



A program sponsored by



Audubon

in alliance with **TOYOTA**

and



IAIN NICOLSON Audubon
CENTER AT ROWE SANCTUARY

Conservation Planning Guide

TogetherGreen developed these easy to follow guidelines* to help you and your students identify, plan, and implement your project. Just answer the following questions and you are on your way to completing a good, educational conservation project.

Don't forget to check out the TIPS at the end of this guide. This section gives you ideas for selecting priority habitats and species as your conservation targets (if applicable), as well as tips for using commonly accepted language in your proposal to define both the threats your project is addressing and your project activities.

*Defined by the Open Standards for Conservation Planning:

http://conservationmeasures.org/CMP/Site_Docs/CMP_Open_Standards_Version_2.0.pdf

HABITAT GOALS

If you choose to **reduce the threat to habitats or species** as the focus of your project:

Target: Describe your specific habitat or species target. (Which species or population of species are you targeting? Which habitat type and location are you targeting?)

Need: Explain how you know your species or habitat target needs help. (Is it on the Audubon's WatchList? Is its status on the state wildlife threatened or endangered list? Is it included in a local database of threatened or endangered species?)

Threat: What are the specific threats or problems (for example, habitat loss, sprawl, human behaviors or lack of knowledge, or lack of an incentive) putting pressure on the species or habitat?

Objectives: Given the targets and threats, what are you going to accomplish with your project? What reduction(s) in the threat(s) to your target(s) will you achieve?

Audience: If applicable, who is the audience for this project and why have you selected this audience? Have you ever worked with this audience before? If not, how do you plan to establish credibility with them? What do you expect the participants to do as a result of being a part of this project? (What types of behavior change are you aiming for – from consumer choices to community actions and beyond?)

Activities: Given your objectives and your selected audience(s), what strategic activities will you conduct?

Budget: Develop a budget showing how much funding and in-kind services, etc. will be needed to complete the project and the sources of those funds. A sample budget is found at the end of this guide.

Timeline: List each component of the project and scheduled dates to begin and end that component.

Indicators of Success: If your project is successful, what will success look like? (Be as specific as possible. For example, how many acres will be protected? How many people will be reached? To what degree will the threat level be reduced and in what time frame?)

For School Projects: Which education standards does this project help meet? Examples include:

Reading

- 8.2.2 Students will write compositions with a clear focus, logically related ideas, and adequate supporting detail
- 12.3.1 Students will pose questions and contribute their own information or ideas in group discussion in order to acquire new knowledge
- 12.3.2 Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and information to be conveyed

Math

- 8.5.1 Students will collect, analyze, interpret, and display data
- 8.5.2 Students will read and interpret tables, charts and graphs to make comparisons, predictions, and inferences
- 12.3.1 Students will select and use appropriate measuring units, tools and/or technology to achieve a specific degree of accuracy and precision
- 12.2.3 Students will perform estimations and computations mentally, with paper and pencil, and with technology
- 12.5.1 Students will apply sampling techniques to gather data, organize, display and interpret data to solve complex problems

Science

- 12.1.1 Students will develop an understanding of systems, order, and organization
- 12.1.2 Students will develop an understanding of evidence, models, and explanation
- 12.4.4 Students will develop an understanding of the interdependence of organisms
- 12.4.6 Students will develop an understanding of the behavior of organisms
- 12.7.2 Students will develop an understanding of the effects of population change
- 12.7.4 Students will develop an understanding of environmental quality
- 12.7.5 Role of science and technology in local, national, and global challenges

Social Studies

- 4.1 Students will compare communities and describe how the local community changed physically and demographically over time
- 4.4 Students will compare and contrast daily life in the past and present, considering things, such as roles, jobs, communication, technology, transportation, schools, and cultural traditions
- 4.14 Students will identify examples of making economic choices and explain what is given up when making a choice....
- 4.26 Students will explain the interaction between rights and responsibilities

If you choose **restoring habitat for a species or population of special concern:**

Target: Describe the specific habitat you will be working to restore and the species or population that will benefit from the restoration.

