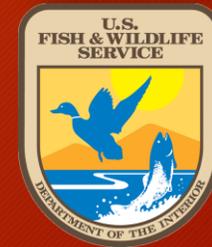


# Path to the Uplands Partnership

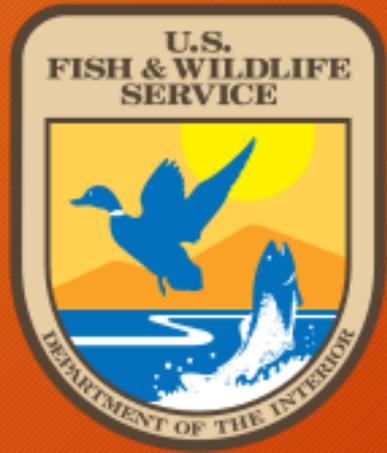
Sergio Pierluissi

Regional Partners for Fish & Wildlife Coordinator

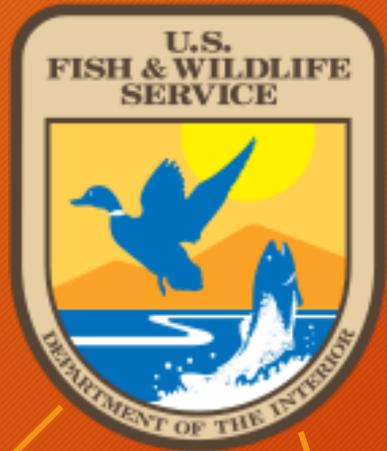
Midwest Regional Office, MN



# The Players



# The Players



Science  
Applications

Education and  
Outreach

Habitat  
Delivery

# Lots of History



# (inclusive) Path to the Uplands



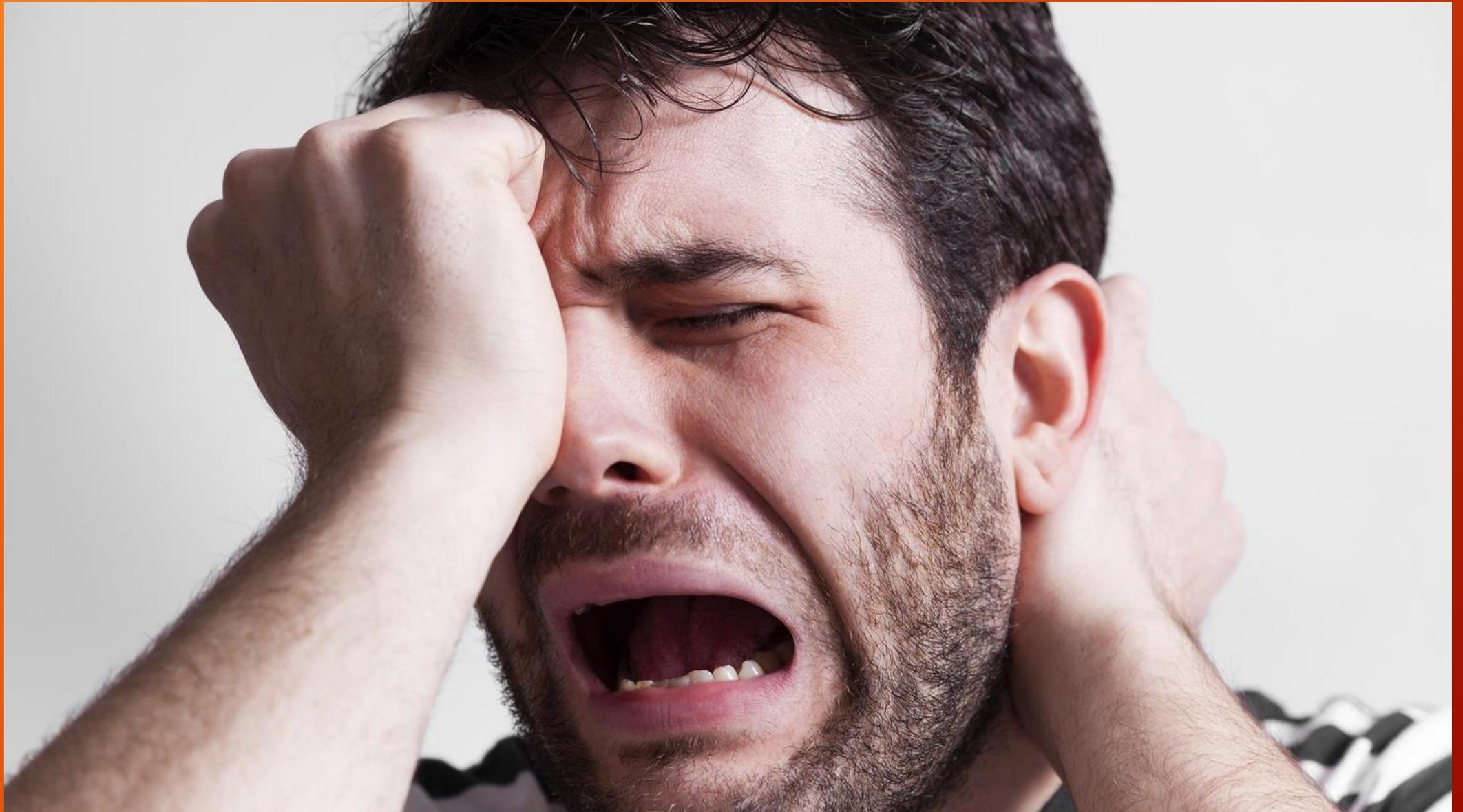
“The world needs more hunter-conservationists, and specifically more upland bird hunters — lovers of pheasants, quail, prairie grouse and more, and defenders of the wild places these magnificent birds call home. The world also needs more pathways to becoming a hunter or taking up hunting again. ”

