



Vital Forests / Vital Communities

**FOREST AND NATURAL RESOURCE
CONTINUING EDUCATION
CAPACITY-BUILDING PROJECT**

FINAL REPORT

***Continuing Education of Forestry Professionals
Task Force***

*Cleveland Management
and
Consulting Group*

October 31, 2008

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Mel Baughman, University of Minnesota Extension

Jan Bernu, Consulting Forester

Pam Brown, United States Forest Service

Dave Chura, Minnesota Logger Education Program

Paul Dickson, Consulting Forester

Alan Ek, University of Minnesota Department of Forest Resources

Michael Houliston, Minnesota Department of Labor and Industry

Beth Jacquain, Aitkin County Land Department

Louise Levy, Sustainable Forests Education Cooperative

Tim O'Hara, Minnesota Forest Industries

Steve Olson, Fond du Lac Reservation

Cynthia Osmundson, Minnesota Dept of Natural Resources-Wildlife

Dick Rossman, Minnesota Department of Natural Resources-Forestry

Dave Zumeta, Minnesota Forest Resources Council

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FOREST AND NATURAL RESOURCE CONTINUING EDUCATION CAPACITY-BUILDING PROJECT

Continuing Education of Forestry Professionals Task Force

EXECUTIVE SUMMARY

The Forest and Natural Resource Continuing Education Capacity Building Project, sponsored under the Blandin Foundation's Vital Forests / Vital Communities Initiative (VFVC), convened a fourteen member multi-agency task force in March 2008. This task force was charged with reviewing current practices and devising a strategic plan of action for the delivery of ongoing education and training services for Minnesota professionals in the fields of forest management, forestry, timber harvesting, and natural resource management. Task Force participants refined the project's purpose to:

“Review current professional forestry continuing education practices and devise a strategic plan of action for the delivery of continuing education and training services for Minnesota forestry professionals, including foresters, forestry technicians, loggers, and closely-related positions.”

Providing effective, ongoing professional education to foresters, loggers, resource managers, and industry managers is essential to achieving several VFVC objectives.

Three Minnesota organizations with responsibilities for continuing education of loggers and forestry and natural resources professionals are the focus of this report. These are:

- Minnesota Logger Education Program (MLEP), a nonprofit organization
- Sustainable Forests Education Cooperative (SFEC), University of Minnesota
- LogSafe, Department of Labor and Industry

Key Findings

- **Subject Matter:** MLEP, SFEC, and LogSafe provide a wealth of continuing education programs and offer opportunities for forestry-related continuing education. There would be a net loss for forest continuing education in the state if any program were eliminated without being replaced.
- **Program Participants:** Many people participate in forestry-related continuing education and there is broad interest in improvement of forestry-related continuing education. Loggers have state and/or industry requirements for safety and continuing education. Forestry professionals generally do not have continuing education requirements unless they seek professional association certification.
- **Program Providers:** MLEP, SFEC, and LogSafe have done well in providing

continuing education that fits the needs of members and participants and utilizes the strengths of the providers. However, each has limitations. MLEP, SFEC, and LogSafe memberships, structures, and clientele result in varied approaches to and needs for forestry-related continuing education.

- **Delivery Capacity and Methods:** The three entities have delivery capacity constraints and seek more effective ways to deliver their programs.
- **Participant Costs:** Participant costs differ for MLEP, SFEC, and LogSafe, but are a significant factor in all cases.
- **Provider Budgets and Program Financing:** Entity budgets and program financing differ. Funding derives from a variety of sources, and diverse funding is important for sustainability.

Strategic Plan and Implementation

Recommended Model

Based on key findings and investigation of models from other states, the Task Force developed a strategic plan and recommended direction for the delivery of continuing education for Minnesota loggers and forestry-related professionals, consisting of two major steps as follows:

1. A ***Dual Non-integrated Logger and Forester Continuing Education Model***, in which continuing education activities are organized and conducted by separate entities, one for loggers and one for foresters, that may but do not necessarily coordinate with each other and which are distinct and not integrated with each other, ***should be implemented*** first, ***with review after two years***; and
2. A ***Dual Integrated Model*** for forestry continuing education ***would be the eventual objective***. Key providers of logger and forester continuing education would have an integrated common administration with respect to overall continuing education planning, governance, and program delivery. Separate advisory groups would exist for forestry professionals and loggers. This model will be considered upon successful implementation of the Dual Non-integrated Model.

Step 1 of the recommended model is the **Dual Non-Integrated Model**. This model involves one organization (MLEP and LogSafe, acting in a coordinated manner) which will provide continuing education for loggers, and a second organization (SFEC) which will provide continuing education for forestry professionals. This model recognizes the many interests that exist in the forestry arena. It retains the existing entities and interests but revises the manner in which their continuing education functions and interests are coordinated. The model is intended to bolster both logger and

forester/natural resource professional continuing education, but does so without combining all three entities or eliminating any entity. Improved coordination of forestry-related continuing education programming is a benefit of this model, and capitalizes on the unique strengths, talents, and skill sets of those affiliated with each program.

The Task Force had strong consensus that forestry-related continuing education is very important and should be continued and expanded through the Dual Non-Integrated Model. Numerous sub-objectives are identifiable and were used in developing detailed steps in the Implementation Plan. Major challenges were also identified by the Task Force, such as funding limitations, organizational and governance issues, capacity limitations on the ability to expand the number of offerings, and diversity and focus of subject matter.

Strategic direction with regard to organizational responsibility and capacity were addressed, noting that changes in organizational responsibility and capacity are important for all parties. MLEP, SFEC, and LogSafe are well respected and provide an important continuing education service, and all have constraints. Programming development was also of strategic importance to the Task Force.

The Task Force identified sustainable, diverse funding as an important part of the strategic plan, including (a) user or beneficiary contribution of an affordable amount for the continuing education received by the participant, (b) employers, the state, and the wood products industry who all realize value from having well educated professional employees, (c) grant funding from nonprofit or philanthropic organizations for specific purposes, (d) University of Minnesota sustained financial support for forestry-related continuing education, (e) state funds applied by channeling through the University as base support for an activity that is of broad public benefit, (f) research funds obtained and applied via the University to fund forestry-related continuing education as a means for the University to perform its central role in disseminating advanced forestry-related technology, and (g) University land grant income as a source of base funding, whereby the University fulfills part of its mission of providing educational opportunities to the citizens of Minnesota.

Implementation Plan

Task Force members devised a plan for implementing the recommended Dual Non-Integrated Model for logger and forestry-related continuing education. Taking into consideration the study findings, the Task Force developed the implementation structure and assignments, one set of assignments for logger continuing education and a separate set of assignments for forestry-related professional continuing education.

Implementation Plan details are shown on the following pages. The Continuing Education for Forestry Professionals Task Force has now completed its mission and Task Force members have begun implementing the plan that was developed.

Implementation of Logger Continuing Education: MLEP/LogSafe

Recommended Action:

- LogSafe should continue to provide on-site consultation services and should contract with MLEP to handle other logger safety training.

Organizational Considerations:

- LogSafe should integrate better with other programs, but be careful to not lose its funding stream or discontinue rebates to loggers.
- The LogSafe on-site consulting function should be retained within the Department of Labor & Industry (DOLI).
- Logging companies generally desire integration of continuing education programs.

Governance:

- Representatives of the LogSafe Advisory Committee should join with the MLEP Board to form an Education Planning Working Group to assist in identifying, designing, and evaluating continuing education programs for loggers.
- LogSafe and MLEP staff should coordinate implementation.

Administration:

- DOLI should continue to provide on-site consultation services.
- MLEP should receive a grant or contract from DOLI to conduct LogSafe training.
- MLEP should be responsible for maintaining the logger continuing education database.
- Additional capacity will be needed by MLEP to handle the LogSafe training, but this should not require adding a full time position at this time.

Programming and Delivery:

- DOLI and MLEP staff will draft a white paper to define details.
- An objective is to reduce safety training requirements from 16 to 12 hours per 2 years.
- A process should be established for approving training eligibility for the DOLI safety rebate programs when such programs are delivered by MLEP.

Funding and Budget:

- DOLI and MLEP personnel should meet to work out budget details related to the design and delivery of safety training. An approximately \$80,000 restructuring of the current funding mix from LogSafe to MLEP will be required. Legislative changes are not needed to contract LogSafe training to MLEP.
- A legislative request should be made for \$80,000 annually for logger education and certification.
- May later need to explore transition funding to move to the Dual Integrated Model.

Implementation Timeline:

- October 2008: DOLI and MLEP staff should complete the white paper and memorandum of understanding to define programming, delivery, staffing needs, and other details.
- November 2008: MLEP and DOLI should finish communicating with trade associations and the larger logging and forestry communities about the integration of the LogSafe and MLEP continuing education programs.
- April 2009: Fully implement the integrated MLEP and LogSafe programs with DOLI to maintain the on-site consultations.

Implementation of Forestry Professionals Continuing Education: SFEC

Recommended Actions:

- SFEC should be structured under the University of Minnesota Department of Forest Resources to develop an enhanced presence within the University system.
- Staffing and funding should be augmented to increase the program capability, offerings, and sustainability
- Governance should be enhanced by formal advisory mechanisms and linkage/communications with the MLEP programs

Organizational Considerations:

- SFEC was initially organized under the University College of Natural Resources (CNR). CNR was later merged to form the larger College of Food, Agriculture, and Natural Resource Sciences (CFANS)
- Formal and consistent communication with the University is highly desirable, but a comprehensive organizational unit like CNR no longer exists.
- Moving SFEC under the auspices of an Extension program and Regional Educator was determined to be less viable due to the focus of Extension and the staff category in which the SFEC Director currently resides. However, informal and consistent communication with Extension is encouraged.
- Moving SFEC under the University's Department of Forest Resources (formerly in CNR, now in CFANS) would place it with the faculty most interested in the SFEC effort.
- The University's Department of Forest Products was changed to include forest and agricultural components designated as the Department of Bioproducts and Biosystems Engineering and the Department of Fisheries, Wildlife, and Conservation Biology, both of which reside within CFANS.
- Changes in University structure result in recommending formal and consistent communication within the University and especially its Departments of Fisheries, Wildlife and Conservation Biology and Bioproducts and Biosystems Engineering.
- Funding models for SFEC and MLEP are different. This should be considered during planning stages for the Dual Integrated Model in two years.

Governance:

- A formalized advisory board should be established, to be comprised of a representative from each SFEC membership group, the MLEP executive director, and could include one or more University of Minnesota Department of Forest Resources and/or related CFANS faculty, and one representative each from the Extension Natural Resource Management and Utilization unit, the Society of American Foresters, The Wildlife Society, and a LogSafe representative.
- There should be an annual advisory board meeting and periodic web-based meetings. An executive committee of the board may be needed to formally build ownership and commitment.
- The governance structure within the University should be strengthened and the Coordinator should report to the Head, Department of Forest Resources.
- The SFEC advisory board should have cross membership with MLEP.

Administration:

- SFEC should be strengthened within the University system with a formal link to the Department of Forest Resources and heightened presence on the Forest Resources website.

- Human resource/finance support should be retained in St. Paul.
- SFEC would require organizational structure and staff changes, at a minimum:
 - One full-time Coordinator to handle fundraising, advisory board, supervision, and communications with members and the University for relationship building.
 - One full-time professional programming staff to focus on developing and delivering training events, maintaining close contact with SFEC members, and working with the coordinator on connectivity between higher-level collaboration and networking and program delivery.
 - One part time clerical support staff to handle web support, meeting organization, record keeping and office functions.
 - Additional Program/instructors should be recruited to expand the instructor base. Instructors should come from University faculty, member organization representatives, and consultants/instructors.

Programming and Delivery

- Programming should provide field to classroom training.
- Web-based continuing education and telecommunications should become part of the offerings.
- Strengthen marketing of and continue offering a variety of services by which members can utilize SFEC including but not limited to registration services, short courses, and continuing education credits.

Funding and Budget

- Base funding is needed to accommodate staff and program recommendations.
- Funding should be sought for advertising, marketing, teleconferencing, and web support.
- Legislative requests should be made for \$120,000 annual base support.
- Examine the potential of increasing membership and course fees.
- Examine promotion of the Certificate Course in EcoSystem Silviculture, nationally and/or internationally, on a fee basis.

Implementation Timeline:

- Legislative requests should proceed, the preliminary estimated annual amount is \$120,000.
- November 2008: SFEC Coordinator will complete a white paper for SFEC members and others detailing expected short and long term changes to SFEC, especially those changes directed by this Task Force report.
- November-December 2008: SFEC Coordinator will convene an all-member meeting to begin action on key components of the Task Force final report including formation of a formal advisory board and possible short term executive committee, strategies to diversify and strengthen training offerings and funding sources for staffing and program development.
- January 2009 to July 1, 2009 : Target for staffing changes and legislative funding
 - January 2009: hire new clerical support staff.
 - Spring 2009: hire new SFEC Coordinator
- Governance structure could change sooner as it depends on a decision by the college Dean.

Forest and Natural Resource Continuing Education

Capacity Building Project

Continuing Education of Forestry Professionals Task Force

INTRODUCTION

Purpose

The Forest and Natural Resource Continuing Education Capacity Building Project convened a fourteen person multi-agency task force charged with reviewing current practices and devising a strategic plan of action for the delivery of ongoing education and training services for Minnesota professionals in the fields of forest management, forestry, timber harvesting, and natural resource management. After convening, Task Force participants recommended refining the project's purpose to:

“review current professional forestry continuing education practices and devise a strategic plan of action for the delivery of continuing education and training services for Minnesota forestry professionals, including foresters, forestry technicians, loggers, and closely-related positions”.

Forest managers, wildlife managers, ecological system managers, and similarly allied professionals are considered to be among the forestry-related professionals that constitute the continuing education purposes covered by the Task Force and this report.

Sponsor

The Blandin Foundation (“the Foundation”) sponsored the Forest and Natural Resources Continuing Education Capacity Building Project through the Vital Forests / Vital Communities Initiative (VFVC). The VFVC Advisory Board believed this to be a timely opportunity to revisit the ways in which forestry-related professional continuing education and training is organized and offered in the state, and to develop recommendations that could lead to providing coordinated continuing education to forestry professionals. The VFVC Advisory Board requested the creation of a multi-agency task force for this purpose.

Blandin Foundation's Vital Forests / Vital Communities Initiative seeks to strengthen and diversify Minnesota's forest-based economy and promote the long-term ecological health of the forest resource that supports it. An advisory board, which includes

representatives from The Conservation Fund, University of Minnesota's Department of Forest Resources, Minnesota Department of Employment and Economic Development, Minnesota Forest Resources Council, Minnesota Department of Natural Resources, Dovetail Partners, Inc. and the forest products industry, guides the Initiative's work. Providing effective, ongoing professional education to foresters, loggers, resource managers, and industry managers is essential to achieving several VFVC Initiative objectives including:

- Capture and enhance the productivity of Minnesota's forests for forest products and consumption;
- Establish ecologically-based forest management as the norm in Minnesota;
- Enhance the operating efficiency and economic viability of Minnesota's wood products industry;
- Increase the capacity of the forest management services sector (for example, logging operators, professional foresters).

Task Force Participants

Minnesota is served by a number of organizations that provide continuing education and training to forestry and natural resource managers and loggers. The VFVC Advisory Board identified a diverse group of entities with knowledge and interest in the subject area and recommended representatives of these entities for inclusion on the Continuing Education of Forestry Professionals Task Force. The fourteen Task Force members dedicated their time, knowledge, experience, and vision, which resulted in successful completion of this project. Task force members are:

Mel Baughman, University of Minnesota Extension

Jan Bernu, Consulting Forester

Pam Brown, United States Forest Service

Dave Chura, Minnesota Logger Education Program

Paul Dickson, Consulting Forester

Alan Ek, University of Minnesota Department of Forest Resources

Michael Houlston, Minnesota Department of Labor and Industry

Beth Jacquain, Aitkin County Land Department

Louise Levy, Sustainable Forests Education Cooperative

Tim O'Hara, Minnesota Forest Industries

Steve Olson, Fond du Lac Reservation

Cynthia Osmundson, Minnesota Department of Natural Resources-Wildlife

Dick Rossman, Minnesota Department of Natural Resources-Forestry

Dave Zumeta, Minnesota Forest Resources Council

INFORMATION DEVELOPMENT

Reasons for Forestry-Related Continuing Education

Forestry is important to Minnesota. Minnesota's geography and climate has created diverse forests. Minnesota's 87,000 square mile land area is estimated to consist of 32% forested land (Minnesota's Forest Resources, Minnesota Department of Natural Resources, Division of Forestry, December 2007, p. 15). Forestry and forest-based industries in Minnesota are estimated to provide Minnesota's economy approximately \$6.9 billion per year of forest products manufactured goods value (Minnesota's Forest Resources, *ibid*, p. 7).

Employers in Minnesota involved in forests and forest production, forest management, and forest ownership include such entities as:

- University of Minnesota and other forestry education institutions
- Tribes and tribal land management entities
- Private consulting firms
- Logging company owners and in-woods employees
- Logging truck drivers
- Pulp and paper producers
- Logging business managers
- Public land management: local, state, and federal
- Pulp and paper companies
- Corporate and industrial landowners
- Family forest landowners
- Sawmill and oriented strandboard manufacturers
- Environmental forest specialists
- Real estate investment companies
- Non-governmental organizations
- Academic and industry research organizations

Professionals engaged in forestry in Minnesota are also diverse. The diverse range of professions involved in forestry includes:

- Foresters
- Forestry technicians
- Loggers
- Logging truck drivers
- Wildlife biologists
- Forest entomologists
- Forest pathologists
- Watershed conservationists
- Soil scientists
- Ecologists
- Climatologists
- Biologists
- Real estate agents and appraisers
- Recreation planners and managers

Each category of forestry-related professional has specific and individual needs for forestry and natural resources continuing education. As identified by forestry professionals, among the purposes for continuing forestry and natural resource education are:

- To maintain or improve business management
- To transfer technology of current research and trends relating to forestry and natural resources
- To gain information on specific issues affecting forest management
- To maintain or improve skills needed for forest certification requirements
- To be eligible to bid on and operate timber harvests
- To keep or improve workers compensation rates at acceptable levels
- To improve ability to serve consulting clients or the general public
- To understand the ways in which climate change may affect forests
- To satisfy job requirements and improve job skills
- To understand and apply ecological classification system information to forest management decisions
- To facilitate transfer and dissemination of research findings and stimulate and identify new research needs
- To effectively and efficiently apply Minnesota's timber harvesting and forest management guidelines

Continuing education subject areas of importance to forestry professionals cover a wide spectrum. Task force comments have indicated, among others, the following needs:

- Ecology
- Silviculture
- Agroforestry
- Climate change
- First aid and safety
- Invasive plants
- Upcoming trends
- Market trends
- Forest certification
- Forest insects and diseases
- Forest inventory
- Forest management
- Biomass harvesting
- Watershed management
- Biodiversity management
- Environmental practices
- Business management and taxes
- Logging equipment and techniques
- Forest equipment, technology and tools
- Laws and regulations, legislation, policies, rules
- Wildlife population trends and management
- Recreation planning and management
- Transportation issues and economics

The reasons and needs for forestry and natural resources continuing education originate with private industry, government, and individuals. Forestry is an ever changing and evolving industry and occupation, and forestry-related professionals must keep up with new research findings and technological innovations. Continuing education needs are diverse and dynamic, as are the subjects that forestry professionals need and desire to have covered by continuing education.