Need: Explain why you picked this species or habitat. (Is it on the WatchList? Is its status on the state wildlife threatened or endangered list? Is it a local community landmark?)

Threat: How did the habitat become degraded? What are the threats? How will your restoration program address these threats (sprawl, pesticide use, recreational use, lack of enforcement, and so on)? Are there ongoing threats (sprawl, pesticide use, recreational use, lack of enforcement, and so on)? If so, how will your restoration program address them?

Objectives: Given the target for restoration, what are your key objectives for the project? (What are you going to accomplish with your project?)

Audience: If applicable, who is the audience for this project and why have you selected this audience? Have you ever worked with this audience before? If not, how do you plan to establish credibility with them? What do you expect the participants to do as a result of being a part of this project? (What types of behavior change are you aiming for – from consumer choices to community actions and beyond?)

Activities: Given your objectives and your selected audience(s), what strategic activities will you conduct?

Budget: Develop a budget that indicates how much funding and in-kind services, etc. will be needed to complete the project and the sources of those funds. A sample budget is found at the end of this guide.

Timeline: List each component of the project and scheduled dates to begin and end that component.

Indicators of Success: If your project is successful, what will success look like? (Be as specific as possible. For example, how many acres will be restored? How many people will be reached? What level of restoration will you expect and in what time frame? Which species will increase in population and by how much?)

For School Projects: Which education standards does this project help meet? Examples include:

Reading

8.2.3 Students will write compositions with a clear focus, logically related ideas, and adequate supporting detail

12.3.3 Students will pose questions and contribute their own information or ideas in group discussion in order to acquire new knowledge

12.3.4 Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and information to be conveyed

Math

8.5.2 Students will collect, analyze, interpret, and display data

8.5.3 Students will read and interpret tables, charts and graphs to make comparisons, predictions, and inferences

12.3.2 Students will select and use appropriate measuring units, tools and/or technology to achieve a specific degree of accuracy and precision

12.2.4 Students will perform estimations and computations mentally, with paper and pencil, and with technology

12.5.2 Students will apply sampling techniques to gather data, organize, display and interpret data to solve complex problems

Science

12.1.3 Students will develop an understanding of systems, order, and organization

12.1.4 Students will develop an understanding of evidence, models, and explanation

12.4.4 Students will develop an understanding of the interdependence of organisms

12.4.7 Students will develop an understanding of the behavior of organisms

12.7.3 Students will develop an understanding of the effects of population change

12.7.6 Students will develop an understanding of environmental quality

12.7.7 Role of science and technology in local, national, and global challenges

Social Studies

4.2 Students will compare communities and describe how the local community changed physically and demographically over time

4.4 Students will compare and contrast daily life in the past and present, considering things, such as roles, jobs, communication, technology, transportation, schools, and cultural traditions

4.15 Students will identify examples of making economic choices and explain what is given up when making a choice....

4.27 Students will explain the interaction between rights and responsibilities

ENERGY GOAL

If you choose to **reduce energy use** or **increase efficiency**:

(Note: there are no “Target” or “Threat” categories for the Energy goal. These are terms used in conservation planning and refer specifically to species and habitats.)

Need: Explain the need for this project and what is causing excess energy to be used (energy audits show that heat is escaping from the windows and doors, people don't know what actions they can take to reduce energy use, and so on).

Objectives: What are your key objectives for the project – what are you going to accomplish?

Audience: Who is the target audience for this project and why have you selected this audience? Have you ever worked with this audience before? If not, how do you plan to establish credibility with them? What do you expect the participants to do as a result of being a part of this project? (What types of behavior change or actions are you aiming for? How will they reduce energy use or increase efficiency?)

Activities: Given your objectives and your selected audience(s), what strategic activities will you conduct?

Budget: Develop a budget that indicates how much funding and in-kind services, etc. will be needed to complete the project and the sources of those funds. A sample budget is found at the end of this guide.

Timeline: List each component of the project and scheduled dates to begin and end that component.

