

**Kentucky Watershed Leadership Academy  
Phase II: Implementation and Sustainability  
Project Final Report**

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## **Stantec**

### **KENTUCKY WATERSHED LEADERSHIP ACADEMY PHASE II: IMPLEMENTATION AND SUSTAINABILITY PROJECT FINAL REPORT**

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## **Executive Summary**

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The purpose of the second phase of the Kentucky Watershed Leadership Academy (KWLA) project is to provide the materials for a capacity building program to be used to train local leaders and provide them with tools and skills to successfully champion the development and implementation of watershed-based plans. The previously completed first-phase of the project consisted of membership recruitment, developing and hosting a project website, conducting focus group sessions, researching existing watershed training courses, and developing the KWLA course requirements and outline. This second phase of the project consisted of three (3) tasks, described below.

Stantec continued to work with the KWLA Program Development Committee that was formed during the first phase. The Committee met eleven (11) times to provide input on the development of the modules.

Stantec continued to update and host a project website ([www.kywla.org](http://www.kywla.org)). The website included a password protected page to share draft documents with project participants. The website was updated as materials were reviewed. The website proved to be a valuable tool for sharing information among project participants and the general public, with an average 662 web hits per year between 2008 and 2012.

Stantec developed draft module overviews for 32 modules. Stantec then developed the materials for sixteen (16) prioritized modules. Materials included PowerPoint presentations and instructor notes and module overviews including required readings, glossary, additional resources, quiz questions and answers, and module evaluation forms. Module development and packaging was guided by an Instruction Design Document.

Next Steps: At this point, twenty-eight (28) of the thirty-six (36) hours of in-person and distance learning modules have been developed. The remaining modules should be developed and a pilot course should be held. Finishing the development of a sustainability plan will help ensure people are trained every year and the course material is kept up to date.

## **1.0 Introduction and Background**

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### **1.1 PURPOSE**

National trends in watershed management continue to demonstrate that citizen and community-based watershed groups are becoming increasingly involved and responsible for efforts to protect and restore water quality. In fact, USEPA and other state nonpoint source pollution management agencies have concluded that the involvement of local citizens and stakeholders are critical to the success and sustainability of any watershed management effort. As such, successful watershed protection and restoration efforts are dependent upon having local watershed coordinators and citizen champions with the capacity, tools and skills required to successfully lead watershed planning and management efforts.

In support of the development of locally-led and sustainable watershed-based planning efforts, the states of Indiana, Ohio, Kansas, etc. have developed programs to train watershed coordinators, local governments, citizen groups and other interested stakeholders in the skill sets necessary to successfully organize and lead the development of watershed-based planning efforts. Some of these fundamental skill sets include social marketing and stakeholder involvement, group facilitation, land use planning, understanding water quality and best management practices, setting realistic and effective goals, and working with elected officials.

The development of the Kentucky Watershed Leadership Academy (KWLA) will provide a capacity building program within the Commonwealth of Kentucky to train local leaders and provide them with the tools and skill sets to successfully champion the development and implementation of watershed-based plans. In addition, the KWLA will provide participants with the tools necessary to engage key stakeholders to achieve buy-in and sustainability of watershed protection efforts. The KWLA has been founded in Kentucky's Watershed Management Framework and developed collaboratively through the support of the KDOW and the input of the members of the KWLA Project Development Committee (see section 2.1).

The KWLA has been developed based on successes of existing local, regional and national programs, with a focus on the Ohio Watershed Academy and the Indiana Watershed Leadership Program along with elements of the Center for Watershed Protection Watershed Institute and the USEPA Watershed Academy. KWLA is designed to provide classroom and distance learning for the *Watershed Planning Guidebook for Kentucky Communities* (Guidebook), which was developed by the Kentucky Waterways Alliance and Kentucky Division of Water (2010). This Guidebook provides detailed information regarding the development of watershed plans in Kentucky. KWLA is designed to complement and be an extension of the Guidebook.