In 1995, the state recognized the importance of forestry and forest policy when it passed the Minnesota Sustainable Forest Resources Act, Minnesota Statute 89A.10, recognizing, among other things:

“It is the policy of the state to encourage timber harvesters and forest resource professionals to establish continuing education programs within their respective professions that promote sustainable forest management.....”

Understanding the importance of having forestry-related training opportunities within the state, three Minnesota organizations that were established at the general time of passage of Statute 89A are the entities identified by the VFVC Advisory Board as the focus of this study. They are significant sponsors and providers of continuing education. Descriptive information about each of the three organizations and their respective forestry-related continuing education programs is provided in later sections of this report and in appendices A, B, and C.

Minnesota Logger Education Program (MLEP)

301 West First Street, Suite 510, Duluth, MN 55802, 218.722.5442

MLEP is a not for profit organization with logger-initiated programs. MLEP was established in 1995 to provide assistance to Minnesota’s logging community through educational programming. MLEP sees itself as setting the standard in logging professionalism. This objective is accomplished by partnering with numerous groups to identify needs and facilitate the development, design, delivery, and evaluation of programs which focus on sustainable forest management, transportation, safety and business management.

Sustainable Forests Education Cooperative (SFEC)

Cloquet Forestry Center, 175 University Rd, Cloquet, MN 55720, 218.726.6404

SFEC is a public/private partnership that sponsors rapid transfer of new research findings and innovative natural resource management practices on forested lands to forest resource professionals and citizens. SFEC has a goal of promoting excellence in natural resource management through educational opportunities that bring professionals together to explore current research findings, new technologies, and state-of-the-art practices.

LogSafe

Minnesota Department of Labor and Industry, 443 Lafayette Road North, St. Paul, MN 55155, 651-284-5000

LogSafe is a safety and education program residing under the direction of the Commissioner of Labor and Industry. The program to provide safety education for Minnesota loggers is conducted by Minnesota OSHA staff. The program assists Minnesota logging employers and employees in establishing and maintaining a safe and healthy workplace.

In addition to these three organizations, it is recognized that other entities in Minnesota provide forestry-related continuing education and training. However, they were outside the focus of this Task Force report.

Process Utilized for Information Development

The Forest and Natural Resource Continuing Education Capacity Building Project began in March 2008, when the Foundation, assisted by CMCG, contacted the entities that VFVC believed should be part of the process and would be willing to have a representative involved in the effort. Each entity confirmed its interest and designated its representative. Each representative was contacted by CMCG to outline the overall approach and project objective and to seek initial input and suggestions that were important in defining the process details.

The process included individual interviews, three Task Force meetings, and background information research as follows.

Individual Interviews

Individual interviews of two types were conducted during the Task Force process:

Prior to the first Task Force meeting, individual contacts were made with as many Task Force members as possible to identify each member's primary areas of interest, to identify potentially useful sources of information, and to establish broad understanding of the overall framework and schedule.

Following the initial Task Force meeting, additional individual contacts were made with members to discuss concepts and ideas in more detail; to identify how concepts could impact or be impacted by specific needs or perspectives; to identify information needed to analyze different concepts including similar efforts in other states; and to develop consensus on recommendations that would be of value to and which could be supported by the Task Force.

Individual interviews were also conducted with people who were either recommended by Task Force members, or who were located independently by CMCG during information research.

Task Force Meetings

Task Force Meetings were important to the study process, being the main venue at which all Task Force members were able to communicate directly as a group. They provided the opportunity for constructive discussion, in which members could present their specific perspectives, have these perspectives challenged or supported by other Task Force members, and develop consensus on key objectives, subject offerings, problems, activities, experiences, needs, and solutions. Three Task Force meetings were held. Meeting notes are included as Appendix D.

The first Task Force meeting was held May 7, 2008, at the Cloquet Forestry Center, Cloquet, MN with almost total participation. This meeting resulted in invaluable feedback and input from Task Force members.

The second Task Force meeting was held on August 6, 2008, at the Itasca Community College, Grand Rapids, MN. This meeting was conducted to review the draft report, review a menu of models, and develop consensus on strategic direction. In addition, it produced recommendations to review additional out-of-state forestry-related continuing education programs and to develop a detailed implementation plan.

A third Task Force meeting was held on September 18, 2008 at the Cloquet Forestry Center, Cloquet, MN. This meeting produced the framework and actionable details for implementing the recommended model for forestry-related continuing education in Minnesota.

Background Information Research

Many sources provided information about existing offerings, programs, and other aspects of continuing education for forestry-related professionals in Minnesota. Background information for the three focus organizations was provided by the Task Force members who represented them (MLEP, SFEC, and LogSafe). Additional contacts who made recommendations or provided background information regarding continuing forestry education in Minnesota included:

Ed LaFavor, Minnesota Department of Labor and Industry (LogSafe instructor)

Scott Dane, Association of Contract Loggers and Truckers

Mike and Jerelyn Rieger, Rieger Logging, Inc.

Barbara Meyer, Minnesota Department of Natural Resources-Interagency Fire Center

Harvey Tjader, Minnesota Department of Natural Resources

Barbara Coffin, Bell Museum of Natural History, University of Minnesota

Peter Wood, Wood Forest Products, Inc.

Dave Schipper, Minnesota Department of Natural Resources, Division of Forestry

Vickie Hoffart, Forest Resources Association

Scott Pittack, Pittack Logging, Inc.

Kerry Ross, Training Coordinator, BSU Center for Research and Innovation

Minnesota Forest Industries Forestry Committee:

Jerry Richards, Norbord

Ken Olson, Boise

Brian Bignall, Potlatch

Jared Leonard, Ainsworth

Gary Erickson, Sappi

Dave Hensel, UPM-Blandin

Tim O'Hara, Ray Higgins, MFI

David Oberstar, MFI legal counsel.

Continuing Education Programs: MLEP, SFEC, LogSafe

Requirements for Continuing Education

Forestry continuing education is required for some, but not all, forestry-related professionals in Minnesota. For some professionals, forestry-related continuing education is a prerequisite for certification or other purposes. In other cases, forestry-related continuing education is not required but can be a factor related to certain other actions. In still other cases, forestry-related professionals desire to improve their skills for professional development reasons without being required to do so. Available information and individual interviews indicated that forestry-related continuing education as provided by MLEP, SFEC, or LogSafe was either a requirement or a preference item as follows:

Program	Continuing Education is Required or Desirable:
Minnesota Logger Education Program	<ul style="list-style-type: none"> - Required for forest certification - Required for loggers in Master Logger Certification program - Training workshops provide Continuing Education Units for Society of American Foresters members for continued Certified Forester designation and for stewardship plan writers - MLEP membership requires 16 hours/2 years as well as 16 hours/2 years of LogSafe training
Sustainable Forests Education Cooperative	<ul style="list-style-type: none"> - Required for foresters involved in designating and managing certified forests and forest stewardship plan writers in Minnesota (20 hours/year required) - Required for Society of American Foresters Certified Forester and Forest Certification Auditor (60 hours are required over each three year time period) - Desirable for foresters working with new trends, in research, and for professional development
LogSafe	<ul style="list-style-type: none"> - Logger safety training is mandatory under state law for loggers and logging companies (except for small family owners/operators) to be eligible for special compensation fund rebates. Mandatory 8 hours per year - Required for MLEP members

Concerns and Needs

As background research, questions were asked and responses volunteered which expressed concerns and needs related to the continuing education programs of MLEP, SFEC, and LogSafe. The responses expressed are summarized in the following table.

Program	Concerns and Needs Expressed
Minnesota Logger Education Program	<ul style="list-style-type: none"> - Staff is at maximum capacity with current programming - Staff capacity to develop and deliver different, uniquely delivered, additional topics is limited
Sustainable	<ul style="list-style-type: none"> - There are continuing reductions of University staff support - There are continuing reductions of University financial support - There are constraints on member budgets

Forests Education Cooperative	<ul style="list-style-type: none"> - There is lack of institutional reward/support in the promotion and tenure process for University of Minnesota faculty participation - SFEC is relatively obscure organizationally and geographically remote within the large University structure - There are limited formal professional continuing education requirements
LogSafe	<ul style="list-style-type: none"> - There has been no increased state budget support since 1995 - Additional on-site consultation capacity is needed - Additional resources are needed to create videos for safety education

Summary and Comparison of Minnesota Programs

Preceding sections and the informational appendices provide information about MLEP, SFEC, and LogSafe, which is summarized and compared below:

	Minnesota Logger Education Program	Sustainable Forests Education Cooperative	LogSafe
Primary membership or owners	Loggers	Government (federal, state, county, soil and water); Private (forest owners/wood products manufacturers); Other: tribal, research, non-governmental groups	Minnesota Department of Labor and Industry
Established	1995	1998	1991
Type of organization	Membership 501 (c)(3)	Public/private partnership under University of Minnesota structure	Minnesota Department of Labor and Industry
Governance	13 member Board of Directors	Membership communications; Univ of Minnesota College of Food, Agriculture, & Nat. Resources	Commissioner of Labor and Industry, 10 member advisory committee
Primary purposes	Assist Minnesota's logging community through educational programming	Education of and research knowledge transfer to forestry and natural resource professionals	Improve and maintain logger safety
Funding	Member dues, course fees, periodic grants	Member dues, course fees, University support, grants	State budget, assessment on wood purchases
Courses per year	30 – 45	FY 07 – 14 FY 08 -9	55

Course participants per year	1248 (184/logger conference, 30/workshop)	FY 07 -468 FY 08 - 594	1250 logging company employees
Primary scope of courses	Logging related	Current and emerging forest management topics	Safe logging practices
Length of each course	6 – 8 hours	Typically one day (approximately 6 hours of class time)	8 hours
Instructors	Contracted from industry	Varies – includes researchers and practitioners from University, Industry, USFS, etc.	State DOLI employee, some contract
Course fees for participants	Members and their employees may attend as many workshops as they wish – free of charge (some workshops have a nominal equipment fee \$10-\$25) \$135 per course for non-members	\$135 (non-SFEC member) \$65 (SFEC member)	No fee to participants
Avail to non-members	Yes	Yes	Yes
Geographic course offerings	Offered throughout forested area of state	Cloquet Forestry Center, other locations in forest areas of state	Primarily in forested area of state

Continuing Education Programs: Other

MLEP, SFEC, and LogSafe are the primary providers of forestry-related continuing education examined by this study. In addition, other forestry-related continuing education providers in Minnesota include:

- Minnesota Department of Natural Resources Division of Forestry in-house training
- Minnesota Society of American Foresters
- University of Minnesota Extension
- University of Minnesota Department of Forest Resources
- Forestry Employees Association (FEA)
- Wildlife Society
- Natural Resources Continuing Education Consortium (NRCEC), Bemidji State University Center for Research and Innovation
- Natural Resources Seminar Series (NRSS), Grand Rapids

While all of these entities provide opportunities for forestry-related continuing education, each has limitations and restrictions. In many cases, continuing education opportunities are either for members only or have priorities for members that may result in limiting access for non-members. In some cases, availability of continuing education opportunities may not be known to non-members. Geographical and time constraints also limit continuing education participation. Coordination between and among the providers exists in some cases but could be improved.

Some states outside of Minnesota have significant forests and forestry activities and provide continuing education programs. The original project scope of work included review of continuing education programs in other Great Lakes states. Upon Task Force recommendation, forestry-related continuing education programs in several non-Great Lakes states were also surveyed to determine the extent to which they could provide ideas or models for funding, administration, and/or delivery that would be useful in developing the strategic plan for forestry continuing education in Minnesota. Appendix G summarizes information about the various programs reviewed.

KEY FINDINGS

Key findings provided the Task Force with the basis for the review of conceptual models leading to recommendations for a strategic plan for forestry-related continuing education in Minnesota. The key findings are summarized below; more detailed information appears in Appendix F.

Subject Matter

MLEP, SFEC, and LogSafe have a wealth of course offerings; each entity has done a good job of providing continuing education that takes advantage of the respective strengths. There are both similarities and differences in forestry continuing education subject matter provided by the MLEP, SFEC, and LogSafe programs. Each organization has offerings not available from the others. An overall net loss for forestry-related continuing education in Minnesota would result if any program would be dropped without being replaced.

MLEP offers course topics and training needs based on DNR monitoring, forest certification audit findings, and suggestions from forester and logger members. These course offerings cover a wide array of opportunities including timber cruising, Minnesota Master Logger Certification program, silviculture, GPS, equipment use, and truck weight compliance. Training is offered periodically and at springtime logging conferences. Conference style offering allows for integration of loggers and foresters to build relationships and gain insights from each perspective and professional interest. MLEP operates a website with regular e-mail alerts and information to its members. Continuing education credits earned by participants are logged on an in-house database which tracks compliance with certification requirements. Expanding programming to on-site and technology-based training to make it easier for logger members to obtain required training is on the horizon as capacity grows.

SFEC primarily offers courses covering science aspects of forests including the Certificate Course in Ecosystem Silviculture. This course, developed through grant funding, brought together multiple partners and sources of expertise in its formation. The course is recognized as the premier offering by SFEC. SFEC also delivers courses on current and emerging forest management topics such as Biomass Harvesting Guidelines, Human Dimension, Natural Resource Policy, Cultural Resource Management, Resource Assessment, Forest Productivity, Technology Transfer, Forest Biology / Ecology / Management, Silviculture and Basic Forest Management. There was interest in expanding the diversity of SFEC course offerings and improving the formal connections with and use of University of Minnesota faculty in the delivery and formation of courses. The SFEC website hosts information from other continuing education partners for communication of their respective offerings. SFEC manages a database of approximately 2,000 individuals involved in forest management, as well as a database for the Minnesota Forest Stewardship Program which tracks the continuing education of stewardship plan writers.

LogSafe course offerings provide training that covers logging-related safety. They are targeted toward logging company employees. OSHA safety, first aid, CPR, and on-site operator training for hazard identification and abatement are LogSafe program areas. A database that is cross-referenced yearly with insurance carriers is essential to determining rebates to logging companies. Task Force consensus was that LogSafe should continue in some form. There were differing opinions about where LogSafe should be housed and how it should operate. On-site consultations are considered an absolute necessity of the LogSafe program and expansion, updating, and changing of LogSafe curriculum is desired by loggers. Innovative programming and delivery of logger safety curriculum utilizing various mediums such as videos, DVDs, CDs, iPod, and web-based technologies is also desired by LogSafe staff and loggers.

SFEC and MLEP connect to, correspond with, and share program offerings with other in-state providers of forest-related continuing education. Information is placed on their websites for further audience reach; one example is MLEP placing LogSafe training dates on the MLEP website and in the course offering brochure. In this capacity, both MLEP and SFEC serve as central clearinghouses, to some degree, for other providers.

Strategic improvements would result in greater sustainability in forestry-related continuing education. To be relevant, continuing education programs needs to be based on periodic formal needs assessment that involves employers, trainees, and educational providers. The means of reaching decisions about course offerings is a part of this process and should be clearly defined by the interested groups and implemented according to a plan acceptable to the interested groups. Continuing education should be offered in appropriate formats that take into consideration the preferred learning styles of trainees, appropriate delivery modes based on the subject, capability of instructors, and delivery costs.

Program Participants

Many people participate in forestry-related continuing education. Also, there is broad interest in the improvement of forestry-related continuing education, including improving availability, affordability, and sustainability, and designing an integrated model for delivery. The forestry-related continuing education program participant range includes, among others:

Private loggers	Society of American Foresters members
Tribal agencies	Associated Contract Loggers and Truckers
Consulting foresters	Sustainable Forests Education Cooperative
United States Forest Service	Minnesota Department of Natural Resources
Minnesota Forest Industries	– Forestry
Timber Producers Association	Loggers (large and small size)
University of Minnesota Extension	University of Minnesota – College of Food,
Minnesota Logger Education	Agricultural and Natural Resource Sciences
Program	Minnesota Department of Natural Resources
Workforce development	– Wildlife
organizations	LogSafe /Minnesota Department of Labor and

Provider Governance

MLEP, SFEC, and LogSafe each have an affiliated advisory board and/or board of directors, with differing degrees of influence and engagement:

- MLEP, which is a non-profit organization, has a 13 member board of directors. The board of directors is comprised of representatives from entities which represent the broad forestry community. Bylaws require that Board membership includes loggers (8), environmental community (1), post-secondary educational institution (1), public land management agency (1), forest products industry (1), and family forest landowners (1). The board is responsible for overall governance, advising, and setting the strategic direction for MLEP. MLEP has the potential to solicit and receive grant funding.
- SFEC is organizationally housed within the College of Food, Agriculture, and Natural Resource Sciences (CFANS) of the University of Minnesota and does not have an active board of directors. SFEC communicates with members via monthly newsletter and at least yearly to determine direction regarding programming opportunities. The unique membership cooperative arrangement lends itself to increased responsiveness to its member partners to bring together multiple perspectives. SFEC serves as the link between the cutting-edge research of its member organizations to a greater degree than to that of University research, which potentially detracts from the overall effectiveness of forestry-related continuing education. Lacking clear structural lines within the University system, however, limits SFEC's ability to obtain critical connections to trends and cutting-edge research within the University. Bridging and leveraging capacity in this way may bolster and bring about actionable items, keeping Minnesota at the cutting edge of forest-related continuing education.
- LogSafe has a ten member advisory board which does not meet regularly. This advisory board can only provide recommendations to the Minnesota Department of Labor and Industry about the LogSafe program; it can not make policy or governing decisions.

Delivery Responsibility and Capacity

Each of the three forestry-related continuing education entities was found to have delivery capacity constraints:

- MLEP indicated that its current staff is close to a limit on the number, frequency, and subject areas that it can provide to its members. Adding offerings or deliberately extending its forestry continuing education offerings to non-members would require an expansion of either the number of MLEP staff or the number of contracted trainers. MLEP indicated a willingness to produce on-site training, although staff capacity concerns currently limit this ability.
- SFEC indicated it would like to expand continuing education programming. However, expansion has been limited by a trend of decreasing University support, including a reduction of clerical support staff, and difficulties in connecting to and utilizing the expertise of University staff for teaching continuing education courses. This occurs due to the cost of leveraging University staff as instructors and to the inability of University staff to achieve tenure and promotion credits when teaching continuing education courses for SFEC.
- Unchanged budgets have limited the ability of LogSafe to provide greater on-site consultation and innovative course program offerings. Funding capacity to support video/web-based production for logger safety programming has been limited. Additionally, flexibility has been reduced in securing outside consultants due in part to state policies regarding use of funds for talent that can be found within the state systems. LogSafe's allure remains the tie to workers compensation rebates given to logging companies who participate in and meet the LogSafe requirements. The degree to which reduction in logger worker's compensation rates is directly related to the LogSafe program is not clear.