Indicators of Success: What does success look like for your project? (Be as specific as possible. For example, how many people will use less energy as a result of your project? How much will energy consumption rates drop? How many pounds of CO₂ will be prevented from being released?)

For School Projects: Which education standards does this project help meet? Examples include:

Reading

8.2.4 Students will write compositions with a clear focus, logically related ideas, and adequate supporting detail

12.3.5 Students will pose questions and contribute their own information or ideas in group discussion in order to acquire new knowledge

Math

8.5.3 Students will collect, analyze, interpret, and display data

8.5.4 Students will read and interpret tables, charts and graphs to make comparisons, predictions, and inferences

12.3.3 Students will select and use appropriate measuring units, tools and/or technology to achieve a specific degree of accuracy and precision

12.5.3 Students will apply sampling techniques to gather data, organize, display and interpret data to solve complex problems

Science

12.1.5 Students will develop an understanding of systems, order, and organization

12.1.6 Students will develop an understanding of evidence, models, and explanation

12.7.4 Students will develop an understanding of the effects of population change

12.7.8 Students will develop an understanding of environmental quality

12.7.9 Role of science and technology in local, national, and global challenges

Social Studies

4.3 Students will compare communities and describe how the local community changed physically and demographically over time

4.4 Students will compare and contrast daily life in the past and present, considering things, such as roles, jobs, communication, technology, transportation, schools, and cultural traditions

4.16 Students will identify examples of making economic choices and explain what is given up when making a choice....

4.28 Students will explain the interaction between rights and responsibilities

WATER GOALS

If you choose to **increase water supplies** for all living things:

Target: Identify the species and habitats that your project will help protect.

Need: Explain the need for this project – why does the water shortage you are addressing matter? How does it affect your target species and habitats? How does it affect people in your community?

Threat: What are the causes of the water shortage you are addressing?

Objectives: Given the targets and threats, what are your key objectives for the project? (What are you going to accomplish with your project?)

Audience: Who is the audience for this project and why have you selected this audience? Have you ever worked with this audience before? If not, how do you plan to establish credibility with them? What do you expect the participants to do as a result of being a part of this project? (What types of behavior change or actions are you aiming for? How will they produce conservation results?)

Activities: Given your objectives and your selected audience(s), what strategic activities will your project implement?

Budget: Develop a budget that indicates how much funding and in-kind services, etc. will be needed to complete the project and the sources of those funds. A sample budget is found at the end of this guide.

Timeline: List each component of the project and scheduled dates to begin and end that component.

Indicators of Success: If your project is successful, what will success look like? (Be as specific as possible. For example, how many people will use less water as a result of your project? How much water will be saved? How many acres of habitat will be affected?)

If you choose to **improve water quality** for all living things:

Target: Identify the species and habitats that your project will help to protect?

Need: Explain the need for this project – why does poor water quality matter? How does it affect your target species and habitats? How does it affect people in your community?

Threat: What are the threats to water quality (non-point source pollution, nitrate or phosphate loading, increased sedimentation) you are addressing?

Objectives: Given the targets and threats, what are you going to accomplish with your project?

Audience: Who is the audience for this project and why have you selected this audience? Have you ever worked with this audience before? If not, how do you plan to establish credibility with them? What do you expect the participants to do as a result of being a part of this project? (What types of behavior changes or actions are you aiming for? How will they produce conservation results?)

Activities: Given your objectives and your selected audience(s), what strategic activities will you implement?

Budget: Develop a budget that indicates how much funding and in-kind services, etc. will be needed to complete the project and the sources of those funds. A sample budget is found at the end of this guide.

Timeline: List each component of the project and scheduled dates to begin and end that component.

Indicators of Success: If your project is successful, what will success look like? (Be as specific as possible: What water pollutants will be reduced and by how much? Which species would be helped and how will their populations change? How many people will your project reach? How many of them will change their behavior and how will that influence water quality?)