Question:

What communities are you trying to connect with as you think about diversity in your work?

# The Mechanism







# POLLINATOR HABITAT OUTREACH PROGRAM



# MILKWEED IN THE CLASSROOM

# Conservation Leadership

CULTIVATE GENERATIONS OF  
ENGAGED AND INFORMED  
CONSERVATION LEADERS IN  
COMMUNITIES ACROSS THE  
COUNTRY





# NATIONAL YOUTH LEADERSHIP COUNCIL



# Journey to Conservation Careers

# WOMEN *on the* WING



Pheasants Forever and Quail Forever's Women on the Wing Initiative will inspire and provide opportunities for women to become engaged, dynamic conservationists.

Question:

What are some keys to success for attracting the next generation of conservation leaders?

# Urban outreach staff



New Hires:

Urban outreach specialist

Urban PFW biologist

# More Habitat in Diverse Communities



screeningtool.geoplatform.gov/en/#5/43.23/-92.33

map on the [Methodology & data](#) page.

## Things to know

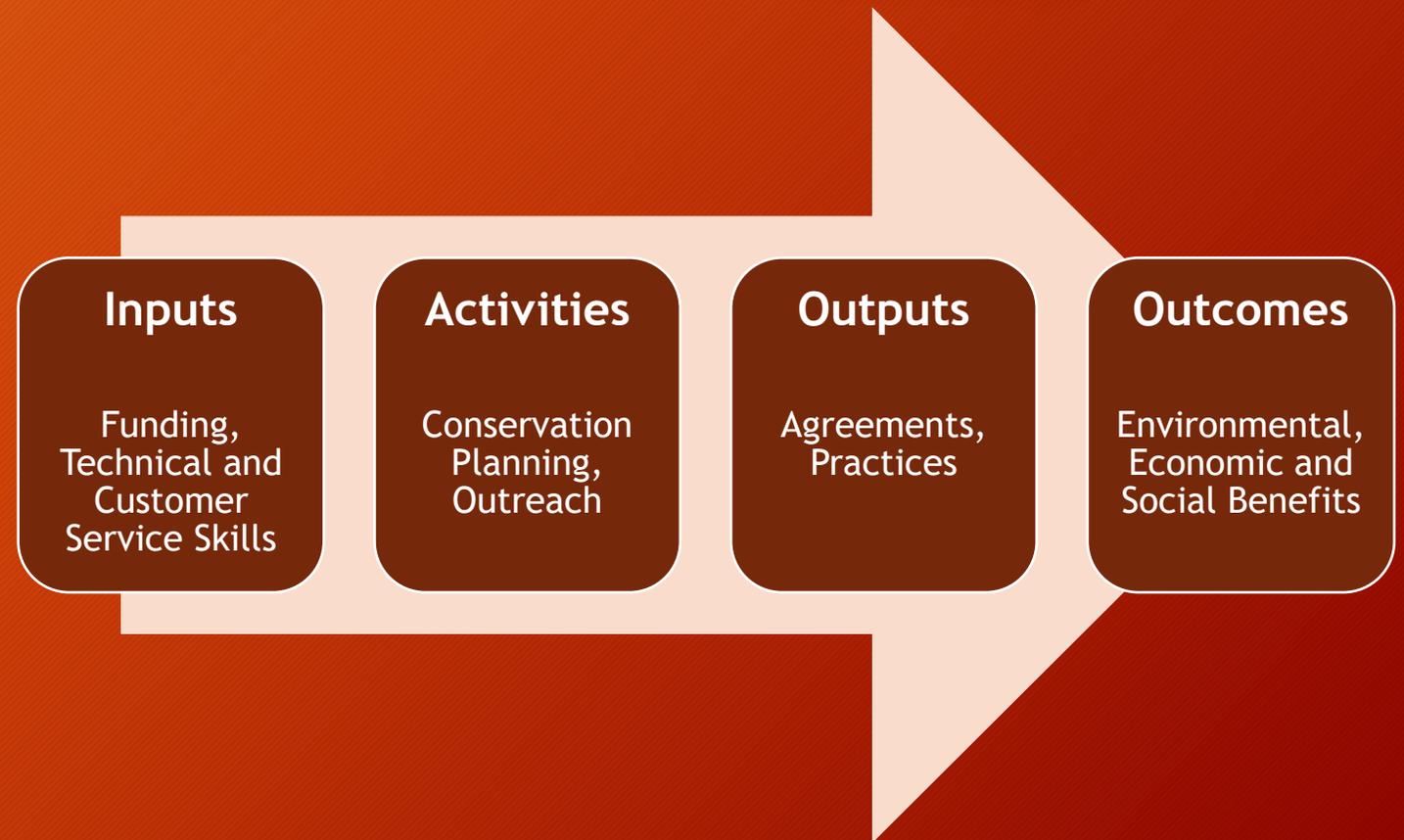
This tool identifies communities that are marginalized, underserved, and overburdened by pollution. These communities are located in census tracts that are at or above the thresholds in one or more of eight categories of criteria.

