

Communications Subcommittee for the CSL, NIWQP

Wednesday, 3 December 2008, Conference Call

Minutes

Present:

Kelly Addy	Susan Brown	Julie Kallenberger	Daphne Pee
Jim Bauder	Jean Eels	Jennifer Kushner	Rebecca Power
Diane Boellstorff	Christine French	Alyson McCann	Jan Seago
Eve Brantley	Art Gold	Mark McFarland	

I. Structure and operation of R3 – D. Pee

- Daphne described the structure and operation of the Mid-Atlantic Water Program, as well as the [R3 Scope of Work](#).

II. Structure and operation of R8 – J. Bauder

- Jim described the structure and operation of the Mid-Atlantic Water Program, as well as the [R8 rubric for within-region proposals and evaluation criteria](#).

III. Structure and operation of R9 – C. French

IV. Structure and operation of R10 – J. Seago

V. Communications Subcommittee Membership – M. McFarland, A. Gold and K. Addy

- The CSL's vision for the Communications Subcommittee is that it increase communication and awareness of opportunities between regions.
- Because the regional websites should feature our successful programs, it will likely be mutually beneficial when both the members of this subcommittee as well as national and regional website content managers participate on this subcommittee.
- Subcommittee members may invite others who might benefit from participation on this subcommittee to attend our meetings and conference calls.

VI. Other Business

- We will meet in person, Sunday, February 8, 7-8:30 pm, in St. Louis, MO.
- Among other agenda items at that meeting, we will be calendaring quarterly conference call for the next year.

Region 3 (Mid-Atlantic) Organizational Structure

A. Regional Water Quality Coordinator:

The project investigator will continue to serve as the Regional Coordinator. Day-to-day management tasks required of the Coordinator will include:

- Supervising program staff;
- Overseeing subcontract and budget management;
- Chairing the Steering Committee;
- Strengthening interstate and interagency water quality partnerships within the region and nationally;
- Overseeing strategic planning activities, including program reviews and evaluations;
- Representing the region on the National Committee for Shared Leadership;
- Reporting annually to USDA-CSREES on the progress made by the program (in accordance with grant requirements).

B. Institutional Coordinators:

Each partnering institution will select a representative to coordinate school-specific activities, tasks which will include:

- Managing institutional budgets and contractual responsibilities;
- Identifying and strengthening water quality/quantity expertise at each institution;
- Working with the Liaison to coordinate annual institutional meetings with Department Chairs, Extension Directors, etc.,
- Encouraging coordination and collaboration across institutions;
- Building/maintaining relationships with administrators, county extension educators, etc.;
- Encouraging travel to national and regional meetings amongst institutional members;
- Interacting with 406- funded projects in their respective states.

C. Regional Water Quality Steering Committee:

This committee will include representatives of each partner institution, the Regional Coordinator, and Liaison. Members of this group will meet by conference call monthly and in person, at least, three times per year. The Steering Committee will be expected to:

- Provide overall programmatic guidance regarding programming policies, focus, direction, and coordination;
- Work with the Regional Advisory Board to set priorities and direction;
- Interact with 406-funded projects within the region;
- Respond to opportunities created by the Liaison and others within the program;
- Review and select project areas;
- Allocate the budget.

A co-Chair for the Steering Committee will be selected to assist in the daily management of program. This position will be responsible for working with the Regional Coordinator and/or staff on program management needs (e.g. staff and operational decisions).

D. Regional Advisory Committee

An external advisory committee for the MAWP was established in 2007 to:

- Provide guidance to the MAWP's leadership on priorities and direction;
- Serve as a champion for the program at their respective organizations.

In forming the Regional Advisory Committee (see Table 2), the Program sought members who could represent a broad spectrum of water quality perspectives, including agricultural industry, non-profits, state and federal government, and urban concerns.

E. Program Staff:

The MAWP will implement two staff positions to ensure that the program operates efficiently and effectively.

Regional Liaison

The main responsibilities for the Regional Liaison will be to address administrative/operational needs and coordinate with federal, regional and state water quality agencies and organizations.

These tasks will require the Liaison to:

- Attend to program management and implement adaptive management approaches;
- Design and execute the program's strategic planning and evaluation system;
- Plan and coordinate meetings and conferences to build partnerships with and amongst the water quality community;
- Continue developing relationships and opportunities with existing partners;
- Foster new partnerships with pertinent agencies and organizations;
- Create awareness among agencies and organizations within the region of the scientific expertise and programmatic resources available through both the regional program and state Extension programs;
- Ensure the Steering Committee and program members are aware of activities, emerging issues, and funding or programmatic opportunities;
- Collaborate with other regions to coordinate CSL-sponsored programs and share regional efforts and resources;
- Assist with overseeing the budget, content development for the website, writing reports, conducting assessments, and organizing conferences/workshops.

Budget Administrator and Webmaster

The Budget Administrator and Webmaster administers two specific operations of the program: the budget and the regional website, www.mawaterquality.org. This website has already been developed, but will be increasingly populated with new materials related to MAWP activities and other pertinent water quality resources, announcements, and links.

