d. Contaminents	
	e. Predator Control	
C.	Wintering Waterfowl	
	a.	
	b.	
	c.	
	d.	
	e.	
D.	Alligator Gar	
	a.	
	b.	
	c.	
	d.	
	e.	
E.	Bat	
	a. Range-wide mist netting	
	b.	
	c.	
	d.	
	e.	

→ USGS or universities (partners)

ELEMENT: Research

		Contributor
A.	Louisiana black bear	
a.	Habitat Use and movement research (UT, LSU, MSU	
b.	Genetic Viability Analysis	
c.	Denning	
d.	Use of Corridors	
e.	Sensitivity Analysis	
B.	~~Swainson's Warbler~~ 12-Spot	
a.	Internet Search	
b.	Literature Search	
c.	Life Cycle	
d.	Limiting Factors	
e.	Sensitivity Analysis	
C.	Wintering Waterfowl	
a.		
b.		
c.		
d.		
e.		
D.	Alligator Gar	
a.	Life History	
b.	Movement and Habitat Use	
c.		
d.		
e.		
E.	Bat	
a.	Distance to Feeding Areas	
b.	Identification of Assumptions	
c.		
d.		
e.		

Yellow Group

1. PL

Program	Role / Responsibility in SHC/LCC
Fisheries (cold hatcheries)	- Coordinate w/ ES → Outreach → inform LCC of ongoing project + data/results
ES	- ID priority areas + science needs → set demo sites
Refuge (RO)	- Assist + Refuges where ever possible - Support
USGS	- formal relationship, ID information needs + how to work towards answer

- ? How do you find out who can do what & what the can work on (time resources)

Refuges	- CCP to LCC, conservation delivery, share experiences
Refuges	- make sure LCC support field station, SHC - think on landscape level + make sure partners are involved in mutual issues
	- Understand it & express to staff + encourage
Refuges	- Develop Partnerships, meeting refuge purposes. CCP done, HMP ongoing
Refuge	- Will support it - Critical Element in EPAP - SHC - we are doing it well
	- Wildlife land coop - Refuge, State, Forest + private working together
Fisheries (ES/Partners)	- originated in ecosystem management, have been doing SHC, need to monitor success, work with partners + partnerships

2. Staff

Refuges	Foresters - delivery, Biologists - design, planning & delivery; PAO - conveying actions to Public, LE - protect resources
Refuge	Continue on-refuge; may have to do data calls
Fisheries (ES/Partner)	Restoration, fish passage, farm bill,
Hatchery	delivery on ground, outreach

→ Work at ground level to get stated partners buy in - need sound bites to share w/ states

Hatchery	- Imperiled species, partnering - convey to staff how SHC/LCC will help
Refuge	- Ditto, testing ground for on the ground work
JV	- Bring experience to LCC from JV

Need for Leadership Summit – third party invite + facilitation
use Leaders who have already onboard to get together
and discuss how to set it up and get others involved

Integrated Science + Management team – Fed, state, tribe, NGO

	IH	EGCP	WECP	MV
Fish				
Birds	Frank LM	Barry Grand Scientist		Kevin Wanner LM
Amps				
Invert				
Mammals				
Plants				

ID Data needs

Priority Science needs

Blue group - Ford

(1)

Day 2 - breakout session

(1) General discussion -
Expectations/Products from JV
by SHC element -

- climate change
- Ken: habitat?
- Models

- Draw synergy from other partners thru strategic process (for refuges)

- Provide landscape scale assessment that will drive more local partnerships and delivery dollars -

- LCC's provide the science/biological planning -

- LCC help with conservation design a little, but see a broader group to work on that part -

- LCC provide fuel to the fire to provide landscape justification for actions — which alternatively sets priorities and thus helps take some things off your plate

- Ecological submits? Improve network and coordination for information/data needs -

Blue - Ford

- Spatially exploit models.
- Range-wide (where possible) population & habitat objectives

(2)

- LCC - go to subunits and find data gaps; help coordinate and develop (for example) a map -

- LCC - organize and network a step down information chain (goes both ways) - at some point through working groups, etc -

- climate change - to be determined?

- National network of LCC's - some possible exploitation of sharing lessons learned on "hot issue" (mussels) -

- NOT to work on everything; choose smart priorities - be creative in partnerships -

(2) What will your role and contribution be to SHC / LCC?

