

Please call office at 651-560-2053 or email [susan.cerwinske.wabashaswcd@gmail.com](mailto:susan.cerwinske.wabashaswcd@gmail.com) if you have any questions on attending physically or by phone.

We have call-in capabilities for up to 10 people. Phone# 651-560-1088 Access code # 0147478#  
If you plan on attending in person and are not fully vaccinated, wearing a mask and social distancing will be required.

**Wabasha Soil and Water Conservation District  
District Regular Board Meeting  
September 23, 2021  
8:15 a.m.  
County Board Room  
625 Jefferson Ave.**

- I. CALL MEETING TO ORDER –**
- II. PLEDGE ALLEGIANCE**
- III. AGENDA**
- IV. PUBLIC COMMENTS**
  - Comments limited to 5 minutes per speaker
- V. CONSENT AGENDA -Board Action**
  - A.
- VI. SECRETARY’S REPORT**
  - A. August 26, 2021 Meeting Minutes-**Board Action**
- VII. TREASURER’S REPORT:**
  - A. District Financial Statements-**Board Action**
  - B. Program Record – **Board Action**
- VIII. PAYMENT OF MONTHLY BILLS**
  - A. Monthly Bills in the amount of \$21,976.71 -**Board Action**
- IX. DISTRICT REPORTS**
  - A. Chair Report
  - B. County Commissioner – Bob Walkes
  - C. District Manager Report – Terri Peters
  - D. NRCS Report – John Benjamin – Report in Packet
  - E. District Technician Report- Matt Kempinger – Report in Packet
  - F. Ecological Technician Report – Henry Stelten – Report in Packet
  - G. Bookkeeper/Administrative Assistant -Sue Cerwinske

**X. OLD BUSINESS**

- A. Conservation Project – Lynn Zabel

**XI. NEW BUSINESS**

- A. Approve Prairie Ridge Farm – David Zabel Contract# 21-CS-2 for 410 Grade Stabilization and 412 Grassed Waterway in the amount of \$9,505.00. Funding sources FY21 State Cost Share \$7,168.30 and FY20 State Cost Share \$2,336.70 – **Board Action**
- B. Approve John & Shar Yorde Contract# 19-DWP-WS-8 for - Well Sealing (351 Well Decommissioning) in the amount of \$1,500.00. Funding Source FY19 Drinking Water Protection – **Board Action**
- C. MASWCD 2021 Resolutions Packet
- D. Leadership for Midwestern Watersheds Event – Registration for Nov. 3-4 at Prairie du Chien, WI for Terri and Henry. \$100.00 each plus \$89.00 per room for hotel – **Board Action**
- E. Wabasha Soil and Water Conservation District Board Vacancy – **Board Action**
- F. Discussion on Board positions – **Board Action**
- G. Approve Valyn Adler Contract# 21-Capacity-4 for practice 638 -Water & Sediment Control Basin in the amount of \$6,423.63. Funding Source FY21 Capacity – **Board Action**
- H. Upcoming Events:
  - i. BWSR Academy Oct. 26 – Oct. 28, 2021 – Online

**XII. Board Reports**

- A. Whitewater JPB – Lynn
- B. Zumbro 1W1P – Larry
- C. WinLac 1W1P - Lynn
- D. SE SWCD Technical Support JPB – Larry
- E. County Board Meeting – Larry (alternate Sharleen)
- F. Hiawatha Valley RC&D - Lynn

**XIII. Adjourn – Board Action**

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**Wabasha Soil and Water Conservation District  
District Regular Board Meeting  
August 26, 2021  
8:15 a.m.  
County Board Room  
625 Jefferson Ave.**

- I. **CALL MEETING TO ORDER** – *Meeting called to order at 8:15 am by Larry Theismann, Secretary (Note: Larry is filling in for Lynn Zabel who was filling in for Terry Helbig)*  
*Board members present: Larry Theismann, Secretary, Sharleen Klennert, Treasurer Chet Ross, Member*  
*Staff present: Terri Peters, District Manager, Matt Kempinger, District Technician*  
*Attending by phone: John Benjamin, NRCS, Brian DeVetter, NRCS, Bob Walkers, County Commissioner, Sue Cerwinske, Bookkeeper/Admin. Asst.*  
*Citizen: Frank Klennert*
- II. **PLEDGE ALLEGIANCE**
- III. **AGENDA**  
*Motioned by Klennert and seconded by Ross to approve the Agenda.*  
*Affirmative: Theismann, Klennert, Ross*  
*Opposed: None*  
*Motion Carried*
- IV. **PUBLIC COMMENTS**  
Comments limited to 5 minutes per speaker
- V. **CONSENT AGENDA -Board Action**  
Roger Walkes AgBMP loan application in the amount of \$15,000.00 for precision planting equipment to enhance planting for no-till setup to reduce runoff  
*Motioned by Ross and seconded by Klennert to approve the Consent Agenda*  
*Affirmative: Theismann, Klennert, Ross*  
*Opposed: None*  
*Motion Carried*
- VI. **SECRETARY’S REPORT**
  - A. July 22, 2021 Meeting Minutes-Board Action  
*Motioned by Klennert and seconded by Ross to approve the July 22,2021 Meeting Minutes*  
*Affirmative: Theismann, Klennert, Ross*  
*Opposed: None*  
*Motion Carried*

- B. August 9, 2021 Special Meeting Minutes – **Board Action**  
**Motioned by Ross and seconded by Klennert to approve the August 9, 2021 Special Meeting Minutes**  
**Affirmative: Theismann, Klennert, Ross**  
**Opposed: None**  
**Motion Carried**

VII. **TREASURER'S REPORT:**

- A. District Financial Statements-**Board Action**  
**Motioned by Klennert and seconded by Ross to approve the District Financial Statements**  
**Affirmative: Theismann, Klennert, Ross**  
**Opposed: None**  
**Motion Carried**

VIII. **PAYMENT OF MONTHLY BILLS**

- A. Monthly Bills in the amount of \$28,824.22 -**Board Action**  
**Motioned by Klennert and seconded by Ross to approve payment of the monthly bills except for Environmental Troubleshooter, Inc. \$7,487.80 which will talk about later under old business.**  
**Affirmative: Theismann, Klennert, Ross**  
**Opposed: None**  
**Motion Carried**

IX. **DISTRICT REPORTS**

- A. Chair Report – Terry Helbig – **No Report**
- B. County Commissioner – Bob Walkes  
**Bob reported: Whitewater JPB meeting, decided Sheila office beginning 1-1-22 will be at Winona County Building**  
**Discussion on different farming practices, types**  
**County working on the budget. Will be tougher budget cycle.**  
**Policy meeting Rochester, 60-day review, public comments**
- C. District Manager Report – Terri Peters  
**Terri reported: Submitted W. Indian Creek clean water program. State fund match. Sheila submitted N.Fork Whitewater for Soil Erosion.**  
**Looking for feedback from people at the W. Indian meeting about match.**  
**WinLac public meeting**  
**Greater Zumbro – Final process. Public hearing/90-day review, BWSR board approval.**  
**AgBMP program - not much funding available. Have 3 applications waiting to be funded. MDA has some other funding that may come through.**  
**JPB Technical Service Area meeting. After talked to Beau, Kristen about Mississippi River/Lake Pepin TMDL (total maximum daily load) studies for MPCA**  
**LWG Meeting – Well attended**  
**319 Nonpoint source funds. Used for Roller Crimper. It has been delivered and will need to pay transporter. Had to rewrite check driver was ready to leave.**  
**Auditors here 8/23/21 – answered questions**

*Postcard for State Drinking Water Program. Administered by Olmsted. 100 postcards sent out. Have gotten 13 back that want water tested. Nitrates over 10 option for cost share for water treatment system.*

*Talked to Michael Plante. COVID funds has language that funds are suppose to be used for Clean Water. Engineering list of projects waiting to be funded.*

*Met with Jen Wahls. She is interested in contracting to do outreach for W. Indian Creek.*

*Jeff Weiss, DNR putting together FEMA planning grant for Lower Zumbro.*

*Potentially may need outreach. Jen would be interested in that.*

*Discussion: Larry asked if there was anyone else showing interest in outreach.*

*Terri answered that no one has shown interest in that kind of work. Jen has. We can post for it if we need to. Put together preliminary description of what could that person do that Matt and Henry don't cover. May request an office position for those responsibilities.*

D. NRCS Report – John Benjamin – Report in packet – ***Gave report at meeting***

E. District Technician Report- Matt Kempinger – Report in packet

*Matt at the meeting added to his report that was in packet. Lot of work being done for Gorman Creek project. Permits and draft design. Wetland issues this month, concerns with one in West Albany. Not a full application yet, waiting for delineation from project manager. 60 days to come up with plan.*

*Discussion: Sharleen noted that this one was brought up at the county meeting.*

*Didn't have correct information. Wondering since it is tail end of season, if this would get done. Terri noted that there is a timeline for submitting applications for wetland. Matt will get notice of application, time to get back from us.*

*Bob replied that the applicants will have the opportunity to request an extension on the applications. Won't end in September, they will request extra time.*

*Larry asked Matt about the drone survey. Got into conversation about Matt being trained and certified to fly the drone. Terri replied that we have been thinking about it when he has time. Training online, pilot certification, airport test. Larry noted that this would diversify the staff and that we should seriously consider it. Motioned by Ross and seconded by Klennert to approve Matt Kempinger to take the drone class to get certified and be able to operate the drone we have.*

*Affirmative: Theismann, Klennert, Ross*

*Opposed: None*

***Motion Carried***

F. Ecological Technician Report – Henry Stelten – Report in packet

G. Bookkeeper/Administrative Assistant -Sue Cerwinske – Report in packet

#### **X. OLD BUSINESS**

A. Conservation Project – Lynn Zabel – ***No Report***

B. Amendment # 2 to Sub-agreement between The SE SWCD Technical Support Joint Powers Board and the Wabasha SWCD. MN BWSR funding within the RCPP:

Lower Mississippi River Feedlot Management in Minnesota. Changing sub-agreement amount to \$109,973.16 (Polson) and \$2,424.51 for Technical Assistance is valid for the remainder of the P17-4048 and P20-1006 grant agreement ending December 31, 2022 – **Board Action/Signature**

***Motioned by Klennert and seconded by Ross to approve Amendment #2 to Sub-agreement between The SE SWCD Technical Support Joint Powers Board and the Wabasha SWCD. MN BWSR funding within the RCPP: Lower Mississippi River Feedlot Management in Minnesota. Changing sub-agreement amount to \$109,973.16 (Polson) and \$2,424.51 for Technical Assistance is valid for the remainder of the P17-4048 and P20-1006 grant agreement ending December 31, 2022***

***Affirmative: Theismann, Klennert, Ross***

***Opposed: None***

***Motion Carried***

- C. Lars Polson amendment #2 to Contract# LMFR-17RCPP-5WAB. Changing amount to \$109,973.16 and changing install date to December 31, 2022. Funding from Lower Mississippi River Feedlot Management in MN -RCPP– **Board Action/Signature**

***Motioned by Ross and seconded by Klennert to approve Lars Polson amendment #2 to Contract# LMFR-17RCPP-5WAB. Changing amount to \$109,973.16 and changing install date to December 31,2022. Funding from Lower Mississippi River Feedlot Management in MN – RCPP***

***Affirmative: Theismann, Klennert, Ross***

***Opposed: None***

***Motion Carried***

- D. Environmental Troubleshooters Inc. Pay Voucher #6 in the amount of \$7,487.80 for partial payment of the 5% retainage – **Board Action/Signature**

***Motioned by Ross and seconded by Klennert to approve payment of Environmental Troubleshooters Inc. Pay Voucher #6 in the amount of \$7,487.80 for partial payment of the 5% retainage***

***Affirmative: Theismann, Klennert, Ross***

***Opposed: None***

***Motion Carried***

## **XI. NEW BUSINESS**

- A. Approve Tony Burke Contract# 18-Capacity-8 in the amount of \$6,446.00 for NRCS practice 410 Grade Stabilization Structure – **Board Action**

Funding sources for contract# 18-Capacity-8:

2018 Capacity \$3,554.67

2021 Capacity \$26.68

2020 State Cost Share \$2,864.65

*Matt commented that the Grade Stabilization structure was designed by Bill and NRCS staff. Funded through EQIP and cost share available. Terri added that Tony is in the original target area of W. Indian Creek. He has been waiting for project to get funded. Total project \$29,000.00. New form missing funding box. Piggyback EQIP, Ag Certainty \$5,000.00 and cost share.*

*Motioned by Klennert and seconded by Ross to approve Tony Burke Contract# 18-Capacity-8 in the amount of \$6,446.00 for NRCS practice 410 Grade Stabilization Structure*

*Funding sources for contract# 18-Capacity-8:*

*2018 Capacity \$3,554.67*

*2021 Capacity \$26.68*

*2020 State Cost Share \$2,864.65*

*Affirmative: Theismann, Klennert, Ross*

*Opposed: None*

*Motion Carried*

- B. Approve FY 2022 & FY 2023 State of MN Board of Water and Soil Resources SWCD Programs & Operations Grant Agreement, Total Grant \$70,040.00 – **Board Action**
- P22-5561 - 2022 Conservation Delivery (Wabasha SWCD) \$19,619.00  
P23-5651 - 2023 Conservation Delivery (Wabasha SWCD) \$19,619.00  
P22-5741 - 2022 State Cost Share Fund (Wabasha SWCD) \$15,401.00  
P23-5831 - 2023 State Cost Share Fund (Wabasha SWCD) \$15,401.00

*Motioned by Ross and seconded by Klennert to approve FY 2022 & FY 2023 State of MN Board of Water and Soil Resources SWCD Programs & Operations Grant Agreement, Total Grant \$70,040.00*

*Affirmative: Theismann, Klennert, Ross*

*Opposed: None*

*Motion Carried*

*Terri noted that she will have to do workplan before we get the funding.*

*Larry asked how long it takes to write a workplan, Terri replied about 1 ½ hours.*

- C. Upcoming Events:
- i. *MCIT Human Resources training was full, on waiting list. SWCD will not have one ready this year.*

## **XII. Board Reports**

### **A. Whitewater JPB**

*Lynn reported the highlights from the meeting include: Approving spending \$8,066.00 of 319 Whitewater Non-Point Source grant money before the fact due to our tight timeline and our next meeting not being for two months. No longer having office space for Sheila Harmes at Winona SWCD in Lewiston and instead only having one office in Winona itself. This should save money. We decided to make Jan. 1<sup>st</sup> the date of change to allow transition time and simplify the rental period calculations.*

*We went on a few conversation tangents involving Lake Winona phosphorus, roller crimping and cover crops and agronomic practices in general. Terri added that a roller crimper was purchased, a camera for interviews and a transmitter. Sheila did some billboards. Waiting for soil testing equipment.*

B. Zumbro 1W1P

*Larry reported that there was a public meeting & hearing in Rochester.*

C. WinLac 1W1P

*Terri reported that they are having local planning work group meeting next week Tuesday. Aggregation of materials, mission statement. Planning kickoff around 9-20 – 9-22-2021. Waiting for finals.*

D. SE SWCD Technical Support JPB

*Larry reported that had a meeting in Mazeppa. Went over budget situations. Everyone optimistic about funding. Not assured of actual money coming in for projects. Terri added NACD grant money for JPB. \$128,000.00 to help engineers and recoup some Admin. time for us and other districts.*

E. County Board Meeting

*Larry reported that he gave a brief update. No questions from board. There are dates that Larry can't go to a couple of meetings because of work commitments. Terri puts together a brief report. Sharleen volunteered to attend meetings in Larry's absence.*

F. Hiawatha Valley RC&D

*Lynn reported that the two most interesting things from the meeting in his view: We approved pursuing a proposal that Driftless Grown will operate as a program of Hiawatha Valley RC&D under the Community Services Program.*

*Driftless Grown is a group of many producers of a wide variety of products ranging from honey to grass fed beef and several other more exotic offerings. They cover SE Minnesota, western Wisconsin and northern Iowa.*

*Another thing Richard Harris III mentioned was that he had enrolled in a \$2,700.00 course to study carbon markets, including the business end of things.*

*It seems he is trying hard to expand the role of the RC&D and learn new things. I see the carbon markets training as an off shoot from our seed planted with our work on conservation plan options. If we keep steering in the right direction we might get there yet.*

XIII. Adjourn – Board Action

***Motioned by Ross and seconded by Klennert to adjourn the meeting at 9:09 am***

***Affirmative: Theismann, Klennert, Ross***

***Opposed: None***

***Motion Carried***

Respectively submitted by:

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Larry Theismann, Secretary



Wabasha Soil and Water Conservation District  
**Cash Balances**  
As of August 31, 2021

|                                 | Aug 31, 21        |
|---------------------------------|-------------------|
| <b>ASSETS</b>                   |                   |
| <b>Current Assets</b>           |                   |
| <b>Checking/Savings</b>         |                   |
| Money Market- Bank of Alma      | 118,101.68        |
| Money Market WNB Financial      | 7,395.00          |
| Peoples State Bank Money Market | 356,929.02        |
| Petty Cash                      | 122.62            |
| WNB Financial                   | 9,812.43          |
| <b>Total Checking/Savings</b>   | 492,360.75        |
| <b>Total Current Assets</b>     | 492,360.75        |
| <b>TOTAL ASSETS</b>             | <b>492,360.75</b> |
| <b>LIABILITIES &amp; EQUITY</b> | 0.00              |