Zoom in or search and select to see data about any census tract of interest.

Help improve the site & data

# Outputs to Outcomes

Funding provided for data scientists



# How do we do this? How can we measure success?

The screenshot shows a web browser window with the URL [doi.sciencebase.gov/hd/team/fws](https://doi.sciencebase.gov/hd/team/fws). The website header features the HD.gov logo and navigation links for Resources, Opportunities, Topics, Teams, Search, and Sign In. Below the header are three main content cards:

- EXPERT DIRECTORY**  
Connect with a social science expert in the Service
- TRAINING RESOURCES**  
Improve your social science literacy
- EVENTS**  
Learn about upcoming meetings and special events

# Two-day workshop

## What does success look like?

**Now:** action items, agreed-upon priorities

**Five years:** open access data sharing, “well-oiled machine,”

**Ten years:** wildlife-centered communities, our organizations represent the publics we serve, new initiatives are institutionalized

# What can we accomplish together that we can't alone?

Risk-taking

Sharing

Amplification

Ingenuity

Relevancy

Conservation  
Delivery

# Why might we fail?



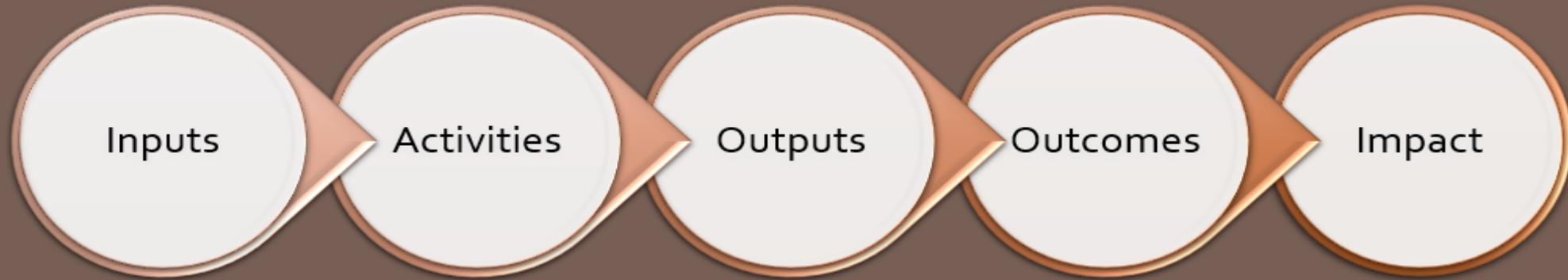
No accountability

Egos got in the way

Poor communication

Fell off our list of priorities

# THE LOGIC MODEL APPROACH



Resources dedicated to or consumed by the project

Usually a NOUN, such as staff, facilities, money, time...

Your Planned Work

What the project does with inputs to fulfill its mission

Usually something ending in "-ing", such as assessing, enabling, reviewing...