Strategic changes in organizational capacity which result in improved delivery are important for all parties, providers as well as participants. MLEP, SFEC, and LogSafe are well respected and are considered to be providing an important continuing education service, however all have constraints that result from factors such as organization structure or membership, legal form, and governance mechanism. The Task Force considered it important that improvements be made in the ways that the three organizations interact with each other, as well as the ways that they function internally. This could include:

- changes in the organization that is primarily responsible for delivery of specific subject areas, including, in specific cases, transfer of subject area course delivery from one entity to another or retention of responsibility for subject areas with delivery capacity assigned to a different organization
- improvements in the formal or informal ways in which boards, committees, or work groups are constructed, and cross leadership
- changes within some organizational structures to make them more effective
- additional personnel

The means of improving organizational responsibility and capacity are different with each of the three entities and are addressed in greater detail in the Implementation Plan. Taken together, improved organizational structure and program delivery capacity

would improve the overall ability to deliver expanded forestry-related continuing education to loggers and to forestry professionals.

Participant Costs

Participant costs differ for MLEP, SFEC, and LogSafe programs. Individual interview and Task Force results made it clear that participant costs should be viewed as having at least two significant components: (a) tuition and other direct fees that are paid to the providing organization and (b) costs related to travel, lodging, and other expenses involved with attending a continuing education course which are not paid to the sponsoring organization.

- MLEP offers almost all of its continuing education courses to its members free of charge; members may attend as many workshops as they wish without charge. A small number of courses have a nominal equipment/materials fee of \$10-\$25. All non-MLEP members who attend MLEP continuing education pay \$135 per course per person. Most MLEP courses are provided in the north and northeastern part of the state, which is convenient for participants from north, northeast, and east central Minnesota but results in travel and lodging costs for participants from other areas of the state.
- For SFEC, every course participant pays for continuing education, with fees of \$65 per one day session for employees of SFEC members and \$135 per day for attendees from non-member organizations. Some SFEC courses are provided at the Cloquet Forestry Center, which is convenient for participants from northeast and east central Minnesota but results in travel and lodging costs for participants from other areas of the state. The member/non-member registration fee difference is an intentional strategy used by SFEC to encourage membership. It should be noted that most forestry-related professionals in Minnesota are employed by SFEC members.
- LogSafe is the simplest of the three groups with regard to analyzing participant costs: there is no tuition or other fee payable by the participant. All direct program expenses are paid by a combination of state budget funds and assessments on wood purchased or acquired by a wood mill located in Minnesota. However, if a continuing education participant needs to travel long distances or include overnight lodging and meal expenses, then they incur expenses. LogSafe offers courses throughout Minnesota, most being offered in the forested areas of the state. This results in opportunities for many attendees to minimize travel and lodging costs, although the course frequency in some parts of the state is low enough that forestry professionals in those areas may incur more travel-related costs.

Interview information indicates that current course fees are not prohibitive or discouraging if a person is a member of SFEC and/or MLEP and can obtain the member rates. However, opinions were expressed that non-member rates are high enough that

the tuition amount could discourage attendance. The overall cost of forestry-related continuing education becomes discouraging when courses are not available within a reasonable driving distance, or courses are not available on a frequency schedule that minimizes conflicts with other important forestry activities. While opportunities exist for continuing education from other providers, the subject matter and course dates frequently have limited communication to the broad array of forestry-related professionals.

Provider Budgets and Program Financing

Budgets and program financing differ among MLEP, SFEC, and LogSafe. The study finds that funding derives from a variety of sources including membership fees, base sponsor funding, grants for curriculum and product development, state funding, and participation tuition or fees. Each of these sources needs to be considered part of the continued overall funding arrangement to sustain forestry-related continuing education. Each source provides a differing degree of reliability and opportunity. A committed and diverse funding mix enhances continuing education program sustainability. Grants can provide significant financial support, but are usually designated for specific project areas with limited life span and no assurance of renewal or extension. Both SFEC and MLEP have historically utilized grant funding for curriculum development. Tightened and reduced staff capacity could affect the ability of these organizations to write and secure this type of funding in the future. In some cases, economic downturn has forced tightening of organization member budgets and the pocketbooks of participants who seek or are required to obtain continuing education.

- MLEP has the broadest base of financial support in the form of dues from its diverse member base. The financial load on any individual member is relatively low due to the large number of members and the dues structure is weighted according to the size of the member firm. MLEP also attracts funding via membership dues from associate members with an interest in the forest industry. This funding model appears to work well in light of economic changes.
- SFEC receives base funding support through the University structure in amounts that have been decreasing. The University of the Minnesota has changed to a business driven, user pays model, resulting in significant effects on flexibility and availability of University staff to rural Minnesotans. SFEC is in a state of uncertainty as University budget changes continue. Base membership funding, such as by the Minnesota Department of Natural Resources, has remained constant.
- State funding (Department of Labor and Industry) provides the sole funding for LogSafe. Despite general inflation, state support of \$125,000 per year has been unchanged for the life of the program. It is unclear what impact changes would have on the LogSafe program. Individual interviews impart general consensus that logger safety training continuation is vital and should be continued with some form of state oversight.

A major objective was determining how to sustainably fund staff capacity for the development and presentation of timely and affordable programming in formats that meet the different learning styles and needs of professionals.

Sustainable funding for continuing education must address:

- Coordination and administration of the needs assessment, advisors, planning, promotion, conducting courses, and sustained future funding;
- Fees for educational providers, including course development and innovative delivery. Courses may be delivered as face-to-face seminars, field tours, and conferences; workbooks for independent learning; correspondence courses; or through CDs or Web-based technologies.
- Costs for trainees, e.g., travel or educational materials

In weighing the funding approaches for strategic planning purposes, it is necessary to consider the uses of funds, the sources of funds, and other related aspects expressed and identified during the study:

Uses of funds:

- Funding for programming
- Funding for program development
- General coordination and administrative funding

Sources of funds:

- membership fees
- base sponsor funding
- grants
- state funding
- participation fees/tuition
- tax on primary forest products dedicated to forestry-related education

In reviewing and recommending a sustainable funding structure for forestry-related continuing education, other factors also come into consideration, such as:

- Ability of employer or participant to pay tuition, fees, and other direct continuing education costs
- Costs of travel to and lodging for non-local continuing education programs
- Availability of programs in terms of frequency, timing, subject matter, and location
- Relevance and net value of continuing education programs to participants, employers and their employees

Reliance on a single funding source can have significant negative impacts on continuing education programs if the single source decreases its support. In the current environment, a significant part of the forestry-related continuing education programming provided by MLEP and SFEC is funded by member fees, while some of

MLEP's programs and all of SFEC's programs also have at least some portion of participant fee or tuition. Both MLEP and SFEC have benefitted from grant funding. The funding mechanism is different with LogSafe, which is provided \$125,000 per year in state funds, while wood purchasers pay amounts that encourage attendance by loggers because of the rebate amount available to them or their employer.

The recommended funding approach is to have diverse funding sources:

- There is value in having the user, or beneficiary, contribute a reasonable and affordable amount for the continuing education received by the participant
- There is value to employers, the state, and the wood products industry in having well trained loggers and forestry professionals, for which sustained continuing education funding contributions from employers and the industry would be appropriate
- Grant funding from nonprofit or philanthropic organizations for purposes such as areas of identified special interest and importance, or for general support because of the perceived greater value, could be an important portion of the overall funding structure
- The University of Minnesota has a role and should be a meaningful financial supporter of forestry-related continuing education on a sustained basis, because the University can also realize value from continuing education
- The University is able to serve as a channel for obtaining and applying state funds as base support for an activity of broad public benefit including a strong, productive, environmentally sound and sustainable forestry-based economy
- Being a major research institution, the University's active and sustained base funding for forestry-related continuing education provides a means for it to perform a central role in disseminating its advanced forestry-related technology, putting it in an improved position to apply for and obtain research grants and contracts
- By using University-based land grant income as a source of base funding, the University fulfills an important part of its mission of providing educational opportunities to the citizens of Minnesota.

STRATEGIC PLAN AND IMPLEMENTATION

Strategic Direction: Major Objective

A major objective and need resoundingly heard from all Continuing Education for Forestry Professionals Task Force members was that **forestry-related continuing education is very important and should be continued and expanded**. The Task Force further reached consensus on the model with which this should be done, that being the **Dual Non-integrated Model for Logger and Forestry-related Professional Continuing Education**. Additional objectives identified include:

- more course offerings, including both present subjects and more advanced forestry developments
- more frequent course offerings
- more geographical diversity of course locations
- more interaction and sharing of continuing education courses among the key providers as well as with and among other providers
- base or sustainable funding for providing organizations
- improved access to high quality trainers
- greater sharing of information about course offerings

Numerous other strategic sub-objectives were also identified by the Task Force and are evident in the Task Force meeting notes in Appendix D.

In pursuing the broad strategic direction and its component sub-objectives, challenges to be resolved as part of an implementation plan would include (a) overcoming general budget concerns and funding limitations in a sustainable manner, (b) organizational and governance issues involving competition among various providers for dominance over either subject matter priority or audience size, (c) capacity limitations on staff sizes, and (d) the ability to expand the number of offerings, diversity and focus of subject matter.

Model Development and Recommendation

The Task Force reached consensus on recommending a model for enhancement, alignment, and sustainability for forestry-related continuing education. The recommended plan involves a two step approach:

1. A Dual Non-Integrated Logger and Forester Continuing Education Model, in which continuing education activities are organized and conducted by separate entities, one for loggers and one for foresters, that may but do not necessarily

coordinate with each other and which are distinct and not integrated with each other, should be implemented first, with review after two years; and

2. A Dual Integrated Model for forestry continuing education would be the eventual objective. Key providers of logger and forester continuing education would have an integrated common administration with respect to overall continuing education planning, governance, and program delivery. Separate advisory groups would exist for forestry and loggers. This model will be considered upon successful implementation of the Dual Non-integrated Logger and Forestry Continuing Education Model.

Step 1 of the recommended model is the **Dual Non-Integrated Model**. This model involves one organization (MLEP and LogSafe, acting in a coordinated manner) which will provide continuing education for loggers, and a second organization (SFEC) which will provide continuing education for forestry professionals. This model recognizes the many interests that exist in the forestry arena. It retains the existing entities and interests but revises the manner in which their continuing education functions and interests are coordinated. The model is intended to bolster both logger and forester/natural resource professional continuing education, but does so without combining all three entities or eliminating any entity. Improved coordination of forestry-related continuing education programming is a benefit of this model, and capitalizes on the unique strengths, talents, and skill sets of those affiliated with each program .

In developing the Dual Non-integrated Model recommended as a first phase, Task Force members considered many factors, including actions that would be necessary with the recommended model. The programmatic recommendations and considerations include:

MLEP/LogSafe Recommended Action:

- o LogSafe should continue to provide on-site consultation services and should contract with MLEP to handle other logger safety training.

MLEP/LogSafe Considerations:

- o LogSafe should integrate better with other programs, but be careful to not lose its funding stream or rebates to loggers.
- o The LogSafe on-site consulting function should be retained within the Department of Labor & Industry (DOLI).
- o Logging companies generally desire integration of continuing education programs.
- o Improvements in the economies of scale for office space, program marketing, database management, registration, facility and program arrangements, and staffing for MLEP and LogSafe should be seen.

SFEC Recommended Actions:

- o SFEC should be structured under the University of Minnesota, Department of Forest Resources to develop an enhanced presence within the University system.
- o Staffing and funding should be augmented to increase the program capability, offerings, and sustainability

- Governance should be enhanced by formal advisory mechanisms and linkage/communications with the MLEP programs

SFEC Considerations:

- SFEC was initially organized under the University College of Natural Resources (CNR). CNR was later merged to form the larger College of Food, Agriculture, and Natural Resource Sciences (CFANS)
- Formal and consistent communication with the University is highly desirable, but a comprehensive organizational unit like CNR no longer exists.
- Moving SFEC under auspices of an Extension program and Regional Educator was determined to be less viable due to the focus of Extension and the staff category in which the SFEC Director currently resides. However, informal and consistent communication with Extension is encouraged.
- Moving SFEC under the University's Department of Forest Resources (formerly in CNS, now in CFANS) would place it with the faculty most interested in the SFEC effort.
- The University's Department of Forest Products was changed to include forest and agricultural components designated as the Department of Bioproducts and Biosystems Engineering and the Department of Fisheries, Wildlife, and Conservation Biology, both of which reside within CFANS.
- Changes in University structure result in recommending formal and consistent communication within the University and especially its Departments of Fisheries, Wildlife and Conservation Biology and Bioproducts and Biosystems Engineering.
- Funding models for SFEC and MLEP are different. This should be considered during planning stages for the Dual Integrated Model in two years.

MLEP, SFEC, and LogSafe would all be retained by the Dual Non-integrated Model. Some restructuring and coordination among entities will be required to implement the model, as will development of mechanisms for sustainable funding. Details of implementing a Dual Integrated Model were not included in the mission of the current study and Task Force.

Model Selection

In arriving at the decision to recommend the Dual Non-integrated Model as the first step in a two step approach, several general models were considered by the Task Force. The general models were:

- A. Status Quo: This model is one in which no changes are made from the present situation: no changes to existing organizations, no changes to the way professional education needs are identified and served, and no changes in funding structure, other than changes that would evolve within the current structure and timeframe. This is essentially the baseline situation against which other models and recommendations may be compared.

Organizational responsibility: MLEP, SFEC, and LogSafe each retain their own organizational responsibility.

Organizational Structure and Staff: MLEP, SFEC, and LogSafe each retain their own organizational structure and staff.

Core Programs: MLEP retains logger focused programming. SFEC retains forest-related professionals focused training. LogSafe retains logger employee focused safety programming.

Funding: MLEP retains diverse funding mix of membership dues, course fees, and grants. SFEC retains course fee, membership dues, base University funding support, and occasional grant funding mix. LogSafe retains \$125,000 per year state funding.

- B. Single integrated model with MLEP, LogSafe, and SFEC eliminated as individual organizations and combined into one new organization: This model would provide continuing education in a generally similar manner to the current structure. The major difference is that (MLEP, LogSafe, and SFEC would be combined into one new organization. This new integrated organization could be formed by either one of the existing organizations absorbing the structure, missions, functions, and funding methods of the other two, with the two organizations that are absorbed being discontinued and abolished, or by forming a totally new organization that absorbs the missions, functions, and funding of the other three, which are all abolished.

Organizational responsibility: MLEP, SFEC, and LogSafe are eliminated as continuing education providers; a new entity is formed to assume the continuing education responsibilities

Organizational Structure and Staff: The new entity would be established with its own organizational structure and staff.

Core Programs: All of the MLEP, SFEC, and LogSafe continuing education programs would be combined into one continuing education program and any program duplication could be eliminated.

Funding: A new funding arrangement would be established that would include various components including a funding mix of membership dues, course fees, base funding, grants, and potential new market niche product sales. A new funding structure would require that new arrangements be established with respect to membership base and University funding components, as would provisions for possible state funding. A deliberate plan for identifying a unique market niche could be accomplished and the resulting product/service sold across the nation and world.

- C. Single integrated model with MLEP, LogSafe, and SFEC preserved but with primary coordination of all three by one of the existing organizations: This model would preserve many elements of the status quo except that one of the three would become formally responsible for coordinating the actions, activities, and budgets of all three.

Organizational responsibility: A new board of directors which represents a diverse member/partner mix could establish direction and operate as a governance only board. An in-depth review of statewide continuing education constituents could be accomplished to insure proper representation mix for this board.

Organizational Structure and Staff: Significant structure and staff changes would be imminent under this model. A single board of directors could be considered to oversee direction of the three organizations.

Core Programs: All of the MLEP, SFEC, and LogSafe continuing education programs would be combined into one continuing education program and any program duplication could be eliminated. SFEC would remain focused on forest-related professionals, MLEP and LogSafe on loggers and logging organizations as specialty areas.

Funding: Expenses could be reduced as greater coordination is achieved. Limited duplication and clearly defined roles could create economies of scale for all organizations including such items as: coordinated database, registrations, and facility and program arrangements.

- D. Dual integrated model with one integrated administration providing continuing education for both foresters and loggers (**Selected eventual model**): This model would sustain continuing education programs for loggers and forester/natural resource professionals under the direction of separately focused advisory groups but a common administration. Funding sources could remain the same or change over time. It would provide continued strong programming for both loggers and forestry professionals but with economies of scale in staffing and administrative support. It could be organized as its own nonprofit organization or as an entity within the University of Minnesota structure.

Organizational responsibility: There would be a separate advisory boards for forester/natural resource professionals and loggers with some overlap in membership to foster program integration where it makes sense.

Organizational Structure and Staff: One unified administrative staff would support continuing education for both forester/natural resource professionals and for loggers based on advice from the two separate advisory boards. It would require a full time coordinator/director, administrative staff, and faculty and member trainers. One integrated staff may allow for a larger staff than any one entity could provide on its own, a greater diversity of staff expertise, and staff backup capability when someone is gone temporarily. The staff may find it challenging to support requests from two separate, but integrated advisory committees. Programs could still be driven by funding streams and associated program expectations.

Core Programs: Focus education on loggers and forester/natural resource professionals based on priorities established by two separately focused advisory

groups.

Funding: Options could include housing this staff in the University structure such as the Department of Forest Resources or it could become a free-standing nonprofit organization. Current funding streams could be maintained or changed as opportunities arise. Promoting the Certificate Course in EcoSystem Silviculture and development of other cutting-edge curriculum on a national or global scale on a fee basis should be examined. Restructuring of current funding mix of both MLEP and LogSafe may be required. There may be improvements over options A and D in the economies of scale for office space, program marketing, database management, registration, facility and program arrangements, and staffing. The economies of scale are similar to Options B and C.

- E. Licensing or certification board: Minnesota and most other states have boards of licensure and certification for professionals that are quasi-independent of either academia or state government and is an example of another model that could be implemented. This option could remove database maintenance from SFEC, MLEP, and LogSafe.

Organizational responsibility: In this model, a state board of forestry licensure would be created by the legislature. Members would be appointed to represent specific forestry interests (logger members, forester members, general public members, for example). This new Board would assume the roles of licensing, testing, authorizing continuing education credits, and conducting similar functions. The implications could go so far as to require licensure of foresters and educators, but could also be reduced to tracking, recording, and approving continuing education credits. Roles for MLEP, SFEC, and LogSafe, in this model, may or may not continue. If continued, they could serve the role of continuing education providers solely. The new board would assume the certification and tracking/recordation functions or could also be formed into a licensure agency.

Organizational Structure and Staff: This model would require an executive director and an administrator to track and audit licensing, certification and continuing education.

Core Programs: Not considered a training provider. Certification and licensing functions only.

Funding: Start-up funding provided by legislature. Licensing fees would cover the on-going costs of administration.

Another model possibility, the Inter-agency Fire model, may have application for inclusion in the future. National and state forest fire fighting entities have an existing model of interagency coordination which house implementation examples that could be replicated in forestry-related continuing education.