## Wabasha Soil and Water Conservation District

## Balance Sheet

As of August 31, 2021

Aug 31, 21

## ASSETS

## Current Assets

## Checking/Savings

Money Market- Bank of Alma

118,101.68

Money Market WNB Financial

7,395.00

Peoples State Bank Money Market

356,929.02

Petty Cash

122.62

WNB Financial

9,812.43

Total Checking/Savings

492,360.75

## Accounts Receivable

11000 · Accounts Receivable

9.00

Total Accounts Receivable

9.00

Total Current Assets

492,369.75

## Fixed Assets

15000 · Furniture and Equipment

Computer

4,369.00

Laptops for Distrcit Techs (2)

3,149.22

Samsung Tablets

1,548.69

15000 · Furniture and Equipment - Other

104,323.00

Total 15000 · Furniture and Equipment

113,389.91

17000 · Accumulated Depreciation

-102,935.42

Total Fixed Assets

10,454.49

## Other Assets

## Prepaid Items

Prepaid Rent

920.43

Total Prepaid Items

920.43

Total Other Assets

920.43

TOTAL ASSETS

503,744.67

## LIABILITIES &amp; EQUITY

## Liabilities

## Current Liabilities

Accounts Payable

20000 · Accounts Payable

644.44

Total Accounts Payable

644.44

## Other Current Liabilities

Allowance for Unemployment Reim

1,581.86

## Deferred Revenue

AIS

76,315.06

FY18 Capacity

18,175.00

FY19 Capacity

14,165.39

FY19 Well Seal Grant

14,576.30

FY20 Buffer Initiative

14,118.56

FY20 Capacity

9,555.51

FY20 CWMA

7,813.92

FY20 State Cost share

5,517.29

FY21 Buffer Initiative

16,903.00

FY21 Capacity

105,888.06

FY21 Conservation Delivery

6,020.65

FY21 LWM

12,480.99

FY21 State Cost Share

15,401.00

FY21 WCA

10,112.76

Total Deferred Revenue

327,043.49

24000 · Payroll Liabilities

1,192.99

25500 · Sales Tax Payable

576.43

Total Other Current Liabilities

330,394.77

Wabasha Soil and Water Conservation District  
**Balance Sheet**  
As of August 31, 2021

|                                | Aug 31, 21        |
|--------------------------------|-------------------|
| Total Current Liabilities      | 331,039.21        |
| Total Liabilities              | 331,039.21        |
| Equity                         |                   |
| Fund Balance- Restatement      | 47,943.10         |
| Fund Balance Designated        | 31,903.30         |
| Investment in Capital Assets   | 10,454.49         |
| 30000 · Opening Balance Equity | 649.89            |
| 32000 · Owners Equity          | 129,950.95        |
| Net Income                     | -48,196.27        |
| Total Equity                   | 172,705.46        |
| TOTAL LIABILITIES & EQUITY     | <u>503,744.67</u> |

# Wabasha Soil and Water Conservation District

## Profit & Loss

### August 2021

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|                                  | Aug 21    |
|----------------------------------|-----------|
| <b>Ordinary Income/Expense</b>   |           |
| Income                           |           |
| Charges for Services             |           |
| Plat Book Sales                  | 35.00     |
| Total Charges for Services       | 35.00     |
| Intergovernmental Revenues       |           |
| Partners Grants                  |           |
| FY21 NACD TA Grant               | 32,000.00 |
| Total Partners Grants            | 32,000.00 |
| State                            |           |
| FY20 MPCA SWAG MWL               | 1,530.11  |
| FY21 CREP                        | 370.28    |
| MAWQCP                           | 11,861.23 |
| State - Other                    | 9,690.93  |
| Total State                      | 23,452.55 |
| Total Intergovernmental Revenues | 55,452.55 |
| Miscellaneous                    |           |
| Other                            | 2.47      |
| Miscellaneous - Other            | 0.00      |
| Total Miscellaneous              | 2.47      |
| Total Income                     | 55,490.02 |
| Gross Profit                     | 55,490.02 |
| Expense                          |           |
| District Operations              |           |
| Other Services and Charges       |           |
| Building Rent                    | 920.43    |
| Conferences and Conventions      | -65.20    |
| Fees and Dues                    | 500.00    |
| Internet Expense                 | 70.95     |
| Postage                          | 57.40     |
| Subs. and Pubs.                  | 160.96    |
| Vehicle Expenses                 |           |
| Chevrolet Silverado Vehicle Exp  | 128.58    |
| Hyundia Tucson Vehicle Expense   | 34.33     |
| Total Vehicle Expenses           | 162.91    |
| Total Other Services and Charges | 1,807.45  |
| Personnel Services               |           |
| Employee Salary Permanent        | 15,556.03 |
| Employer HSA contributions       | 0.00      |
| Employer Life and Health         |           |
| 66000 - Payroll Expenses         | 6,250.76  |
| Employer Life and Health - Other | 22.00     |
| Total Employer Life and Health   | 6,272.76  |
| Employer Share FICA              | 1,059.93  |
| Employer Share Medicare          | 247.90    |
| Employer Share PERA              | 1,280.52  |
| Total Personnel Services         | 24,417.14 |
| Supplies                         |           |
| Office Supplies                  | 51.76     |
| Total Supplies                   | 51.76     |
| Total District Operations        | 26,276.35 |
| Project Expenditures             |           |
| State                            |           |

## Profit &amp; Loss

August 2021

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|                                 | Aug 21          |
|---------------------------------|-----------------|
| FY20 MPCA SWAG MWL              | 21.65           |
| FY21 319 NPS Grant (Whitewater) | 5,000.00        |
| FY21 Buffer Law Implementation  | 1,000.00        |
| FY21 MDA Knotweed Grant         | 329.75          |
| MAWQCP Administration           | 11,693.75       |
| North Fork Zumbro-Mazeppa       | 9,831.80        |
| Total State                     | 27,876.95       |
| Total Project Expenditures      | 27,876.95       |
| Total Expense                   | 54,153.30       |
| Net Ordinary Income             | 1,336.72        |
| Other Income/Expense            |                 |
| Other Income                    |                 |
| Interest Income                 |                 |
| Interest Earnings MM's          | 141.60          |
| Total Interest Income           | 141.60          |
| Total Other Income              | 141.60          |
| Net Other Income                | 141.60          |
| Net Income                      | <u>1,478.32</u> |

## NRCS Field Office Report

9/23/21

John Benjamin

### **Current office standing**

- Bill and I are working out of the office every day.
- All non-duty stationed employees have decided not to resume working from the office on occasion until COVID restrictions are eased. This is Brian DeVetter, Dean Thomas, etc.
- FPAC policy is, masks required for all employees and visitors. All employees and contractors need to be vaccinated by Nov. 22<sup>nd</sup>.
- Office staffing is still 50% capacity and maximum telework is encouraged.

### **CSP (Conservation Stewardship Program)**

- FY22 renewal application deadline, March 30<sup>th</sup>, 2021
- 7 Renewal applications, All prioritized high
- Assessment & Ranking deadline, Nov. 5<sup>th</sup>
- 14 Active contracts

### **EQIP (Environmental Quality Incentive Program)**

- 19 EQIP applications deferred to FY22 signup period, not determined yet
- 4 EQIP applications in pending status
- 17 Active EQIP contracts

### **RCPP-EQIP (Regional Conservation Partnership Program- EQIP)**

- 7 RCPP-EQIP active contracts
- No applications submitted currently

### **RCPP (Regional Conservation Partnership Program)**

Land Management fund through MAWQCP sign up announced

- Application deadline was June 4<sup>th</sup>
- 3 applications submitted and ranked.
- No preapproved applications currently

### **CRP (Conservation Reserve Program)**

- FY21 General sign up started January 4<sup>th</sup>
- FY21 General signup deadline July 23<sup>rd</sup>
- Continuous signup deadline August 6<sup>th</sup>
- Plan writing deadline Sept. 20
- 30 plans written

# Monthly Report – September

Matt Kempinger

## Training

- Prairie Strips (New Conservation Practice)

## Projects

- 3 new contracts
  - 1 well sealing
  - 1 waterway/grade stabilization structure
  - 1 WASCOB
- Investigated 2 future waterway sites
- Investigated 1 future WASCOB site
- Received and began processing 3 WCA Joint Applications
- As built survey work for 1 waterway project
- Worked on gathering documentation for reimbursement of 1 contracted project
- Surveyed and flagged soil boring locations for one grade stabilization project
- Followed up with various landowners that have ongoing projects
- Stream restoration, drafting, permitting, and landowner discussion
- Reviewed 1 potential wetland violation
- Provided guidance to avoid WCA violations
- Worked on creating a guide for Drone Survey workflow

## Others

- Assisted 1 landowner in applying for MAWQCP certification
- Informed 3 landowners about the MAWQCP program
- Answered general resource questions from public and assisted where possible
- Aided and advised citizens regarding WCA concerns
- Provided technical assistance for wetland considerations
- Participated in MPCA surface water monitoring

## Work Summary September 2021

Henry Stelten

- Cover crop contracts, seeding plans, verification, meetings
- Hammond Knotweed grant work
- Preliminary tree order put together
- West Indian outreach letter drafting
- Drinking Water Protection Grant post cards & meeting
- BALMM meeting & Prairie Strips/monitoring event
- Continued work for potential 327 and 314 LO projects
- NFWF projects reporting log, pollution reductions (RUSLE2 & BWSR calculator)
- CRP/CSP assistance for NRCS
- RIM documents completed and sent to BWSR – follow up with landowners on sites in need of management



# PERCENT BASED CONSERVATION PRACTICE ASSISTANCE CONTRACT

## General Information

|                                      |                                    |                                                                                                           |                                                              |                                                             |
|--------------------------------------|------------------------------------|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|-------------------------------------------------------------|
| Organization:<br><b>Wabasha SWCD</b> | Contract Number:<br><b>21-CS-2</b> | Other state or non-State funds?<br><input checked="" type="checkbox"/> YES<br><input type="checkbox"/> No | Amendment <input type="checkbox"/><br>Board Meeting Date(s): | Canceled <input type="checkbox"/><br>Board Meeting Date(s): |
|--------------------------------------|------------------------------------|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|-------------------------------------------------------------|

\* If contract amended, attach amendment form(s) to this contract

## Applicant

|                                                     |                                   |                                    |                          |
|-----------------------------------------------------|-----------------------------------|------------------------------------|--------------------------|
| Land Occupier Name<br><b>Prairie Ridge Farm LLP</b> | Address<br><b>53295 282nd Ave</b> | City/State<br><b>Plainview, MN</b> | Zip Code<br><b>55964</b> |
|-----------------------------------------------------|-----------------------------------|------------------------------------|--------------------------|

\* If a group contract, this must be filed and signed by the group spokesperson as designated in the group agreement and the group agreement attached to this form

## Conservation Practice Location

|                                 |                            |                         |                          |                                 |
|---------------------------------|----------------------------|-------------------------|--------------------------|---------------------------------|
| Township Name:<br><b>Zumbro</b> | Township No:<br><b>109</b> | Range No.:<br><b>13</b> | Section No.<br><b>35</b> | <b>1/4,1/4</b><br><b>SW 1/4</b> |
|---------------------------------|----------------------------|-------------------------|--------------------------|---------------------------------|

## Contract Information

I (we), the undersigned, do hereby request cost share assistance to help defray the cost of installing the following practice(s) listed on the second page of this contract. It is understood that:

- The land occupier is responsible for full establishment, operation, and maintenance of all practices and upland treatment criteria applied under this program to ensure that the conservation objectives are met and the effective life, a minimum of 10 years, is achieved. The specific operation and maintenance requirements for the conservation practice(s) listed are described in the Operation and Maintenance plan prepared for this contract by the technical assistance provider.
- Should the land occupier fail to maintain the practice(s) during its effective life, the land occupier is liable to the organization for the amount up to 150% of the amount of financial assistance received to install and establish the practice(s) unless the failure was caused by reasons beyond the land occupier's control, or if conservation practices are applied at the land occupier's expense that provide equivalent protection of the soil and water resources.
- If title to this land is transferred to another party before expiration of the aforementioned life, it shall be the responsibility of the landowner who signed this contract to advise the new owner that this contract is in force and to notify other parties to the contract of the transfer.
- Practice(s) must be planned and installed in accordance with technical standards and specifications of the:  
**NRCS Field Office Technical Guide (FOTG) - 410 Grade Stabilization Structure, 412 Grassed Waterway**
- Increases in the practice units or cost must be approved by the organization board through amendment of this contract as a condition to increase the cost-share payments.
- This contract, when approved by the organization board, will remain in effect unless canceled or amended by mutual agreement. If the practice(s) covered by this contract have not been installed by 11/31/2022, this contract will be automatically terminated on that date.
- Items of cost for which reimbursement is claimed are to be supported by invoices/receipts for payments and will be verified by the organization board as practical and reasonable. The invoices/receipts must include: the name of the vendor; the materials, labor or equipment used; the component unit costs and the date(s) the work was performed. The organization board has the authority to make adjustments to the costs submitted for reimbursement. Pre-Construction Cover is exempt from having the required invoices/receipts. Reimbursement requests must also be supported by a completed Percent Based Voucher Form.

## Applicant Signatures

The land occupier's signature indicates agreement to:

- Grant the organization's representative(s) access to the parcel(s) where the conservation practice(s) will be located.
- Obtain any permits required in conjunction with the installation and establishment of the practice(s) prior to starting construction of the practice(s).
- Be responsible for the operation and maintenance of conservation practice(s) applied under this program in accordance with an Operation and Maintenance Plan prepared by the technical assistance provider.
- Not accept cost-share funds, from state sources in excess of 75%, or state and non-state sources that when combined are in excess of 75% of the total cost to establish the conservation practice(s). Pre-construction Cover is exempt from the percent reimbursement rate limitations when utilizing the Flat Rate Payment option.
- Provide copies of all forms and contracts pertinent to any other state or non-state programs that are contributing funds toward this project.

|                   |                                                                                     |
|-------------------|-------------------------------------------------------------------------------------|
| Date<br>9/17/2021 | Land Occupier<br>Prairie Ridge Farm LLP by <i>Matt Jabel</i>                        |
| Date<br>9/17/2021 | Landowner, if different from applicant<br>David Zabel <i>David Zabel</i>            |
|                   | Address, if different from applicant information<br>6601 135th St., Elgin, MN 55932 |

### Conservation Practice

The primary practice for which cost-share is requested is: **410 Grade Stabilization Structure & 412 Grassed Waterway**

|                                                                                                               |                                                                                         |                                                       |
|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-------------------------------------------------------|
| Practice standard(s) or eligible component(s)<br><br>410 Grade Stabilization Structure & 412 Grassed Waterway | Engineered Practice <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO | Total Project Cost Estimate<br><br><b>\$19,340.00</b> |
|                                                                                                               | Ecological Practice <input type="checkbox"/> YES <input type="checkbox"/> NO            |                                                       |

### Technical Assessment and Cost Estimate

I have the appropriate technical expertise and have reviewed the site where the above-listed practice(s) will be installed and deem the practice(s) needed and that the estimated quantities and costs are practical and reasonable.

|                 |                                                        |                                                                                               |
|-----------------|--------------------------------------------------------|-----------------------------------------------------------------------------------------------|
| Date<br>8-30-21 | Technical Assistance Provider<br><i>Matt Kempinger</i> | NRCS engineered project with appropriately signed and documented plans available upon request |
|-----------------|--------------------------------------------------------|-----------------------------------------------------------------------------------------------|

### Pre-Construction Cover

Allowed when temporary cover is necessary for future installation of structural conservation practices. A Flat Rate Payment of up to \$150 per acre, not to exceed 10 acres, is allowed as part of a State Cost-Share contract for the installation of structural practice(s).

| Amount / Acre (NTE \$150/acre) | Number of Acres (NTE 10 Acres) | Total Amount |
|--------------------------------|--------------------------------|--------------|
|                                |                                |              |

### Amount Authorized for Financial Assistance

The organization board has authorized the following for financial assistance, total not to exceed 75.0% of the total cost to establish the conservation practice plus the pre-construction cover total amount if utilizing the Flat Rate Payment option.

|      |                      |                                              |
|------|----------------------|----------------------------------------------|
| Date | Authorized Signature | Total Amount Authorized<br><b>\$9,505.00</b> |
|------|----------------------|----------------------------------------------|

| Amount      | Program Name          | Fiscal Year |
|-------------|-----------------------|-------------|
| \$ 7,168.30 | 2021 State Cost Share | 2021        |
| \$ 2,336.70 | 2020 State Cost Share | 2020        |



## PERCENT BASED CONSERVATION PRACTICE ASSISTANCE CONTRACT

### General Information

|                                          |                                            |                                                                                                               |                                                              |                                                             |
|------------------------------------------|--------------------------------------------|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|-------------------------------------------------------------|
| Organization:<br><br><b>Wabasha SWCD</b> | Contract Number:<br><br><b>19-DWP-WS-8</b> | Other state or non-State funds?<br><br><input type="checkbox"/> YES<br><input checked="" type="checkbox"/> No | Amendment <input type="checkbox"/><br>Board Meeting Date(s): | Canceled <input type="checkbox"/><br>Board Meeting Date(s): |
|------------------------------------------|--------------------------------------------|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|-------------------------------------------------------------|

\* If contract amended, attach amendment form(s) to this contract.