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The KWLA is anticipated to provide statewide benefits and result in increased ability to demonstrate results and benefits of existing and future NPS pollution management efforts within the State. These benefits will be realized by increasing the capacity of citizens, watershed groups and local governments to more fully utilize and implement many of the tools already developed by the KDOW. In addition, the KWLA will result in the development and implementation of more effective watershed-based plans that will result in further improvements in water quality throughout the State.

The KWLA contributes to the implementation of the Kentucky Nonpoint Source Management Program, which identified watershed management as a key strategy to address nonpoint source pollution. It also provides a tool to build the leadership and technical skills necessary to greatly accelerate the pace of watershed plan development and implementation.

## **1.2 GOAL**

The goal of this project is to (1) promote capacity building for watershed coordinators, local governments, citizen groups and other interested stakeholders; (2) provide the materials necessary to develop local leaders with the capacity to successfully develop and implement watershed plans; and (3) reduce non-point source pollution through the accelerated development and implementation of watershed plans in Kentucky.

## **1.3 OBJECTIVES**

One objective of this project is to develop an in-depth training program to provide key leadership and technical skills for watershed plan development.

A second objective is to provide materials for leadership and technical training for state, regional and local government water resource program managers and watershed stakeholders including environmental groups, regulated community, development community and others.

These objectives were met by completing a number of tasks as described Section 2.

## **2.0 Materials and Methods**

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### **2.1 KWLA PROGRAM DEVELOPMENT COMMITTEE**

The KWLA Program Development Committee was formed to provide advice during the development of the Kentucky Watershed Leadership Academy. Through meetings, emails and telephone calls, the committee guided the development and implementation of the program throughout this phase of the project. All agendas, meeting materials and meeting summaries were reviewed by KDOW prior to release to the committee. KDOW-approved draft materials were posted to the project website ([www.kywla.org](http://www.kywla.org)) on the password protected page. Stantec worked to address all of the comments from the Program Development Committee through a number of iterations of various materials including module outlines, exercises, and review questions. **Appendix B. KWLA Program Development Committee Documentation** includes meeting agendas, sign-in sheets, presentations and summaries for the eleven (11) committee meetings held during this phase of the project.

### **2.2 PROJECT WEBSITE**

Stantec hosted and maintained a project website available at [www.kywla.org](http://www.kywla.org) that was developed during the first phase of the KWLA project (Figure 1). The website was initially expanded to include information on the second phase. It was updated regularly as materials were produced for review by the Committee. The website included a password protected page to share draft documents, approved by KDOW, among members of the KWLA Program Development Committee. Additional information regarding the project website is provided in **Appendix C. Project Website Information**.