Implementation Actions and Assignments

The final Task Force meeting defined specific steps for implementing the recommended strategic direction, the Dual Non-integrated Model for logger and forestry-related professional continuing education.

Task Force members divided into two working groups, one group to develop implementation plan details for continuing education for forestry professionals and the other to develop implementation plan details for loggers. Each group was tasked with developing implementation plan recommendations that would cover governance, administration, programming and delivery, funding and budget, and implementation timeline needed to bring the forestry-related continuing education system into a dual non-integrated form. As agreed by consensus, implementation details for the Dual Non-Integrated Model should facilitate possible movement toward the eventual Dual Integrated Model. The report-back and detailed comments from each of the subgroups is contained in Appendix D.

The Task Force recommended that implementation actions to be taken in the short-term are the following:

Immediate Actions and Assignments

As of the time of issuance of this report, implementation actions were being taken as agreed by the Task Force.

- Decisions are needed about the committee or agency to which the suggested funding requests should be addressed. If a request is made, the DNR could play a key role; DNR and Department of Finance would be required to coordinate with each other. Important dates relevant to this process include: December 2 state financial forecast and the January 27 expected release of the Governor's proposed budget; December 4th the financial forecast is due; January 27th the budget is released to the public.
- A committee is needed to meet with Commissioner Holsten. Dave Chura will meet with the DNR Commissioner and Governor's staff to start the process. It is also important that Alan Ek and Michael Houliston be involved with their respective departments.
- Dave Chura and Michael Houliston will begin work on the white paper and communications with their member contacts.
- Alan Ek, Mel Baughman, and Ron Severs will need to speak with the Dean regarding changes to Louise Levy's position and organizational fit, Mel will lead this action.
- Louise Levy will work with Alan Ek to determine the SFEC legislative request

amount.

- Transition funding may be necessary to offer more and different continuing education opportunities and delivery modes. A matching/initiative grant could be sought to accommodate this.

Medium-Term Actions

Beyond the immediate actions and assignments, there was also consensus on the details of needed medium-term actions:

Logging, MLEP and LogSafe:

Governance:

- Representatives of the LogSafe Advisory Committee should join with the MLEP Board to form an Education Planning Working Group to assist in identifying, designing, and evaluating continuing education programs for loggers.
- LogSafe and MLEP staff should coordinate implementation.

Administration:

- Department of Labor and Industry (DOLI) should continue to provide on-site consultation services.
- MLEP should receive a grant or contract from DOLI to conduct LogSafe training.
- MLEP should be responsible for maintaining the logger continuing education database.
- Additional capacity will be needed by MLEP to handle the LogSafe safety training, but this should not require adding a full time position at this time.

Programming and Delivery:

- DOLI and MLEP staff will draft a white paper to define details.
- An objective is to reduce safety training requirements from 16 to 12 hours per 2 years.
- A process should be established for approving training eligibility for the DOLI safety rebate programs when such programs are delivered by MLEP.

Funding and Budget:

- DOLI and MLEP personnel should meet to work out budget details related to the design and delivery of safety training. An approximately \$80,000 restructuring of the current funding mix from LogSafe to MLEP will be required. Legislative changes are not needed to contract LogSafe training to MLEP.
- A legislative request should be made for \$80,000 annually for logger education and certification.
- May later need to explore transition funding to move to the Dual Integrated Model.

Implementation Timeline:

- October 2008: DOLI and MLEP staff should complete the white paper and memorandum of understanding which defines programming, delivery, staffing needs, and other details.
- November 2008: MLEP and DOLI should finish communicating with trade associations and the larger logging and forestry-related communities about the integration of the LogSafe and MLEP continuing education programs.
- April 2009: Fully implement the integrated MLEP and LogSafe programs, with DOLI to maintain the on-site consultations.

Forest Professionals, SFEC:

Governance:

- A formalized advisory board should be established, to be comprised of a representative from each SFEC membership group, the MLEP executive director, and could include one or more University of Minnesota Department of Forest Resources and/or related CFANS faculty, and representatives from the Extension Natural Resource Management and Utilization unit, the Society of American Foresters, The Wildlife Society, and a LogSafe representative.
- There should be an annual advisory board meeting and periodic web-based meetings. An executive committee of the board may be needed to formally build ownership and commitment.
- The governance structure within the University should be strengthened and the Coordinator should report to the Head, Department of Forest Resources.
- The SFEC advisory board should have cross membership with MLEP.

Administration:

- SFEC should be strengthened within the University system with a formal link to the Department of Forest Resources and heightened presence on the Forest Resources website.
- Human resource/finance support should be retained in St. Paul.
- SFEC would require organizational structure and staff, at a minimum:
 - One full-time Coordinator to handle fundraising, advisory board, supervision, and communications with members and University for relationship building.
 - One full-time professional program staff to focus on developing and delivering training events, maintaining close contact with SFEC members, and working with the coordinator on connectivity between higher-level collaboration and networking and program delivery.
 - One part time clerical support staff to handle web support, meeting organization, record keeping and office functions.
 - Additional program instructors should be recruited to expand the instructor base. Instructors should come from University faculty, member organization representatives, and consultants/instructors.

Programming and Delivery

- Programming should provide field to classroom training.
- Web-based continuing education and telecommunications should become part of

the offerings.

- Strengthen marketing of and continue offering a variety of services by which members can utilize SFEC including but not limited to registration services, short courses, and continuing education credits.

Funding and Budget

- Base funding is needed to accommodate staff and program recommendations.
- Funding should be sought for advertising, marketing, teleconferencing, and web-support.
- Legislative requests should be made for \$120,000 annual base support. (See Appendix H).
- Examine the potential of increasing membership and course fees.
- Examine promotion of the Certificate Course in EcoSystem Silviculture, nationally and/or internationally, on a fee basis.

Implementation Timeline:

- Legislative requests should proceed, the preliminary estimated annual amount is \$120,000.
- November 2008: SFEC Coordinator will complete a white paper for SFEC members and others detailing expected short and long term changes to SFEC, especially those changes directed by this Task Force report.
- November-December 2008: SFEC Coordinator will convene an all-member meeting to begin action on key components of the Task Force final report including formation of a formal advisory board and possible short term executive committee, strategies to diversify and strengthen training offerings and funding sources for staffing and program development.
- Spring 2009 to July 1, 2009: Target for staffing changes and legislative funding
 - January 2009: hire new clerical support staff.
 - Spring 2009: hire new SFEC Coordinator
- Governance structure could change sooner as it depends on a decision by the college Dean

Completion of the identified immediate and medium term actions, which are consistent with the strategic plan, is expected to result in successful movement of forestry-related continuing education from the status quo to the Dual Non-integrated Model and arrangements that are preferred by the Task Force members. Review of the overall continuing education system for forestry-related professionals in about two years will allow determination of whether the next strategic step should be taken. While the Continuing Education for Forestry Professionals Task Force has now completed its mission, Task Force members have already begun implementing the outlined plan that was developed as actions are being taken to reach the strategic objective.

Appendix A

Descriptive Information: MLEP

Minnesota Logger Education Program

Minnesota Logger Education Program (MLEP): MLEP is a logger-initiated program that was established in 1995 to provide assistance to Minnesota’s logging community through educational programming. This objective is accomplished by partnering with numerous groups to identify needs and facilitate the development, design, delivery, and evaluation of programs which focus on sustainable forest management, transportation, safety and business management. MLEP, which is based in Duluth, MN, is a 501(c)(3) organization. It is governed by a thirteen-member board of directors and employs an Executive Director and a part-time Executive Assistant. Since its inception in 1995, MLEP has sponsored 446 workshops focused on sustainable forest resource management, business management, professional operations, and safety. Participation within the training and education programs exemplifies MLEP’s overall support and success with a total combined attendance of 11,483; including 9,295 loggers and 2,188 public and private sector natural resource managers. MLEP’s program services depend on the support of its members and the commitment of its partners.

Minnesota Master Logger Certification: MMLC is administered through the Minnesota Logger Education Program (MLEP). It is a performance-based program for loggers that recognizes training, experience, and the application of sound business and logging practices. Logger certification has been recognized as a way to independently verify the harvest, safety, and business practices of participant loggers against specific standards. MMLC has been endorsed by Time Inc. as meeting the requirements of their Certified Sustainable Forestry program; only two other logger certification programs in the nation, Wisconsin and Maine, have received this recognition from Time Inc. Many Minnesota loggers already meet the standards and criteria required for certification, but they do not have a way to authenticate that their customers. Loggers who become certified are able to provide certified wood to the market place, meaning that loggers and mills in Minnesota will be in a strong position to provide certified wood from family forestlands to customers like Time Inc. that require certified wood in the products they purchase.

A working group representing the broad forestry community was established in early 2005 to develop the MMLC program and its policies, as well as set-up the certifying board. The program is comprised of eight areas of responsibility such as “Protection of Water Quality and Soils”, “Adherence to Site Specific Harvest and Management Plans” and “Compliance with Regulations Applicable to Logging Operations.” Each responsibility area includes measurable performance standards and practices. A logger participating in the program undergoes a third-party audit of his or her business practices and harvest sites. Independent auditors who have been trained on the MMLC standard conduct field audits on a sample of sites the applicant has harvested within the last 12 months. The logging business and harvest practices are evaluated against 138 practices in eight major areas of responsibility. Based on their findings, the auditors provide the certifying board a recommendation for or against certification. An eight member certifying board, which represents a broad range of forestry interests, reviews the audits and recommendations and makes the final determination on whether the applicant’s business can be certified. To be certified, a logging business must pass all eight areas of the MMLC standard on all audited sites. If a logger achieves certification, the certification status is good for three years. During that time, all of the logger’s harvest sites are subject to random review and audit.

Annual Report CY 2007



“Setting the Standard in Logging Professionalism”

Minnesota Logger Education Program
301 W. 1st Street ▪ Suite 510 ▪ Duluth, MN 55802 ▪ (218) 722-5442

May 2008

Preface

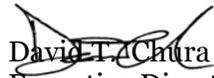
I am pleased to report that 2007 was another busy and successful year for MLEP. This annual report summarizes the program services and activities of the Minnesota Logger Education Program (MLEP) for calendar year 2007.

The Minnesota Logger Education Program is a logger-initiated program that was established in 1995 to provide assistance to Minnesota's logging community through educational programming. This objective is accomplished by partnering with numerous groups to identify needs and facilitating the development, design, delivery, and evaluation of programs which focus on sustainable forest management, transportation, safety and business management. MLEP, which is based in Duluth, MN, is a 501(c)(3) organization. It is governed by a thirteen-member board of directors and employs an Executive Director and a part-time Executive Assistant.

To date, MLEP has sponsored 446 workshops focused on sustainable forest resource management, business management, professional operations and safety. Participation within the training and education programs exemplifies MLEP's overall support and success with a total combined attendance of 11,483; including 9,295 loggers and 2,188 public and private sector natural resource managers.

MLEP's program services and success would not be possible if not for the support of our members and the dedication and commitment of our partners. We greatly appreciate their continued support and contribution to MLEP's success.

Sincerely,


David T. Chitra
Executive Director

Minnesota Logger Education Program 2008 Board of Directors

*Don Wagner, President
Wagner Forest Products*

*Ron Beckman, Jr., Vice President
Ron Beckman Timber Harvesting, LLC*

*Kit Hasbargen, Secretary
Hasbargen Logging, Inc.*

*Bill Fleischman, Treasurer
Izaak Walton League*

*Charlie Blinn
University of Minnesota*

*Rod Enberg
Enberg Logging
Seth Johnson*

Johnson Logging, Inc.

*Kelly Kimball
Kimball Logging, Inc.*

*Jim Marshall
UPM – Blandin Forestry*

*Tom McCabe, Jr.
McCabe Forest Products*

*Bob Tomlinson
DNR Division of Forestry*

*Bruce ZumBahlen
Minnesota Forestry Association*

Membership

MLEP membership is comprised of logging business owners (large and small), wood dealers and associate members. 2007 membership totaled 530 reflecting: 105 small logging business owners, 296 large logging business owners, 6 wood dealers, 63 associates, and 63 new logger applicants.

Program Services / Activities

In 2007, the Minnesota Logger Education Program continued to increase the number of workshops, variety of topics and training formats provided to logging and natural resource professionals and landowners.

Professional Training and Continuing Education Classes (CY 2007)

Date	Workshop Title	Location	Participation #s
3/15	Invasive Plants of MN Forests	Rochester	3
3/16	Truck Weight Compliance	St. Cloud	1
3/27	UND Aspen Mgmt. & Biomass Utilization	Grand Forks	2
3/31	Nortrax 1/2 Day-SC2 Undercarriage Info/Assess	Duluth	3
4/3	Truck Weight Compliance	Duluth	15
4/10	Tower Logger Conference Day One	Tower	174
4/11	Tower Logger Conference Day Two	Tower	169
4/17	Bemidji Logger Conference Day One	Bemidji	193
4/17	Truck Weight Compliance	Rochester	1
4/18	Bemidji Logger Conference Day Two	Bemidji	224
4/19	Woody Biomass Field Day	Cloquet	3
4/24	Skilled Driver Workshop	Duluth	16
4/24	Basics of Spreadsheets	Duluth	1
4/24	UMCED- Beyond Basics of Spreadsheets	Duluth	1
4/26	Skilled Driver Workshop	I Falls	29
5/1	Forest Management Guideline Training	Cloquet	54
5/5	Dirt, Trees, and Timber Sales	Duluth	10
5/8	Forest Management Guideline Training	Bemidji	90
5/11	Anderson Lubricant's Commercial Seminar	Superior	10
5/24	Timber Sale Design	Grand Rapids	25
6/12	Federal Tax Issues for Loggers	Bemidji	19
6/13	Accessing Aerial Photos/Topo Maps	Cloquet	18
6/14	Federal Tax Issues for Loggers	Duluth	7
7/17	Introduction to GPS	I Falls	4
7/18	Intermediate GPS	I Falls	8
7/30	Invasive Species of MN Forests	Baxter	2
8/2	Woodland Owners Biomass Field Day	Grand Rapids	7
8/3	Woodland Owners Biomass Field Day	Little Falls	4
8/21	Hardwood Management #1- Aitkin Cty PWC	Aitkin	7
8/22	Invasive Plants of MN Forests	Duluth	5
8/22	Hardwood Management #2- Aitkin Cty PWC	Aitkin	6
8/23	Invasive Plants of MN Forests	Grand Rapids	2
8/24	Invasive Plants of MN Forests	Bemidji	5

8/30	Invasive Plants of MN Forests	Altura	1
9/5	Introduction to GPS - Brainerd	Brainerd	2
9/18	Silviculture- Even Aged Mgmt.	Palisade	11
9/19	Silviculture- Uneven-Aged Mgmt.	Palisade	11
10/2	Timber Cruising for Loggers	Brainerd	19
10/3	NW Series- Creative Mktg. & Sustainability	Grand Rapids	1
10/4	Timber Cruising for Loggers	Nerstrand	6
10/9	Truck Weight Compliance	Bemidji	14
10/10	Skilled Driver Workshop	Grand Rapids	25
10/17	NW Series- Product Branding/Promotion	Bemidji	1
10/31	NW Series- Building a Selling Website	Grand Rapids	1
11/21	NW Series- Issues in Sustainability	Grand Rapids	1
12/13	Accessing Aerial Photos & Topo Maps	Cloquet	19
12/14	Accessing Aerial Photos & Topo Maps	Cloquet	18
Total Participants			1248

Program Activity Highlights

- Secured a legislative change to Minnesota Statutes that was necessary to ensure LogSafe training record information was classified as “public data” and shared with MLEP.
- Coordinated development of curriculum for five new workshops:
 - DOT Audit / Skilled Driver
 - Accessing Aerial Photos
 - Timber Sale Design
 - Federal Taxation Issues
 - Silviculture workshops
- Implemented MLEP eUpdate for electronic communication with loggers, associate members and other stakeholders. This monthly update provides reporting data back to MLEP allowing us to analyze how many loggers are reading their email and accessing the included links.
- Developed new website layout and content to improve delivery and access to training materials, information, and useful resources.
- Helped to initiate a “Train the Trainer Initiative” for Forest Management Guideline related training.
- Lead the development of curriculum and training on the new biomass harvesting guidelines.
- Authored and submitted final grant report to the Duluth/Superior Area Community Foundation (February 2007).
- Authored and submitted final grant report to the AgStar Fund (February 2007).
- Co-authored and submitted a “Computer Based (on-line/CD-Rom) Training for Loggers, Natural Resource Managers and Landowners” funding proposal to University of Minnesota Extension (February 2007). The proposal was funded.
- Authored and submitted “Introduction to Minnesota Biomass Harvesting Guidelines Education and Training Proposal” to the Minnesota Forest Resources Council (May 2007) resulting in \$15,000 contract.
- Authored final report on MMLC activities for the related LCCMR grant (July 2007).
- Drafted MLEP’s Business/Strategic Plan 2007-2009.

- Presented and participated in a variety of activities:
 - Aitkin County Presentation on MLEP/MMLC, January 8, 2007.
 - Governor’s Recognition Ceremony for MMLC – St. Paul, January 31, 2007.
 - Wood Fiber Council Presentation – St. Paul, March 6, 2007.
 - Timber Productivity Conference – Duluth, March 27 & 28, 2007.
 - Minnesota Forest Resources Council Presentation – Cloquet, March 29, 2007.
 - Nuts and Bolts of Timber Sales MLEP/MMLC Presentation – Boulder Lake, May 5, 2007.
 - Grand Rapids Chamber Forestry Affairs Committee Presentation – Grand Rapids, May 25, 2007.
 - Minnesota Forest Resources Partnership – Grand Rapids, June 20, 2007.
 - MN Power Biomass/Logger Capacity – Duluth, June 29, 2007.
 - FISTA Logger Education and Certification Coordination – Rhinelander, WI, July 20, 2007.
 - MFI Forest Management Committee Meeting – Duluth, August 21, 2007.
 - Family Forest Stewardship Presentation – St. John’s University – September 13, 2007.
 - NorthStar Expo – Grand Rapids, September 14-15, 2007.
 - LogSafe Advisory Committee – ongoing (approx. 4 meetings per year).
 - Minnesota SFI Implementation Committee - ongoing (6-8 meetings per year).
- Articles, newsletters, press releases, advertisements, and comments provided to the media.
 - “Governor Pawlenty Recognizes Minnesota Certified Master Loggers” press release – January 31, 2007.
 - “Minnesota’s First Logging Businesses Certified” press release, December 2006.
 - “Area Logging Businesses Recognized by Gov. Pawlenty, The Timberjay (Tower, MN), Farmers Independent (Bagley, MN) and Independent Age (Aitkin, MN), February 2007.
 - “Minnesota’s First Third-Party Audited Logging Businesses Certified”, SFI Monthly, January 2007.
 - “Governor Pawlenty Recognizes “Minnesota Certified Master Loggers”, IATP Community Forestry Resource Center, February 2007.
 - Professional Capacity Language Component for Gov’s Task Force Report – March 2007.
 - Timber Sale Design Training Notes – June 2007.
 - Wetland Conservation Act & Silvicultural Exemption Training Notes – June 2007.
 - MLEP Monthly eUpdate implemented – August 2007.
 - MLEP Treeline newsletters (Spring/Summer 2007, Fall 2007).
 - MLEP and MMLC advertisements:
 - Minnesota Deer Hunters Association – Whitetales magazine (Spring 2007)
 - BetterForests magazine (Winter/Spring 06-07, Summer 07).
 - Northern Wilds newspaper (Spring 2007)
 - Associated Contract Loggers and Truckers of MN’s Update magazine (Jan/Feb 2007)

- Minnesota Timber Producers Association's Timber Bulletin magazine (Jan/Feb 2007 and Mar/Apr 2007)

Minnesota Master Logger Certification

Minnesota Master Logger Certification (MMLC), administered through the Minnesota Logger Education Program (MLEP), is a performance-based program for loggers that recognizes training, experience, and the application of sound business and logging practices. Logger certification has been recognized as a way to independently verify the harvest, safety, and business practices of participant loggers against specific standards. Logger certification provides the customer and the general public an assurance that the person or company performing the job has the education, training, skills and knowledge to do the job correctly, and that appropriate timber harvest practices are being implemented.