### Applicant

|                                                        |                                           |                                        |                              |
|--------------------------------------------------------|-------------------------------------------|----------------------------------------|------------------------------|
| Land Occupier Name<br><br><b>John &amp; Shar Yorde</b> | Address<br><br><b>35055 County Road 5</b> | City/State<br><br><b>Lake City, MN</b> | Zip Code<br><br><b>55041</b> |
|--------------------------------------------------------|-------------------------------------------|----------------------------------------|------------------------------|

\* If a group contract, this must be filed and signed by the group spokesperson as designated in the group agreement and the group agreement attached to this form.

### Conservation Practice Location

|                                             |                                |                             |                             |                                     |
|---------------------------------------------|--------------------------------|-----------------------------|-----------------------------|-------------------------------------|
| Township Name:<br><br><b>Mount Pleasant</b> | Township No:<br><br><b>111</b> | Range No.:<br><br><b>13</b> | Section No.<br><br><b>4</b> | <b>1/4,1/4</b><br><br><b>SE, SE</b> |
|---------------------------------------------|--------------------------------|-----------------------------|-----------------------------|-------------------------------------|

### Contract Information

I (we), the undersigned, do hereby request cost share assistance to help defray the cost of installing the following practice(s) listed on the second page of this contract. It is understood that:

1. The land occupier is responsible for full establishment, operation, and maintenance of all practices and upland treatment criteria applied under this program to ensure that the conservation objectives are met and the effective life, a minimum of 10 years, is achieved. The specific operation and maintenance requirements for the conservation practice(s) listed are described in the Operation and Maintenance plan prepared for this contract by the technical assistance provider.
2. Should the land occupier fail to maintain the practice(s) during its effective life, the land occupier is liable to the organization for the amount up to 150% of the amount of financial assistance received to install and establish the practice(s) unless the failure was caused by reasons beyond the land occupier's control, or if conservation practices are applied at the land occupier's expense that provide equivalent protection of the soil and water resources.
3. If title to this land is transferred to another party before expiration of the aforementioned life, it shall be the responsibility of the landowner who signed this contract to advise the new owner that this contract is in force and to notify other parties to the contract of the transfer.
4. Practice(s) must be planned and installed in accordance with technical standards and specifications of the:

NRCS Field Office Technical Guide - 351 Well Decommissioning

5. Increases in the practice units or cost must be approved by the organization board through amendment of this contract as a condition to increase the cost-share payments.
6. This contract, when approved by the organization board, will remain in effect unless canceled or amended by mutual agreement. If the practice(s) covered by this contract have not been installed by 11/31/22, this contract will be automatically terminated on that date.
7. Items of cost for which reimbursement is claimed are to be supported by invoices/receipts for payments and will be verified by the organization board as practical and reasonable. The invoices/receipts must include: the name of the vendor; the materials, labor or equipment used; the component unit costs and the date(s) the work was performed. The organization board has the authority to make adjustments to the costs submitted for reimbursement. Pre-Construction Cover is exempt from having the required invoices/receipts. Reimbursement requests must also be supported by a completed Percent Based Voucher Form.

### Applicant Signatures

The land occupier's signature indicates agreement to:

1. Grant the organization's representative(s) access to the parcel(s) where the conservation practice(s) will be located.
2. Obtain any permits required in conjunction with the installation and establishment of the practice(s) prior to starting construction of the practice(s).
3. Be responsible for the operation and maintenance of conservation practice(s) applied under this program in accordance with an Operation and Maintenance Plan prepared by the technical assistance provider.
4. Not accept cost-share funds, from state sources in excess of 75%, or state and non-state sources that when combined are in excess of 75% of the total cost to establish the conservation practice(s). Pre-construction Cover is exempt from the percent reimbursement rate limitations when utilizing the Flat Rate Payment option.
5. Provide copies of all forms and contracts pertinent to any other state or non-state programs that are contributing funds toward this project.

|                        |                                                   |
|------------------------|---------------------------------------------------|
| Date<br><b>9/14/21</b> | Land Occupier<br><b>John &amp; Sharlene Yorde</b> |
| Date                   | Landowner, if different from applicant            |
|                        | Address, if different from applicant information  |

### Conservation Practice

The primary practice for which cost-share is requested is: **351 Well Decommissioning**

|                                                                          |                                                                                          |                                                      |
|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------|------------------------------------------------------|
| Practice standard(s) or eligible component(s)<br><br><b>Well Sealing</b> | Engineered Practice: <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO | Total Project Cost Estimate<br><br><b>\$3,295.00</b> |
|                                                                          | Ecological Practice: <input type="checkbox"/> YES <input type="checkbox"/> NO            |                                                      |

### Technical Assessment and Cost Estimate

I have the appropriate technical expertise and have reviewed the site where the above-listed practice(s) will be installed and deem the practice(s) needed and that the estimated quantities and costs are practical and reasonable.

|                        |                                                        |                                                           |
|------------------------|--------------------------------------------------------|-----------------------------------------------------------|
| Date<br><b>8-30-21</b> | Technical Assistance Provider<br><b>Matt Kempinger</b> | <b>Meets criteria TA will be licensed well contractor</b> |
|------------------------|--------------------------------------------------------|-----------------------------------------------------------|

### Pre-Construction Cover

Allowed when temporary cover is necessary for future installation of structural conservation practices. A Flat Rate Payment of up to \$150 per acre, not to exceed 10 acres, is allowed as part of a State Cost-Share contract for the installation of structural practice(s).

| Amount / Acre (NTE \$150/acre) | Number of Acres (NTE 10 Acres) | Total Amount |
|--------------------------------|--------------------------------|--------------|
|                                |                                |              |

### Amount Authorized for Financial Assistance

The organization board has authorized the following for financial assistance, total not to exceed 75.0% of the total cost to establish the conservation practice plus the pre-construction cover total amount if utilizing the Flat Rate Payment option.

|      |                      |                                              |
|------|----------------------|----------------------------------------------|
| Date | Authorized Signature | Total Amount Authorized<br><b>\$1,500.00</b> |
|------|----------------------|----------------------------------------------|

| Amount     | Program Name                   | Fiscal Year |
|------------|--------------------------------|-------------|
| \$1,500.00 | 2019 Drinking Water Protection | 2019        |
|            |                                |             |
|            |                                |             |

# REGISTER TODAY

**NOVEMBER  
3-4, 2021**

**PRAIRIE DU CHIEN, WI**



## LEADERSHIP FOR MIDWESTERN WATERSHEDS

**Cultivating Leadership**

This year's event will focus on leading with your strengths, fostering leadership among farmers, and influencing change when you don't have formal authority. Leadership for Midwestern Watersheds is presented by Sand County Foundation and the following partners:








[www.sandcountyfoundation.org/lmw](http://www.sandcountyfoundation.org/lmw)

A network for knowledge exchange among agricultural watershed management professionals.

Greetings,

Registration is now open for the 2021 **Leadership for Midwestern Watersheds** event, returning in-person **Nov 3-4 in Prairie du Chien, Wisconsin**.

Since 2011, we have gathered **leaders and supporters of agricultural water quality improvement efforts** in the Midwest to learn and connect around a range of themes to advance watershed project success.

This year's theme is ***Cultivating Leadership***. We are putting together an engaging agenda including:

- *Building Quality Relationships Across Perceived Divides* - University of Wisconsin Extension
- *Farmer Leadership Case Studies* - A panel of farmers from the Upper Midwest
- *Communicating Climate Risk and Resilience* - Jerry Hatfield, USDA-ARS (retired)
- *Cultivating Sustainability through Farmer Networks* - Practical Farmers of Iowa
- *Making Sense of Ecosystem Market Programs* - American Farmland Trust

... and more ... a full agenda will be posted in early October.

The event will take place at the historic Dousman House on St Feriole Island.

**To register**, click here.

**We hope to see you on the banks of the Mississippi!**



**Wabasha County Soil & Water  
Conservation District**  
611 Broadway Avenue, Suite 10  
Wabasha, MN 55981  
Phone: (651) 560-2053

## ***News***

For Immediate Release: September 23, 2021 ✎

For more information call: Terri Peters 651-560-2044

### **SOIL AND WATER CONSERVATION DISTRICT BOARD ANNOUNCES VACANCY**

The Wabasha County Soil and Water Conservation District announces a vacancy on its Board of Supervisors. This Board position is vacant due to a recent resignation. The existing Board will appoint an individual to serve until December 31, 2024. ✎

If you are concerned about our natural resources, maintaining and improving water quality, and protecting our soil, consider becoming a Board member of the Wabasha County Soil and Water Conservation District.

Board members must live within the area they represent. The area currently vacant is District 5 which covers, (Mount Pleasant, Lake, Pepin townships. Lake City, city.)

Board Supervisors are responsible for setting policy and program direction for the Soil and Water Conservation District. Specific responsibilities include attending one monthly Board meeting, plus additional committee meetings and regional conservation events. Supervisors do not receive a salary, however they are paid per diem plus expenses.

✎ Interested individuals are requested to send a short biography and letter of interest by  
October 23, 2021 to the attention of Terri Peters, District Manager; Wabasha County Soil and Water Conservation District; 611 Broadway Ave. Suite 10, Wabasha, MN 55981. For more information, contact Lynn Zabel, Board Co-Chair (507-534-2493) or Larry Theismann, (651-208-6718).

**Wabasha SWCD Board of Supervisors Special Meeting**  
**Interviews for District 5 Supervisor Vacancy**  
**(Mount Pleasant, Lake, Pepin Townships, Lake City, city)**  
**September 23, 2021 ✖**

**Welcome and Greeting:**

Ask the candidate where they live. (Ensure they live in the area they represent and discuss the composite of the board and areas of representation.)

**Questions:**

Explain your interest in soil and water conservation and becoming a district board member?

Briefly describe what contributions and skills you will bring to the district?

How much time are you able or willing to commit to district activities?

What is your interest and background in natural resource protection issues?

What organizations, clubs or affiliations have you been involved with?

What attributes would you bring to the Board of Supervisor that would benefit the District?

**Discussion**

Discuss basic duties of Board of Supervisors.

Discuss time commitment (monthly meetings, special meetings, committees, area and regional activities such as MASWCD)

Ask candidate if they would have any conflicts with attending the monthly board meetings or being involved on some committees.

**Candidate Questions**

Give the candidate an opportunity to ask the current board members and questions about the Board, SWCD, or staff.

**Wrap up**

Inform the candidate of your timelines. (When plan to make decision, when and how they will be notified.) Invite the candidate to attend a future meeting of the district.

Thank them for their time and interest.

# Model Conservation Board Member Recruitment Prospectus and Standard Form

## Becoming a Board Member of \_\_\_\_\_ Conservation District

Concerned citizens in \_\_\_\_\_ County can help conserve natural resources by serving on the \_\_\_\_\_ Conservation District Board. If the issues and programs stated in this document interest you – please call \_\_\_\_\_ at \_\_\_\_\_.

1. **Mission:** (insert your district's mission statement)
2. **Vision:** (insert your district's vision statement)
3. **Goals and Objectives:**
  - o Establish soil and water conservation policy for the district
  - o Assess resource needs
  - o Develop strategies to address these needs
  - o Provide quality conservation education to county school children
  - o Provide land users with technical assistance
  - o Develop programs to address local natural resource problems
  - o Serve as focal point for addressing natural resource issues and coordinating various programs to help identified concerns
4. **Legal Authority:**  
\_\_\_\_\_(conservation district enabling law number) of the Code of  
\_\_\_\_\_(state name) defines a conservation district as a political subdivision of the  
\_\_\_\_\_(state name)
5. **Major Issues at this Time:**
  - o Water resources/water quality
  - o Failing septic systems
  - o Erosion from cropland
  - o Erosion from construction sites
  - o Land users needing technical assistance
6. **Major Programs and Activities**
  - o Agricultural cost-share program
  - o Conservation equipment program
  - o Tree seedling sales
  - o Publish quarterly newsletter
  - o Approval of conservation plans
  - o Review of county planning proposals
  - o Educational programs for schools, youth, adult, and civic groups
  - o Review erosion and sediment control plans.
7. **Funding Sources**
  - o Local governments (board of supervisors, city councils, county departments...)
  - o State government (department of conservation, conservation commission...)
  - o Grants (district funding raising activities)
  - o Federal grants, agreements...
  - o District educational seminars and programs
8. **Expectations of Directors**
  - o Take advantage of training opportunities to develop abilities
  - o Attend board and committee meetings
  - o Participate in district programs and activities
  - o Serve as chair of one committee



- Be involved & responsible for district program direction
- Develop policies and programs
- Promote soil & water conservation in the community
- Help manage staff
- Represent district in public
- Help secure financial resources
- Promote district

**9. Benefits of Being a Director:**

- Being a voice for the citizens of your county/city
- Self satisfaction of providing your time to improve the environment
- Being actively involved with assistance and educational programs for citizens
- Providing leadership in community resource conservation
- Development of leadership skills

Additional information is available by calling the district office at \_\_\_\_\_ or by contacting a current district board member.



## ***OUTREACH FOR SUCCESS***

### ***for the Minnesota Association of Soil and Water Conservation Districts***

#### **Summary**

A 3-hour training session for MASWCD board members and staff to strengthen each participant's skills and insights to build SWCD program success for existing and future boards and the audiences served.

Participants will be involved in interactive methods to:

1. build stronger recruitment and retention plans for board members and
2. identify customer outreach strategies to better reach local audiences

#### **Agenda**

##### Introduction

- Objectives and agenda for the training

##### Effective Boards

- Identify the importance of and what it takes to have an effective board to reach more audiences for success

##### Your Community's Demographics

- Look at the make-up of your community and reflect on how it matches your board and programming efforts

##### Social Capital

- Learn what social capital is and how it can impact your efforts

##### Skills Assessment

- assess the current skills of the board, and skills, knowledge, and backgrounds needed to successfully achieve district goals

##### Lunch

##### Recruitment Plan

- Discuss board member recruitment

##### Retention Plan

- Discuss board member retention

##### Plan Implementation

- Identify and discuss tips for successful plan implementation

##### Wrap Up

- Final comments and evaluation

##### Adjourn

# Board Analysis Exercise:

## National Association for the Education of Young Children

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### Mission

NAEYC exists for the purpose of leading and consolidating the efforts of individuals and groups working to achieve healthy development and constructive education for all young children. Primary attention is devoted to assuring the provision of high quality early childhood programs for young children.

NAEYC's work to accomplish its mission focuses on three broad goals:

- **Goal 1. Facilitating improvements in the professional practice and working conditions in the field of early childhood education** by creating professional development opportunities/resources and by setting and promoting standards of professional practice;
- **Goal 2. Improving public understanding and support and funding of high quality programs in centers, homes, and schools serving young children and their families** through public policy initiatives and public awareness and engagement activities; and
- **Goal 3. Building and maintaining a strong, diverse, and inclusive organization that enables NAEYC to achieve Goals 1 and 2.**

NAEYC Governing Board

Members of the Governing Board include:



**Jane Wiechel**

*President*

Associate Superintendent  
Ohio Department of Education  
Columbus, OH

Jane Wiechel has been a home economics agent with the Ohio Cooperative Extension Service in Highland and Meigs counties, an instructor at the University of Rio Grande, a substitute teacher, and an artist participant with Artist-in-the-Schools in Columbus.



**Dwayne A. Crompton**

*President-elect*

KCMC Child Development Corporation  
Kansas City, MO

Crompton, who attended Morehead State University in Kentucky, was a member of the Darke County Board of Education before his appointment to the State Board. A charter member of the HOPE Foundation (Helping Other People Excel), Baker currently serves on the foundation's board and scholarship committee. He also is on the Missouri Valley Career Technology Center (MVCTC) Foundation Board and scholarship committee.



**Claire J. Chang**

*Vice President*

The Saint Paul Foundation

St. Paul, MN

Chang served as Deputy Commissioner of the Minnesota Department of Elementary and Secondary Education from March 1, 1994 to March 5, 1999. She oversaw a \$3.7 billion dollar budget and the internal operations of the Department which included Accounting and Procurement, Budget, Policy, Research, Evaluation and Planning, Information Technology, Conference Management and Special Publications, and Human Resources.



**Sara Fritzell Hanhan**

*Secretary*

Associate Provost and Associate Professor, Early Childhood Education,

University of North Dakota

Grand Forks, ND

She has served on the State Board of Education since 1979.

Jacobs currently co-chairs the Board's Resources Committee and serves, as well, on the Executive Committee and the Appointments Team. She also is a member of the National Association of State Boards of Education's Governance Committee.