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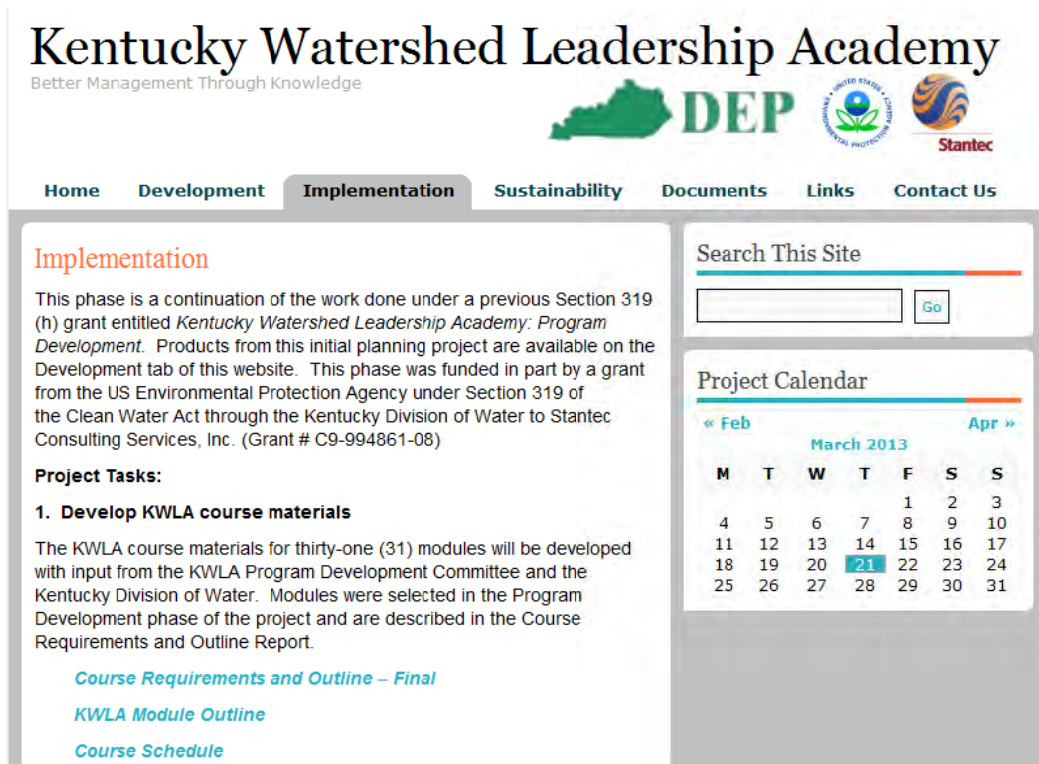


Figure 1 Screenshot kwla.org website

## 2.3 MODULE DEVELOPMENT

The purpose of this task was to further develop modules that had been selected during the first phase of the KWLA project. Effective watershed planning requires science, technical, leadership, educational and social disciplines. The goal of the course is not to raise all students to the level of “expert” in these diverse disciplines but rather to provide some basic information and skill-building exercises to help students with the right questions to ask and where to go for additional resources. The required modules of the KWLA course are designed to assist students with building skills in a number of areas covering Exploring Your Watershed and Learning More, Leadership Skills, Education and Outreach, Watershed Analysis, and Management Strategies. A number of elective modules were also initially developed in an attempt to give participants the ability to tailor the course to their specific needs. Below is an overview of required modules grouped by category.

### Exploring Your Watershed and Learning More

- Exploring your watershed
- Overview of watershed management

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- Role of the environment and economic benefits
- Determining when and how to hire assistance
- Watershed basics

**Leadership Skills**

- Identifying stakeholders, building partnerships with them and organizing a stakeholders group
- Getting a watershed group on track
- Facilitating group discussions and meetings

**Education and Outreach**

- Conducting and using the results of a social assessment for the watershed
- Changing behaviors with social marketing
- Engaging local officials

**Watershed Analysis**

- Locating, organizing and interpreting data and information for a watershed inventory
- Collecting data through a monitoring program and developing a Quality Assurance Project Plan (QAPP)
- Analyzing water quality, habitat and biological data, determining pollutant load and reductions needed to meet water quality goals
- Using results to from the analysis to prioritize watersheds and identify sources

**Management Strategies**

- Establishing meaningful watershed goals
- Establishing numerical / quantifiable targets and using environmental indicators to measure progress
- Selecting structural and non-structural Best Management Practices (BMPs) to achieve the established goals

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- Developing an implementation plan, working with watershed stakeholders to implement the plan and measuring progress.
- Finding, securing, and managing financial resources

A module overview, which includes a summary of what is to be covered during the class, list of required readings, glossary, and additional resources along with quiz questions and answers, was drafted for each of the topics listed above as well as the elective modules. Once the module overviews and quizzes were complete, Stantec developed a KWLA Instruction Design Document to describe the components for the Kentucky Watershed Leadership Academy and training program. It served as a blueprint for the development of the module packages to ensure successful design, development and delivery of the materials (see **Appendix D: Instruction Design Document**). The first three steps of the ADDIE (Analysis-Design-Development-Implementation-Evaluation) model of curriculum design were followed for the development of the training materials for this phase of the project.