The role of this position will require:

- Administering/tracking the budget and managing contractual responsibilities;
- Maintaining and updating the regional website;
- Gathering information on state, regional, and federal programs, conferences, and funding opportunities to include on the website and in a weekly newsletter;

- Assisting with writing reports, conducting assessments, and organizing conferences/workshops.

MAWP Scope of Work (2008-2010)

I. Theme-specific Activities

Theme 1: Water Policy and Economics

a. Market Forces and Performance Enhancing Policies

- UMD: Doug Parker, Mark Dubin
- PSU: Charlie Abdalla, John Becker
- WVU: Alan Collins
- VT: Kurt Stephenson

In recent years, growers, landowners and consumers have been inundated with talk about the potential for ecosystem services markets to improve environmental quality and provide cash flow. But there is a lack of unbiased information on “ecosystem services markets.” Producers and consumers of these services need better information to evaluate their potential benefits and costs. To help policymakers, stakeholders and the general public better understand the potential for these markets we propose to break down the concept of ecosystem services into its components, enumerate the potential benefits and pitfalls of these markets, and demonstrate that water quality goals can be achieved within a reasonable time frame.

Through personal consultation and development of educational resources, we aim to enable policy and program staff with the tools and information they need to incorporate market-based methodologies into their policies/regulations, advance water quality beyond traditional policy and program design, and increase cost efficiency of water quality improvement efforts.

This effort will also build on the national facilitation project on performance-based policy (<http://www.uvm.edu/~pepa/intro/>) and a concurrent project underway at West Virginia University (<http://www.cacaponinstitute.org/wvunri.htm>). These projects seek to work at the watershed scale with watershed groups and watershed leaders. We will work with project investigators to assess lessons learned and use this information to develop educational materials related to performance-based incentives.

b. Water Quality and Quantity Connections

- PSU: C. Abdalla, J. Becker; A. Jarrett
- U. Del.: D.Hansen
- UMD: D. Parker
- VT: J. Pease, B. Benham, K. Stephenson, G. Evanylo
- WVU: A. Collins, F. Holehouse

Water quality and water quantity are inextricably connected. It is not possible to achieve management goals with respect to water quality without considering water quantity and vice versa. Unfortunately, most current water management institutions/policy-making bodies and multi-state, state and local laws/programs treat these dimensions or goals in isolation.

In the Mid-Atlantic, numerous agencies and organizations have actively sought to address water quality concerns, particularly in the Chesapeake Bay watershed. But, as development pressures have led to over-taxed water supplies in several communities, the need to address water quality and quantity in concert has become apparent. Several interstate commissions have been established to address water quantity and inter-basin transfers. In Region 3, these institutions include interstate commissions for the Delaware, Ohio, Potomac, Susquehanna, Rappahannock, and Roanoke Rivers, as well as the Great Lakes. While some of these commissions also work on water quality issues, they have not worked with the water quality community enough to encourage planning and policy that encompasses both water quality and water quantity concerns.

With forecasts of global climate changes and extreme weather events, it will be even more important to integrate water quality and quantity dimensions and make the maximum use of water management institutions that look at water issues within a broader systems or watershed management context. To address these needs and encourage more effective management of regional water resources, we propose to start building awareness of this issue amongst agencies and stakeholders, and facilitating greater dialogue amongst the two water communities. In doing so, we aim to strengthen external partnerships across and within states, arm audiences with the knowledge they need to increase their participation in shaping water policy, and advance decision making to include broader concerns.

Theme 2: Drinking Water and Human Health

a. Master Well Owner Network

- UMD: Gary Felton, Stephanie Clemens
- UMES: Corrie Cotton
- WVU: Tom Basden, Alan Collins
- VT: Brian Benham
- U. Del: Dave Hansen
- DSU: Gulnihal Ozbay
- PSU: Bryan Swistock

Over 2 million homes throughout the Mid-Atlantic Region utilize a private water system as the primary drinking water supply. The management of all these systems rests on the shoulders of those who drink the water. Unlike public or community water systems, all of the testing, maintenance, and treatment of private systems are the sole responsibility of the homeowner. In most cases, homeowners do not receive a manual instructing them on how to take care of their private water supply. For this reason, most people using a private water system do not maintain their system properly and rarely do they have the water regularly tested. Homeowners often are also unaware of the connection between their on-lot septic system and the quality of their drinking water.

The Master Well Owner Network (MWON) is a free educational program that teaches residents how to maintain or improve their water quality through a train-the-trainer model. Follow-up evaluations have shown that 76% of well owners educated by a Master Well Owner volunteer have taken some action to better manage their water supply (had water tested, installed treatment, improved construction, removed source of pollution, etc.). Building on the success that MWON has had over the past four years, we propose to continue building and expanding MWON in rural communities within the five states. The goal of this effort for the next four years is to reach more people in the region and help them improve their drinking water quality by giving them the information and tools needed to properly manage their private well and waste systems.