**Dominic F. Gullo**

*Treasurer*

Professor of Early Childhood Education

University of Wisconsin - Milwaukee

Milwaukee, WI

Holder of a bachelor of science degree from Maryland State College, Gullo has also taken part in numerous seminars and training programs focusing on such areas as conflict management, performance measurement, negotiation skills, total quality management, and systems thinking.

He is actively involved in a number of civic and education organizations, including the Board of the Neighborhood Housing Services of Milwaukee, the St. Francis High School Alumni Board, and the Board of the Greater Milwaukee Convention Center.



**Christina Lopez Morgan**

Child Development Instructor

De Anza College

Cupertino, CA

Ms. Lopez Morgan served as the Board's Vice President in 1999-2000 and now holds membership on the Board's Standards Committee. She also serves on California's Advisory Council for the Education of Gifted Children. She is a mentor in the HOST'S Reading Program in Cupertino elementary schools. She also co-chairs the Henry County Business & Education Council and serves on the California Tech Prep Consortium and the advisory committee for Four County Career Center.



**Julianne C. Johnson**

Founder and President

Front of the Bus Productions, Inc.

Washington, DC

Johnson is past president of the DC Habitat for Humanity, twice winning Washington D.C.'s Outstanding Volunteer Award. Among her other awards is the IEEE Citation of Honor for leadership and contributions to education and career development. She holds a masters degree in primary education from Indiana University.



**Mark R. Ginsberg**

*Ex officio*

NAEYC Executive Director,

Washington DC

After serving as Assistant Director with the National Association of State Boards of Education (NASBE), Ginsberg became NAEYC executive director in 1997. He holds degrees in Early Childhood Education and Business Management from the University of Wisconsin.

# Governing Board Functions and Effectiveness

## Functions of a Governing Board:

While boards vary in their specific duties, the following is a common list of functions of a governing board.

The board...

1. Keeps the overall mission of the organization clearly in focus
2. Develops, revises, and approves long-range plans for the organization
3. Oversees the organization and be sure that objectives are being achieved
4. Selects the director and oversee his/her employment
5. Works closely with the director and through him/her, the staff
6. Serves as the “court of appeal” in conflicts between the director and staff or in an appeal by staff on a director’s decision
7. Establishes and revises broad policies to cover continuing or recurrent situations where consistency is needed.
8. Fulfills legal and ethical responsibilities
9. Secures and manages adequate financial resources
10. Sees that the organization is effectively involved in the community/environments in which it works
11. Reflects and improves on its own performance

## Factors in Board Effectiveness:

*“The single most important factor in board effectiveness that emerges from the literature is the **existence of a common vision of what the organization consists of and where it is going.**”*

Sharon Oster, 1995 Strategic Management for Nonprofit Organizations, p. 84

Three other factors identified by Oster include:

2. A tolerance for conflict coupled with an ability to control it
3. A strong committee system to manage size
4. A strong core working group

Sources: Houle, Cyril (1989) Governing Boards, San Francisco: Jossey-Bass Inc., Oster, Sharon (1995) Strategic Management for Nonprofit Organizations, New York: Oxford University Press, pp. 75-85.

## HOW MUCH OF A DIVERSITY CHANGE AGENT ARE YOU?

Directions: Respond to the following statements by checking the appropriate column.

|                                                                                                      | Usually | Sometimes | Rarely |
|------------------------------------------------------------------------------------------------------|---------|-----------|--------|
| 1. I challenge stereotypic comments and assumptions.                                                 |         |           |        |
| 2. I engage colleagues in discussions about diversity.                                               |         |           |        |
| 3. I spend time (e.g., lunch, breaks) with people who are different from me.                         |         |           |        |
| 4. I bring diversity concerns to the attention of my manager.                                        |         |           |        |
| 5. I let people know that ethnic, gender, racial, religious, etc., jokes are off limits.             |         |           |        |
| 6. I suggest diversity issues and topics for the agenda at regular management or work team meetings. |         |           |        |
| 7. I challenge us vs. them comments and complaints about other groups.                               |         |           |        |
| 8. I listen to others' concerns with an open mind and questioning attitude.                          |         |           |        |
| 9. I suggest resolution strategies when there are diversity related conflicts.                       |         |           |        |
| 10. I explain the business advantages for effectively dealing with diversity.                        |         |           |        |
| 11. I ask for suggestions about ways to make the work environment more inclusive.                    |         |           |        |
| 12. I speak enthusiastically about the organization's diversity plans and initiatives.               |         |           |        |
| 13. I speak up and educate when I hear a derogatory comment, slur, or joke.                          |         |           |        |
| 14. I seek out people to talk with whose views are different from mine.                              |         |           |        |
| 15. I challenge my own assumptions and stereotypic thoughts.                                         |         |           |        |

# Social Capital

NRCS –Social Sciences Institute

Technical Note 5.1

March, 2002

## Adding Up Social Capital: An Investment in Communities

Over the last century, social scientists have examined three types of "capital" -- human capital, economic capital, and social capital. **Human capital** represents the skills, talents and education that a person has developed throughout his/her life. When this person moves from a geographical area, they take their human capital with them. **Economic capital** is defined as a factor of production along with labor, land, and natural resources. Examples include buildings, equipment, and inventories. **Social capital** is defined as bonds of trust that arise between people interacting in everyday life, including interacting in formal organizations such as churches, civic groups, and recreational leagues.

Evaluating the level of **social capital** in communities in which NRCS field staff and District Boards work can directly benefit conservation planners. Humans are social creatures who often achieve more when cooperatively working, playing, and entertaining each other. Most of us are familiar with communities that seem to accomplish a great deal by working together, and other communities that seem unable to complete anything they start no matter how good the idea. "High" amounts of social capital can help a community be physically healthy, socially progressive, and economically vigorous. "Low" amounts of social capital typically result in suspicion, community disagreements, and unsuccessful attempts to solve problems. **Based on research in the social sciences, the list of indicators in the table that follows will help you evaluate and measure social capital in local communities.**

What do you do for a community with low social capital? People can overcome even the most formidable obstacles, but first need to be aware of the nature of the obstacle. If you determine that a community has a low level of social capital, you can get immediate help identifying ways to increase the community's ability to deal with their resource concerns by accessing the Social Sciences Institute web site <http://www.ssi.nrcs.usda.gov/> or calling an NRCS sociologist.

Three cautions regarding the procedure. **First**, it is not a survey but a tool that can be filled out by one person or by a small team made up of the local conservation partnership. **Second**, cities, counties, and communities have multiple communities residing within one another. Even if areas are geo-physically identifiable, there may be multiple subgroups based on culture, religion, income or education residing within the larger area. Thus, you may need to separate communities into sub-communities and apply the procedure repeatedly to attain meaningful measurements. Assessing social capital can be complicated, which generates our final caution. **Third**, the development of the list of indicators is based largely on scientific research, but the results are not scientifically precise. The numbers you calculate in this procedure are relative not interval numbers.<sup>i</sup> The object of study - people interacting with each other - may be more difficult to measure than the Total Maximum Daily Load, soil quality, phosphorous levels, or rates of soil erosion. This is due to the fact that people can self-consciously change, learn, forget, act differently in groups, act irrationally, and basically behave unpredictably.

Assessing social capital can help you determine how quickly a community will be able to mobilize its human and social resources. Reducing community conflicts and tapping into community cooperation can help get conservation on the ground quicker and easier. An example of a community with high levels of social capital is evident in the story of Otter Creek and the surrounding communities in the state of Illinois. To read the

complete story of Otter Creek, go to SSI's web site

[http://www.ssi.nrcs.usda.gov/ssi/B\\_Stories/A\\_Introduction.htm#technotes](http://www.ssi.nrcs.usda.gov/ssi/B_Stories/A_Introduction.htm#technotes) and click on T008.

The Otter Lake Resource Planning Committee dealt foremost with an atrazine problem to ensure safe drinking water for the community residents who were using Otter Lake for their drinking water. Farmers, developers, the business community, tourist interests, fishermen/women, and local politicians were all on board with the planning process. The town's people and farmers had high trust of one another and well they should. The local farmers, representing less than 2 percent of the residents living near the lake or enjoying the lake's amenities, could have dragged their feet and ignored the problem. Farmers did not use Otter Creek Lake for their drinking water but, instead, used wells for their personal use. However, farmers wanted to be able to look their neighbors in the eye and know they were doing the right thing by implementing conservation activities. One farmer (Farely Cole) who served on the planning committee stated,

"We go to church with people who get water from Otter Lake. We see them in grocery stores. Most farmers want to circulate around the communities without stress. We didn't want 14,000 upset with less than 2 percent of the population."

The locally led conservation plan not only successfully addressed water quality but also other pertinent resources and areas of concern such as soil erosion, wildlife habitat, recreation, education and communication, riparian zones, wetlands, fisheries, forest lands, pasture and forage lands, stream bank protection, etc.

The example of Otter Lake is meant to put a face on the procedure that you will look at on the following pages. Go through the procedure by applying it to the community that you are most familiar with to see how your community measures up.



## Procedure to Measure Social Capital

**Method:** Please rate the following assets/resource/processes in your community/county/district/parish. Make sure you rate each indicator. The footnotes on some indicators provide you with national information to help you compare the community. You may feel you are knowledgeable enough to do the rating yourself or you may want to assemble a local team. Please note that we are asking for general categorical responses to the indicators, and not specific numbers. Calculate a grand total and compare this total with the scoring index that follows.

| Community Participation, Assets, Resources, and Processes                                                           | High<br>4             | 3                     | 2                     | Low<br>1              |
|---------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. Number of community volunteers <sup>ii</sup>                                                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Participation in the local Parent Teachers Association <sup>iii</sup>                                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Church membership <sup>iv</sup>                                                                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Participation in civic organizations <sup>v</sup>                                                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Local contributions to charitable organizations <sup>vi</sup>                                                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. Participation in farm/ranch organizations                                                                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Participation in environmental organizations                                                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Leadership effectiveness                                                                                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. Participation in public meetings                                                                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. Wide participation in community decisions                                                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. Minority participation in community organizations (racial, ethnic, gender, religious, etc.)                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. H.S. graduates who go to college (national average is in the lower 60 <sup>th</sup> percentile <sup>vii</sup> ) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. Percent of community members who have Internet access <sup>viii</sup>                                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. Community income levels <sup>ix</sup>                                                                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15. Community educational levels <sup>x</sup>                                                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. Local media coverage                                                                                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17. Number of community citizens who exercise their right to vote <sup>xi</sup>                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18. Government assistance <sup>xii</sup>                                                                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 19. Likelihood that community projects are completed                                                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>Column Totals</b>                                                                                                |                       |                       |                       |                       |
| <b>Grand Total</b>                                                                                                  |                       |                       |                       |                       |

| SCORE        | QUALITATIVE RATING      |
|--------------|-------------------------|
| 64 to 76     | High Social Capital     |
| 50 to 63     | Moderate Social Capital |
| 49 and below | Low Social Capital      |

## Social Capital and Locally Led Training

In many ways, the ability of communities to successfully implement locally led conservation planning is related to social capital. If the community you rated scored "moderate" or "low" in social capital, the following web site [http://www.ssi.nrcs.usda.gov/ssi/C\\_Training/TR001\\_LocallyLed.htm](http://www.ssi.nrcs.usda.gov/ssi/C_Training/TR001_LocallyLed.htm) provides instructions for how to acquire a video and nine training modules on the locally led planning process. Additionally, there is a second evaluation procedure on this web site that scores your efforts on implementing past, present, or future locally led conservation planning.

## Contact

If you have questions or comments, contact Frank Clearfield, Director, Social Sciences Institute, at (336) 334-7058; or send an e-mail message: [clearf@ncat.edu](mailto:clearf@ncat.edu)

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<sup>1</sup> Relative numbers mean that the scale is qualitative and measures of "high", "medium", and "low" can be "calls to action" rather than immutable measures of social capital. The scale is not composed of interval numbers [1, 2, 3...n]; i.e., numbers that have the same meaning regardless of their location on a scale because of many reasons including (mis)interpretations.

<sup>1</sup> Robert Putnam (2000: 128) reports the "average American" volunteered in general about 8 times during a one-year period and about two times per year for community projects.

<sup>1</sup> As of 1999, 18 per 100 families were members of the PTA (Putnam, 2000: 57)

<sup>1</sup> There is a difference between polling data from Gallup and church records. When asked if they are church members in 1999 surveys conducted by the Gallup organization, about 68% responded favorably, while church records indicates 60% were church members (Putnam, 2000: 70).

<sup>1</sup> Civic organizations refer to a multitude of traditional and newly formed citizen's groups. Examples of traditional civic groups include Rotary, Jaycees, Lions, Elks, American Legion, Kiwanis, Optimists, Moose, National Rifle Association, etc. Some newly formed civic groups are National

Organization for Women, Wilderness society, American Association for Retired People, a plethora of self-awareness groups, etc. Your rating can be balanced by your knowledge of membership and asking club officers about recent participation in these groups.

<sup>1</sup> Putnam (2000: 124-127) reports that as of 1999 total charitable giving as a percentage of national income was .016 percent. Moreover, between 30 and 40 percent reported respectively that they contributed to a charity in the last month (Roper) or gave occasionally to a religious organization (Yankelovich). A local source for assessing charitable contributions could be the local branch of the United Way.

<sup>1</sup> Number of H.S. students who are enrolled in college the following October after graduation has a range in the 1990's from the 60<sup>th</sup> to the 67<sup>th</sup> percentile. The source is the U.S. Department of Commerce, Bureau of the Census. October Current Population Surveys, various years  
[http://nces.ed.gov/programs/coe/2001/section3/tables/t26\\_1.html](http://nces.ed.gov/programs/coe/2001/section3/tables/t26_1.html)

<sup>1</sup> According to the Commerce Department, 54 percent of Americans used the Internet in September 2001. This is up from 44 percent in 2000 and 22 percent in 1997 - with increases among all races, income levels and educational backgrounds. Within this statistic, overall home access was 44 percent of the U.S. population in 2001. The debate of whether Internet access contributes or detracts from social capital is not settled, and probably won't be settled for decades. Some articles suggest that library use is up precipitously because of Internet use (Portland Business Journal, July 27, 2001 *Internet Connection Increases Library Usage* <http://portland.bizjournals.com/portland/stories/2001/07/23/daily39.html> ) While other research has shown that the Internet increases communication but not necessarily human interaction. <http://www.apa.org/journals/amp/amp5391017.html> Our assumption here is that Internet access is correlated with income and education (which are correlated with social capital) and Internet usage widens people perspective and contributes positively toward social capital.

<sup>1</sup> According to the 2000 census, the national median household income is \$42,148. An arithmetic median is a value in which there is an equal number of values above and below. Knowing this figure should help you give a rating to the community you are evaluating.

<sup>1</sup> According to the 2000 census, the average educational attainment among people 25 years and above is 12.4 years of schooling.

<sup>1</sup> On a national scale, approximately 50 percent of eligible voters exercise their right to vote in presidential election years: 49.1 percent in the 1996 election and 50.4 percent in 2000 (Presidential election year figures taken from chart at following web site address, <http://www.uselectionatlas.org/USPRESIDENT/framesetj.html> ) There is a reduced turnout during non-presidential voting years as approximately 40 percent vote (Putnam, 2000: 31-47).

<sup>1</sup> This is a difficult concept to precisely measure. You or the group using this rating system need to be knowledgeable about how good a community is in acquiring assistance and resources. These government sources include local, state, and Federal. However, more government transfer of funds does not necessarily mean higher levels of social capital (e.g., welfare payments), and it could actually mean increased poverty. Whereas, communities may have high social capital when they are able to acquire rural development funds and/or USDA strengthening grants, or they are identified as urban empowerment zones. The Economic Research Service has a web site that depict counties on U.S. maps for a number of government transfer indicators: <http://www.ers.usda.gov/briefing/rural/gallery/>

## Analyzing the Needs of Your District

Before you begin to look for someone to serve as a district board member, first identify your district's human resource needs. This is an opportunity for your board to diversify and expand the membership of the district and to find people that can help the district serve more effectively.

### 1. List strategic goals of your district

|   |  |
|---|--|
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |

### 2. List skills/expertise/background needed to reach each goal

| Goal Number | Skills/expertise/background/knowledge needed to reach goal |
|-------------|------------------------------------------------------------|
| 1           |                                                            |
| 2           |                                                            |
| 3           |                                                            |
| 4           |                                                            |
| 5           |                                                            |

### 3. Identify types of people that have knowledge, background, experience or skills that can help you meet these goals.

|       |       |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

### 4. List skills, abilities, knowledge, and experience provided by each current board member.

| Name (District Officials) | Skills, Abilities, Knowledge, Expertise |
|---------------------------|-----------------------------------------|
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|                           |                                         |
|                           |                                         |
|                           |                                         |
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Compare above list of skills, abilities, knowledge, and expertise of current board members(4) with list of needed skills, abilities, knowledge, and expertise associated with district strategic goals (2.).

Which needed skills, abilities, knowledge, and expertise areas are not currently represented by board members?