**Analysis:** Reviewed the proposed description for one module overview to develop a detailed module outline.

**Design:** Upon approval of the module outline, templates were developed for the training materials. This included templates for the PowerPoint presentation with instructor notes, quizzes, overview (short and long) with required reading lists, additional resource lists, and glossary, handouts/activity sheets, and the course evaluation sheet. Figures 2 and 3 are examples of the template. Two design options were created and then one was chosen to be used for the remaining modules. In addition, a style guide was developed to guide the use of consistent language throughout the modules.

**Development:** Stantec drafted the content for the PowerPoint slides with instructor notes and the module overview. The draft was reviewed by an instructional designer to improve the formatting of the content on the slides and complete a technical edit of the instructor notes and exercises to ensure they aligned with principles of adult education. A second review was conducted of the final deliverable before providing them to client.

Stantec drafted the course materials for 16 prioritized modules. Draft materials were submitted to KDOW for review. Stantec also developed the draft KWLA Instruction Design Document which describes KWLA, establishes learning objectives, and establishes a review and approval process for KWLA products. Module presentations, instructor notes, and overviews are provided in **Appendix E. Course Materials**.

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Figure 2 Example PowerPoint design

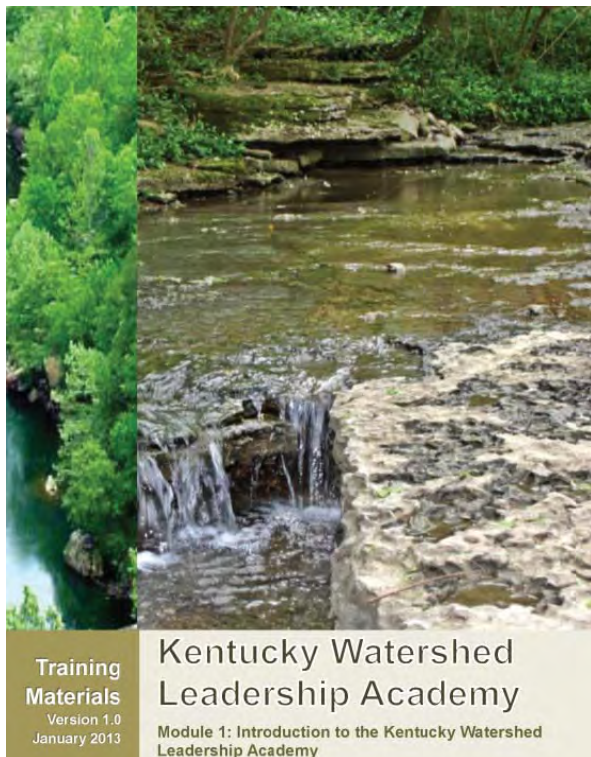


Figure 3 Example module cover page

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## **3.0 Results and Discussion**

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### **3.1 KWLA PROGRAM DEVELOPMENT COMMITTEE**

The membership of the KWLA Program Development Committee was comprised of local, state and federal agencies, non-governmental organizations, volunteer groups, and others with responsibilities for watershed planning, environmental education and water resource management. This included but was not limited to: Kentucky Division of Water, Cumberland River Compact, Division of Conservation, Kentucky DNR, Kentucky Department of Agriculture, KY Department of Fish and Wildlife, Kentucky Division of Forestry, Energy and Environment Cabinet, KDOW-Licking River Basin Coordinator, Four Rivers Basin Coordinator, Green Tradewater Basin Coordinator, Kentucky Transportation Center, Salt River Watershed Watch, Kentucky Riverkeeper, Kentucky Tennessee Water Environment Association, League of Cities, Louisville and Jefferson County Metropolitan Sewer District, Sanitation District No. 1 of Northern Kentucky, City of Henderson, City of Elizabethtown, City of Bardstown, USDA Forest Service, US Geological Survey, US Fish and Wildlife Service, USEPA – Region 4, Tennessee Valley Authority, Kentucky Farm Bureau, Jefferson County NRCS, Kentucky Association of Counties, KY Association of Conservation Districts, Boone, Campbell and Kenton County Conservation Districts, Kentucky Rural Water Association, Kentucky Waterways Alliance, Murray State University, Eastern Kentucky University, Western Kentucky University, University of Louisville Stream Institute, University of Kentucky, Kentucky State University, University of Kentucky Extension Service, UK Kentucky Water Resources Research Institute, Sierra Club, The Nature Conservancy, Bluegrass Pride, and a number of private consulting firms.