MMLC has been endorsed by Time Inc. as meeting the requirements of their Certified Sustainable Forestry program. This is no small achievement – only two other logger certification programs in the nation, Wisconsin and Maine, have received this recognition from Time Inc.

Many Minnesota loggers already meet the standards and criteria required for certification, but they do not have a way to authenticate that their customers. You might think of it as providing a “Good Housekeeping” seal of approval of a logging business. In addition, loggers who become certified are able to provide certified wood to the market place. This means loggers and mills in Minnesota will be in a strong position to provide certified wood from family forestlands to customers like Time Inc. that require certified wood in the products they purchase.

A working group representing the broad forestry community was established in early 2005 to develop the MMLC program and its policies, as well as set-up the certifying board. The program is comprised of eight areas of responsibility such as “Protection of Water Quality and Soils”, “Adherence to Site Specific Harvest and Management Plans” and “Compliance with Regulations Applicable to Logging Operations.” Each responsibility area includes measurable performance standards and practices.

A logger participating in the program undergoes a third-party audit of his or her business practices and harvest sites. Independent auditors who have been trained on the MMLC standard conduct field audits on a sample of sites the applicant has harvested within the last 12 months. The logging business and harvest practices are evaluated against 138 practices in eight major areas of responsibility. Based on their findings, the auditors provide the certifying board a recommendation for or against certification. An eight member certifying board, which represents a broad range of forestry interests, reviews the audits and recommendations and makes the final determination on whether the applicant's business can be certified. To be certified, a logging business must pass all eight areas of the MMLC standard on all audited sites.

If a logger achieves certification, the certification status is good for three years. During that time, all of the logger's harvest sites are subject to random review and audit.

A detailed annual report for the Minnesota Master Logger Certification program is

available.

Budget

MLEP's activities are funded by membership fees, training fees and grants.

Support

Membership fees	\$177,000
Training / Program fees	\$14,816
Misc.	\$27,134

Expenses

Management and General	\$27,872
Program Services	\$171,215

Staffing

David Chura, Executive Director

Chris DeRosier, Executive Assistant

Appendix B

Descriptive Information: SFEC Sustainable Forests Education Cooperative

Sustainable Forests Education Cooperative (SFEC): SFEC was formed in 1998 as part of the 1995 Minnesota Sustainable Forest Resources Act.

The mission is “*To promote excellence in natural resource management through educational opportunities that bring professionals together to explore current research findings, new technologies, and state-of-the-art practices.*” SFEC is housed at the Cloquet Forestry Center in Cloquet, Minnesota. SFEC was originally formed to provide a forum for technology transfer between scientists and practitioners and to enhance interdisciplinary interaction. Its base lies within the University of Minnesota system. Start up funding was provided by the Minnesota Forest Resources Council.

Since its inception, SFEC has sponsored or coordinated 178 workshops and conferences, adding up to 273 training days. Attendance at these events was 8,279 individuals. Curriculum content for these workshops and conferences falls into the following categories: forest productivity, forest management policy, ecology and ecosystems, technology transfer, human dimensions, silviculture, and best management practices.

SFEC’s unique education “cooperative” design recognizes the importance of institutional and financial support from a diverse set of resource professional organizations. Membership consists of county, state and federal government; forest industries, non-government organizations, Tribes, and the University of Minnesota. Members direct the content and structure of continuing education programs to best meet the needs of their employees, while receiving reduced rates for registration fees.

Membership dues are an important component of SFEC’s business model of operation. This model was supported by the initial advisory board that met in 1996-1997 to develop what became the Sustainable Forests Education Cooperative. Each member pays membership dues based on the considerations below.

1. Number of employees in the organization that would benefit from the educational programs sponsored by the Sustainable Forests Education Cooperative.
2. Minimum Contribution Level (see below)

The minimum contribution level of an organization can be increased or decreased based on the following considerations:

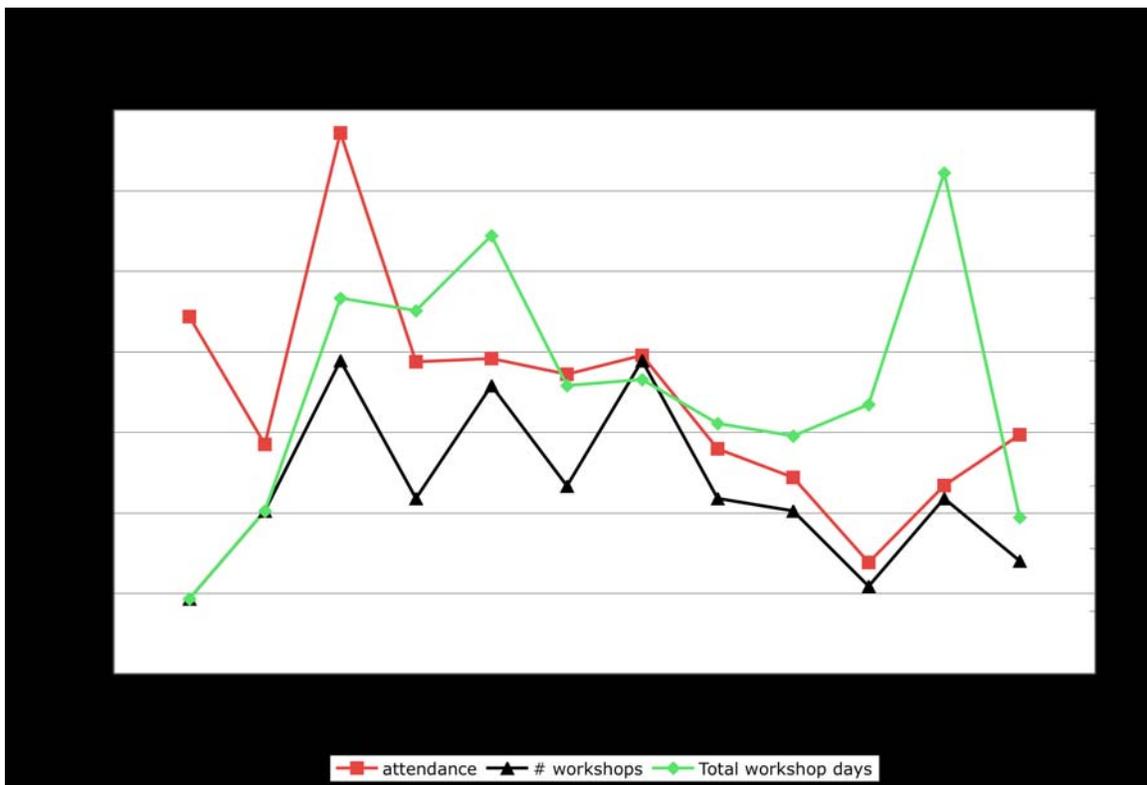
- The organization’s financial ability;
- The organization’s commitment to inter-institution educational training;
- The organization’s need for the services of a continuing education provider; and
- The organization’s ability to and interest in providing a leadership/role model contribution to the Cooperative

Recommended minimum contribution: \$125/person

Each year SFEC publishes and mails two Calendars of Events to approximately 1,800 individuals in Minnesota, surrounding states and provinces, and other states. This calendar and the SFEC website act as a clearinghouse for SFEC-coordinated events and for events led by other organizations.

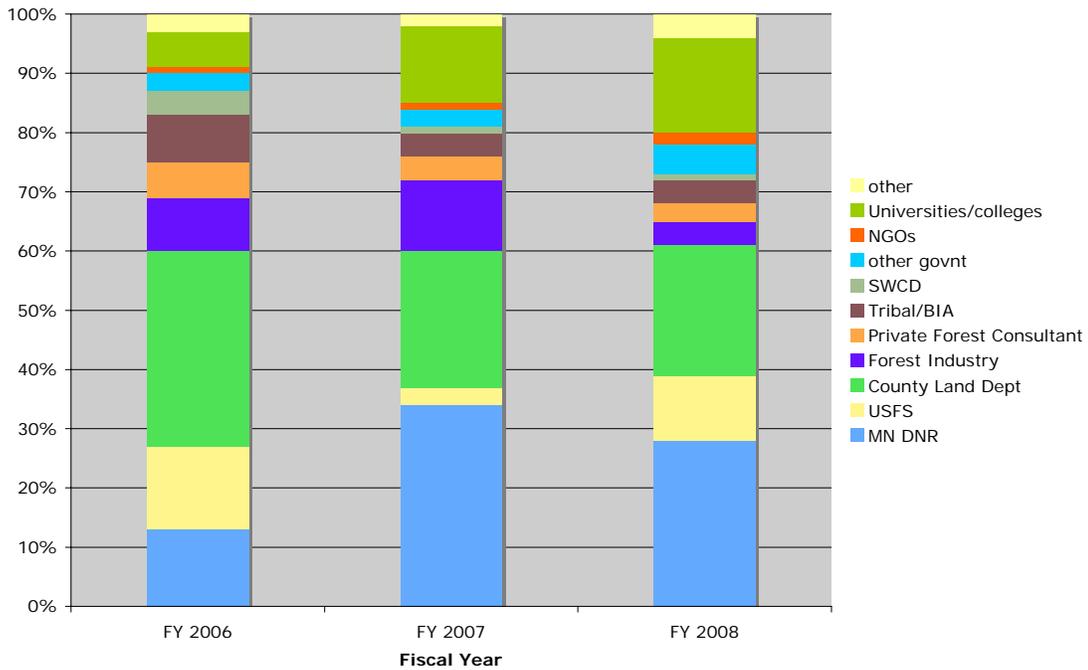
A current intensive initiative of SFEC is the Certificate Course in Ecosystem Silviculture. Eighty people have been trained since its debut in 2005.

SFEC manages a database of approximately 2,000 individuals involved in forest management. SFEC also manages a database for the Minnesota Forest Stewardship Program to track the continuing education requirements of approved stewardship plan writers.



This chart shows SFEC program trends from fiscal years 1997 to 2008. Note that SFEC was not created until 1998, though workshop delivery had begun in 1997. Highs and lows in attendance, the number of workshops offered, and workshop days illustrate the variability in program activity depending on specific projects (1999 – initial Forest Management Site-level Guidelines training, 2006-2008 – Development and delivery of Certificate Course in Ecosystem Silviculture).

SFEC workshop attendance by employer group



Workshop attendance by different employer groups will vary yearly, depending on the workshop focus or particular employer time constraints (such as completing preliminary forest certification requirements). 2008-2009 SFEC membership list:

- Association of County Land Commissioners
- Blandin Foundation
- Boise Cascade
- County Land Departments
 - Aitkin County
 - Beltrami County
 - Carlton County
 - Cass County
 - Clearwater County
 - Crow Wing County
 - Hubbard County
 - Koochiching County
 - Lake County
 - Pine County
 - St. Louis County
- MN Center for Environmental Advocacy
- MN Chippewa Tribes
 - Fond du Lac
 - Grand Portage
 - Leech Lake
 - White Earth
- MN DNR
 - Division of Forestry
 - Wildlife Management Section

- MN Forest Resources Council
- MN Forest Stewardship Program
- The Nature Conservancy, Minnesota Chapter
- Potlatch
- Red Lake Tribal DNR
- Sappi Fine Paper
- Soil and Water Conservation Districts
 - Aitkin County
 - Carlton County
 - Crow Wing County
 - Itasca County
 - Koochiching County
 - Wadena County
 - South St. Louis County (CCLNS Joint Powers Board #3)
- St. John's University Arboretum
- University of Minnesota – Natural Resources Research Institute
- UPM Blandin Paper Mill
- USFS National Forests
 - Chippewa National Forest
 - Superior National Forest

Appendix C

Descriptive Information: LogSafe

LogSafe: LogSafe is a safety and education program under the direction of the Commissioner of Labor and Industry and conducted by Minnesota OSHA staff for Minnesota loggers. The program assists Minnesota logging employers and employees in establishing and maintaining a safe and healthy workplace. The program has contributed to a dramatic decrease in workplace injuries and lower workers' compensation rates for the industry. LogSafe focuses on safety training in the following five areas:

- On-site operator training for hazard identification and abatement
- Adult CPR and first-aid certification
- OSHA safety
- Logging site emergency rescue
- Drug and alcohol awareness and prevention

Logger safety seminars are conducted at various locations throughout the state and in partnership with the Minnesota Logger Education Program (MLEP).

Historically, the LogSafe program was created to assist in the reduction of high workers' compensation costs. Through a safer work environment and resulting reduced insurance rates, a rebate mechanism was created to reward participation in the program. Rebates are obtained if the following items are met:

- Logger employers and/or their employees attend a required, Commissioner approved, eight hour Safety and Education Program;
- Logger employers carry the required workers compensation liability insurance coverage.
-

The LogSafe program has seen increased attendance rates as a result of accompanying rebates.

Original legislation set aside \$125,000 annually from a \$0.30 per cord assessment on wood purchased by wood mills in excess of 5,000 cords. This fund is used to operate the LogSafe program.

On-site safety consultation has facilitated a great reduction in workers' compensation rates which has resulted in very limited OSHA Compliance activity based on need. LogSafe is essentially a customized logger workplace training, hazard identification, and abatement option. On-site consultation is welcomed by logger employers as a means of saving time and money, and to ensure they are providing safe work environments for their workers.

Minnesota Department of Labor & Industry

MN-OSHA Workplace Services

Minnesota Logger Safety Program

History & Overview

In the late 1980's, the cost of workers compensation was putting enormous pressure on a struggling logging industry. The Minnesota Timber Producers Association (TPA), along with other industry trade groups sought relief from the Minnesota Legislature.

Minnesota loggers wanted the cost of workers compensation to be paid for by the mills that buy the timber or to be covered by the mills, as are mill employees. This would probably work for loggers that deliver wood to only one mill, but most loggers have producer contracts with several mills at any given time, and under this arrangement, which mill would be charged to cover this type of logger.

In 1990, the Minnesota Legislature passed SF 2375, a bill targeting relief from high Workers' Compensation costs for loggers in the state. At the time the legislation was passed in May 1990, the Assigned Risk plan rate for loggers was \$49.35 per \$100.00 in payroll. The 1990 legislation provided immediate relief needed to lower the cost on Workers' Compensation for those employers who purchased the coverage.

The LogSafe Program became effective on July 1, 1991 in accordance with MN Statute 176.130. Longer-range relief was sought through a mandatory safety program for loggers. Additionally, studies were commissioned to explore ways to bring more loggers into compliance with Workers' Compensation coverage, thus increasing the pool of risk and lowering the average rate.

A Special Compensation Fund (SCF) was worked out so the loggers would receive relief and the mills would not be overcharged. Each consuming mill is required to pay into the SCF \$0.30 per cord of wood, over 5000 cords, that is purchased. The 5000 and over cordage is a benchmark to protect the smaller mills from this extra cost. This group of mills is what would be called the Ma & Pa operations. These monies are collected on or before February 15 of each year for the wood that was purchased in the previous year. From this sum, there is \$125,000 that is earmarked to fund a logger safety program (LogSafe). The remaining monies are paid to the logging businesses to offset their cost of Workers' Compensation coverage. The business owner collects this rebate for their employees after providing proof of worker compensation insurance and providing that each employee applied for has attended an eight-hour safety-training seminar for the year applied for.

Safety seminars are located throughout the state near where loggers live and work. The seminars are offered in both spring and fall. April is normally a time of low logging activity, due to the spring thaw, so most of the loggers attend the spring seminars when they are idle. The fall seminars provide an opportunity to train new hires and those loggers that missed the spring seminars.

In 1991, the Commissioner of the Department of Labor and Industry contracted the training seminars to Duluth Technical College. An advisory committee made up of people from the logging industry was set in place to assist in the program. Gordy Peterson was the facilitator of the newly named LogSafe Program. Gordy was a logger from Kettle River, Minnesota who had also been a board member with TPA. He had a unique blend of talents. He was able to come to the program with the perspective of the logger. He understood the costs and the hardships involved in the industry. He also had the business education to understand what the Department of Labor and Industry was hoping to develop with the LogSafe Program. Gordy was killed in a one-vehicle traffic accident on November 18, 1994, four miles from his home in Kettle River.

Don Runnberg from Silver Bay, Minnesota took over Gordy's position as LogSafe Program facilitator. Don was an instructor at Duluth Technical College, working in the Over-The-Road truck-driving program. Don came to the program with a background as a self-employed logging contractor. Don grew up in the Finland, Minnesota area. When Don was a young boy, his mother worked as a cook in the logging camps and his father worked as a logger and the family would live on location at the camps in the winter months.

In September 1995, the commissioner of the Department of Labor and Industry transferred the authority to develop and manage the safety seminars to Minnesota OSHA, Workplace Safety Consultation Division. The Workplace Safety Consultation Division provides non-enforcement safety and health consultation services at no cost to requesting employers. This activity helps the employer to prevent or reduce the occurrence of injuries and illnesses, which may result from exposure to hazardous workplace conditions or from hazardous work practices.

Ron Christenson, who was working in the Duluth Workers' Compensation office for the Department of Labor and Industry, took over the position of coordinator for the LogSafe Program. Ron had worked closely with the program since the beginning in 1990. This position was a temporary transfer until a permanent person could be found.

In April of 1997, Don Runnberg took a six-month leave from the Duluth Technical College and coordinated the LogSafe Program. In October of 1997, Ed LaFavor became the new LogSafe Program Coordinator and Don returned to his duties at Duluth Technical College. Ed was a self-employed logging contractor from the Hibbing, Minnesota area. He had served on the LogSafe Advisory Committee and as chairman of this committee since 1996.

The LogSafe Program has had partnerships with Minnesota Timber Producers Association, Associated Contract Loggers, Minnesota Logger Education Program, Lumberman's Underwriting Alliance and others over the past fifteen years. The training has covered many safety topics and changes from year to year to keep up with the needs of the logging industry and trends in injuries. CPR and First-aid training are offered each year to provide loggers the opportunity to keep up their certification, a requirement of OSHA's Logging Standard 1910.266.