**Skills to Look for in Potential District Officials:**

|  |  |
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|  |  |
|  |  |

List all demographic groups in your district, as well as client groups (what groups of people do you serve?)

| Demographic Groups in District | Client Groups We Serve |
|--------------------------------|------------------------|
|                                |                        |
|                                |                        |
|                                |                        |
|                                |                        |
|                                |                        |

Which demographic are underrepresented on your district board?

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|--|--|
|  |  |
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Which client groups are underrepresented on your district board?

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**In the last four tables, you have identified the attributes of needed board members. The recruitment of these board members will greatly enhance your board's effectiveness.**

Board member recruitment of qualified, and talented individuals requires looking beyond just your current circle of friends, relatives, and business associates; and actively seeking ideas and prospects from local entities. A variety of different local organizations should be invited to recommend a candidate based on your district's needs. Your local board should develop a list of potential groups, organizations, and individuals to contact when recruiting a new member. **Some examples to consider include:**

|                                                          |                                             |
|----------------------------------------------------------|---------------------------------------------|
| Conservation and environmental special interest groups   | Retired local, state, or federal employees  |
| People on boards of key organizations – banks, charities | Consumer activists                          |
| Advertising agencies and marketing firms                 | Public relations professionals              |
| Teachers and college professors                          | Geologists and engineers                    |
| Researchers                                              | Professional fund-raisers                   |
| Accountants, bankers, and investment managers            | Hobby and part time farmers                 |
| Writers                                                  | Former legislators and public board members |
| Timber harvesting contractors and professional foresters | Agronomists and soil scientists             |
| Horticulturists, nursery operators and tree farmers      | Urban interest representation               |
| Farmers and ranchers                                     |                                             |

A recruitment prospectus should be provided to each entity included on the list developed by your local board.



## Allen SWCD Project Addresses Urban Water Quality Issues

In July of 2003, the Allen County SWCD partnered with the cities of Fort Wayne and New Haven to create the Allen County Partnership for Water Quality (Partnership). Allen County SWCD undertook this project to address the growing need to educate urban residents of water resource concerns such as stormwater pollution and combined sewer overflows. They also recognized a growing need for education and outreach with the Stormwater-Phase 2 rule and the Combined Sewer Overflow Notification rule. They addressed these needs by hiring a Water Resource Education Specialist, Allison Van Zandt, to serve as the communities' one-stop-shop for water resource information and to educate the public and media on water resource issues.

The Partnership will not only help the partners comply with regulations, but also foster stewardship

and appreciation of the roles water plays in the life of the community and individual community members. The Partnership members believe they can achieve this by educating the residents of Allen County about water resource issues so that they make informed decisions. The Partnership's educational outreach encourages residents to dispose of oil and antifreeze at a household hazardous waste sites rather than dump it in storm sewers. They encourage residents to follow manufacturer's directions when applying fertilizers and pesticides, rather than overapplying and polluting stormwater. They also inform residents of combined sewer overflows, so they know when it is not recommended to come in contact with water bodies. They emphasize that improving water quality does not always require extra effort, it may simply require a change in

practices.

The Partnership spreads its message through partnerships with neighborhood associations, the Fort Wayne Area Association of Realtors, schools and watershed groups. They target new homeowners with 6 "Reference Guides for Homeowners" brochures, which address water quality issues such as combined sewer overflows, drinking water quality, septic system maintenance and household hazardous waste. The Fort Wayne Area Association of Realtors makes the brochures available to new homeowners upon closing

of their new residence.

Allison writes articles for neighborhood association newsletters and attends neighborhood association annual meetings to develop relationships and discuss water issues. The Partnership also conducts outreach with booths at the Fort Wayne Farm Show, Fort Wayne Home and Garden Show, and Fort Wayne Earth Day. This summer they will offer educational displays at area festivals and fairs. Next school year, they will target teachers by offering Project WET facilitation.

For more information contact Allison Van Zandt at 260/426-4637 ext. 3.

### An Opportunity You Can't Miss

When SWCDs participate in the **River Friendly Farmer** program they:

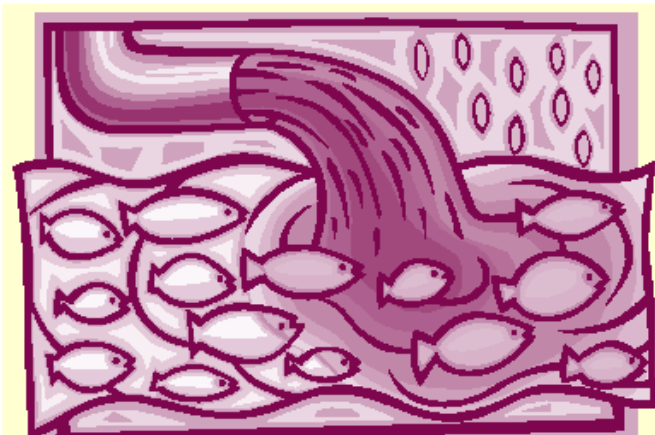
**Raise community awareness of the SWCDs efforts**-The program creates newsworthy events, which local radio, newspapers, and television will likely cover. This will be your opportunity to tell the community what you do.

**Raise community awareness of the county's water quality issues**-Through signage and other public relations opportunities, you inform the community of the water quality issues in the county, and what people do to address them.

**Recognize the farmers in your community who make the extra effort to protect water quality**-Through media coverage, recognition events, and awards, you tell the farmers who go the extra mile "We appreciate what you do". All winners are also recognized at Farmer's Day at the Indiana State Fair.

**Bring customers to your door**-Other farmers will learn more about conservation, and may want to know how they can be a River Friendly Farmer too.

For more information contact April Ingle at 317/692-7519.



## Client Outreach Strategies

| List Underserved<br>Demographic/Client Groups in<br>Your District | List at Least One New Outreach Strategy for Each Group |
|-------------------------------------------------------------------|--------------------------------------------------------|
|                                                                   |                                                        |
|                                                                   |                                                        |
|                                                                   |                                                        |
|                                                                   |                                                        |
|                                                                   |                                                        |



# District Official Recruitment Plan

for years \_\_\_\_\_

\_\_\_\_\_ Conservation District

Individual Responsible for Plan Implementation: \_\_\_\_\_

**Recruitment Team Members** (Who will participate in district official recruitment?):

|  |  |
|--|--|
|  |  |
|  |  |
|  |  |

**Referral Sources** (What other community organizations can be asked to recommend potential district officials):

|  |  |
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**Outreach Methods** (How will you inform the public of your search for potential district officials? For example: public service announcements, newspaper articles, etc):

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|  |  |

**Potential Candidate Information Materials** (How will you inform potential district officials? For example: job description, strategic plan, district brochure, etc.)

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## Action Plan

| Action | Completion Date | Responsible Person |
|--------|-----------------|--------------------|
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The \_\_\_\_\_ Conservation District board will review this plan on the following dates:

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# Checklist for Recruitment and Retention of Membership

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## **Step 1: Analyze the Market**

### *Determine*

- ☐ The universe of people eligible for members
- ☐ The categories of people within the universe of potential members;
- ☐ The location of these people;
- ☐ The needs, concerns, and issues of these people;
- ☐ The benefits they expect;
- ☐ The financial and time commitment they are willing to make;
- ☐ The process by which they decide to join an association;
- ☐ The entity that pays for their membership;
- ☐ The entity that approves their decisions about members;
- ☐ The non-competing organizations – certification boards, licensing authorities, and government agencies – that influence or control their decisions about membership;
- ☐ The time period during which they would be most receptive to recruitment;
- ☐ The obstacles or barriers to membership; and
- ☐ How potential members can be addressed individually and in groups.

## **Step 2: Analyze the Competition**

### *Determine*

- ☐ Competing associations;
- ☐ Their member benefits – products, services, and programs – and the effectiveness of those benefits;
- ☐ Their image within the marketplace;
- ☐ Their member recruitment and retention methods;
- ☐ Their rates of membership renewal and turnover;
- ☐ The benefits they don't offer; and
- ☐ The commitment – in dollars and time – they ask of members.

## **Step 3: Analyze Your District**

### *Determine*

- ☐ The mission and goals of your district;
- ☐ The effectiveness of your district in fulfilling its mission and attaining its goals;
- ☐ How your district wants to be perceived by members and potential members;
- ☐ How your district is actually perceived
- ☐ Your district's current market share or penetration;
- ☐ Your district's retention and turnover rate;

- ☐ The benefits members value most and least;
- ☐ The additional member benefits your district provides;
- ☐ Your district's resources – money, personnel, materials authority, and time – for providing additional member benefits;
- ☐ Other member benefits your organization is capable of providing but currently doesn't offer;
- ☐ The extent to which members take advantage of your district's benefits and services;
- ☐ Reasons members don't renew their memberships;
- ☐ The commitment of district staff and volunteer leaders to serve member interest; and
- ☐ The commitment of staff to serve member needs.

#### **Step 4: Establish Membership Goals**

##### *Determine*

- ☐ The people you want as members
- ☐ The quantity of members; and
- ☐ The time period

#### **Step 5: Establish a Strategy**

A recruitment strategy usually captures attention, develops interest, gains approval, and moves to action. The strategy for a recruitment program may differ from a retention program. A recruitment program brings new members to an association, and a retention program encourages members to get involved in the programs and activities of the association.

##### *Determine*

- ☐ Who is responsible for the recruitment and retention programs;
- ☐ The people to target for recruitment;
- ☐ The method in which benefits will be communicated;
- ☐ The role of officers, board members, and committee leaders;
- ☐ The manner in which non-competing organizations may be useful in recruitment and retention;
- ☐ Cross-selling strategies in which memberships can be marketed through product lines;
- ☐ The economic benefit for each member gained;
- ☐ A reasonable recruitment expenditure per recruited new member
- ☐ The economic merits of pursuing former members;
- ☐ The budget; and
- ☐ The methods that determine the effectiveness of the program.

#### **Step 6: Develop Tactics**

Tactics are the programs and activities that accomplish your recruitment and retention strategies. There are a range of tactics; recruitment brochures, personalized letters, advertisements, exhibits, reduced dues, copies of a newsletter or journal, and recruitment slogans and logos.

No matter how typical or unusual the tactics you use, each should communicate one or more membership benefits such as the ones that follow:

- ☐ **Prestige** – intangibles such as special stature bestowed on members;
- ☐ **Recognition** – awards, fellowships, and accreditation;
- ☐ **Information** – newsletters, journals, conferences, and telecommunications
- ☐ **Advancement** – training courses, seminars, workshops, home study, and job placement services;
- ☐ **Representation** – legislative relations and lobbying, regulatory agency relations, and political action groups;
- ☐ **Business and professional aids** – research, surveys, guidelines, and loaning libraries;
- ☐ **Networking** – social events, chapter meetings, and state and national conventions;
- ☐ **Service** – opportunities to serve within the organization (i.e., committee participation)
- ☐ **Leadership** – hold office, chair committees, and serve on boards; and
- ☐ **Economic incentives** – travel clubs, discounts on purchases and rentals, and insurance.

### **Step 7: Evaluate the Results**

#### *Determine*

- ☐ Who will measure the effectiveness of the recruitment and retention program;
- ☐ The intervals at which results will be evaluated;
- ☐ The statistical measurements of program effectiveness such as response rates for promotions, conversion rate for inquiries, and comparative cost-effectiveness of promotional tactics;
- ☐ To whom evaluations will be report; and
- ☐ How the program will be modified to make the best use of results.

# Model Conservation Board Member Recruitment Prospectus and Standard Form

## Becoming a Board Member of \_\_\_\_\_ Conservation District

Concerned citizens in \_\_\_\_\_ County can help conserve natural resources by serving on the \_\_\_\_\_ Conservation District Board. If the issues and programs stated in this document interest you – please call \_\_\_\_\_ at \_\_\_\_\_.

1. **Mission:** (insert your district's mission statement)
2. **Vision:** (insert your district's vision statement)
3. **Goals and Objectives:**
  - Establish soil and water conservation policy for the district
  - Assess resource needs
  - Develop strategies to address these needs
  - Provide quality conservation education to county school children
  - Provide land users with technical assistance
  - Develop programs to address local natural resource problems
  - Serve as focal point for addressing natural resource issues and coordinating various programs to help identified concerns
4. **Legal Authority:**  
\_\_\_\_\_(conservation district enabling law number) of the Code of  
\_\_\_\_\_(state name) defines a conservation district as a political subdivision of the  
\_\_\_\_\_(state name)
5. **Major Issues at this Time:**
  - Water resources/water quality
  - Failing septic systems
  - Erosion from cropland
  - Erosion from construction sites
  - Land users needing technical assistance
6. **Major Programs and Activities**
  - Agricultural cost-share program
  - Conservation equipment program
  - Tree seedling sales
  - Publish quarterly newsletter
  - Approval of conservation plans
  - Review of county planning proposals
  - Educational programs for schools, youth, adult, and civic groups
  - Review erosion and sediment control plans.
7. **Funding Sources**
  - Local governments (board of supervisors, city councils, county departments...)
  - State government (department of conservation, conservation commission...)
  - Grants (district funding raising activities)
  - Federal grants, agreements...
  - District educational seminars and programs
8. **Expectations of Directors**
  - Take advantage of training opportunities to develop abilities
  - Attend board and committee meetings
  - Participate in district programs and activities
  - Serve as chair of one committee

- Be involved & responsible for district program direction
- Develop policies and programs
- Promote soil & water conservation in the community
- Help manage staff
- Represent district in public
- Help secure financial resources
- Promote district

**9. Benefits of Being a Director:**

- Being a voice for the citizens of your county/city
- Self satisfaction of providing your time to improve the environment
- Being actively involved with assistance and educational programs for citizens
- Providing leadership in community resource conservation
- Development of leadership skills

Additional information is available by calling the district office at \_\_\_\_\_ or by contacting a current district board member.

# Building a Better Board

## *Get the board members you need through strategic recruitment*

Robert W. Kile & J. Michael Loscavio

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Board recruitment is one of the most important and least understood functions of nonprofit boards. The search for new members often involves well intentioned volunteers with little or no recruiting experience contacting well intentioned candidates with little or no board experience.

It's understandable that nomination committee members find it easier and less intimidating to contact individuals personally known or recommended by other board members. This type of candidate search is reminiscent of Inspector Renault's in *Casablanca*: They simply round up the usual suspects.

Such an approach to board recruitment is too limited in today's competitive non-profit environment where leadership, fundraising, diversity, and vision are needed to succeed. To be effective recruiting must be a continuous process, not a series of isolated events.

The following eight-step model is based on the systems and techniques of executive search professionals. It has been tailored to guide nonprofits in their on-going efforts to strengthen their boards.

The RLL Strategic Board Recruitment Model provides a framework for executing and institutionalizing a results-orientated recruitment process.

**1. Assemble a Board Development Team.** To elevate the quality and impact of the board, you must elevate the composition and commitment of the recruitment team. The term "nominating committee" tends to define that group's limited scope. Replace it with a "board-development team" charged with the board responsibilities of recruiting, orienting, and developing board members. The ideal board-develop team should include the CEO/executive director, board president/ chairperson, the development officer or staff fundraiser, and one or two high-profile, results-oriented volunteers.

Organizational goals should be pursued as part of the coordinated approach to potential candidates and funding sources. A primary role of this board-development team is to integrate the strategic, operation, and fund-development plans and align the multiple goals. Once key goals are agreed on, the team's next task is to assess the organization's board, staff, and capabilities to achieve those goals.

**2. Assess and State Needs.** The primary purpose of this essential step is to objectively assess the composition of the current board by key criteria; areas of expertise, professional skills, age, gender, ethnic and cultural background, length of board service, and attendance. If fundraising is a significant priority, each board member's commitment, clout, contacts, and personal capability to "give or get" should also be assessed.

Keeping the organization's strategic operational, and fund-development goals clearly in mind, the team can now state its personnel needs and recruitment strategy in written form. Once the plan has been finalized, it should be shared with all board members, staff, and key volunteers.

**3. Develop Position Profiles.** If you don't know what you're looking for, how do you know you've found it? Before the recruitment process begins, it is essential to develop profiles for each position identified in step 2. For example, the needs assessment might indicate that:

➤ The organization's new building program could benefit from an architect's advice and oversight.



- A new planned giving program could be enhanced by a financial planner whose expertise includes estate planning for high net worth individuals.
- Leadership skills, as well as networking contacts for next year's major gifts campaign, could be provided by a business executive.
- A public-relations expert could dramatically improve the organization's image and status in the community.

Position profiles should outline the expertise, skill, key duties, responsibilities, and the expectations and priorities of each new board position.

**4. Script the Story.** It's not unusual for volunteer recruiters to have substantially different interpretations of the board's key staffing needs. Without agreement on a script, the actors in the board-recruitment drama are left to improvise. A word-for-word recitation is not the object; rather, it is an agreement on mission, purpose, specific needs, and ideal candidates. Discuss, agree, write, and rewrite the story until it accurately carries the persuasive message that will attract the volunteer leaders you want. This type of scripting makes the task of presenting the organization's case much easier.

Another key element is to think and talk in terms of benefits for candidates. Make an exhaustive list of benefits statements that can be used to interest and attract candidates.