The Master Well Owner Network in Pennsylvania has had tremendous success in evaluating programs and demonstrating changes in behavior. The PA MWON implements a detailed evaluation system that surveys volunteers prior to and just following the MWON training. Further evaluations are sent to both MWON volunteers and the homeowners they have worked with to assess the level of behavior change since the training. We will extend the PA MWON model throughout the Mid-Atlantic to capture the impacts in the region.

b. Drinking Water Education for K-12 Teachers and Students

- VSU: Asmare Atalay
- UDC: Wellela Hirpassa
- UMES: Corrie Cotton
- UMD: Stephanie Clemens
- Barry Fox, Water Quality Educator & Consultant
- Local 4-H Educators

- State Offices of Drinking Water.

Drinking water protection is not a designated part of the academic curriculum in most middle and high school systems. Elementary and secondary school teachers as well as students are usually not well versed on drinking water contamination and how it might occur from various point and non-point sources of pollution. Various pre-tests performed across Virginia and the District of Columbia show that:

- Middle school students in an urbanizing area of southeast Virginia thought the source of their drinking water was the kitchen faucet or the local grocery store;
- Four out of five science teachers participating in a workshop in southeast Virginia did not know what non-point source pollution was or that it can contaminate both drinking water resources and receiving waters. Moreover, none of them could recall any part of a septic tank system, although they use such devices.
- The majority (96, 91, and 98%) of high school students attending a water quality workshop in the District of Columbia could not correctly describe the source of their drinking water, explain how it gets polluted, or answer “What are fecal coliforms?”

While post-tests showed great improvements in knowledge, such findings suggest a need to educate teachers and students in rural and urbanizing communities about drinking water sources and their protection. We propose to work with the administration and teachers of targeted schools in Virginia, Washington, DC, and Maryland to formulate a tailor-made curriculum on water resources that meets Standard of Learning requirements for science and social studies courses. The curriculum will increase teacher and student knowledge and understanding about water resource management, with an emphasis on the source, treatment and protection of drinking water. Teachers will gain valuable educational resources, and the knowledge and skills to help students understand the importance of drinking water source protection. This effort will build on the recent success of a pilot 4-H program for middle school students in Virginia, as well as the wide variety of educational materials and information on water resources and management that are currently available, including National Project WET, Healthy Water/Healthy People, Project Underground, Home Assist and many others.

A series of workshops will also be offered to teachers and students that utilizes the curriculum and focuses on four areas of interest: Non-point source pollution, Drinking water testing, Groundwater contamination, and Septic systems. As with earlier efforts, evaluations for these activities will rely on a series of pre- and post- tests to measure the change in knowledge by the teachers and students.

Theme 3: Animal Waste Management / Nutrient and Pesticide Management

a. Feed Management

- VT: Charles Stallings
- UMD: Rick Kohn
- PSU: Virginia Ishler
- WA State U.: Joe Harrison and Becca White
- NRCS: Jana Malot and Tim Pilkowski
- Lancaster Cooperative Extension: Sarah Dinh

The Mid-Atlantic region is home to approximately 820,000 dairy cattle. Each state in the region has set goals for nutrient reductions in nitrogen and phosphorus. The challenge faced by the dairy industry is that the 820,000 dairy cows are found on over 10,000 individually operated dairy farms. This means the diets formulated and fed vary in forage type and quality, commodity type and quality, and in feeding systems. To complicate the situation, how rations are managed and implemented on a daily basis can be variable and inconsistent. Regular oversight by a certified feed management planner and routine record keeping demonstrating improvements are needed.

In order to help reduce nutrient pollution, specialists in Pennsylvania, Maryland and Virginia are working with NRCS and the American Registry of Animal Scientists to develop a certification process where nutritionists would be certified as feed management planners to implement the NRCS Feed Management Standard 592. This process is new to the dairy industry. On November 12, 2007, the Mid-Atlantic Water Program sponsored training for dairy nutritionists on how to become certified feed management planners. One hundred and three people attended, 56 nutritionists took the exam and 50 passed.

In the beginning of 2008, NRCS rolled out the feed management option to dairy producers along with EQIP funding. To be accepted for EQIP, producers will need to provide a feed management plan. Oversight of the process will be the responsibility of the certified nutritionists. Continuing education programs and support are needed to assist nutritionists through this initial and new process. With our expertise and experience delivering the appropriate training, we propose to continue our efforts to certify nutritionists. During these trainings, nutritionists will fill out pre-tests that will be compared with the results of the certification exam, conducted directly after training, to indicate the level of knowledge change. Further follow up surveys will provide us with data on how the nutrition information is being used in the field and any problems that the certified nutritionists encounter while writing and implementing plans.

b. Environmental Management System for Manure

- VT: Greg Evanylo, Jactone Arogo Ogejo, Katie Haering
- UMD: Gary Felton, Jennifer Becker
- PSU: Bob Graves, Nadine Davitt

Livestock and poultry manure, when applied to land as nutrient sources, contain a wide range of potentially water-impairing constituents whose deleterious effects can be ameliorated by

improved processing and land application systems. Constituents of concern include carbon, nitrogen, phosphorus, trace elements (e.g. arsenic, copper), organic compounds (anti-microbials, hormones, pharmaceuticals, etc.), and pathogens. The detrimental effects of these constituents can be reduced by:

- Processing methods that transform nutrients and trace elements to stable forms, reduce endocrine disruption activity, destroy pathogens, and reduce odors; and
- Site-specific management practices that reduce the transport of pollutants to ground and surface water in, especially, sensitive geologic terrain.