Since the beginning of the LogSafe Program in 1991, over 17,000 loggers have attended training at seminars. The attendance has grown from 527 loggers in 1991, to 1289 loggers in 2007. There were 20 seminars conducted in 2007 across Minnesota.

With time, there are changes. In 1990, the methods to harvest timber, usually involved a chainsaw and a cable skidder. This resulted in the logger being exposed to a high degree of danger. Today's logger may go for days without using a chainsaw to harvest timber. These changes, to a more mechanized means of harvesting timber, have reduced the injuries in the logging industry. The LogSafe Program has kept abreast with these changes. As time goes on, the future will lead to even more mechanization, but there will always be a chainsaw and a danger tree somewhere to cut. The operator, who cuts that danger tree, will need to know how to fell that tree safely, to prevent being injured or injuring others.

The LogSafe Program has proven itself over time. A common comment heard from loggers is that the training has made them think more about safety and that they have stopped before committing a dangerous act. The program has increased the awareness of job related dangers on the job, thus reducing the number of injuries and fatalities.

On-site training and consultation services have been a part of the LogSafe Program from the inception in 1991. In the early years, the number of loggers requesting such services was very limited. Loggers as a whole are a group that likes to be left alone and has had an underlying mistrust of government interfering with their business. In 1998, Minnesota loggers started taking advantage of this service with several loggers requesting on-site training and safety consultations. In 2006, the LogSafe Program conducted 36 on-site training sessions and 10 on-site safety consultation visits. This has resulted in a significant increase in the trust that the industry has with the LogSafe Program.

Minnesota loggers view the Minnesota Department of Labor & Industry as allies for their business. Today they are frequently calling for advice on related labor topics such as child labor laws, and employer vs. employee status, workplace safety concerns, and several other concerns.

In 1994 the Minnesota Legislature created a Safety Abatement Grant Program. The grant program was published in the Minnesota trade magazines and newsletters for Minnesota loggers. By the end of 1997, no Minnesota logger had applied for a Safety Abatement Grant from the Minnesota Department of Labor and Industry. The LogSafe Program promoted the grant program in the fall of 1997 and in January of 1998, the first loggers applied for a safety abatement grant. At the close of 2007, over 94 grants have been awarded to Minnesota loggers for a total of over \$823,000. This increase in grant participation can be attributed to the relationship between Minnesota loggers and the LogSafe Program.

The LogSafe Program keeps a very visible presence throughout Minnesota. The program maintains a booth at the annual logging trade show where mill operators and loggers can ask questions about regulations, current trends in their industry, or on-site specific services. The program also attends several timber auctions throughout the state to maintain a healthy relationship with the Minnesota loggers and mill representatives. The LogSafe Program Coordinators have all had a background in Minnesota logging.

Three of them have been owners of a logging business in Minnesota. This brings a quality to the LogSafe Program that reflects on the substance of the program. The coordinators have understood the many challenges that loggers are presented with on a daily basis. This relationship has resulted in the program being seen as a friend rather than a foe.

LOGSAFE SEMINAR SESSIONS

Note: These numbers represent attendance totals for calendar year.

Year	Spring Participants	Fall & On-site Participants	Total Participants
1991	351	176	527
1992	395	172	567
1993	444	160	604
1994	495	153	648
1995	485	164	649
1996	673	222	895
1997	923	132	1055
1998	879	121	1000
1999	929	123	1052
2000	954	146	1100
2001	1003	165	1168
2002	1099	97	1196
2003	1056	155	1211
2004	1049	177	1226
2005	939	159	1098
2006	839	353	1192
2007	898	391	1289
2008	890		

Minnesota Department of Labor & Industry
Workplace Services
LogSafe program
1991 - 2008

LOGSAFE TRAINING TOPICS

Year	Topic	Mode of Instruction
1991	Unknown	
1992	Chain saw maintenance.	
	Personnel protective equipment	
	Chain saw video.	
	Mechanized equipment video.	
	Workers' Compensation laws.	
1993	First-aid	
	Personnel protective equipment.	
	Chain saw maintenance.	
	Tree harvesting video.	
	Productivity training.	
	Back injury prevention.	
1994	CPR	
	Best Management Practices (BMP)	
	Mechanical logging safety	
	Chain saw safety.	
1995	Logging equipment at seminars.	
	No records.	
1996	Lock/out-Tag/out.	Lecture, PPT.
	Chain saw safety.	Lecture (Spkr), video, demo.
	CPR/First-aid.	Lecture, PPT, video, hands-on.
1997	Mechanized equipment safety.	Lecture, video, PPT.
	AWAIR.	Lecture (Spkr), PPT.
	Chain saw safety.	Lecture (Spkr), video, demo.
	CPR/First-aid.	Lecture, PPT, video, hands-on.
1998	Right-to-know	Lecture (Spkr), PPT.
	Claims management.	Lecture (Spkr), PPT.
	OSHA compliance inspect. Process.	Lecture (Spkr), video.
	Mechanized equipment safety.	Lecture, video.
	Lyme Disease.	Lecture, video.
	Chain saw safety.	Lecture (Spkr), video, demo.
	AWAIR session for employers.	Lecture (Spkr), PPT.
	CPR/First-aid.	Lecture, PPT, video, hands-on.
1999	Repair shop safety.	Lecture (Spkr), video.
	Equipment transporting.	Lecture, video.
	Load securement.	Lecture (Spkr), PPT.
	Overhead utility line safety.	Lecture, video.
	Chain saw safety.	Lecture (Spkr), video, demo.
	Hazard recognition training.	Lecture (Spkr), PPT.
	CPR/First-aid.	Lecture, PPT, video, hands-on.
2000	Workers' compensation system.	Lecture (Spkr), PPT.
	Liquid Petroleum Gas (LP) safety.	Lecture (Spkr), PPT.
	Wildfire prevention.	Lecture (Spkr), PPT.
	Personnel Protective Equipment.	Lecture, demo.

Year	Topic	Mode of Instruction
2000 – cont'd	Chain saw safety.	Lecture (Spkr), video, demo.
	CPR/First-aid.	Lecture, PPT, video, hands-on.
2001	OSHA Logging Operation standard.	Lecture, PPT.
	Slips & falls prevention.	Lecture, PPT.
	Hydraulic system safety.	Lecture, video, PPT.
	Chain saw safety.	Lecture (Spkr), video, demo.
	Proper felling techniques.	Lecture (Spkr), video.
	CPR/First-aid.	Lecture, PPT, video, hands-on.
2002	Severe weather training.	Lecture (Spkr), PPT, video.
	High-speed disc saw safety.	Lecture, video.
	Near miss accidents.	Lecture, PPT.
	Mechanized equipment safety	Lecture, video.
	Chain saw safety.	Lecture (Spkr), video, demo.
	CPR/First-aid.	Lecture, PPT, video, hands-on.
2003	911 emergency calling.	Lecture (Spkr), PPT.
	Insurance loss control.	Lecture (Spkr), PPT.
	Fire extinguisher principals.	Lecture, video.
	Right-to-know.	Lecture (Spkr), PPT.
	Directional tree felling.	Lecture, video.
	CPR/First-aid.	Lecture, PPT, video, hands-on.
2004	Electrical equipment grounding.	Lecture (Spkr), PPT.
	Meth lab awareness.	Lecture (Spkr), PPT, video
	Hazardous waste clean-up safety.	Lecture, PPT.
	Transporting equipment safety.	Lecture, video.
	Tire maintenance safety.	Lecture, PPT.
	Chain saw PPE.	Lecture, demo.
	CPR/First-aid	Lecture, PPT, video, hands-on.
2005	AWAIR	Lecture (Spkr), PPT
	Right-to-Know	Lecture (Spkr), PPT
	Noise standard	Lecture (Spkr), PPT
	Fire extinguisher	Lecture, PPT
	CPR/First-aid	Lecture. PPT, video, hands-on
	On-site equip training	NorTrax, Ponsee Gr. Rapids
2006	Logging standard	Lecture, PPT
	Welding safety	Lecture, PPT
	Workers' compensation	Lecture (Spkr), PPT
	Equipment fire prevention	Lecture (Spkr), PPT, video
	CPR/First-aid	Lecture. PPT, video, hands-on
	Equip training	NorTrax, Gr. Rapids
2007	Slips & falls	Lecture, PPT
	Fatalities	Lecture, PPT
	Ergonomics	Lecture, PPT
	Landings & woodyards	Lecture, PPT
	CPR/First-aid	Lecture, PPT, video, hands-on
2008	Drug & alcohol awareness	Lecture (Spkr), PPT, video
	Logging site EMS	Lecture, PPT
	Equipment Lo-To	Lecture, video
	Loader hand signals	Lecture, video
	CPR/First-aid	Lecture, PPT, video, hands-on

Appendix D

Task Force Meeting Notes

Continuing Education of Forestry Professionals Task Force **May 7, 2008, Noon - 3:00 PM** **Cloquet Forestry Center** **Meeting Report**

The first formal, facilitated meeting of the Continuing Education of Forestry Professionals Task Force, the steering group for the Forest and Natural Resource Continuing Education Capacity Building Project, assembled at noon at the Cloquet Forestry Center. Twelve Task Force members and others present at the meeting were:

Task Force Members:

Dick Rossman, Minnesota Department of Natural Resources-Forestry
Steve Olson, Fond du Lac
Dave Zumeta, Minnesota Forest Resources Council
Cynthia Osmundson, Minnesota Department of Natural Resources-Wildlife
Jan Bernu, Consulting Forester
Tom O'Hara, Minnesota Forest Industries
Beth Jacqmain, Aitkin County Land Department
Dave Chura, Minnesota Logger Education Program
Michael Houliston, Minnesota Department of Labor and Industry
Mel Baughman, University of Minnesota Extension
Alan Ek, University of Minnesota Department of Forestry
Louise Levy, Sustainable Forests Education Cooperative

Others:

Bernadine Joselyn, Blandin Foundation
Paula Frings, Cleveland Management and Consulting Group
Doug Learmont, Cleveland Management and Consulting Group

Task Force member Pam Brown, U.S. Forest Service, was unable to attend.

Most Task Force members had been individually contacted and interviewed by the project consultant, Cleveland Management and Consulting Group, during the weeks preceding the May 7 meeting. The Task Force meeting agenda included the following major segments and activities:

- Introductions and Process Review
- Task Force Member Goals/Vision
- Minnesota Logger Education Program
- Sustainable Forests Education Cooperative
- LogSafe
- Task Force Vision
- The Strategic Plan

Introductions and Process Review

Bernadine Joselyn, Blandin Foundation Director of Public Policy and Engagement, welcomed the Task Force members and gave an overview of the origin and development of the Task Force. The current project is intended to gather information about where we are now with delivery of forestry continuing education; the Blandin Foundation decided to undertake this effort and retained CMCG to perform the work for them on this project. Based on feedback from Task Force members, July was targeted as the date for completion of the study and recommendations. She was present to learn and listen to Task Force members and to be responsive to the needs and opportunities identified by the Task Force; however, she is not a participant of the Task Force.

Over lunch, Paula Frings, CMCG, provided Task Force members a review of the Task Force background and purpose; she also covered housekeeping details for the Task Force meeting. The face to face interviews conducted over the preceding three weeks allowed for scoping of needs and opportunities as a preface to the next steps of Task Force work. Concepts being used by the consultants include approaches such as face to face (one to one meetings). During the Task Force process, in addition to the formal meeting it is likely that additional individual contacts may be made as movement is made to define the ideal model and its necessary ingredients. Each Task Force member was then requested to provide a brief self introduction.

Major process aspects were outlined for Task Force information and guidance including initial scoping, a written survey, scoping interviews within Minnesota, scoping interviews outside of Minnesota, circulation among Task Force members of a draft study document in early July, followed by a July 17 Task Force meeting to review the final study and recommendation document. In response, a number of questions and comments were provided; these developed as Task Force members expressed questions and comments and other Task Force members responded to them:

- For a written survey, would the survey population be MLEP and SFEC members, organization heads, or others?
- The July 17 date has pre-existing schedule conflicts for MFRC, DNR, and U of M, and may need to be reconsidered;
- Loggers are the key recipients of continuing education, should they be the focus of this Task Force?
- There is a possibility of over-surveying people, for example, MLEP members were recently surveyed on a related subject;
- Selected client surveys may be better than broad membership surveys;
- A survey should not be looking for specific needs ideas but should be an organizational/structural study by the Task Force, recognizing that there are both large and small organizations and members of different organizations have different needs;
- There is a reluctance to discuss continuing education fees and fee structures in this relatively weak economy;
- Rather than survey individual organization members, it may be better to get information from and work with organization leaders, which would keep the

process smaller and more focused, as organization leaders already know their members needs, wishes, and the existing structures;

- Some organizations, such as the counties and tribes, need outside organizations to provide them with continuing education training as they do not have their own programs.

From this discussion came the conclusion that it would be better to deal with the leaders of existing organizations such as MLEP, SFEC, and LogSafe, rather than to conduct a broad survey of the members of organizations participating in the Task Force.

Task Force Member Goal/Vision

At about 1:00 PM, each Task Force member was given the opportunity to talk for approximately five minutes about their ideal model and necessary ingredients as seen from their perspective. The following was heard from each member:

Dick Rossman, Minnesota Department of Natural Resources – Forestry, Bemidji:
There needs to be consistency so that clients can get what they want and what they need; there are different needs, but there needs to be consistency in the delivery system; messages need to be at different levels to suit the different needs, but there needs to be consistency in the messages

Steve Olson, Fond du Lac:

Tribes are geographically scattered and travel time and costs are a concern, especially when overnight stays are needed; the idea of on-line course delivery is interesting but many locations do not have the high-speed communications capacity that is needed; there are better communication, networking, and problem-solving opportunities when continuing education is done face to face rather than on-line.

Dave Zumeta, Minnesota Forest Resources Council:

Education delivery, funding, and staff need to all be sustainable; educational quantities and funding are both important, as is the model used; educational opportunities need to be accessible to field staff, and travel distance is a concern; education needs to be affordable to practitioners; MLEP has provided some good models; educational opportunities need to better serve consulting foresters; educational opportunities and messages need to be integrated and seamless across providers, which may require substantial restructuring or other changes; there needs to be adaptive, cutting edge, continual change that addresses urgent needs and is responsive to changing demographics.

Cynthia Osmundson, Department of Natural Resources – Wildlife:

Professional education needs to serve a diverse customer base; education needs to use a science based approach and be holistic; the process for determining course offerings needs to be back and forth among providers and clients; there are both workload issues and cost issues, direct costs and travel costs, among system users.

Jan Bernu, Consulting Forester:

Every training session is an out of pocket cost for private businesses; the opportunity to obtain free training provided by DNR training sessions is good and valuable to private foresters; reduced continuing education fees for consulting foresters who do landowner plans would be very helpful.

Tim O'Hara, Minnesota Forest Industries:

Availability of useful topics, coordinated efforts, and integration of education providers, especially MLEP and LogSafe, would be positive.

Beth Jacquain, Aitkin County Land Department:

There is a need for long term employees, the base of qualified, experienced forestry professionals is rapidly retiring; more integrated continuing educational programs are needed; there needs to be cross training; educational programs need to be cost efficient and subject focused, as taking time off to attend training is difficult.

Dave Chura, Minnesota Logger Education Program:

MLEP has a variety of educational topics and delivery methods; program delivery on CDs has been considered and would be good; training provided by MLEP must meet the needs and expectations of MLEP members, the state, and certification groups; hands on learning is important; cross training is needed and is valuable to all; it is important to have instructors who could do timely coaching, and there is a possibility of a one-stop coaching model; continuing education needs to be responsive to needs and developments.

Michael Houliston, Minnesota Department of Labor and Industry:

The educational model needs to have a measurable link to business or professional success.

Mel Baughman, University of Minnesota Extension:

There should be an advisory council of those who (a) provide training and (b) those who need training, to identify common ground; distance training, alternative methods, and different preferences for training of a variety of learners.

Alan Ek, University of Minnesota Department of Forestry:

There needs to be substantial coordination among providers and users in different places; program development changes are needed, they will occur and need to evolve; we need to identify where we would like to be; a coordination element needs to be very strong; it is necessary to be able to bring in funding for the continuing education program; the coordination role must be strong and well run if the rest is to actually happen.

Bernadine Joselyn, Blandin Foundation:

Education and training needs are related to business management, as both loggers and forestry consultants are business people.

General discussion:

Business management, forest management, transportation, and safety are all relevant workshop topics. The Governor's Task Force on Competitive Forest Resources contains a section on training and education and this should be reviewed.

Natural resource firms typically allocate a small percentage of their budget to continuing education and training compared to other industries.

Louise Levy, Sustainable Forests Education Cooperative:

In a perfect world for continuing education, there would be more collaboration among all parties; efficiency would indicate having minimal overlap but better coordination among the different organizations; cross training between loggers and foresters is important; the collegial interaction that occurs in face to face, cross training, and extended training is very important.

Task Force member key points are summarized on the following pages.

Key Points Summary

The Continuing Education model should include:

- Adaptive “cutting edge” model
- Emerging needs are fully met
- Quickly responsive
- Quality focused
- Responsive to changing demographics (workforce changes, digitization, etc.)
- Increased collaboration of MLEP, SFEC, MFRC
- Integrated programming
- Coordinated efforts
- Important for a qualified workforce (production is up, retiree numbers are up)
- Increase capacity of consulting foresters
- Measurable success of continuing education in the state for delivery to policymakers and influencers
- Create one advisory council comprising consumers and providers to enhance common ground
- Integrated vision
- Seamless integration across providers (MLEP, SFEC, LogSafe)
- Re-structuring of providers
- Communications among providers
- Integrated with DNR trainings
- The model provides consistent messages for policy decisions

Cross-training:

- Loggers and Foresters
- Across agencies
- Business and loggers
- Business and foresters
- Multi-generational knowledge transfer

Budget/funding:

- Counties budget for training
- Consistent funding for substantial coordination and courses is necessary
- Ensure affordability to practitioners by cost/course and accessibility (time/travel)
- Costs for travel and course registrations are limiting
- Attend to small entrepreneurs who require “bang for their buck” including content quality and relevance, time, cost, credits, networking availability.
- Sustainable funding model that includes base funding for courses and staff

Delivery formats:

- Should be varied
- Include networking opportunities
- Attend to all learning styles
- Shorter, more focused training opportunities
- Delivery system provides variety of subjects to meet needs
- Responsive to learning preferences

Training/Course suggestions:

- \$5-\$10 fee added to courses assists with ensuring registrants show up
- A reduced fee for plan writers would be helpful
- Offer “free” courses
- Useful/relevant topics
- Technical skill development
- Include cross generational networking
- Accommodate for the degree of training in an individual’s background
- Offer hands on learning
- Offer coaching model: on-site, timely, one-stop-shop for topics as safety, guideline training 1 time/year
- Attend to instructor capabilities (i.e.: SFEC and U of M)
- Make “locating” training opportunities easy including physical location and ease in promotion of courses
- Offer course variety to serve diverse customers (maintain and enhance opportunities)
- Enhance courses with science-based and holistic approaches
- Provide a detailed process for selection of course offerings (workloads heavy)
- Online course offerings can be limiting dependent upon modem speeds
- Consider time/travel costs that inhibit accessibility, provide diverse opportunities/courses.
- Be flexible to new information and timely in delivery of courses responding to new information.