The KWLA Program Development Committee guided the development of the Kentucky Watershed Leadership Academy through numerous interactions. Members of the committee were asked to provide input on the development of the Kentucky Watershed Leadership Academy through individual discussions and participation in eleven meetings.

Stantec held eleven (11) meetings of the Program Development Committee in Louisville, Kentucky. Because members were physically located in many areas of the Commonwealth and beyond, and travel time was a significant consideration for their participation, Stantec used a toll-free conference call service to promote participation from Committee members. Committee members provided significant input and lively interactive discussion of the Kentucky Watershed Leadership Academy.

The main result of the Program Development Committee participation was the production of draft outlines for 32 course modules of the course. During review a re-structuring of the program occurred and many modules were consolidated. Stantec worked with KDOW and the PDC to prioritize 16 modules for further development. **Appendix B. KWLA Program Development**

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**Committee Documentation** includes meeting agendas, sign-in sheets, presentations and summaries for the eleven committee meetings held during this phase of the project.

### 3.2 PROJECT WEBSITE

The project website (kywla.org) proved to be a valuable tool for sharing information among project participants and the general public. Table 1 shows the number of visits to the homepage per year for the majority of the project period (2009-2012). The data shows the number of visits were much higher in 2009 and 2010 when the Program Development Committee was meeting on a regular basis.

**Table 1 Website Statistics 2008-2012**

Year	Visits
2008	223
2009	1,312
2010	939
2011	501
2012	335

### 3.3 MODULE PACKAGE DEVELOPMENT

Through the course of the project, Stantec and KDOW staff reviewed the progress of module development and committee participation. During these reviews it was determined that 32 modules resulted in too long of a course. The course was restructured to include a combination of in-person sessions and distance learning modules that will require approximately 36 hours to complete divided into 20 modules. This time commitment was considered sufficient to provide students with basic skills and information in the many facets of watershed planning. 24 hours will be devoted to in-person sessions and 12 hours will be taught through self-directed distance learning sessions. The intent of this distribution of hours was to provide students with sufficient time for interaction and group learning without undue travel burden. The self-directed modules are intended to provide students with a background in topics that could be learned with relatively less personal interaction. In order to complete the course, students will be required to complete on-line quizzes and to participate in discussions and group activities during in-person sessions.



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Stantec developed the materials for sixteen (16) prioritized modules. Materials included PowerPoint presentations and instructor notes and module overviews including required readings, glossary, additional resources, quiz questions and answers, and module evaluation forms. The contents of these materials are provided in **Appendix E. Course Materials**. Table 2 below summarizes the sixteen modules for which materials have been completed and includes information on length of module and if it is in-person or distance learning. Modules from the Watershed Analysis category were not included in this phase.

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**Table 2 Modules with Completed Draft Course Materials**

	<b>Module Title</b>	<b>In-Person Hours</b>	<b>Distance Hours</b>
Exploring Your Watershed and Learning More	Watershed Basics and Using GIS as a Tool	4	
	Introduction to KY Watershed Leadership Academy	0.5	
	Overview of Watershed Management	1.5	
	The Role of Environmental and Economic Benefits in a Watershed Context	1	
	When and How to Hire Assistance	1	
Leadership Skills	Identifying Stakeholders and Building Partnerships		2
	Getting Your Watershed Group On Track		2
	Running an Effective Meeting & Group Facilitation Skills	2	
Education and Outreach	Social Assessment - Getting to Know Your Watershed Communities	2	
	Awareness and Action: Watershed Outreach and Social Marketing	2	
	Understanding the Planning Process and Engaging Local Officials		2
Management Strategies	BMP Selection	2	
	BMP Load Reduction & Prioritization (Feasibility)	2	
	Plan Implementation		2
	Finding, Securing, and Managing Financial Resources		2