An Environmental Management Systems (EMS) is a set of processes and practices that enable an organization to reduce its environmental impacts and increase its operating efficiency. Adoption of such systems through a certification and auditing process, as has been done with biosolids management, achieves public acceptance without regulatory oversight and elicits confidence in citizens that the wastes are being handled in an environmentally sound manner. We propose to set up 3-4 pilot manure EMS demonstrations for livestock and poultry operations (in sensitive watersheds of Pennsylvania, Maryland, and Virginia), develop a manure EMS certification program for waste managers (including farmers) and federal and state agency regulatory staff, and continue conducting the Mid-Atlantic Better Composting School (an effort that was initiated through the last funding cycle).

Evaluating the demonstration sites will include pre- and post-surveys to measure the change in knowledge of those who attend demonstration days, as well as a measurement of how many improved practices have been incorporated on the demonstration farms and a quantifiable, environmental value for those practices. The Mid-Atlantic Better Composting School will be evaluated through pre- and post-tests of the workshop, and further follow-up surveys to determine the percentage of those registrants who pass the Compost Operator Certification. Finally, evaluation of the manure EMS Certification pilot program will be based on the number of farmers who get certified through this effort.

c. Nitrogen and Phosphorous Efficiencies

- U. Del: Dave Hansen
- VT: Rory Maguire
- WVU: Tom Basden
- UMD: Josh McGrath
- PSU; Doug Beegle

Historically high grain prices, coupled with high input costs for major nutrients such as nitrogen and phosphorus, have prompted a renewed interest in maximizing the efficiency of nutrient use. This is particularly true as it pertains to nutrients in animal manures. This effort aims to capture the teachable moment that this situation has yielded and provide agricultural producers, NRCS staff, extension agents and crop consultants with the tools and information they need to improve the effective management of nutrient inputs in the Mid-Atlantic region. Written resources and presentations (both web-based and formal) will be developed and evaluated through questionnaires and surveys.

II. Capacity-building activities

a. EPA Region 3 Healthy Waters Initiative

The EPA Region 3 (R3) has recently begun developing a Healthy Waters Initiative that includes a section on agriculture. The Ag Sector Contact group has been leading the assessment of how R3 can best utilize its human and monetary resources in managing agricultural practices that affect water quality. This initiative has been deemed a priority to the region, with specific structural/programmatic changes proposed in its planning. In order to ensure that their efforts are targeted properly, R3 has requested MAWP's assistance in their planning and implementation processes. During the planning phases, MAWP has agreed to provide guidance on the issues that are of importance, the methods to address the issues and pertinent audiences, and the research needs that will help decision-makers. Once R3 enters their implementation phase, the MAWP will be able to assist them through specific trainings (such as Ag 101), educating policy makers and program managers on the latest research, etc.

b. Drinking Water Source Protection

The Potomac River Basin Drinking Water Source Protection Partnership, a multi-state partnership of federal and state governments across Region 3, has source-tracked high levels of *Cryptosporidium* in the Potomac River to cattle farms. To reduce the levels of *Cryptosporidium*, the Partnership has identified a need to work with the agricultural community, specifically cattle farms. However, since all of the agencies in this partnership focus mainly on the protection and treatment side of drinking water, none of the parties have experience in agricultural issues or working with farmers. The Partnership has sought MAWP's assistance in preparing them to work with the cattle industry and educating them on agricultural practices and ways to reduce pollution. These trainings will start at the very highest level of staff (Heads of Departments and Divisions) and will likely trickle down to programmatic staff at a later time.

c. Watershed Planning and Development

The Center for Watershed Protection offers assistance to municipalities during their planning processes. To address the concerns of their clients, the Center for Watershed Protection performs a comprehensive analysis that includes assessing the municipalities' current land use and practices, and recommending watershed planning strategies that councils can incorporate into their plans. The Center, however, has limited experience in agricultural practices, so, in order to incorporate planning considerations and strategies for agricultural zones, they have invited MAWP to assist them on their watershed planning efforts.

Region 8 – we refer to ourselves as the ‘Northern Plains and Mountains’ region. Our regional project is lead by six water quality coordinators, each from a land grant university within the region. Colorado State University is the lead state, while MT, SD, ND, UT, and WY are partners in practice and subcontractors for administrative purposes. Dr. Reagan Waskom, Water Resources Research Center director and professor in the Agronomy Department at CSU, is our project leader.

Each state coordinator is a faculty member of a land grant university within the region – which is how the regional team was initially organized in 2000. All six state coordinators share equal responsibility for programmatic execution while CSU has additional responsibility for administrative and reporting responsibility. Montana state (myself) serves as assistant to our project leader, primarily with responsibility for programmatic leadership and team performance and reporting assistance. In addition, one individual on our team (Suzanna Carrithers - from Montana) provides leadership for individual program and project outcome and impact evaluation leadership and assistance. Suzanna also serves on the national evaluation team.