Minnesota Logger Education Program (MLEP)

Dave Chura informed the Task Force about MLEP, and distributed a recent copy of the MLEP newsletter and training opportunities. MLEP was founded in 1995 after the GEIS. It is an IRS 501(c) 3 tax exempt group funded by membership dues for continuing education training; there are 440 logger members. Workshops and logger

conferences are held, and MLEP partners in a 2-day LogSafe session with the State. Smaller adult education meetings are held with about 30 people.

MLEP maintains a training record database for its members, which can produce a training transcript and record/report. It provides an independent 3rd party training record. It leads a Master Logger certification program, which has national recognition, 47 businesses are now certified; the program requires 16 hours per year of credits. MLEP is developing a biomass harvesting training program and reaches out to wetland advisors.

MLEP has two people on staff and an annual budget of about \$220,000 per year for program delivery and services, and offers more than 30 training opportunities. Foresters, loggers, wildlife managers, and private landowners are all users of its services. Its dues structure is \$350 per year for loggers producing more than 1000 cords per year, and \$175 per year for loggers producing less than that amount.

In follow-up discussion, it was observed that in the big picture, forests are one of many natural resources; natural resources comprise forestry and more, and there are interactions among the different resources.

Sustainable Forests Education Cooperative (SFEC)

Louise Levy explained SFEC's funding sources to the Task Force. SFEC is a public-private partnership. The SFEC budget is about \$150,000/year; University of Minnesota, member dues, registration fees, and grants make up this budget. Membership dues are an important portion of the SFEC funding model. Each SFEC member pays \$125 per person per year. Annual membership dues generally range between \$125 and \$625 per member organization, the exceptions being the few large forest resource management organizations (e.g. DNR Forestry \$10,000/year, DNR Wildlife \$2,500/year, Superior National Forest \$4,000/year).

SFEC supports the idea of cross training. SFEC programmatic efforts include tracking forest stewardship credits for approved forest stewardship plan writers. Programmatic support has been reduced in recent years as a result of lower University funding, and there are recent indications that this will be reduced again by removing University staff support and funding. In other states, this type of continuing education funding is typically supported entirely by soft money or a split position.

Most of SFEC's program participants are SFEC members, thus the member/non-member registration fees for workshops are mostly paid at the SFEC member level. The Certificate Course in Ecosystem Silviculture, a major effort of SFEC for the past three years, is good for network building.

In follow-up discussion, it was noted that the position of SFEC within the University organization is not as clear as most other University offices and functions. It was also noted that the ability to electronically communicate and train may be changes that impact the way that SFEC functions.

LogSafe

Micheal Houliston spoke about the LogSafe safety program and training. A fee of 30 cents per cord is charged by the state to woodmills that use more than 5000 cords per year of wood. Much of this fee amount is rebated to loggers that provide safety training to their employees, with the rebate amount based upon payroll. Approximately \$125,000 per year is used within the department. LogSafe arose as a result of high workers compensation insurance costs in the forest products industry; workers compensation insurance costs are now significantly much lower. LogSafe has an advisory board and there is no registration fee for LogSafe training. MLEP member loggers must attend LogSafe training. LogSafe currently has an open employment position, but is withholding filling this position until completion of the Task Force work/

Task Force Vision and The Strategic Plan

As most of the Task Force Vision elements had already been covered earlier during the Task Force meeting, discussion continued to the strategic plan. An initial final report and strategic plan outline had been developed; this was described to Task Force members, who indicated that they felt the outline was usable.

Discussion developed about continuing education program instructor capability and availability. One primary discussion item was the challenge of U of M faculty serving as forestry continuing education instructors because of fee rate and schedule considerations, more specifically, the University compensation, schedule, and tenure systems do not always recognize or reward faculty for participation in out-state opportunities such as SFEC.

Closing

In closing, there were questions and discussion about the direction and objective of the Task Force work. The meeting facilitator and the Blandin Foundation representative explained that the basic objective is to help develop recommendations to shape the future of MLEP, SFEC, and LogSafe for the benefit of people involved in forestry in the state who need and would benefit from improved continuing education. During further discussion, Task Force members indicated they would like to have a copy of the draft Table of Contents for the final report so that they could review it and provide input; the consultant was requested to develop the Table of Contents and distribute to Task Force members to obtain their feedback.

**Continuing Education of Forestry Professionals Task Force
August 6, 2008, Noon - 3:00 PM
Itasca Community College Continued Learning Center
Meeting Report**

A facilitated meeting of the Continuing Education of Forestry Professionals Task Force, the steering group for the Forest and Natural Resource Continuing Education Capacity Building Project, assembled at noon at Itasca Community College. Thirteen Task Force members attended:

Task Force Members:

Mel Baughman, University of Minnesota Extension
Pam Brown, U.S. Forest Service
Dave Chura, Minnesota Logger Education Program
Paul Dickson, Consulting Forester
Alan Ek, University of Minnesota Department of Forest Resources
Beth Jacquain, Aitkin County Land Department
Louise Levy, Sustainable Forests Education Cooperative
Christian Nelson, Fond du Lac
Tim O'Hara, Minnesota Forest Industries
Cynthia Osmundson, Minnesota Department of Natural Resources-Wildlife
Dick Rossman, Minnesota Department of Natural Resources-Forestry
Michael Houliston, Minnesota Department of Labor and Industry
Dave Zumeta, Minnesota Forest Resources Council

Facilitators:

Paula Frings, Cleveland Management and Consulting Group
Doug Learmont, Cleveland Management and Consulting Group

Task force members have been active since the May 7, 2008 Task Force meeting held at the Cloquet Forestry Center, providing information, reviewing documents, and offering suggestions to the project consultants. The August 6 meeting agenda included the following major segments and activities:

- Task Force Mission and Process Review
- Review of Findings
- Menu of Models
- Task Force Review and Selection of Delivery Structure Models
- Strategic Plan

Task Force Mission and Process Review

The Task Force mission and process review were done over a slide presentation. Key features were:

Statement of Purpose: This multi-agency Task Force is charged with reviewing current practices and devising a strategic plan of action for the delivery of ongoing education and training services for Minnesota forestry professionals, including foresters, forestry technicians, loggers, and closely-related positions.

Process:

- Facilitate the Natural Resource Continuing Education Task Force
- Conduct Background Research
- Develop Strategic Natural Resource Continuing Education Plan for SFEC, MLEP, and LogSafe by August 22, 2008.

During the Task Force process, several needs and concerns were expressed. These are part of the study findings. Task Force members reviewed and discussed draft findings identified by the consultants:

Minnesota Logger Education Program

- Staff is at maximum capacity with current programming
- Staff capacity is limited to develop and deliver different, uniquely delivered, additional topics
- Perception of strong ties to industry

In discussion, Task Force members felt that CMCG should discuss with Dave Chura, Tim O'Hara, and Beth Jacquain the subject of perceived close ties with industry by MLEP, as this may not be a "bad" thing: MLEP has very broad representation. Wording of this subject is to be discussed in more detail prior to issuance of the final report.

Sustainable Forests Education Cooperative

- Continuing reductions of University staff support
- Continuing reductions of University financial support
- Constraints on member budgets
- Lack of institutional reward/support in the promotion and tenure process for UMN faculty participation
- Relatively obscure organizationally and geographically remote within a large University structure
- Limited formal professional continuing education requirements

Task Force members explained that SFEC's organizational position became more obscure as a result of University organizational restructuring when the College of Natural Resources became part of a larger CFANS organization; while the structural erosion of the last 2-3 years has been significant, the positioning may now have stabilized. Additionally, Alan Ek explained that declining support for SFEC within the

University of Minnesota stems from the priority order in which the University perceives its role and provides rewards: first as a teaching institution, second as a research institution, and third as a provider of continuing education. These factors also impact the placement of SFEC within the University organization.

LogSafe

- No increased state budget support since 1995
- Additional on-site consultation capacity
- Additional resources to create videos for safety education

Task Force members felt that loggers want to continue getting the rebates and the current rebate program should be maintained, provided that the required training is taken. There was consensus that safety training is very important and should be continued, with Minnesota worker's compensation rates now below the national average. With regard to program funding, there was concern that if the \$125,000 in annual state funding was increased, the increase may be taken out of the rebate amounts, which was not favored.

Initial key findings were also presented by the consultants for Task Force members to consider prior to entering the next phase of the meeting. These key findings were:

Key Findings - General

- MN is highly regarded in promotion of healthy forests, which is an important part of continuing education
- Program abolishment could create overall loss for continuing education
- Other programs offered within MN-geography, coordination, access
- A committed and diverse funding mix results in sustainability
- Overall cost becomes discouraging when courses are not available within a reasonable driving distance
- Some courses are not available on a frequency schedule that minimizes conflicts with other important forestry activities, such as fire season
- There is need to bring continuing education to field areas

Key Findings – SFEC

- Certificate Course in Ecosystem Silviculture-premiere offering (potential for ELPF)
- Coordination of databases and reporting of continuing education credits should be improved; education reports are sent to the forest stewardship plan coordinator but are not automatically sent to SAF
- Limited diversification of course offerings
- Limited use of and formal connection with U of M
- Serves “advertiser” function for other training offerings
- Not governed by a board of directors - member responsiveness
- Multiple perspectives and access to member expertise-cooperative structure, having DNR and USFS as members is a positive attribute
- Staff being reduced on December 31, would like to expand offerings
- U of M base funding, member fees, participant fees, periodic grants

Key Findings – MLEP

- Responsive to training requests because of comprehensive process and extensive contacts
- Conference style training builds connectedness
- Certification compliance database has potential synergies with SAF and SFEC, information is shared with the state and the counties
- Organizational desire to offer on-site and technology based training
- Serves function of “advertiser” of LogSafe & other program training
- 13 member board of directors has good diversity
- Staff capacity at maximum
- Member fees, participant fees, periodic grant funding
- Participant costs for members are not prohibitive, lodging and travel can be limiting
- Extensive process for determining course offerings/trainings
- Lean organization and cost effective use of budget funds
- People need and want options and a variety of delivery methods with both on-site specific and cross fertilization needs

Key Findings – LogSafe

- General consensus - remain in some form
- On-site consultations – plus
- Innovative programming and technology delivery mediums desired
- 10 member advisory board is limited to making recommendations but has no final say in decisions
- One DOLI employee has only temporary responsibility with a ¾ time position, there are many requests for services (there were 21 consultations in 2007 and 135 interventions)
- Limited use of contractors outside State system
- Base funding by State
- Limited participant costs

These key findings were also discussed by the full Task Force, following which discussion of models began.

Menu of Models

As a result of its work with the Task Force members and other background research, CMCG identified a menu of models to serve as a starting point for the Task Force to develop recommendations regarding continuing education for forestry-related professionals. The basic models identified, without the order of appearance indicating any preference or priority, were:

1. Status Quo
2. Single Integrated-new organization
3. Single Integrated-all under one roof

4. Dual Non-Integrated-logger/forester
5. Licensing/Certification Board
6. Others

An additional model identified, the interagency fire model, may have elements that can be incorporated into an implementation phase of a model recommended by the Task Force. Out of state models such as FISTA, in Wisconsin, may also have features that would assist in shaping the Minnesota model. Task Force discussion focused, however, on the model menu listed above.

Task Force Review and Selection of Delivery Structure Models

Establishing the frame by which discussion of potential models for continuing education could occur, facilitators covered the commonality derived from the first Task Force meeting. This included: a healthy Minnesota forest with a complementary continuing education model for those along the forest continuum which is user-friendly, sustainable, integrated, and coordinated.

Task Force discussion centered on understanding each of the models presented. Key characteristics of each model were described and pro and con aspects of each model identified and discussed. This resulted in developing a consensus recommendation. To summarize the discussion of each model on the menu:

Option 1, Status quo:

A slow erosion of the funding base has been seen and is expected to continue
 It is necessary to either improve the system or let it die
 The Task Force wants the continuing education system to grow
 There can be no expectation of new tax money becoming available for funding support
 This model is not sustainable
 No new taxes would be required
 No additional work or energy would be expended

Conclusion: no additional work is needed on maintaining the status quo as an option; status quo is not a sustainable, viable option. It will be given no further consideration.

Option 5, State Licensing or Certification Board

State law requires that professional licensure must be based on something affecting the health and welfare of the public, this standard does not apply in the case of forestry professionals
 Licensure normally results from having problems with many damage claims having been filed or clear lapses in professional judgment, these are not the case with regard to forestry professionals
 State licensing or certification boards are normally funded by the professionals licensed; this is not a good way to proceed
 Certification is now only required for a limited number of foresters who perform specific

functions and should not be required of foresters who want continuing education but who do not specifically need the certification

California is the only state that requires forester certification; there is no national need or national model

Minnesota already requires 16 hours of annual training for loggers, the highest in the U.S., most only require 10 hours, therefore additional state board requirements are not needed

There would be no political support among professionals or legislators for licensure

A state licensing or certification board would be costly and bureaucratic with little to no benefit

This model could create incentive and reward the best loggers, the current situation leans to the lowest common denominator.

Conclusion: Little value or benefit to a state licensing or certification board for forestry professionals, there are many negatives. It will be given no further consideration.

Option 2: Single integrated model with a new organization for all continuing education

This is very complicated to establish in terms of process, structure, politics, and funding

A single, new organization may reduce total continuing education costs (overhead)

A single new organization could better coordinate educational offerings

Loggers and foresters have different continuing education needs, a single organization may improve the ability to cross market and reduce duplication, could increase opportunities

A single organization may result in one of the interests - foresters, loggers, or others – becoming dominant over the others

Not known whether costs would be more or less than the current situation

May require legislative action

Difficult to accomplish both organizationally and politically, the politics are highly problematic

Services in the short-term may be minimal or lost

Could be an opportunity for a fresh start so that things can be done better

This would be like a “slow clear-cut”, or a clear cut with no reforestation

Wisconsin tried a similar approach for two years and is still struggling

Currently there are three distinct sets of decision making bodies

Who would do the redesign? Legislators may get involved

Minnesota has been fortunate to have 3 different groups producing the good results that have been seen

LogSafe could still exist but could coordinate with the other two groups

Conclusion: There are both favorable and unfavorable aspects, move on to the other remaining options for review and discussion.

Option 3: Single integrated model with all three remaining but continuing education coordinated or administered by one of the existing entities

Would require and depend on one very strong coordinator

Would require one new person and could fall apart if the strong coordinator disappears

Is a way of formalizing the need for different interests to talk together (coordinated), could increase programming and reduce overhead
There is potential for bias toward one interest or the others, program leadership would be critical to maintaining neutrality, still working with three distinct missions
The process to build into a new structure like this could be challenging
Protecting, balancing, and preserving budgets could be difficult
The organizational types and structure of each of the three are very different
Legislative action may be required, there is potential to be highly political
The University is able to contract out some functions and has flexibility
This arrangement could require complex new personnel management
Could LogSafe be the umbrella organization? Determined “no”

Conclusion: There are both favorable and unfavorable aspects, move on to the other remaining options for review and discussion.

Option 4: Dual non-integrated logger and forester continuing education programs

Forester and logger entities separate, but require cooperation/collaboration
There could be one board broadly representing separate logger and forester entities
This would involve more time commitment for already-busy board members
Economies of scale found in database, course registrations, facility arrangements, single administration
Retain LogSafe oversight by DOLI as a targeted industry-contract out for only continuing education component to eliminate potential unfunded mandate

Conclusion: Little interest in having totally separate logger and forester continuing education programs.

At this stage, the original models 1 and 5 had been rejected. Original models 2, 3, and 4 were alive but neither had achieved full acceptance. Discussion turned to options 6 and 7, which were placeholders for other model options that emerged during discussion. Option 6 was an interim suggestion that did not develop. However, an option 7 was developed and discussed in more detail:

Option 7: Dual integrated program for forestry continuing education

Robs identity but improves functionality
Integrate training/safety/consultation/rebate program
Common administration
Savings on database, staff, promotion/publications, and support
Need for two separate advisory committees – one logger and one forester related
Would require coordinating and administering different funding streams, melding a common database, and melding a central clearinghouse for programming and information
Not clear the form of the administrative home: University of Minnesota, nonprofit organization, cooperative, or other
How do any of these help with viability?

A nonprofit or the University provides more ability to receive and administer grants
Need to be able to integrate loggers and foresters

Task Force Consensus and Recommendation

Task Force members synthesized their discussions and concluded that options 4 and 7 could both be administered by either a non-profit or the University. Several key points were identified:

Consensus:

- LogSafe should integrate better with other programs, but be careful to not lose its funding stream or rebates to loggers
- The LogSafe on-site consulting function should be retained within the Department of Labor & Industry
- Logging companies generally would like to see integration of continuing education programs

Recommended Action:

- LogSafe should continue to provide on-site consultation services and contract out to MLEP all other safety training.

During Task Force final review of the forestry-related continuing professional development options, consensus was reached on key questions and issues:

Models 1 (do nothing), 2 (single integrated model with a new organization), 3 (single integrated model with all three remaining but continuing education coordinated or administered by one of the existing entities), and 5 (state licensing or certification board) are not models or options to be pursued. Options 4 (dual non-integrated logger and forester continuing education programs) and 7 (dual integrated program for forestry-related continuing education) both have some viability, pending resolution and clarification of implementation details.

Task Force consensus was that option 4 (dual non-integrated logger and forester continuing education) should be implemented with review again in two years; option 7 (dual integrated program for forestry-related continuing education) would be the eventual objective, assuming that implementation of option 4 is successful.

In discussing this Task Force consensus, several comments and suggestions were submitted:

- a. Option 4 should be implementable, however, jumping too soon from option 4 into option 7 could be problematic
- b. Option 4 could be better than option 7 based on the funding strategy
- c. Option 7 will not have support unless option 4 succeeds

As specific observations with regard to implementing option 4, DOLI would retain

funding for its consulting activity; DOLI funding for logger training would be transferred or contracted to MLEP.

For option 4, the University has a responsibility to support SFEC. Society of American Foresters professional organizations should work more closely with SFEC, CFANS and Extension also need to work more closely with SFEC in terms of programming and funding. SFEC needs a stronger administrative home with the University structure.

Closing

In closing, Task Force members had several important suggestions. They expressed a strong desire to extend the Task Force work to (a) discuss funding arrangements and details, (b) spend more time on information available with regard to models used in other states, and (c) work through implementation details to ensure that implementation of the Task Force consensus is successful.

Comments expressed on closing included a statement of being impressed by the MLEP ability to fund, the need for \$100-150,000 per year of base funding for SFEC, and the opportunities that are presented by the ability of both DOLI and the University to contract out many services such as those involved in forestry-related continuing education.