- As above, if LCC steps down models and information, contribution will change - could be surveys contribution to working group or policy guidance at an ecoregional scale -

- Provide technical expertise on products such as "Desired Future Condition"

- Conservation delivery —

Blue - Ford

- Listing example ⇒ nothing can be dropped; what contribution (?) FWS leadership has to weigh in -

- CCC has to define low hanging fruit; PCs can play into these as see mutual benefit - we can't save the world -

- Contribute to immediate products (4 in 2 years) of a decision-support tool that helps make ~~pro~~ decisions -

Red Group day 2

you
stay
LCC employee
partners

Biological Planning

*** Your role:

a. ES - species leads / applicability of models
b. RO - reviewing plans / providing feedback
c. Refuges - review/feedback on HMPs
d. ES - provide technical assistance; access trust resource ~~responsibility~~ need & identify funding sources that we can bring to table
e. Fisheries - bringing existing plan / ongoing
f. MB - bring National bird plans & technical assistance to develop new pl
g. Refuges - bring all CCPs for LCC & ongoing research projects & for past 10 yrs, help w/ development of G & O's if project involv Refuges, technical expertise as needed
h. Refuges - institutional knowledge
I. Fisheries - Aquatic technical Assistance; input on G & O's from Aquatic standpo
J. Refuges - bring stakeholders & passion to conserve thier resource, recovery pla providing data & educating local Conservation organizations, balance the local mission w/ broader goals of LCC
K. ~~ES~~ - technical assistance, modeling needs, identify research needs

*** Your Staff

Refuges - provide expertise, mapping, GIS
Fisheries - geospatial data & mapping expertise; help gather info
Mig Birds - technical Assistance
e ES - contribute skillset & knowledge, communicate workload issues change hats as needed; strategic perspective vs. a specie specific mindset & geospatial data
f
g
h
i
j

*** LCC employee role:

a. Prioritize research & assist w/ scientific efficiency
b. Prioritize where to focus our conservation efforts
c State of the conservation effort w/in the LCC.
d Give the "Big picture" view
e
f
g

over →

Partner role

a. Participation in identification of species of conservation need & link to habitats
b. 2 FFEs from USGS for the LCC/biological science center
c. Downscaled models (e.g. climate)/science information
d. "Non management coverage"; we don't have a dog in the race
e. Communications tools (e.g. Wiki for data sharing)
f. Existing literature reviews
g.
h.
i.
j.
k.

Red group day 2

Conservation Design

→ Your role:

a MB: Technical & scientific data; mapping + modeling

b ES: Same as planning, contribute to where & how, consistency w/ laws/& regs

Fisheries: same as ES

Refuges: engage in development of strategies, same as above, make sure its consistent w/ CCPs or amend as needed

→ Your staff:

a MB: same as above

b

c

d

e

f

g

over →

→ LCC employee role:

a

b

c

d

→ <u>Partner role</u>:

a. Participate & is good w/ this

b Hypothesis testing (USGS

c

d

e

f

g

Reg group Day 2

Conservation Delivery (Actions)

Your role:

a. Fisheries: implementation of findings from conservation design, Ais in Forest mgmt practices, fish passage, mussel & fish stocking, habitat restoration, state/fed permits engineering, large construction projects

b. Refuges - provide the where & how, land base for implementation, provide equipment, land aquisition / easements, tech assistance, LE outreach

c. MB - Assistance on refuges & private lands

D. E.S. - Oversight to assure compliance, mitigation, Sec 7 consults, private lands, tech assistance recovery & Listing actions, funding

Partner role

a. Step down habitat goals, on the ground delivery to public/private

b. partnership coordination
Education / outreach

c. Tech Assistance

Red Group day 2

Monitoring

Your role & staff

Mig birds - Coordinate & Design
E.S. - data collection / monitoring
Fisheries - count mussels / surveys, stock restoration
Refuges - surveys
Partners - mgt effectiveness, species surveys (BBS)

USGS: Network Design
tech assistance
~~net~~ Monitoring

LCC employee role / office

a. gather data / consolidate / analyze / disseminate results
b. fund for filling data gaps
c. provide biometrician
d. prioritize monitoring needs

Red team day 2

Research

Your role & staff

Refuges - provide facilities, equipment, provide study areas, logistics, SUPs
Fisheries - coordinate / Identify research needs
E.S. - ditto fisheries & ID/provide funding
Mig birds - same as above

Partners - models
(USGS) Hypothesis testing
Assessments
Sensitivity testing
Outreach & education

LCC opic role

a. identify research gaps
b. prioritize research needs
c. compile research needs / results
& Synthesize

Red Group day 2

General ?'s and comments:

* How & who will keep this process moving for this particular LCC? Need Bill Ulien to tell the larger group about next steps

* Make sure we use the term Steering committee instead of Advisory group or governance

* This will be a "balancing act"

* Need to look at this from an LCC "office" perspective (includes an office and partners)

Messages from a partner to Bill Ulien

- Way more complex than that
- Not going to happen like that
- Are we just going to "feed the monster"
- Business as usual won't work
- this did not show a new way of business
- It will further implode by following the same way of thinking when we add additional species
- Cannot build effective collaboration under this framework
- Going about the elements the same way we always have done business

- won't add up to what we want to accomplish in the end
- To rectify we need to look at this as a habitat framework; not a species approach
- must identify where you want to do the work 1st and then you can talk about the process
- The framework for the future is inadequate
- "Sum of our fears exercise"
- limited $'s to focus on a world of conservation needs
- if everyone is planning the same way we can stack our "plans" together and identify what to do
- by all talking about individual roles we are failing to integrate our objectives as an LCC overall / as a landscape
- you have to determine a way to integrate everyones programs & review them everytime / with every specie