We have an External advisory team, consisting of representation from each state in the region. Our advisory team is comprised of representatives of the private agriculture industry, Extension leadership, state public service and natural resource management agencies, the EPA, and the NRCS.

Our regional project has been functional in this arrangement for the past 8 years, although some of our specific state leaders have changed due to retirements, changes in responsibilities, relocations, and filling of vacancies.

As a regional team, we meet twice a year face-to-face for planning, coordination, and reporting sessions. Typically, we devote two meeting times during the national water quality meeting to gather and collaborate. In addition, we meet for 3-days each summer, rotating among the various states of the project. During our summer meeting the host state coordinates a field trip specific to some endeavor of our regional project. Additionally, the regional team and support staff meet monthly in a teleconference session which focuses primarily on programmatic and administrative updates, progress reports, and communication.

Regarding the specifics of our current project, in anticipation of the RFA, the regional project leader solicited input from each state coordinator in advance of the RFA – to identify key focus areas to be addressed during the four-year period, with specific attention and detail to year 1 focus, and plans for years 2-4 continuations. Each state coordinator was advised that following the first year of funding, future year funding would be performance and outcome-based, and tied specifically to demonstrated deliverables of remaining years of the project.

The project which was funded identified 7 team goals to be addressed through various multi-state endeavors over the 4-year period. 3 goals are administrative, including how the regional team will function, engagement with CLS and advisory committees, expanded collaboration with newly identified partners, and expanded assistance in capacity building with tribal partners. There are 13 distinct tribal entities with collaborative potential in the region. The 4 remaining

goals are programmatic, based on identified themes compatible with the national program themes.

The programmatic themes, which we have identified as objectives, that our regional project focuses on are:

- watershed monitoring and management – watershed restoration,
- agricultural water conservation and protection,
- drinking water – human and livestock health,
- watershed-specific BMP development, training, and assessment.

As with many of the other regional efforts up to this point, our regional team and most of the state coordinators conducted clientele needs assessments during the last funding cycle. The outcomes of these needs assessments were the basis for our decisioning to address the themes (or objectives) that we have identified in this project.

In writing the four-year project (2009-2012), each state coordinator was invited to submit a state-specific project plan, identifying regional or multi-state projects or activities that they were prepared to provide leadership to, along with the themes or objectives that they believed they had or could recruit expertise to address. Each coordinator was also asked to extrapolate their projected contributions to the regional effort through 4 years. In addition, each coordinator was asked to identify deliverables, outcomes, and approaches to impact assessment.

For the first year (2009-2010), each state coordinator was provided ~ \$12,500 to cover regional team coordination, travel, and basic operations. In addition, each state coordinator was provided approximately \$50,000 to complete development of first-year deliverables, and outcome and impact assessments. A rubric specific to ‘regional’ project efforts has been developed and has been used as a guiding document for both assessing whether state-lead activities under the ‘regional’ mantra are meeting ‘regional’ effort criteria and for requesting ‘reserve’ funding for special, emerging issues projects of a regional nature and which were not included or addressed in the original proposal.

The regional team has committed to a ‘performance-based funding’ approach, based on an annual review by an invited, external team. During our September, 2008 regional team gathering, each coordinator identified deliverables to be completed as regional efforts and these will be evaluated by the external team in April, 2009. Outcomes of the evaluation will be used in annual reporting and submission of requests for continued funding.

As with the other regions, we have an actively changing and growing regional web site, and each state partner water quality web site is also linked to our regional web site. In addition, Colorado State University has provided leadership to a regional water conservation clearing house web site, to which the various state partners have contributed.

Presently our regional team efforts are focused on eight multi-state and regional projects:

- Completion of development of an interactive, regionally specific water quality interpretation tool web site – which addresses water quality from the perspective of human and

livestock drinking water and irrigation water quality suitability. Ultimately, this project will be tied to a regional water quality data base. This project is jointly lead by ND, CO and MT, with the other states contributing. (The theme is watershed monitoring, drinking water, human health, livestock health.)

Expansion of a 'Well Educated' private well owner well testing and maintenance and septic tank maintenance educational program throughout the region. This project is lead by MT. (The theme is drinking water and human health.)

Expansion of the National Water Conservation Information Clearinghouse web page, lead and housed by CSU. (The theme is ag water conservation.)

Completion of a comprehensive guidance manual on watershed BMP implementation effectiveness monitoring within the region. This manual (in final draft stage) will be incorporated into an on-site training module to be delivered to the regional EPA and each state coordinator for in-state specific training. This project is being lead by UT and WY. (The theme is watershed-specific BMP development.)

Organization of an Upper Missouri River basin water resources management symposium, collaborative with leadership for the 1994 Tribal partner national facilitation project to foster tribal capacity building. This project is jointly being lead by Salish-Kootenai, CO, SD, and MT. (The themes are watershed management, watershed restoration, and tribal capacity building.)