## **4.0 Conclusions**

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### **4.1 CONCLUSIONS**

The KWLA Program Development Committee was invaluable in the creation of the module overviews. The discussions, advice, and recommendations by the Committee were used throughout the development of the module topics, during reading selection, and as the schedule and format of the course were formed. A close working relationship with KDOW was important as the project milestones and schedule had to be adjusted on a number of occasions to accommodate the publishing of the *Watershed Planning Guidebook for Kentucky Communities*.

The project website was an important tool used to communicate and share draft documents and other information with the KWLA Program Development Committee and others. In addition to being used by project participants, the public was able to see general information about the project and what was being created.

The course materials developed in this phase of the project includes approximately twenty-eight (28) hours of in-person and distance learning covered in sixteen (16) modules. These materials are presented in the form of Module Packets which include the Module Overview Document (summary, required readings, and additional resources), PowerPoint Slides with instructor notes, Module Evaluation Form, and Review Questions.

### **4.2 LESSONS LEARNED**

During the first phase of this project, the KWLA Program Development Committee was developed. It was noted that the committee had members who possess a high level of skill and expertise in environmental education, watershed planning, and water resource management. Their input was invaluable, however while attempting to incorporate all of members comments, changes to messages, terminology, etc. the process was bogged down. Views from a group that large were often conflicting. It is important to set roles and limitations for stakeholder input. The roles should be shared with the stakeholders so they understand how their comments will be used. In this situation, comments should have guided edits not dictated them.

Another important lesson learned was how to improve the approach to module development. The original process focused on developing summaries and other elements including exercises and quizzes. Input was given on individual elements. Once again, the process became bogged down as focus was placed on comments to each element. The process was put back on track when the methodology changed and focus was placed on framing the topic in the module. The actual class (PowerPoint presentation with instructor notes) was developed. While developing

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the material, it made more sense to determine how readings, quizzes, and exercises would supplement the class instead of the other way around. The overview was more of a final step, its purpose to clearly summarize what the participant would see during the class.

A final lesson learned was the importance of branding KWLA. Taking the time to determine what the academy would look like and how it would come together proved to be invaluable. Other learning products from a variety of industries were looked at along with two options created for KWLA. This packaging of KWLA led to efficient development of the products (module packets), consistency between the modules, ability to continue additional module development that will have the same look, and most importantly it helped define a certain flow and feel to the modules.

### **4.3 MEASURES OF SUCCESS**

Percent change in watershed knowledge test scores (before and after the course)

Goal: 10% increase in scores after taking the course (measure during project period)

This goal was not met as the implementation class milestones were removed from the scope of work.

Number of students trained. Satisfaction rating of students taking the course

Goal: 75% were satisfied with the course (measured during project period)

This goal was not met as the implementation class milestones were removed from the scope of work.

Number of web-hits on the Project Website

Goal: 250 per year (measure during the project period)

This goal was met and surpassed during the project period. As shown in Table 1, visits per year ranged from 223 in 2008 to a high in 2009 of 1,312 (see Table 1 Website Statistics). The average number of visits per year was 662.

### **4.4 RECOMMENDATIONS**

A number of milestones were removed from this phase of the project as module development proved to be more time consuming than anticipated.

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- It is recommended that the remaining modules be developed and that the final pieces of the modules developed during this phase including exercises and handouts be created. Exercise examples have been included in the appendix.
- Implementation of pilot course should occur once the materials are complete. Measures of success that were not met during this phase, can be carried forward and used to evaluate course implementation.
- The sustainability plan should be completed to help ensure people are trained every year and the course material is kept up to date.