The volume of work accomplished by the project

A QUANTITY of the number of projects; the number of something achieved

Benefits or changes during or after project activities

A CHANGE – hopefully for the better

Your Intended Results

The long-term consequences of the intervention

A fundamental CHANGE intended or unintended in the system

# Inputs

- Funding
- Intentional effort towards outcomes
- Staff
- Intensive communication
- Individual and organizational investment
- Extending and building trust
- Data
- Facilities
- Participating entities
- Programs
- Knowledge

# Activities

- Effective storytelling
- Learn to hunt
- Milkweed in classroom
- Improving opportunity to engage in conservation
- Journey to conservation careers
- Add partners
- Women/minority/young landowner engagement
- Habitat in underrepresented communities
- Assessment
- Take habitat home
- PHOP
- Engage new audiences (e.g., journey to conservation careers)
- Adaptive learning
- Workshops and tours
- “normal” conservation delivery

# Outputs

- New youth initiatives
- # of partners
- Prioritized resources
- Dollars matched
- # youth entering internships
- # of youth programs
- Cost savings
- Conservation practices
- # Acres
- # projects
- # funding streams
- # Species that benefit
- # schools participating

# Outcomes

## Our Organizations

- More capacity/efficiency
- Increased well being
- Staff buy-in
- Valued employer of choice
- More \$ for mission
- Innovation is natural
- Diversity in our organizations

## Communities

- Getting people to care
- Diversity in conservation community
- Public access or easements
- Positive economic impact in rural AND urban communities
- More advocates

## Natural Resources

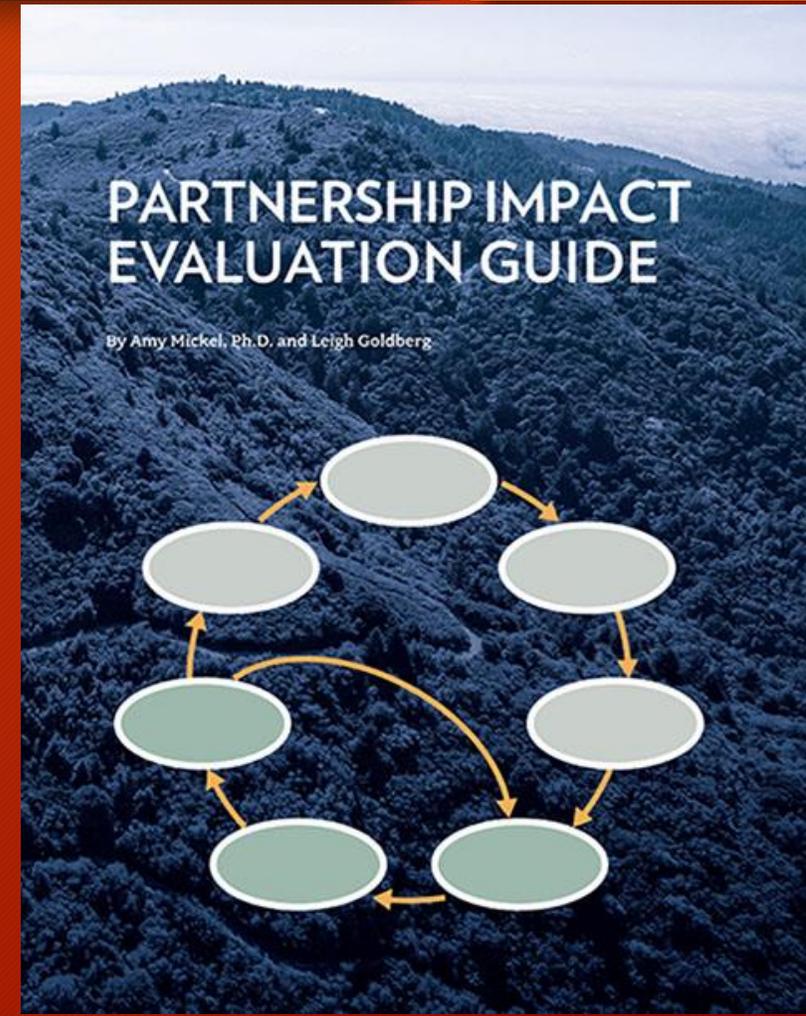
- Cleaner water
- More birds
- Species recovery
- Pollinator populations
- Soil health

# Connections to class

Partnership network lifecycle:  
*A new phase of the partnership*

Partnership Impact Model:  
*Building to maintain and sustain impact*

Risk Assessment:  
*What is risky?*



Where would you go next?