**5. Research Candidate Sources.** There's no shortage of information available to identify high-performance individuals in almost any industry profession, function, or community. Four levels of candidate sources are:

*Level 1: Circle of Friends.* Friends, colleagues, and associates are good candidate source, but should not be relied on exclusively.

*Level 2: Members, Patrons, and "Friends of."* They already have a connection, interest, or knowledge of your mission, purpose, and activities.

*Level 3: Donors.* Perhaps the most under-used resource potentially the most productive is your current and past donor base. Annual campaign, major gift, and planned giving donors are excellent candidates and referral sources.

*Level 4: Researched Sources.* This is where professional recruiters go first to identify potential candidates. Databases; libraries; alumni, professional, business, and trade associations; the media; and foundations are examples of research sources.

The key to identifying candidates is to use many sources to help develop contact lists and a network for ongoing support. Research can be interesting and rewarding; it is also essential to breaking out of the circle-of-friend approach

**6. Develop Referral Networks.** To be more effective in board recruitment (and fundraising), nonprofits should develop and institutionalize third-part referral networks – friends of the institution whose contacts and influence open doors and gain support.

Rather than relying on personal contacts provided by the board development team and other board members, nonprofits need to build their own third-party referral system. Long-term relationships need to be established with donors, leaders of professional associations, foundation, corporations, small business, education, banking, chambers-of-commerce as well as ethnic, religious, and service organizations. A database or record-keeping system must be implemented as apart of this team.

Leveraging contacts, both personal and professional, is the key to developing third-party referral networks. Take the time and efforts to strategically initiate and nurture influential contacts in addition to those provided by the institutions board and staff. Go beyond the individual circles to create and maintain an institutional network of friends.

**7. Contact and Meet Candidates.** Armed with the position profiles, scripted story, and referrals, it is now easier to contact each potential candidate, tell the story, describe the position, and ask if he or she might be interested in the position. If the contact is interested and appears to be qualified, set a date to get together. If there's no personal interest, don't be discouraged: Ask whom he or she can recommend as a possible source of candidates. Referrals from contacts often lead to more appropriate candidates.

Records of contacts, referrals, and results should be as diligently maintained as the organization's financial records. They're just as important. Review this data periodically to see what has worked well and areas that need improvement.

**8. Evaluate and Select Candidate.** Steps 1 through 4 establish criteria for assessing candidates. Here are some key questions that must be answered during the evaluation stage:

- How well does each candidate help fulfill the organization's need as identified in Step 2?
- How closely does each candidate fit the ideal profile developed in Step 3?
- Are the candidate's goals compatible with those of the organization?
- Is each candidate able and willing to commit to the level of participation and support you expect?

Following evaluation, be prepared to offer a candidate other volunteer roles if a board position is not appropriate. Also, don't feel bound by the traditional, fixed, multi-year terms of office. Flexible, project-oriented terms often better serve organizational and individual needs.

**Advantages of Model.** Several elements make the strategic board-recruitment process more effective than traditional methods. First is the formation of the board development team. If significantly improved results are a primary objective, organizations should take ownership of the volunteer recruitment process and be accountable for the results. Participation of the organization's leadership, the alignment of strategic, operational, and fund-development goals as well as an assessment of needs provide focus for the entire effort.

The tools that make the process work are the candidate profiles and the scripted story. Research helps the organization break out of its circle-of-friends approach to strategically target and recruit board members with the capacity and drive to move the organization to new heights.

Developing and institutionalizing third-party referral networks dramatically improves the process of contacting potential candidates and sources.

Interviewing candidates is also easier and more consistent because of the thoughtfully crafted profiles and scripted story. Selection is enhanced by the comparison to the criteria developed from those same sources.

All eight steps comprise the RLL Strategic Board Recruitment Model. Record-keeping, documenting, and frequent reporting on a monthly, quarterly, and year-round basis institutionalize the process, providing a tangible history and a score card of performance.

This process is hard work but worth it to help nonprofits survive and flourish in an increasingly competitive environment.

## Recruitment Strategies and Materials

### *Proud to Serve: Conservation District Board Members Recruitment Reference Book*

**Now that you have identified your district's needs**, the qualities of a good district board members, and have developed a recruitment prospective and job description, it is time to develop your recruitment strategy. The strategies your district uses will vary depending on the circumstances of recruitment. Whether your district has a resignation/retirement, or an election, the following materials may be helpful in your recruiting efforts.

The following strategies are only a beginning for what your district can develop. These are advantages and disadvantages for each. Choose the ones that best suit your needs. Ongoing recruitment using a variety of strategies normally produces a greater number of potential nominees who represent more diverse skills, interests, and backgrounds.

### **Sample Strategies:**

**Assemble a Board Development Team:** An important first strategy would be to form a board development team charged with responsibility to examine board member needs including recruitment, orientation, and development of board members. The board's goals should be pursued as a part of a coordinated approach to finding potential board members. A board development team has a much expanded role as compared to a nominating committee.

**Develop a Referral Network:** Rather than relying on personal contacts provided only by a board development team and other board members, districts need to build a third-party referral system for both recruitment and funding sources. Long term relationships should be established with corporations, small businesses, banks, schools, religious, and service organizations. These relationships can yield valuable contacts for potential board members that have qualifications needed on your district board.

**District Board Members Information Form:** A nomination form can be used to collect information on potential candidates. Information can be compared to qualifications the district board has identified to fill needs on their board.

**Letter to Organizations:** Direct correspondence to community organizations about potential nominees for district board member positions is an effective way to attract qualified individuals. The letter should include qualifications the board is looking for in potential nominees.

**Public Service Announcements:** Radio and television stations run free public service announcements for community organizations. For a wide distribution announcement of a board member vacancy this strategy can be effective.

**News Releases:** Another method of reaching a wide audience regarding a district board member vacancy is through news releases in the newspaper, radio, television.

**Newspaper Advertisements:** Well written and attractive newspaper advertisements in community newspapers can create interest in a district board member position. Emphasize that only a few positions are available in your state that have local influence on natural resource program activities and needs, and input to state and federal agencies.

**District Recruitment Brochure:** An effective way of informing potential candidates about district programs and activities, and about the powers and authorities of a district board member is through a well developed, clearly written information brochure. Create interest throughout the community by distributing the information brochure throughout the community in businesses, to organizations of all types, and through clients that have received district coordinated services.

**Recommendations from Staff and Cooperating Agencies:** Staff that have provided direct services to clients are a source of ideas for potential candidates that have qualifications being sought by a district board. Staff also have contacts throughout the community that may be different from the current board members' contacts

**Recruitment at Annual/Special Meetings:** A pool of potential candidates exists in those individuals interested enough in the conservation district program to attend the annual meeting, special meetings or recognition events. Keeping in attendance list at events will provide names and addresses of people attending your events. This strategy is most appropriately used in conjunction with other strategies listed.

**Job Description & Recruitment Prospectus Distribution:** A wide distribution of the district board member recruitment prospectus and job description can attract qualified candidates to your district board. This strategy provides the most complete set of information to a prospective board member about the expectations of serving on a conservation district board. Personal contact is the best method of distribution this type of information.

**Personal Contacts:** A personal contact to a variety of community and organization leaders by district board members can be an effective method to create a pool of candidates different than that of a current circle of friends and relatives. Every effort should be made to personally contact a myriad of organizations about the district's activities. Besides recruitment, this strategy may provide leads for joint projects and funding opportunities between your district and the other organizations.

## Identifying Qualities and Qualifications of a District Board Member

### *Proud to Serve: Conservation District Board Members Recruitment Reference Book*

Good district board members will have a strong conservation ethic, skills and knowledge in conservation, as well as management skills and leadership abilities. Recruitment of potential board members begins with the identification of the qualities desired. District board members should be selected based on the identified qualities and qualifications and not on the criteria of “who’s available that we know.”

#### **A partial listing of desirable qualities for district board members would include:**

|                                     |                          |                                  |
|-------------------------------------|--------------------------|----------------------------------|
| Open minded                         | Strong Leadership skills | Innovative                       |
| Likeable and kind                   | Professionalism          | Understands conservation issues  |
| Good speaking skills                | Progressive              | Always learning                  |
| Fundraising abilities               | Personnel Management     | Legislative understanding skills |
| Leadership network in the community |                          |                                  |

#### **What additional qualities do you want your district board members to have?**

|  |  |
|--|--|
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

Each district board member is a spokesperson for the entire board, industry or profession, and has the ability to improve or damage its reputation. Beyond the desired qualities of a district board member, additional qualifications could include:

- District board members that can devote adequate time to the job. Some districts have a written policy dictating removal of a board member for a certain number of consecutive absences from board meetings.
- The board member should be in reasonably good health with mental and physical energy to serve in their board member capacity. Selection of district board members should not be seen as a tribute to someone in declining health.
- Effective communication skills and ability to get along well with other district board members, staff and assisting agency staff is important.
- A candidate should be able to tolerate positive and negative attention, as well as inevitable criticism of leadership. The individual’s judgment and integrity is most important.
- Personal, business, and regional biases of candidates must be subordinated to the good of the district. District board members are expected to reflect feelings of their own constituencies, but must always put the interest of the district they serve, first.
- The district board member’s personal conduct must reflect favorably upon the conservation district. Individual’s who are notorious for unorthodox behavior may prove to be more irritating or embarrassing to a district than amusing or helpful.
- A candidate’s family and friends should be supportive rather than obstructive or resentful of the extra demands on their time.
- A candidate should be a proven performer, should have high integrity, and an understanding of the ethics of the community and the position they will hold. They should be knowledgeable, experienced, capable, and active.

## Four Cool Ideas for Recruiting New Board Members

1. **Form a "One-Meeting Nominating Committee."** Draw up a list of twenty well-connected people of the sort you would want on the board but who you suspect wouldn't join, (but who might know someone who would be a good board member.) Call those twenty people and ask them to come to a one-meeting committee over lunch. Tell them that at the lunch they'll be told more about the organization and what it's looking for in board members. At the end of lunch they'll be asked simply for the name of one person they think would be a good board member. The day after the lunch call up each of the nominees and begin by explaining who nominated them.
2. **Take out a "Help Wanted--Volunteer Board Member" ad in the neighborhood newsletter** or alumni newsletter of a local college. Example: "HELP SOUTH PARK... We're looking for a few talented and conscientious volunteer board members to help us guide our childcare, teen, and senior programs into the next century. If you can contribute one evening a month and have skills or contacts in accounting, publicity or special event fundraising, call Sister Mary Margaret at xxx-xxxx to find out more about whether this volunteer opportunity is right for you. We're a..."
3. **Ask the executive director or the volunteer coordinator if there are two or three hands-on volunteers who would make good board members.** Hands-on volunteers, such as support group facilitators, practical life support volunteers, meal preparers, weekend tree-planters, classroom aides and others bring both demonstrated commitment AND an intimate knowledge of the organization's strengths and weaknesses. Volunteers, donors and clients should be the first place you look. You don't have to "sell" the agency - they know it already!
4. **Pick four local organizations where you don't know anyone, but you'd like to and contact them** (examples: NAACP, Japanese American Citizens League, Accountants for the Public Interest). Tip: Your local Yahoo site (<http://www.yahoo.com>) is a good place to look for lists under "Community." Ask each officer to call one of the four local organizations and ask to have coffee with the board president or the executive director. Over coffee suggest that your two organizations recommend "retiring" board members to each other as a way of establishing organizational links and strengthening ties among communities.

*Q: I'm embarrassed to ask anyone I respect onto the board I'm on, but we desperately need new members, and the organization's in some trouble. Help! What should I do?*

A: Use one of the above strategies, but with this kicker: "I even feel guilty asking someone like you to join a board that's as weak and confused as this one. But this organization has a unique role to play in solving the problem of \_\_\_\_\_. What's really needed is a total overhaul of the board. Maybe I can't ask you to do that, but maybe I can ask you to be one of the members, and help me work towards bigger changes. We meet every month for two hours on Tuesday morning (specifics). Could I ask you to consider being on that committee?"

Reprinted from *Board Café* June 1998

## Recruitment Consideration

### *Proud to Serve: Conservation District Board Members Recruitment Reference Book*

**Once potential board members are recruited**, the district board should evaluate the nominees as recommendations for appointed positions, associate members, and those that are nominated for the election process.

This process is sensitive and frequently subjective. In order to treat all nominees fairly it is recommended that the board develop selection criteria. These criteria may be very specific or somewhat broad based. The important issue here is that all nominees are treated equally and that the board makes recommendations based upon their identified needs.

In general, **recruitment considerations** can be grouped into **four major categories**:

- Legal Policy
- Mission and program
- Participation and commitment
- Board improvement/district performance

Following is a **sample selection criteria form** to assist districts with this process.

## Sample Selection Criteria Form

|                                                | Candidates' Names: |  |  |  |  |
|------------------------------------------------|--------------------|--|--|--|--|
| Experience and Knowledge Ratings               |                    |  |  |  |  |
| 1 = Needs Information                          |                    |  |  |  |  |
| 2 = Limited Experience & Knowledge             |                    |  |  |  |  |
| 3 = Extensive Experience & Knowledge           |                    |  |  |  |  |
| <b>Legal Policy</b>                            |                    |  |  |  |  |
| Reviewed conservation district law             |                    |  |  |  |  |
| Reviewed & understands job description         |                    |  |  |  |  |
| Aware of personnel policies                    |                    |  |  |  |  |
| Aware of board election/appointment procedures |                    |  |  |  |  |
| Conflicts of interest policy reviewed          |                    |  |  |  |  |
| Geographic representation                      |                    |  |  |  |  |
| Demographic representation                     |                    |  |  |  |  |
| <b>Mission &amp; Goals</b>                     |                    |  |  |  |  |
| Understands mission & goals                    |                    |  |  |  |  |
| Knowledge of district programs                 |                    |  |  |  |  |
| Knowledge of conservation issues               |                    |  |  |  |  |
| Professional or technical expertise            |                    |  |  |  |  |
| <b>Participation &amp; Commitment</b>          |                    |  |  |  |  |
| Time to attend district board meetings         |                    |  |  |  |  |
| Avail. for committee mtg. & dist. activities   |                    |  |  |  |  |

|                                            |  |  |  |  |  |
|--------------------------------------------|--|--|--|--|--|
| Commitment to district purposes            |  |  |  |  |  |
| Availability, enthusiasm, interest         |  |  |  |  |  |
| Other commitment consideration             |  |  |  |  |  |
|                                            |  |  |  |  |  |
| <b>Board Improvement</b>                   |  |  |  |  |  |
| Strong leadership skills                   |  |  |  |  |  |
| Good speaker/confident                     |  |  |  |  |  |
| Experienced managing personnel             |  |  |  |  |  |
| Access to important resources              |  |  |  |  |  |
| Bring new skills/perspectives to the dist. |  |  |  |  |  |
| Other criteria (defined by the board)      |  |  |  |  |  |
|                                            |  |  |  |  |  |
| <b>Scores</b>                              |  |  |  |  |  |



# District Official Retention Plan

for years \_\_\_\_\_

\_\_\_\_\_ Conservation District

Person Responsible for Plan Implementation: \_\_\_\_\_

Complete as a group after reviewing “Maintaining Prospective Board Members” and “Retaining District Officials.”

| Action | Person Responsible | Complete by (Date): |
|--------|--------------------|---------------------|
|        |                    |                     |
|        |                    |                     |
|        |                    |                     |
|        |                    |                     |
|        |                    |                     |
|        |                    |                     |
|        |                    |                     |
|        |                    |                     |

The \_\_\_\_\_ Conservation District board will review this plan on the following dates:

|  |  |
|--|--|
|  |  |
|  |  |

## Maintaining Prospective Board Members

### *Adapted from: Proud to Serve: Conservation District Board Members Recruitment Reference Book*

Recruitment of district board members, associate members and volunteers is a continuous, ever-changing process. Ultimately, at any time, a district should have a choice among many from which to recruit new board members.

**An Honor and a Privilege.** Follow these guidelines for ensuring appropriate, meaningful district official participation. District officials, if appropriately engaged in planning and decision-making, will realize fulfillment and a sense of accomplishment.