Organization of a symposium on BMP effectiveness monitoring, to be held during the 2009 National Water Quality Coordinators Conference. This symposium will include detailed assessments of six monitoring projects throughout the NPM region, along with invitational presentations on BMP effectiveness monitoring. This project is being lead by UT, WY, ND, MT. (The theme is BMP development and training.)

Collaboration with the American Society of Agronomy in the development of CCA-CEU soil and water management training program, with primary focus on soil and water management specific to ag water conservation in the NPM region. This project is being lead by Colorado, with participation from all the other states of the region. (The theme is ag water conservation.)

We have engaged with University of VT and the Winrock Foundation in a regional effort to test implement watershed specific Performance-based incentives programs focused on water conservation, as part of a national facilitation project lead by Dr. Jonathan Winsten (UVT). CO, MT, ND are participating in this project. (The theme is watershed management/watershed restoration.)

Finally – we presently have two active 406 projects in place in our region. One project, lead by Montana, is attempting to assess the beneficial consequences of irrigation-specific BMP implementation in the Lower Yellowstone River. The second project, lead by Colorado, is development of the National Ag Water Conservation Clearinghouse.

Northern Plains and Mountains Region, within-region proposal guidelines and evaluation criteria

Administrative issues:

- The maximum limit on funding for regionally supported special projects is 25% of the annual regional fund allocation and the regional balance from which funds are being drawn will not be drawn below 25% of the annual allocation. For instance, if the region sets aside \$60,000 for a year, then the maximum that can be allocated to a single regional project is \$15,000 and the regional reserve can not be drawn below a balance of \$15,000.
- Project should be written as a proposal (following the outline provided and checked against checklist by project proposers) and sent out to all of the state partners in a reasonable time manner (at least two weeks review time) before regional meeting or conference call.
Criteria agreed to by proposers ____ Yes ____ No
- Projects which are solely sponsored by regional pot funds will be given low priority.
- Project deliverables will include a final report or some type of mechanism for reporting to the regional coordinator and to the regional group (accountability and completion report, i.e., what was the outcome of the expenditure).
Criteria agreed to by proposers ____ Yes ____ No
- Authorship on deliverables.... should clearly include acknowledgment of contributions and support from the regional team; Partners participating in development, review, revisions should be acknowledged either as contributing authors or in a formal acknowledgment.
Criteria agreed to by proposers ____ Yes ____ No

These guidelines and evaluation criteria were prepared as a collaborative effort between Jim Bauder - MT (committee leader), David Clay - SD and Ginger Paige - WY, 3/5/2005; per discussion at regional team meeting, San Diego, CA. Bauder solicited comments, input, guidance from Clay and Paige and drafted the accompanying information, which was then circulated to Clay and Paige for additional comment and revisions.

Guidelines and procedures; basic requirements of projects/proposals submitted by team members

	Project requests only one-time, start-up or seed money	Yes No	
	Project time frame is not more than 24 months and preferably less than 12 months to fruition.	Yes No	
	Project will result in a product/deliverable which goes in the regional team showcase at national coordination meetings, at national web page, and will bring recognition as a regional effort.	Yes No	
	Project is being submitted jointly by at least two members of the team or by individuals from at least two states in the regional project, i.e., not necessarily state coordinators. Not token partners, but actual collaboration on proposal development, project implementation, execution, and delivery or completion.	Yes No	
	Project includes active participation by at least 1 additional within-region partner (additional to proposers), or at least one multi-state agency partner	Yes No	
	Project meets two of the agreed-to criteria as minimum	Yes No	

Scoring/ranking criteria (either when more than one proposal competing or point total needed to make decision)

	Criteria for ranking/scoring of proposal		Score
	Project has other legitimate partners involved - entities outside of current regional team composition but within the region, or other partners outside of the region.	Yes No	2 4 6

	Project being submitted clearly offers opportunity for partnering or leveraging for additional funding from partner entities, agencies, new partners.	Yes No	2 4 6
	Project is regional in scope, timely in perspective of merging issues, or important to the goals and objectives of the regional team mission.	Yes No	2 4 6
	Project has a focus, topic, subject ranked as at least modestly high priority or importance; if necessary, regional coordinator will cast deciding vote.	Yes No	2 4 6
	Project demonstrates a realized deliverable or high likelihood of deliverables with regional designation, regional perspective, regional representation.	Yes No	2 4 6
	Project enhances collaboration between a theme leader (state coordinator) and scientists in region 8 (not water quality coordinators) who are working on theme projects, issues, topics as specified in the proposal and agreed on as a group.	Yes No	1 3 5
	Project clearly demonstrates a viable promotion, development, or collaboration between our regional team membership/focus and other regional teams' membership/focus, i.e., across-region teamwork, partnership, collaboration, joint programming	Yes No	2 4 6

Proposal format - (maximum of two pages, electronic format)-

1. Project leader and state
2. Project title - identifies issue of (at least partial) regional scope
3. Project goal or objective - keep it simple

4. Funding requested
5. Time line: start date, end date (deliverable available, months
5. Within region state coordinator partners and respective states
6. Project approach - keep it simple
7. Anticipated deliverables or outcome (be definitive)
8. Anticipated or acknowledged partners/pledges to partnership (be realistic)
9. Additional details of fund partitioning, partner responsibilities

Prepare proposal and submit to regional coordinator, who will circulate the proposal and along with evaluation sheets to the regional team members.