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<http://www.epa.gov/owow/watershed/wacademy/>

**KENTUCKY WATERSHED LEADERSHIP ACADEMY  
PHASE II: IMPLEMENTATION AND SUSTAINABILITY  
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Appendix A Financial and Administrative Closeout  
May 30, 2013

**Appendix A Financial and Administrative Closeout**

**A.1 APPLICATION OUTPUTS**

All products required for this grant were produced on the following timetable. Milestones 5 through 10 were removed in November 2012 to reflect a change in the scope of work.

<b>Milestone</b>	<b>Expected Begin Date</b>	<b>Expected End Date</b>	<b>Actual Begin Date</b>	<b>Actual End Date</b>
1. Submit draft materials to the Cabinet for review and approval.	Duration	3/29/13	7/1/2009	3/21/13
2. Submit advanced written notice on all workshops, demonstrations, and/or field days to the Cabinet.	Duration	3/29/13	7/1/2009	3/21/13
3. Develop 32 Draft Modules	5/1/2009	1/31/2011	7/1/2009	4/30/2011
4. Complete Module Package submission (Module Overviews, with PowerPoint Presentations including Instructor Notes) <del>4-19, 22</del>	07/1/2011	<del>12/28/2011</del> 03/01/2013	8/20/ 2011	3/14/13
a. Exploring Your Watershed and Learning More - Modules 1,2, 3 and 4	07/01/2011	11/16/2012		
b. Leadership Skills - Modules 5, 6 and 8	10/29/2012	12/21/2012		
b. Education and Outreach - Modules 9,10 and 11	11/26/2012	01/18/2013		
c. Management Strategies - Modules 16, 17, 18 and 19	01/07/2013	03/01/2013		
<del>5. Plan Pilot Training Course</del>	<del>11/1/2011</del>	<del>1/31/2012</del>	NA	NA
<del>6. Prepare Training Course Materials</del>	<del>11/1/2011</del>	<del>2/31/2012</del>	NA	NA
<del>7. Implement Pilot Training Course</del>	<del>3/1/2012</del>	<del>6/31/2012</del>	NA	NA
<del>8. Measure Success and Lessons Learned</del>	<del>4/1/2012</del>	<del>7/30/2012</del>	NA	NA
<del>9. Restructuring Post Pilot Training</del>	<del>6/1/2012</del>	<del>8/30/2012</del>	NA	NA
<del>10. Annual Report at KWRRR Conference</del>	<del>1/1/2012</del>	<del>2/31/2012</del>	NA	NA
5.14. Final Project Report -- Submit three copies of the Final Report and submit three copies of all products produced by this project.	<del>9/1/2012</del> 03/04/3013	<del>12/28/2012</del> 03/29/2013	3/01/13	3/21/13

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**A.2 BUDGET SUMMARY**

Original Detailed Budget from the Project Application:

**Project Total:**

<b>Budget Categories</b>	<b>\$319(h) Dollars</b>	<b>Non-Federal Match</b>	<b>Total</b>
Personnel		\$133,333.00	\$133,333.00
Supplies			
Equipment			
Travel			
Contractual	\$200,000.00		\$200,000.00
Operating Costs			
Other			
<b>TOTAL:</b>	<b>\$200,000.00</b>	<b>\$133,333.00</b>	<b>\$333,333.00</b>

**Project Total:**

<b>Budget Categories</b>	<b>\$319(h) Dollars</b>	<b>Non-Federal Match</b>	<b>Total</b>	<b>Final Expenditures</b>
Personnel	\$199,440.12	\$54,302.91	\$253,743.03	\$253,743.03
Supplies				
Equipment				
Travel				
Contractual				
Operating Costs				
Other	\$559.88	\$79,030.09	\$79,589.97	\$79,589.97
<b>TOTAL:</b>	<b>\$200,000.00</b>	<b>\$133,333.00</b>	<b>\$333,333.00</b>	<b>\$333,333.00</b>

A revision to the budget was necessary as the original source of non-federal match was no longer available due to a change in the scope of work and milestones. The original non-federal match included match generated from participants attending classes and instructor training. A new source of non-federal match was identified and approved for use by KDOW.