District officials must make important decisions.

| <b>District Officials Answer These Types of Questions</b>      | <b>Not These (These are staff or committee recommendations)</b>                        |
|----------------------------------------------------------------|----------------------------------------------------------------------------------------|
| What is the objective of our annual meeting?                   | What should we have for the annual meeting dinner? Chicken or beef?                    |
| What is the objective of our field day?                        | How long should the field day last? Who should the speakers be? Should we serve lunch? |
| What kind of staff do we need to carry out our strategic plan? | Who should be the lead staffer on Envirothon?                                          |

District Officials must engage in short and long term planning.

| <b>District Officials Answer These Types of Questions</b>                            |
|--------------------------------------------------------------------------------------|
| What are the critical natural resource issues in the district?                       |
| What are the district's strategic priorities?                                        |
| Who are the key community players, and how do we engage them to enhance our efforts? |
| What are our key objectives for this year?                                           |

District Officials must assume the proper responsibilities.

| <b>District officials must take responsibility for (with recommendations from staff):</b> | <b>Staff must be responsible for:</b>                                                              |
|-------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| Budgeting                                                                                 | Making day to day expenditures                                                                     |
| Requesting Funding                                                                        | Preparing background information and presentations for district officials to make funding requests |
| Accounting Procedures                                                                     | Following accounting procedures                                                                    |
| Communicating with the Public and Media                                                   | Preparing district officials for public speaking and contact with media                            |

District officials must govern through policy, not management.

| <b>Policy Decision (to be made by district officials)</b> | <b>Management Decision/Recommendation (to be made by district manager)</b> |
|-----------------------------------------------------------|----------------------------------------------------------------------------|
| How many terms can district supervisors serve?            | Who will be responsible for administering the oath of office this year?    |

|                                                                 |                                                      |
|-----------------------------------------------------------------|------------------------------------------------------|
| How will we ensure our board represents community demographics? | How will tickets to the annual meeting be sold?      |
| How often will we review our district manager's performance?    | How often will I review part-time staff performance? |

#### **A Conservation District Leader (Board Member):**

- Takes you to a new place
- Concerned about doing the right things
- Deals with uncertainty
- Hears when there is no sound and sees when there is no light

#### **A Conservation District Manager (Employee):**

- Takes care of where you are
- Concerned about doing things right
- Deals with complexity
- Sees & hears what's going on

#### **Hints to keep potential board members active:**

- Ask them to lend expertise and leadership to committees and task forces
- Ask them to take responsibility for some aspect of a district activity or program
- Suggest assignments that match their personal interests
- Instill within them a feeling of belonging and being an integral part of the district
- Continuously ask for their opinions and input on issues
- Keep them informed of programs, activities and issues

## Retaining District Officials

### *Start on the Right Foot*

**What's Expected of Me?** Present new district officials with a “district official job description,” outlining responsibilities and time commitment. Include a copy of your state’s district law. Ideally, present this information during the recruitment process, when you identify that this person meets your district’s needs.

Orientation Information. Providing new board members with essential background information on the roles and functions of the board or committee is an important but frequently neglected task. **Information for new members** might include at least the following items:

- ☐ History of the district
- ☐ Bylaws
- ☐ Articles of incorporation
- ☐ Overview of programs and services
- ☐ District official Performance Standards
- ☐ Project briefings
- ☐ Relationship to other community organizations or government agencies
- ☐ Description of funding sources
- ☐ Relevant legal and policy documents
- ☐ Recent budgets, fiscal documents, and financial statements
- ☐ Organizational chart with staff names
- ☐ Background information on program executive and staff members
- ☐ Information on board/committee members (e.g. names, addresses, phone numbers, backgrounds)
- ☐ Statements of mission, goals, objectives for the board/committee
- ☐ Location of meetings
- ☐ Structure of meetings
- ☐ Meeting norms, expectations for behavior
- ☐ Minutes of recent meetings
- ☐ Review of major accomplishments of the board of committee
- ☐ Tours of relevant facilities
- ☐ Introductions to key individuals or systems
- ☐ Community profile (background statistics on community including demographics, needs of service population, incidence of problems, availability of resources, etc.)
- ☐ Natural resource inventory for the district
- ☐ Annual and long range plans
- ☐ Calendar of events
- ☐ Acronyms/glossary of terms
- ☐ Other: \_\_\_\_\_

### *Reality Check*

1. Allow district officials to perform bi-annual self assessments, and board assessments. NACD can provide sample assessment materials.
2. Discuss how to improve policy, procedures, and board governance. The district chair can periodically ask: “what are we doing well as a board? How can we improve? What should we be doing differently?”

### *Make Planning a Priority*

The most important job a district official can do is plan the district’s strategic direction. There is no more rewarding job than tackling, and achieving, important natural resource goals.

## Performance management in the board room

By Ken Derks and David Westman

Realizing the value of managing employee performance, companies spend significant money and time to develop elaborate individual or team objective setting, coaching and mentoring programs. There are mid-year and year-end performance reviews, with many companies moving towards multi-rater feedback methodology. Clearly there is an understanding that exemplary performance doesn't just happen without formal systems and methodologies in place.

How curious then that performance management frequently does not extend to the boardroom – where decisions made by a relatively small group of people, meeting on an infrequent basis, can have profound implications for a company's success, or lack thereof. With the recent publicity surrounding Enron and other high profile corporate failures, public attention on corporate leadership and boards has and no doubt will intensify. This, in turn, will force boards to focus more attention on how they are performing as a group and as individual members.

As for "group" performance, a well-designed assessment process should include any or all of the following:

- Annual surveys of board/committee members that address such questions as:
  - Is there a proper focus on strategic leadership versus micromanagement?
  - Is decision-making expeditious and appropriate?
  - How effective and appropriate are interactions between directors and management?
- Follow-up discussions within the boards and committees, with or without outside facilitation, to discuss survey results and identify improvement opportunities.
- Accountability assignments and timelines to implement improvement opportunities. Without this step, the entire process is a waste of time.

Survey data indicate that over 40 percent of all corporate boards now have a formal process in place similar to the one enumerated above. A recent survey conducted by RSM McGladrey of small to mid size community banks indicate that less than 15 percent of those respondents currently have such a process. For directors subject to such a process, a clear majority rate it as effective or very effective in improving the board's performance.

Managing *individual* board member performance may be even more critical in the success equation for boards. The process should start with new member orientation. Approximately 60 percent of boards have a formal orientation program that includes mentoring by seasoned directors, on-site meetings with key executives and staff, and/or briefing books that provide a comprehensive understanding of the company and the environment in which it operates. Ideally new members should be interviewed after their first year of service to ascertain that the orientation process was effective and that members feel completely integrated to their role.

Beyond orientation, 20 percent of Fortune 500 companies and 16 percent of small- to mid-size

community banks surveyed by RSM McGladrey formally assess individual directors' performance. Over 80 percent of directors subject to assessment rate the process as effective and rate their boards' overall effectiveness more positively than directors in other organizations.

The process can involve directors completing a self-assessment of their contributions. Better yet, have directors complete anonymous assessments of each other (i.e., multi-rater feedback). Sample questions may include:

- Is the member fully prepared for board meetings?
- Does the member communicate persuasively?
- Does the member manage conflict constructively and productively?

Whether self-assessment only or multi-rater feedback, results pertaining to any given director should be compiled, summarized and distributed to only the director and his/her chosen mentor – typically the chairman or a lead outside director. Director and mentor can then work together to address areas of concern, which could include developing and monitoring action plans. Hopefully any identified performance problems can be addressed in this context. If not, the board should have clear criteria for replacing ineffective board members, rather than waiting years or decades to shed itself of “dead wood”.

Moving from passive to strategic, high-performing boards will be a cultural shock for many companies. However, the current and anticipated future operating environments will dictate that the shift be made. Employing some or all of the practices identified above are keys in making such a transition successful.

*Ken Derks is managing director of National Financial Institutions Consulting for RSM McGladrey. He can be reached at [ken\\_derks@rsmi.com](mailto:ken_derks@rsmi.com) or (651) 293-8456. David Westman is managing director of Performance Solutions Consulting for RSM McGladrey. He can be reached at [david\\_westman@rsmi.com](mailto:david_westman@rsmi.com) or (847) 413-6218.*

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**Do not copy this page** – these are the endnotes to the Social Capital assessment and can't be deleted from the document even though the information was copied onto the page after the assessment.

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<sup>i</sup> Relative numbers mean that the scale is qualitative and measures of "high", "medium", and "low" can be "calls to action" rather than immutable. The scale is not composed of interval numbers [1, 2, 3...n]; i.e., numbers that have the same meaning regardless of their location on a scale because of many reasons including (mis)interpretations.

<sup>ii</sup> Robert Putnam (2000: 128) reports the "average American" volunteered in general about 8 times during a one-year period and about two times per year for community projects.

<sup>iii</sup> As of 1999, 18 per 100 families were members of the PTA (Putnam, 2000: 57)

<sup>iv</sup> There is a difference between polling data from Gallup and church records. When asked if they are church members in 1999 surveys conducted by the Gallup organization, about 68% responded favorably, while church records indicate 60% were church members (Putnam, 2000: 70).

<sup>v</sup> Civic organizations refer to a multitude of traditional and newly formed citizen's groups. Examples of traditional civic groups include Rotary, Jaycees, Lions, Elks, American Legion, Kiwanis, Optimists, Moose, National Rifle Association, etc. Some newly formed civic groups are National Organization for Women, Wilderness society, American Association for Retired People, a plethora of self-awareness groups, etc. Your rating can be balanced by your knowledge of membership and asking club officers about recent participation in these groups.

<sup>vi</sup> Putnam (2000: 124-127) reports that as of 1999 total charitable giving as a percentage of national income was .016 percent. Moreover, between 30 and 40 percent reported respectively that they contributed to a charity in the last month (Roper) or gave occasionally to a religious organization (Yankelovich). A local source for assessing charitable contributions could be the local branch of the United Way.

<sup>vii</sup> Number of H.S. students who are enrolled in college the following October after graduation has a range in the 1990's from the 60<sup>th</sup> to the 67<sup>th</sup> percentile. The source is the U.S. Department of Commerce, Bureau of the Census. October Current Population Surveys, various years  
[http://nces.ed.gov/programs/coe/2001/section3/tables/t26\\_1.html](http://nces.ed.gov/programs/coe/2001/section3/tables/t26_1.html)

<sup>viii</sup> According to the Commerce Department, 54 percent of Americans used the Internet in September 2001. This is up from 44 percent in 2000 and 22 percent in 1997 - with increases among all races, income levels and educational backgrounds. Within this statistic, overall home access was 44 percent of the U.S. population in 2001. The debate of whether Internet access contributes or detracts from social capital is not settled, and probably won't be settled for decades. Some articles suggest that library use is up precipitously because of Internet use (Portland Business Journal, July 27, 2001 *Internet Connection Increases Library Usage* <http://portland.bizjournals.com/portland/stories/2001/07/23/daily39.html>) While other research has shown that the Internet increases communication but not necessarily human interaction. <http://www.apa.org/journals/amp/amp5391017.html> Our assumption here is that Internet access is correlated with income and education (which are correlated with social capital) and Internet usage widens people perspective and contributes positively toward social capital.

<sup>ix</sup> According to the 2000 census, the national median household income is \$42,148. An arithmetic median is a value in which there is an equal number of values above and below. Knowing this figure should help you give a rating to the community you are evaluating.

<sup>x</sup> According to the 2000 census, the average educational attainment among people 25 years and above is 12.4 years of schooling.

<sup>xi</sup> On a national scale, approximately 50 percent of eligible voters exercise their right to vote in presidential election years: 49.1 percent in the 1996 election and 50.4 percent in 2000 (Presidential election year figures taken from chart at following web site address, <http://www.uselectionatlas.org/USPRESIDENT/frametextj.html>) There is a reduced turnout during non-presidential voting years as approximately 40 percent vote (Putnam, 2000: 31-47).

<sup>xii</sup> This is a difficult concept to precisely measure. You or the group using this rating system need to be knowledgeable about how good a community is in acquiring assistance and resources. These government sources include local, state, and Federal. However, more government transfer of funds does not necessarily mean higher levels of social capital (e.g., welfare payments), and it could actually mean increased poverty. Whereas, communities may have high social capital when they are able to acquire rural development funds and/or USDA strengthening grants, or they are identified as urban empowerment zones. The Economic Research Service has a web site that depicts counties on U.S. maps for a number of government transfer indicators: <http://www.ers.usda.gov/briefing/rural/gallery/>

# Outreach for Success

Minnesota Association of Soil and Water  
Conservation Districts  
from the National Association of Conservation Districts

Presenters:

**Lisa Hinz**

**Mary Laeger-Hagemeister**

*Regional Extension Educators*

*University of Minnesota Extension Service*

## Today's Objectives

- Build stronger recruitment and retention plans for board members
- Identify customer outreach strategies to better reach local audiences

## Agenda

- Effective Boards
- Your Demographics
- Social Capital
- Skills Assessment
- Recruitment Plan
- Retention Plan
- Plan Implementation
- Evaluation

● and Lunch!

## Effective Boards

- List the attributes of effective boards.

## Effective Boards

- Analyze the makeup of the NAEYC Board of Directors:
  - Read the mission and goals, then, as you read the bio of each board member, write down one skill or attribute that the member brings to the organization.
    - What likely contributions does each member make to the organization's mission?

## Effective Boards

- Think about your district board:
  - What likely contributions does each member make to your mission?



## Effective Boards

*"The single most important factor in board effectiveness that emerges from the literature is the **existence of a common vision of what the organization consists of and where it is going.**"*

Sharon Oster, 1995

Strategic Management for Nonprofit Organizations

## Demographics

Description of populations with reference to:

- gender
- race
- ethnicity
- income
- migration
- distribution
- birth
- deaths
- age
- et cetera

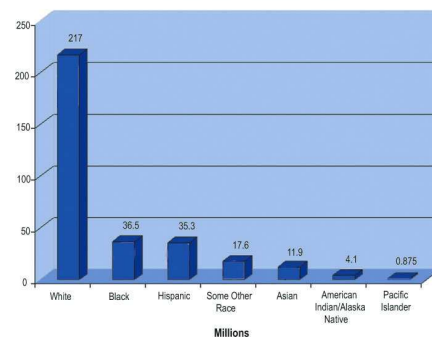
## Demographics

Questions data may help address about who you serve:

- How old are they?
- What races/ethnicities?
- What are the major land uses?
- Who are the principal operators?

## U.S. Population by Race

The American Population - 2000



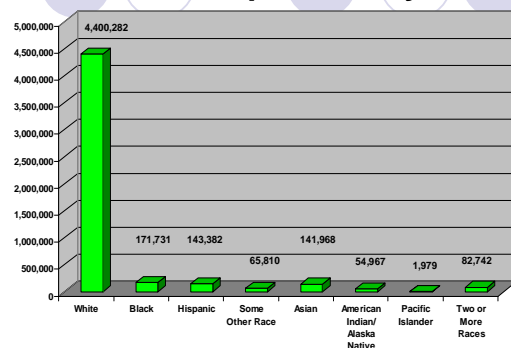
## U.S. Population by Race

Racial and ethnic minorities in the U.S. dramatically increasing.

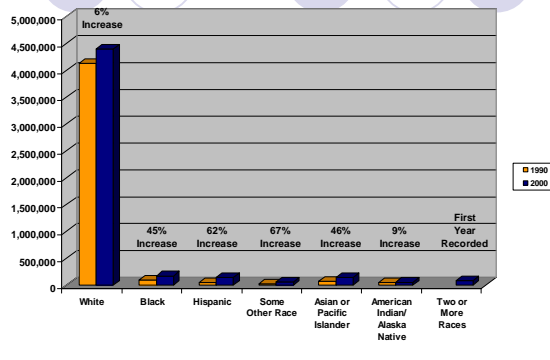
- Percentage of whites *increased by 8.6%* between 1990 and 2000
- Percentage of African Americans *increased by 21.5%*
- Asian Americans *by 72.2%*
- Hispanic or Latinos *by 57.9%*

By 2050, whites are expected to make up a slim majority with 53%

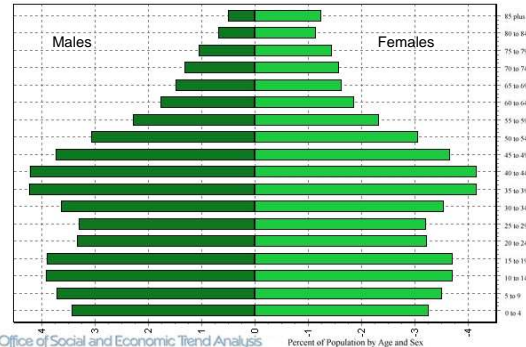
## Minnesota's Population by Race



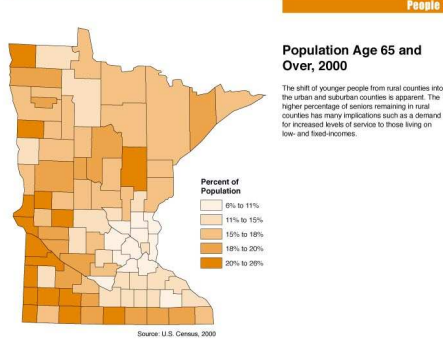
## MN Population Increase 1990 – 2000



## MN Population Distribution by Age and Gender



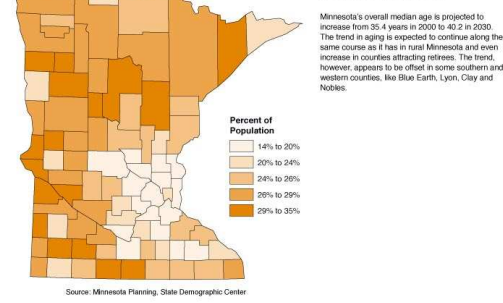
## Population over Age 65



Atlas of Minnesota

13

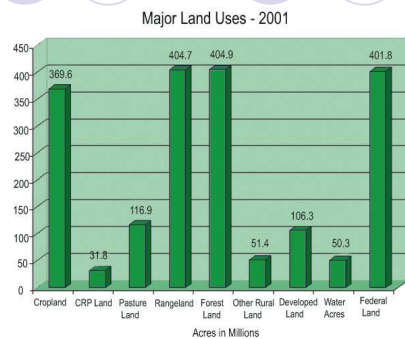
## Projected Population Age 65 and Over, 2030



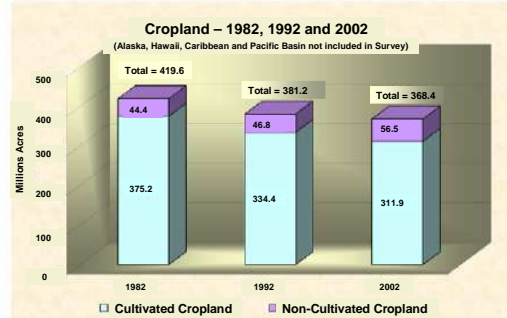
Atlas of Minnesota

14

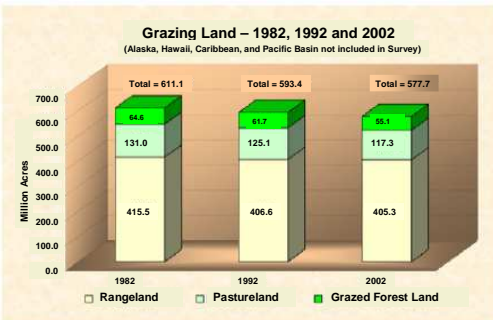
## Land Use in the U.S.