Southwest States and Pacific Islands Regional Water Program (Region 9)

The Region 9 Water Quality Program has embraced the opportunity this year to re-evaluate program management and focus. We are currently in the process of establishing a more formal leadership structure than we have had in the past. We are leaning toward a structure including an **Executive Committee** to be responsible for key program leadership. Members and specific expectations have not yet been established, but will likely include the Project Director (Dr. Kitt Farrell-Poe, University of Arizona), the Regional Liaison (Christine French, University of California Center for Water Resources), a water quality coordinator or designee from a represented island, and a water quality coordinator or designee from the mainland. This issue will be decided within the coming months (by early 2009).

Representation: Our region is represented by water quality coordinators appointed by the Land Grant Institutions of American Samoa, Arizona, California, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia, Guam, Hawaii, Republic of the Marshall Islands, Navajo Nation, Nevada, and the Republic of Palau. A project assistant at the University of Hawaii has helped with sub-regional (island) coordination, and our regional liaison is at the University of California Center for Water Resources.

Distribution of Funds: Each participating institution will receive a base fund of \$6,500 for which they will be expected to participate in two annual face-to-face meetings (one at the national meeting, one in the summer/fall at a location within the region); submit quarterly update/status reports and invoices; connect with other USDA projects in the state/island; participate in at least one regional focus area project; contribute to regional website and fact sheet development; and communicate regional project goals and activities with institutional administrators.

Additional funds are distributed for regional projects. Projects must address an established focus area, and must include participation from at least two land grant institutions and one non-land grant partner. Projects may be proposed for a length of 1 – 3 years, where funding for years 2 & 3 are contingent upon successful progress in years 1 & 2.

If all projects submitted for a given year are of sufficient quality/merit and are below the available limit, there will be a general acceptance of the projects. If the total amount requested is marginally over the amount available, project PIs will be asked if they can modify their budgets. If the total amount requested cannot be reached through modified budgets or if the amount is much greater than the amount available, then advisory committee members may be asked to assist the executive committee in reviewing and ranking of the proposals.

Advisory Committee: In 2008 we established an external advisory committee to provide us with a formal network of expert advisors who offer input on an ad hoc basis and to be advocates for our Regional Water Program. Each committee member represents a sector of our region to give us a balance of southwest states and Pacific island interests through government, academia, non-government organizations, and general public sectors.

Advisory Committee members are contacted on an ad hoc basis to help us gain perspective on specific problems or help us improve connections to partners and stakeholders. Committee members will also be engaged in discussions to help prioritize focus areas, reviewing/ranking regional project proposals when necessary, and reviewing and providing feedback for regional proposals.

Focus Areas

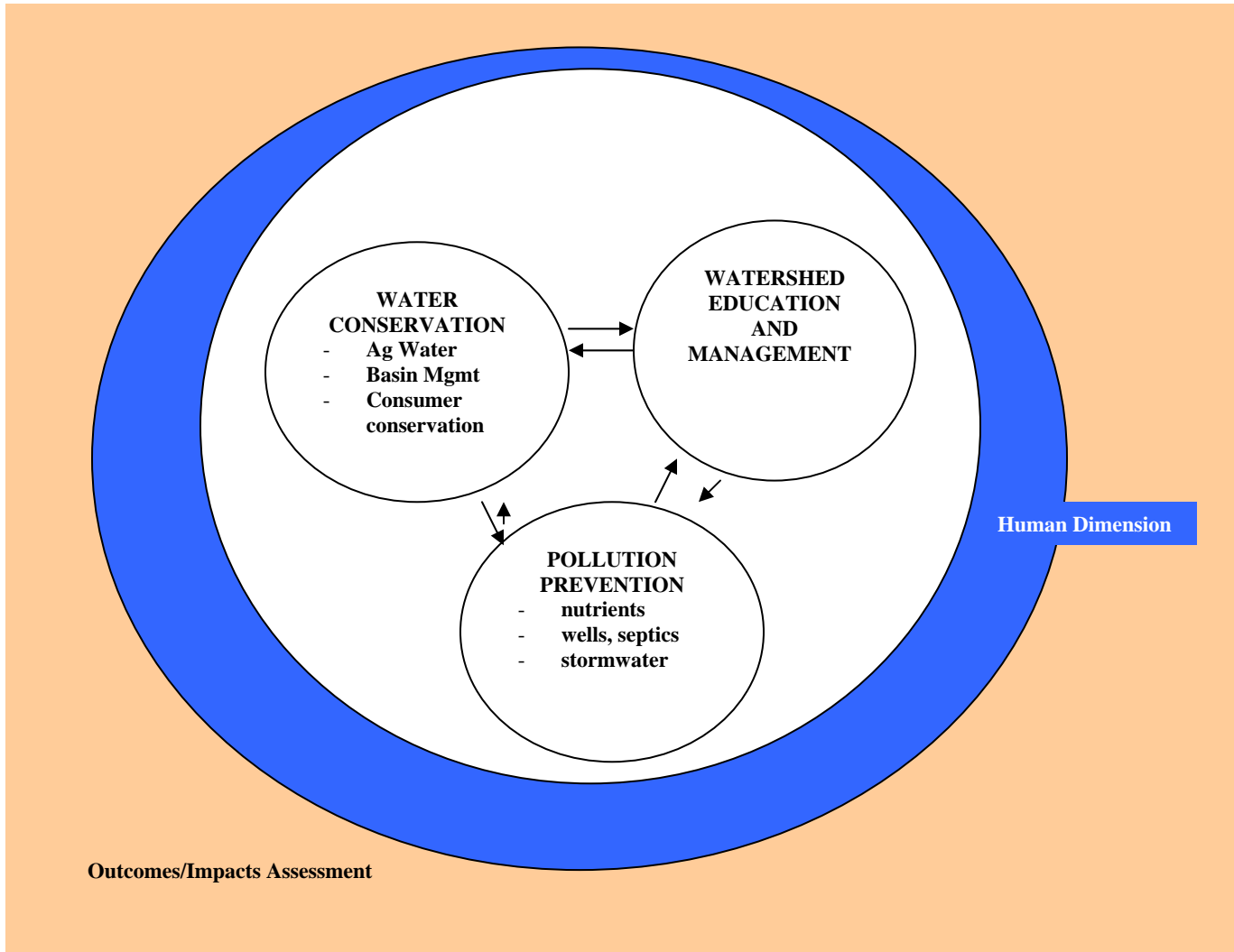
The following list of priority issue areas were identified in our November (2008) strategic planning meeting. Many of the issues fit into multiple themes depending on which aspect of the issue is being addressed. Although not all issue areas will be addressed in regional projects, all regional projects must address one of the identified issue areas.