For School Projects: Which education standards does this project help meet? Examples include:

Reading

- 8.2.5 Students will write compositions with a clear focus, logically related ideas, and adequate supporting detail
- 12.3.6 Students will pose questions and contribute their own information or ideas in group discussion in order to acquire new knowledge
- 12.3.7 Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and information to be conveyed

Math

- 8.5.4 Students will collect, analyze, interpret, and display data
- 8.55 Students will read and interpret tables, charts and graphs to make comparisons, predictions, and inferences
- 12.3.4 Students will select and use appropriate measuring units, tools and/or technology to achieve a specific degree of accuracy and precision
- 12.2.5 Students will perform estimations and computations mentally, with paper and pencil, and with technology
- 12.5.4 Students will apply sampling techniques to gather data, organize, display and interpret data to solve complex problems

Science

- 12.1.7 Students will develop an understanding of systems, order, and organization
- 12.1.8 Students will develop an understanding of evidence, models, and explanation
- 12.7.10 Students will develop an understanding of environmental quality
- 12.7.11 Role of science and technology in local, national, and global challenges

Social Studies

- 4.4 Students will compare communities and describe how the local community changed physically and demographically over time
- 4.4 Students will compare and contrast daily life in the past and present, considering things, such as roles, jobs, communication, technology, transportation, schools, and cultural traditions
- 4.17 Students will identify examples of making economic choices and explain what is given up when making a choice....
- 4.29 Students will explain the interaction between rights and responsibilities

TIPS

Choosing species and habitat targets (Habitat/Land Goal):

Habitat and species targets will ideally be high priorities in projects. The following websites may help determine what your habitat and species targets might be:

Audubon's WatchList: <http://web1.audubon.org/science/species/watchlist/>

Common Birds in Decline: <http://stateofthebirds.audubon.org/cbid/>

Important Birds Areas: www.audubon.org/bird/iba/index.html

Nebraska Natural Legacy Project: <http://www.ngpc.state.ne.us/wildlife/programs/legacy/review.asp>

Other State Wildlife Action Plans*: www.wildlifeactionplan.org (choose your state of interest under "Explore the Action Plans") *State Wildlife Action Plans identify both habitats and species of greatest conservation need.

Defining threats to your species and habitat targets, and to water quality (Habitat/Land Goal, Water Goal):

Conservation practitioners are increasingly using common terminology to describe the threats or problems species and habitats are facing. We recommend using this terminology, explained at: http://conservationmeasures.org/CMP/IUCN/Site_Page.cfm

Defining the activities you will undertake to accomplish your project objectives (All conservation goals [Habitat/Land, Water, Energy]):

Conservation practitioners are increasingly using common terminology to describe the conservation actions or solutions they are using. We recommend using this terminology, explained at: http://conservationmeasures.org/CMP/IUCN/Site_Page.cfm

TogetherGreen Innovation Grants Program

NATIONAL AUDUBON SOCIETY • 1150 CONNECTICUT AVE., NW #600 • WASHINGTON, DC 20036
802- 505-0839 • FAX: 802-223-7686 • www.TogetherGreen.org


IAIN NICOLSON **Audubon**
CENTER AT ROWE SANCTUARY
44450 Elm Island Road
Gibbon, Nebraska
www.rowesanctuary.org
kleonard@audubon.org

SAMPLE BUDGET



Budget Section 1: General Information					
Project Title:					
Total Budget Amount:					
Budget Section 2: Budget Details					
PERSONNEL Costs				In-Kind Support estimated value, including volunteer hours (if applicable)	Total Project Budget
Names/Groups	Address	Time contributed	Matching Funds (if available)		
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
					\$ -
Sub-Total Personnel		\$ -	\$ -	\$ -	\$ -
NON-PERSONNEL Costs	Item Description	Funds obtained	Matching Funds (if available)	In-Kind Support estimated value (if available)	Total Project Budget
Consultant					
Subcontractor					
Materials & Supplies					
Marketing & Promotion					
Equipment					
Travel					
(Mileage rate:					
Other Direct Costs					
Overhead					
Sub-Total Non-Personnel					
TOTAL					