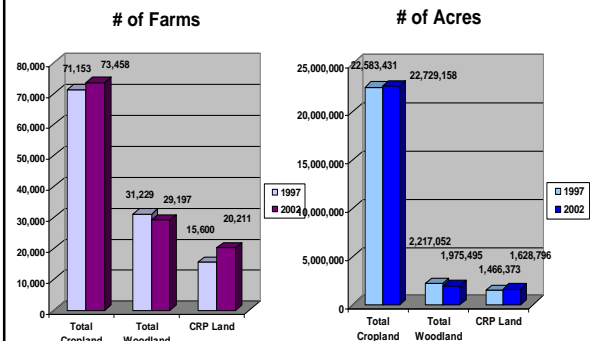
## Cropland Trend in U.S.



## Grazing Land Trend in U.S.



## Changes in Major Land Use MN - 1997 and 2002



## Spanish, Hispanic, or Latino Origin Principal Operators in U.S.

|                 | 1997             | 2002             |
|-----------------|------------------|------------------|
| Number of Farms | 33,450           | 50,592           |
| Land in Farms   | 16,782,337 acres | 20,770,712 acres |

## Spanish, Hispanic, or Latino Origin Principal Operators in Minnesota

|                 | 1997         | 2002          |
|-----------------|--------------|---------------|
| Number of Farms | 268          | 502           |
| Land in Farms   | 93,721 acres | 139,382 acres |

## Women Principal Operators in U.S.

|                 | 1997             | 2002             |
|-----------------|------------------|------------------|
| Number of Farms | 209,784          | 237,819          |
| Land in Farms   | 50,975,936 acres | 59,383,557 acres |

## Women Principal Operators in Minnesota

|                 | 1997          | 2002          |
|-----------------|---------------|---------------|
| Number of Farms | 4,205         | 6,370         |
| Land in Farms   | 718,503 acres | 956,511 acres |

## Your District's Demographics

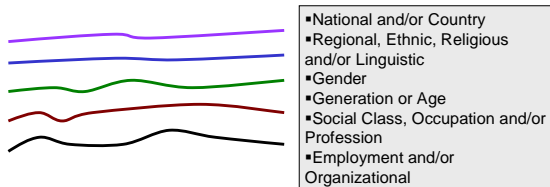
- Analyze your district's demographics:
  - What does your district look like?
    - Age
    - Race
    - Major land use
    - Principal ownership
    - Other?

## Your District's Demographics

- Is your board representative of your district's citizens?
- How does that matter?

## Layers of Diversity

Almost everyone belongs or identifies with a number of different groups and categories of people at the same time



## What can diversity do for us?

*In nature or ecology exists a principle relationship between diversity and stability:*

- *The more diverse the ecosystem, the more stability*
- *Monoculture vulnerable to pests and pathogens, extreme weather*

*and...*

## What can diversity do for us?

- *Mature ecosystem, whether prairie, forest, wetland, has structure and species richness, protects against ecological failure if environment changes*
- *Diversity equals strength and stability*

**So, what does this mean for district boards?**

## Outreach for Success

Good **leaders** become **aware** of the many aspects of diversity, view them as **strengths**, and use them to **enhance** the board **work** and community **programs**.

- How might you affect a change in diversity on your board and improve outreach for more success?

## Social Capital

- What is social capital?
  - Bonds of trust that arise between people interacting in everyday life.
- What does this have to do with your board?

## Break

- Please return in 10 minutes



## Skills Assessment

- Focus on *your* district's goals.
- Review "Analyzing the Needs of Your District" worksheet.

## Client Outreach = Success

- Diverse boards can improve client outreach. How?
- What did the Allen district do well?

## Client Outreach = Success

- Using "Client Outreach Strategies" sheet
  - Consider ways to reach underserved client groups in your district.

## Introduction to Board Recruitment

- Identifies potential district officials and strategies to recruit them.
- Based on your district's needed skills and clientele representation.

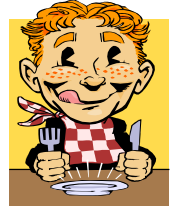
NACD Recruitment Manual:  
[www.nacdnet.org/resources/RGuide/](http://www.nacdnet.org/resources/RGuide/)

## Recruitment Plan

- For your district, complete the “District Official Recruitment Plan” worksheet

## Lunch!

- We'll return to our program at 1 p.m.
- Enjoy your meal and visiting!



## District Official Retention

- Why does retention matter?

## District Official Retention

- How do you keep good board members?
  - Decision-making
  - Planning
  - Responsibility
  - Policy vs. Management
  - Integral leader of district and conservation movement
  - Recognition
  - Committees and task forces
  - Match assignments with personal interests
  - Opinions, input, feedback
  - Information

## Retention Plan

- For your district, review the “District Official Retention Plan” worksheet

## Plan Implementation

### Tips for Success:

- Assign a staff member or board member as a “steward” of the plan. Hold this person accountable for its implementation.
- Each time you meet, **plan review should be on your agenda:**
  - Take 5 minutes to make sure you're on track. If you're not, take 5 or 10 minutes to make necessary adjustments or assignments.
- Other ideas?

## Reviewing Objectives

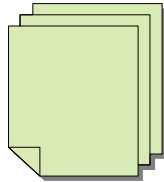
- Build stronger recruitment and retention plans for board members
  - Ideas to recruit needed skills to your board.
  - Recruit within under-represented constituent groups.
- Identify customer outreach strategies to better reach local audiences
  - Know demographic changes in your district
  - Put knowledge into action

## Additional Resources

- Workshops are available on
  - leadership,
  - facilitation skills and
  - public participation strategies
- The University of Minnesota Extension Service web site is:  
[www.extension.umn.edu](http://www.extension.umn.edu)

## Evaluation

Please let us know what worked well  
and your suggestions!



## Outreach for Success

*Thank you for your  
participation!*

Minnesota Association of Soil and Water  
Conservation Districts  
from the  
National Association of Conservation Districts



## **DAKOTA COUNTY SOIL & WATER CONSERVATION DISTRICT**

Dakota County Extension and Conservation Center  
4100 220<sup>th</sup> Street West, Suite 102  
Farmington, MN 55024  
Phone: (651) 480-7777  
FAX: (651) 480-7775

### ***News***

For Immediate Release: January 10, 2005

For more information call: Lana 651-480-7777

### **SOIL AND WATER CONSERVATION DISTRICT BOARD ANNOUNCES VACANCY**

The Dakota County Soil and Water Conservation District announces a vacancy on its Board of Supervisors. This Board position is vacant due to a recent resignation. The existing Board will appoint an individual to serve until December 31, 2006.

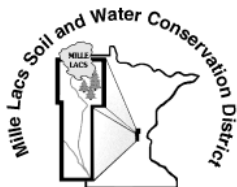
If you are concerned about our natural resources, maintaining and improving water quality, and protecting our soil, consider becoming a Board member of the Dakota County Soil and Water Conservation District.

Board members must live within the area they represent. The area currently vacant, District I, covers the Cities of Burnsville, Eagan, Inver Grove Heights, Lilydale, Mendota, Mendota Heights, South St. Paul and Sunfish Lake, West St. Paul.

Board Supervisors are responsible for setting policy and program direction for the Soil and Water Conservation District. Specific responsibilities include attending one monthly Board meeting, plus additional committee meetings and regional conservation events. Supervisors do not receive a salary, however they are paid per diem plus expenses.

Interested individuals are requested to send a short biography and letter of interest by January 28, 2005 to the attention of Brian Watson, District Manager; Dakota County Soil and Water Conservation District; 4100 220<sup>th</sup> Street West, Suite 102; Farmington, MN 55024. For more information, contact Joe Meyers, Board Chair (651-437-1746) or Brian Watson, (651-480-7778).





1016 5th Street SE • Milaca, Minnesota 56353  
Telephone: (320) 983-2160 • Fax (320) 983-2107

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For Immediate Release: December 17th, 2009

For more information call: Susan Shaw 320/983-2160

## **SOIL AND WATER CONSERVATION DISTRICT BOARD ANNOUNCES VACANCY**

The Mille Lacs Soil and Water Conservation District announces a vacancy on its Board of Supervisors. The existing Board will appoint an individual to serve the remainder of the term until December 31, 2012.

If you are concerned about our natural resources, maintaining and improving water quality, and protecting our soil, consider becoming a Board member of the Mille Lacs Soil and Water Conservation District.

Board members must live within the area they represent. The area currently vacant, Nominating District 1, covers Princeton Township, Bogus Brook Township and Greenbush Township.

Board Supervisors are responsible for setting policy and program direction for the Soil and Water Conservation District. Specific responsibilities include attending one monthly Board meeting, plus opportunities to participate in additional committee meetings and regional conservation events. Supervisors do not receive a salary, however they are paid per diem plus expenses.

Interested individuals are requested to send a short biography and letter of interest by January 8<sup>th</sup>, 2010 to the attention of Susan Shaw, District Manager; Mille Lacs Soil and Water Conservation District; 1016 5<sup>th</sup> Street SE, Milaca, MN 56353. For more information, contact Susan Shaw, (320-983-2160) or Kurt Beckstrom, Board Chair (320-556-3403).

# PERCENT BASED CONSERVATION PRACTICE ASSISTANCE CONTRACT

## General Information

|                                      |                                          |                                                                                                           |                                                              |                                                             |
|--------------------------------------|------------------------------------------|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|-------------------------------------------------------------|
| Organization:<br><b>Wabasha SWCD</b> | Contract Number:<br><b>21-Capacity-4</b> | Other state or non-State funds?<br><input checked="" type="checkbox"/> YES<br><input type="checkbox"/> No | Amendment <input type="checkbox"/><br>Board Meeting Date(s): | Canceled <input type="checkbox"/><br>Board Meeting Date(s): |
|--------------------------------------|------------------------------------------|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|-------------------------------------------------------------|

\*If contract amended, attach amendment form(s) to this contract.

## Applicant

|                                          |                                  |                                 |                          |
|------------------------------------------|----------------------------------|---------------------------------|--------------------------|
| Land Occupier Name<br><b>Valyn Adler</b> | Address<br><b>41500 594th St</b> | City/State<br><b>Mazeppa MN</b> | Zip Code<br><b>55956</b> |
|------------------------------------------|----------------------------------|---------------------------------|--------------------------|

\* If a group contract, this must be filed and signed by the group spokesperson as designated in the group agreement and the group agreement attached to this form.

## Conservation Practice Location

|                                  |                            |                         |                          |                                   |
|----------------------------------|----------------------------|-------------------------|--------------------------|-----------------------------------|
| Township Name:<br><b>Mazeppa</b> | Township No:<br><b>109</b> | Range No.:<br><b>14</b> | Section No.<br><b>17</b> | 1/4, 1/4<br><b>NE 1/4, NE 1/4</b> |
|----------------------------------|----------------------------|-------------------------|--------------------------|-----------------------------------|

## Contract Information

I (we), the undersigned, do hereby request cost share assistance to help defray the cost of installing the following practice(s) listed on the second page of this contract. It is understood that:

1. The land occupier is responsible for full establishment, operation, and maintenance of all practices and upland treatment criteria applied under this program to ensure that the conservation objective of the practice is met and the effective life, a minimum of 10 years, is achieved. The specific operation and maintenance requirements for the conservation practice listed are described in the operation and maintenance plan prepared for this contract by the technical assistance provider.
2. Should the land occupier fail to maintain the practice during its effective life, the land occupier is liable to the State of Minnesota for the amount up to 150% of the amount of financial assistance received to install and establish the practice unless the failure was caused by reasons beyond the land occupier's control, or if conservation practices are applied at the land occupier's expense that provide equivalent protection of the soil and water resources.
3. If title to this land is transferred to another party before expiration of the aforementioned life, it shall be the responsibility of the landowner who signed this contract to advise the new owner that this contract is in force and to notify other parties to the contract of the transfer.
4. Practice(s) must be planned and installed in accordance with technical standards and specifications of the:

**NRCS- Field Office Technical Guide (FOTG) 638 - Water & Sediment Control Basin**

5. Increases in the practice units or cost must be approved by the organization board through amendment of this contract as a condition to increase the cost-share payments.
6. This contract, when approved by the organization board or council, will remain in effect unless canceled or amended by mutual agreement, except where installations of practices covered by this contract have not been installed by 11/30/2022, this contract will be automatically terminated on that date.
7. Items of cost for which reimbursement is claimed are to be supported by invoices/receipts for payments and will be verified by the organization board as practical and reasonable. The invoices must include the name of the vendor; materials, labor or equipment used; the component unit costs and the dates the work was performed. The organization board has the authority to make adjustments to the costs submitted for reimbursement. Pre-Construction Cover is exempt from having the required invoices/receipts.

## Applicant Signatures

The land occupier's signature indicates agreement to:

1. Grant the organization's representative(s) access to the parcel where the conservation practice will be located.
2. Obtain all permits required in conjunction with the installation and establishment of the practice prior to starting construction of the practice.
3. Be responsible for the operation and maintenance of conservation practices applied under this program in accordance with an operation and maintenance plan prepared by the technical assistance provider.
4. Not accept cost-share funds, from state sources in excess of 75.%, or state and non-state sources that when combined are in excess of 75.% of the total cost to establish the conservation practice. Pre-construction Cover is exempt from the percent reimbursement rate limitations when utilizing the flat rate payment option.
5. To provide copies of all forms and contracts pertinent to any other state or non-state programs that are contributing funds toward this project.

|                   |                                                                                 |
|-------------------|---------------------------------------------------------------------------------|
| Date<br>9-21-2021 | Land Occupier<br>Valyn Adler<br>Valyn Adler                                     |
| Date<br>9-21-2021 | Landowner, if different from applicant<br>Marilyn Kastler<br>Marilyn P. Keitler |
|                   | Address, if different from applicant information:                               |

### Conservation Practice

The primary practice for which cost-share is requested is: 638 - Water & Sediment Control Basin

|                                                                                  |                                                                                          |                                                |
|----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|------------------------------------------------|
| Eligible Component Standards & Names<br><br>638 - Water & Sediment Control Basin | Engineered Practice: <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO | Total Project Cost Estimate<br><br>\$15,231.50 |
|                                                                                  | Ecological Practice: <input type="checkbox"/> YES <input type="checkbox"/> NO            |                                                |

### Technical Assessment and Cost Estimate

I have the appropriate technical expertise and have reviewed the site where the above-listed practice is to be installed and find it is needed and that the estimated quantities and costs are practical and reasonable.

|                   |                                               |
|-------------------|-----------------------------------------------|
| Date<br>9/22/2021 | Technical Assistance Provider<br>Pete R. Hays |
|-------------------|-----------------------------------------------|

### Pre-Construction Cover

Is allowed when temporary cover is necessary for the future installation of structural conservation practices. A flat rate payment of up to \$150 per acre, not to exceed 10 acres, is allowed as part of a state cost-share contract for the installation of structural practice(s).

| Amount / Acre (NTE \$150/acre) | Number of Acres (NTE 10 Acres) | Total Amount |
|--------------------------------|--------------------------------|--------------|
|                                |                                |              |

### Amount Authorized for Financial Assistance

The organization board or council has authorized the following for financial assistance, total not to exceed 75.0% of the total cost to establish the conservation practice plus the pre-construction cover total amount if utilizing the flat rate payment option.

| Amount     | Program Name  | Fiscal Year |
|------------|---------------|-------------|
| \$6,423.63 | 2021 Capacity | 2021        |
|            |               |             |
|            |               |             |

|      |                      |                                       |
|------|----------------------|---------------------------------------|
| Date | Authorized Signature | Total Amount Authorized<br>\$6,423.63 |
|------|----------------------|---------------------------------------|