- feral animals
- domestic animals
- private water supply (rainwater catchment and wells)
- septic tank and cesspools
- municipal wastewater
- agri-chemical runoff and leaching (urban and ag)
- landscape and irrigation water management
- water conservation (household)
- watershed (illegal dumping, leaching of toxic chemicals)
- coastal management
- erosion/soil conservation (fire, development, sedimentation)
- food safety

REGION 10 PROPOSAL FRAMEWORK

Notes from 2/5 Sparks NV meeting

FRAMEWORK



Responsibilities

- ✓ Co- PI's for each of the thematic areas
- ✓ One PI for Human Dimensions and Assessments overarching objectives
 - ❖ So, in theory > 8 PI's
- ✓ PI's presently in Region 10:
 - ❖ AK – Fred Sorensen
 - ❖ ID - Bob Mahler
 - ❖ OR – Mike Gamroth
 - ❖ WA – Bob Simmons/Pat Pearson
 - ❖ NWIC – Michael Cochrane
 - ❖ WC – Michael Barber

Project Objectives:

- ✓ Enhance coordination between LGI's, Water Research Centers, Federal, State, Tribal, Local, and NGO's in the Pacific Northwest
- ✓ Develop programs to deliver appropriate pollution prevention programs that improve water resources in the PNW
- ✓ Develop programs to deliver appropriate water conservation programs that improve water resources in the PNW
- ✓ Develop programs to deliver appropriate watershed education/management programs that improve water resources in the PNW
- ✓ Assess public attitudes, aptitudes and actions taken to address water resource issues in response to programming efforts
- ✓ Implement appropriate activities to support cross-regional programs

a. New Projects:

- ✓ De-emphasize coordination (done that; now enhance it) but project emphasis
 - ❖ Base – \$18.75K per entity (WSU, OSU, UI, UA, NWIC, SWWRC)
- ✓ Emphasize Outcomes/outputs
- ✓ Budget – 5 categories
 - ❖ Coordinator base – 6 x \$18.75K = \$120K
 - ❖ Themes base – 4 themes (HD/AS combined as 1)
45k+11.25K (overhead) = \$56.25 X 4 = \$225K
 - ❖ Project Base \$50K
 - ❖ Special projects \$75K
 - ❖ Liaison (0.5 FTE) \$58K
 - ❖ Uncontrollable overhead \$50K
 - Coordinator base \$18.75 (include overhead) to each of the six entities

b. Theme base:

- \$56.25K allocated to Pollution Prevention
- \$56.25K allocated to Water Conservation
- \$56.25K allocated to Watershed education/Management
- \$40K to \$56.25K allocated to Human Dimension & Assessment

Examples of Allocation Process:

- ❖ Water conservation – 2 PI's (could be three) write work plan for theme;
- ❖ Develop logic model for theme;
- ❖ Determine allocation of the \$56.25K (which could have split between 2,3,4, or 5 partner entities – normally 2 or 4 entities
- ❖ 10 deliverables for first 12-month period; to any allocation – there must be deliverables!

c. Project Base \$50K

- ✓ 05 FTE project support (KAL) for newsletters, website, etc.
- ✓ \$10K travel allocation for CSL business