Stantec was reimbursed \$200,000. All dollars were spent; there were no excess project funds to reallocate.



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**A.3 EQUIPMENT PURCHASED FOR THIS PROJECT**

No equipment was purchased for this project.

**A.4 SPECIAL GRANT CONDITIONS**

There were no special grant conditions for this report.

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Appendix B KWLA Program Development Committee Documentation  
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## **Appendix B KWLA Program Development Committee Documentation**

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Enclosed DVD includes meeting materials such as Meeting Agenda, Sign-in Sheet, PowerPoint Presentation, and/or Meeting Summaries for meetings conducted on:

1. 09/29/2009 – Meeting Agenda, Sign-in Sheet, PowerPoint Presentation, and Meeting Summary
2. 10/19/2009 – Meeting Agenda, Sign-in Sheet, and Meeting Summary
3. 10/29/2009 – Meeting Agenda, Sign-in Sheet, Module Development Tracking and Meeting Summary
4. 11/09/2009 – Meeting Agenda, Sign-in Sheet, and Module Development Tracking
5. 11/20/2009 – Meeting Agenda and Sign-in Sheet
6. 12/07/2009 – Meeting Agenda
7. 01/11/2010 – Meeting Agenda and Meeting Summary
8. 01/25/2010 – Meeting Agenda
9. 10/21/2010 – Meeting Agenda
10. 11/04/2010 – Meeting Agenda and Sign-in Sheet
11. 11/18/2010 – Meeting Agenda and Sign-in Sheet
12. 02/10/2011 – Meeting Agenda

## **Appendix C Project Website Information**

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This appendix, on enclosed DVD, contains screenshots of the various pages of the project website (kywla.org) including:

1. Home
2. Development
3. Implementation
4. Sustainability
5. Documents
6. Links
7. Contact Us

**Stantec**

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Appendix D Instruction Design Document

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## **Appendix D Instruction Design Document**

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This appendix, on enclosed DVD, contains information on the standard design and templates used when making the course materials.

## **Appendix E Course Materials**

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This appendix, on enclosed DVD, contains a Module Packet for each of the sixteen (16) prioritized modules. Each Module Packet has the same format as depicted in the example Table of Contents below. The versions included in this appendix include the Module Overview Document (summary, required readings, and additional resources), PowerPoint Slides with instructor notes, Module Evaluation Form, and Review Questions. The appendix also includes a glossary with definitions compiled from all of the modules. Draft exercises that were developed over the course of the project are also included.

### **Table of Contents**

#### **1. Module Overview Document**

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#### **2. PowerPoint Slides**

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#### **3. Handouts (not included in this grant)**

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#### **4. Exercises (not included in this grant)**

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#### **5. Demonstrations (not included in this grant)**

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#### **6. Module Evaluation Form**

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#### **7. Review Questions**

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Modules included here along with assigned course number:

1. Introduction to KY Watershed Leadership Academy
2. Overview of Watershed Management
3. The Role of Environmental and Economic Benefits in a Watershed Context
4. When and How to Hire Assistance

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Appendix E Course Materials

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5. Identifying Stakeholders and Building Partnerships
6. Getting Your Watershed Group On Track
7. (module content integrated into module 2 to allow more time for other modules)
8. Running an Effective Meeting & Group Facilitation Skills
9. Social Assessment - Getting to Know Your Watershed Communities
10. Awareness and Action: Watershed Outreach and Social Marketing
11. Understanding the Planning Process and Engaging Local Officials
16. BMP Selection
17. BMP Load Reduction & Prioritization (Feasibility)
18. Plan Implementation
19. Finding, Securing, and Managing Financial Resources
22. Watershed Basics and Using GIS as a Tool