Recommendations for the final report included (a) include a discussion of sustainable funding options and (b) express clearly a need and desire by the Task Force to move sooner rather than later on implementation of the consensus recommendation.

A revised timeline for the final report was discussed. Issuance of the draft final report for review by Task Force members will be completed by August 22, with comments in and a final report issued about August 30.

Implementation of the Task Force recommendation involves some legislative changes. Placeholders for legislative requests are needed within the next few weeks which is prior to issuance of the final report or formal decision on extension of the Task Force activity. Following closure of the meeting, a small group consisting of CMCG and several Task Force members met to review and develop an approach to formally seek the needed legislative budgetary support. Because those are not part of the formal Task Force activity, the results are not summarized here other than to indicate that the legislative requests are under development.

**Continuing Education of Forestry Professionals Task Force
September 18, 2008, Noon - 3:00 PM
University of Minnesota Cloquet Forestry Center
Meeting Report**

A facilitated meeting of the Continuing Education of Forestry Professionals Task Force, the steering group for the Forest and Natural Resource Continuing Education Capacity Building Project, assembled at noon at the Cloquet Forestry Center. Eight Task Force members attended:

Task Force Members:

Mel Baughman, University of Minnesota Extension
Dave Chura, Minnesota Logger Education Program
Alan Ek, University of Minnesota Department of Forest Resources
Louise Levy, Sustainable Forests Education Cooperative
Tim O'Hara, Minnesota Forest Industries
Dick Rossman, Minnesota Department of Natural Resources-Forestry
Michael Houlston, Minnesota Department of Labor and Industry
Dave Zumeta, Minnesota Forest Resources Council

Facilitators:

Paula Frings, Cleveland Management and Consulting Group
Doug Learmont, Cleveland Management and Consulting Group

Task Force members Pam Brown, Paul Dickson, Jan Bernu, Beth Jacquain, Steve Olson, and Cynthia Osmundson were unable to attend.

Task force members have been active since the August 6, 2008 Task Force meeting, providing additional information, reviewing documents, and offering suggestions to the project consultants. The September 18 meeting agenda included the following major segments and activities:

- Task Force Mission and Review of Recent Progress
- Report About Out-of-State Findings
- Implementation Plan Details, with parallel tracks:
 - Forest Professionals Implementation
 - Logger Implementation
- Report Back and Comments
- Action and Assignments

Task Force Mission and Review of Recent Progress

There was progress on preparing for legislative action since the August 18 Task Force meeting. Two handouts were distributed by Alan Ek containing draft language, one for logger continuing education programs and one for forestry professional continuing education programs. These were intended as draft legislative language for proposal to the 2009 state legislature. It was decided that the proposals and related action would be discussed during the implementation plan subgroup meetings.

A proof draft of the final Task Force report was distributed for review. Dave Chura suggested revising language at the top of page 70 to clearly identify actionable items, and also to move specific action items to the executive summary and make them more concise. Mel Baughman expressed similar thoughts that action items should be clear and up front. A starter draft Implementation Plan was distributed for talking purposes. The Task Force decided that the implementation material from this meeting would be better incorporated into the full document rather than being contained in a separate document. Following conclusion of this Task Force meeting, a final round of comments will be solicited from Task Force members so that the Task Force report can be finalized and issued.

Information about Out-of-State Findings

At the August 6 request of the Task Force, states outside of the Great Lakes region were contacted for information about their forestry-related continuing education programs. Information was summarized in a draft handout and individual state programs were discussed. The summary will be completed and made an appendix to the final report.

In Oregon, there is decreasing demand for continuing education programs so efforts are being made to create a new business model. Several Task Force members were familiar with Oregon, noting that the US Forest Service dominates forestry in Oregon, Oregon's connections into the Pacific basin are significant, Oregon does forestry education through its extension division, and Oregon State University performs a significant amount of forestry continuing education for Washington.

In discussing ways in which out-of-state conditions and programs may relate to strategic planning for and implementation of forestry-related continuing education programs in Minnesota, comments included:

- States have different requirements for forestry-related continuing education which influences the demand for continuing education
- Programs by national groups such as Society of American Foresters certifications have nationwide demand;
- Some states, mainly southern, require certification/licensing for foresters
- SFECs mission is multi-fold: to develop and deliver forestry training events, and to serve as a clearinghouse to promote other forest training events with one consolidated Calendar of Events.

- Few states have comprehensive legislation regarding forestry-related continuing education. Minnesota is unique and progressive in moving toward the dual integrated model

North Carolina model:

- The forestry related continuing education program is clearly identifiable on the University website
- there is no university funding other than for office space and overhead
- the 3 staff have a \$250,00 annual budget
- program offerings must be self supporting
- there are financial incentives of \$2000 for lead faculty and \$1200 for assistant faculty to fund course development, these amounts are recovered through course tuition
- course charges are about \$125-135, or about \$35 per 3 hour course, or \$10-20 per credit hour
- teleconferencing courses to multiple sites is considered to be very attractive and efficient with many faculty interested in providing 45 minute courses free of charge
- North Carolina does national and international conferencing
- they have generally been successful because they pursue nonconventional participants in the 20-25 courses they provide each year

Louise Levy and Alan Ek noted that the North Carolina environment is different than that of Minnesota in that North Carolina has more urban and private land ownership. It was also noted that foresters in North Carolina must be licensed, which impacts continuing education demand.

It was noted that some aspects of the different out-of-state models could apply to a dual-nonintegrated or dual-integrated model in Minnesota.

Forest Industry Safety and Training Alliance (FISTA) in Wisconsin was also discussed. Some staff changes are underway, and Dave Chura noted that FISTA combines logger, safety, and some industry related forestry training under one umbrella. There are differences between the objectives and needs of trade and professional organizations. There are about 70 certified foresters in Wisconsin and a roughly equal number in Minnesota. Dave Zumeta noted that FISTA is about as close as any functioning example to a fully integrated model.

Alan Ek noted that land grant institutions have an educational mission but there is no firm requirement as to the type or amount of outreach education they provide.

Implementation Plan Details:

The dual non-integrated model recommended for initial implementation in Minnesota is a logger and forestry-related professional continuing education model in which continuing education activities are organized and conducted by two separate entities,

one for loggers and one for forestry professionals, that are distinct and not integrated with each other but which should coordinate with one another.

Task Force members divided into two working groups, one group to work through implementation plan details for continuing education for forestry professionals and the other for loggers. Each group was tasked with developing implementation plan recommendations that would cover governance, administration, programming and delivery, funding and budget, and implementation timeline needed to bring the forestry-related continuing education system into a dual non-integrated form. As agreed by consensus at the August 6 Task Force meeting, implementation details should facilitate possible movement toward a dual integrated model if such a model appears feasible after review of the dual non-integrated model in two years.

The forestry professionals group was comprised of Alan Ek, Mel Baughman, Louise Levy, Dick Rossman, Dave Zumeta and was assisted by Paula Frings.

The logger group was comprised of Dave Chura, Michael Houliston, Tim O'Hara, was chaired by Dave Chura and was facilitated by Doug Learmont.

Each working group operated independently.

Subgroups Report-Back and Comments

Logging Subgroup:

Governance:

- An educational planning committee would be formed of LogSafe and MLEP staff to coordinate implementation
- Representatives of the LogSafe advisory committee would join with the MLEP board to govern logger continuing education including identification of need areas, curriculum, and training needs

Administration:

- Department of Labor and Industry (DOLI) would continue to provide on-site consultation services
- MLEP would receive a grant or contract from DOLI to conduct LogSafe training
- MLEP would be responsible for maintaining the logger continuing education database

Programming and Delivery:

- DOLI and MLEP staff will draft a white paper to define details
- An objective will be established to reduce safety training requirements from 16 to 12 hours per 2 year time period
- A process will be established for certifying DOLI safety training rebate programs when such programs are delivered by MLEP

Funding and Budget:

- DOLI and MLEP personnel will meet to work out budget details

Implementation Timeline:

- October 2008: DOLI and MLEP staff complete the white paper and memorandum of understanding which defines programming, delivery, staffing needs, and other details
- November 2008: MLEP and DOLI will finish communicating with trade associations and the larger logging and forestry communities about the integration of the LogSafe and MLEP continuing education programs
- April 2009: Fully implement the integrated MLEP and LogSafe programs, with DOLI to maintain the on-site consultations

Responses provided by subgroup members:

- Additional capacity would be needed by MLEP to do the LogSafe safety training, but MLEP would not add full time staff
- No legislative changes are needed
- No capacity building funds are needed
- May need to explore transition funding

Forestry Professionals subgroup:

Governance:

- A formalized advisory board will be established. The Board will be comprised of a representative from each SFEC membership group, the MLEP executive director, and could include the following: one or more UMN CFANS faculty, Extension Natural Resource Management and Utilization unit, the Society of American Foresters, The Wildlife Society, and a LogSafe representative.
- There will be an annual meeting of the advisory board and periodic web-based meetings during the year. May need to establish an executive committee to formally build ownership and commitment
- The governance structure within the University should be strengthened and should report to the Head, Department of Forest Resources

Administration:

- SFEC is obscure in the University system. This should be strengthened with a formal link to the Department of Forest Resources and heightened presence on the Forest Resources website
- Retain human resource/finance support in St. Paul
- Subgroup considered several options including:
 - Moving SFEC under auspices of Extension Regional Extension Educator: determined not to be a good option due to University requirements and staff category in which Louise Levy currently resides. Subgroup recommends informal and consistent communication with Extension
 - No conglomerate like the College of Natural Resources exists currently
 - Recommend moving SFEC under the auspices of the Department of Forest Resources
 - Forest Products was changed to represent a mix of forest and agricultural

components such as the Department of Bioproducts and Biosystems Engineering

- Recommend formal and consistent communication with University of Minnesota Departments of Fisheries and Wildlife and Bioproducts and Biosystems Engineering.
- Organizational Structure and Staff: SFEC would require, at a minimum, one full-time coordinator/director, one full-time professional administrative staff, and one full-time civil service staff. In addition, additional instructors should be recruited to expand the instructor base. Instructors should come from these sources: University faculty, member organization representatives, and consultants/instructors
- Staffing recommendations: (dependent upon growing SFEC budget)
 - Coordinator/Director should handle fundraising, advisory board, supervision, and communications with members and University for relationship building purposes – 1 FTE Coordinator/Director
 - Full-time professional administrative staff would focus on developing and delivering training events, maintain close contact with SFEC members, and work with coordinator on connectivity between higher-level collaboration and networking and program delivery.
 - Administrative Assistant should handle web support, meeting organization, record keeping and office functions
 - Additional Program/instructors should be added

Programming and Delivery:

- Programming should provide field to classroom training
- Web-based continuing education should become part of the offerings
- Strengthen marketing of and continue offering a variety of services by which members can utilize SFEC including but not limited to: registration services, short courses, and continuing education credits

Funding and Budget:

- Base funding for SFEC will be needed to accommodate recommended staff and program recommendations.
- Funding for advertising, marketing, tele-conferencing, and web-support should be sought

Implementation Timeline:

- Legislative requests should proceed, the amount to be determined
- Spring 2009 to July 1, 2009 : Target for staffing changes and legislative funding
- Governance structure could change sooner as it depends on a decision by the college Dean

Responses provided by subgroup members:

- The SFEC advisory board should have cross membership with MLEP
- It is important to have good communication with individual members
- Funding models for SFEC and MLEP are different. This should be considered during planning stages for dual-integrated model in two years.

Action and Assignments

In closing, actions and assignments were as follows:

- Decisions are needed about the committee or agency to which the suggested funding requests should be addressed. If a request is made, the DNR could play a key role; DNR and Department of Finance would be required to coordinate with each other. Important dates relevant to this process include: December 2 state financial forecast and the January 27 expected release of the Governor's proposed budget; December 4th the financial forecast is due; January 27th the budget is released to the public.
- A committee is needed to meet with Commissioner Holsten. Dave Chura will meet with the DNR Commissioner and Governor's staff during the week of September 22nd to start the process. It is also important that Alan Ek and Michael Houliston be involved with their respective departments.
- Dave Chura and Michael Houliston will begin work on the white paper and communications with their member contacts.
- Alan Ek, Mel Baughman, and Ron Severs will need to speak with the Dean regarding changes to Louise Levy's position and organizational fit, Mel will lead this action.
- Louise Levy will work with Alan Ek to determine SFEC legislative request amount.
- Transition funding may be necessary to offer more and different continuing education opportunities and delivery modes. A matching/initiative grant could be sought to accommodate this.

It was agreed that CMCG will e-mail the minutes of the September 18 meeting to all members for review. The implementation plan will be integrated into the Final Report, which will be e-mailed for final review to all Task Force members soon after comments are back on the final Task Force meeting minutes. After a one week Task Force member review period, the Task Force final report will be completed and provided to the Blandin Foundation. Draft legislative language will also be e-mailed to all Task Force members for their input.

Appendix E

Task Force Member Specific Suggestions

During the course of individual and Task Force meetings, a substantial number of valuable comments were made regarding forestry-related continuing education. Many of the comments were included within the report text. Many other comments appeared worthy of a separate listing, as they may be important for consideration as the current study advances into a next phase with more detail on implementation of the recommended strategy. This section includes a large number of the comments and suggestions that were offered by Task Force members.

General comments:

- Time is often a greater barrier than the cost of training
- Loggers should be considered as businesses and the start of the sustainable forest pipeline
- Expand training scope to consider the “root cause or bigger picture” of what everyone has in common “To Maintain Healthy Forests”. Continue to manage resources effectively for generations to come—continuing education should drive this and the value of the investment should be clear
- Loggers should be publicly funded
- Cross training is essential for communication between loggers and foresters
- Training delivery: interactive, full day for all (not 1/2 days-get everything done in one day is best, most economical)

SFEC Related:

- Cooperative model provides a multi-jurisdictional and diverse perspective and represents a win-win for members involved. This model provides for relevancy in training delivery and content around cutting edge research and an enhanced variety of training possibilities and offerings.
- SFEC market niche should incorporate additional opportunities for statewide continuing education based on applied research intelligence.
- The IIC (which has recently been funded) can serve as the database of applied research by which forestry-related and logger education can be offered.
- Certificate Course in Ecosystem Silviculture is excellent. Modifications in physical location and deliver (satellite sites and technology delivery), condensed version considered, cost prohibitive in many cases.
- SFEC calendar of trainings should retain a long lead time to accommodate yearly continued education planning i.e. minimum of 1-1.5 years in advance.
- SFEC database of SAF credits should be comprehensive and accurate. Credit tracking problems

- The University of Minnesota/SFEC connection is seen as vital for new cutting-edge trend and research data sharing and continuing education. Currently, SFEC is not strongly connected with institutional resources and faculty.
- As member budgets become more scrutinized resulting in a tightening of funds for continuing education for all stakeholders. (Easier to say “I didn’t get training than to say I did not accomplish a research project)
- University of Minnesota (the base funding for SFEC) has moved to a business model for operation. This mode creates a competitive situation for in-house University of Minnesota staff, professors, colleges, and University related cooperatives such as SFEC.
- University of Minnesota migrated from a quarterly to a semester schedule. The effect of this on affiliated/out-state cooperative organizations contributes to limited accessibility to professors due to time constraints.
- Minnesota Department of Natural Resources is open to the possibilities of SFEC providing 5-day ELF ECS course.
- SFEC needs to have a stronger link to the U of M campus, professors, and research.
- Forester and related occupations do not have mandated requirements for continuing education except through professional organizations such as SAF. This creates the fundamental reality that if continuing education is not required, it may or may not be taken. If an agency/company/other provides encouragement, time, and monetary resources for participation it is more likely to occur.
- The training offering the full number of required SAF credits is not provided in Minnesota (national level 3 years for 60 credits-preferred by consulting forester, state requirement 20 hours/year
- Private consulting foresters, tribal foresters, and industry related foresters prefer cheap (or even free) training that is available close to their physical headquarters.
- Training dates should be selected based on the seasonality of the audience it is serving.
- Continued membership income for SFEC is at-risk due to global markets and economic concerns.
- Minnesota Department of Natural Resources is open to the possibility of DNR sponsored trainings to be open to others and working toward a system for communication of such.
- Satellite training sites should be considered such as Community Colleges, township halls (existing taxpayer driven infrastructure)
- Innovation training should be promoted and offered
- Training around harvesting and applying BMP’s would be interesting and helpful for foresters
- Building the career ladder: training (non-formal education) for the development of Tribal fire fighters to forestry technicians is recommended. Timing of training is important. Targeting young/new foresters with experienced foresters is beneficial to share knowledge. Update experienced foresters with new technological topical information
- Needs of DNR area foresters, district foresters, Tribal foresters, USFS, industry, consulting foresters: human resources, accounting/budgets/marketing/promotion,

policy/procedure development, economic analysis (discounting/amortizing, projecting/trending) and safety program template.

- Tribal foresters are not guaranteed funding for continuing education
- Increasingly important to know what the Minnesota Department of Natural Resources topical area specialists and curriculum developers are currently working on—open training, possibly through SFEC, would be beneficial and would limit redundancy.

MLEP/LogSafe Related:

- Logger safety training offered on-site is preferred by loggers
- Unanimous consensus that rebates for loggers should continue
- Economies of scale for Loggers: offer joint training to meet their in-house needs rather than each company offering their own training, find a way to reward best loggers (do not treat the lowest common denominator)
- MLEP should continue to offer and expand machinery training, corporate arena training, futuring and planning training, cost accounting (real world examples)
- Logger education should be offered under one roof.
- Pre-registration and limited class sizes should be conducted
- Creation of logger incentives for sustainable forests should be considered.
- Loggers face a significant difficult in “staying in business” due to market.
- Communication with foresters (all types) should be continued and strengthened and should be outcome based rather than exploration of each others viewpoints
- Training should be available in many formats including: conferences, on-site, CD, on-line, and through other digital and technological means.....go to the logger rather than logger going to the training
- Satellite training sites should be considered
- SAF credits should be offered at all MLEP trainings

LogSafe Related:

- Required hours for continuing education should be reduced from current LogSafe requirements to 4 hours per year.
- Shared database for safety and education
- Limited variety of training, often redundant
- Workers compensation rates have been significantly reduced since the onset of the
- On-site consultation is welcomed by loggers
- ACLT remains adamantly opposed to MLEP taking over the delivery and/or administration of the LogSafe program.
- ACLT prefers that LogSafe remain with L&I or some other state organization only.
- Number of hours should be reduced to four hours per year.

Appendix F

Comparative Details: SFEC, MLEP, LogSafe

Subject Matter

MLEP, SFEC, and LogSafe each have subject areas of primary focus. Information about subject coverage and focus is summarized in the following table.

Program	Typical Subjects Offered	Other activities
Minnesota Logger Education Program	<p>Topics are identified from member input, certification audit findings and DNR monitoring reports. Specific topics include:</p> <ul style="list-style-type: none"> • Timber Cruising for Loggers • Timber Stand Improvement • Minnesota Master Logger Program • Accessing Aerial Photos/Topographic Maps/Other Planning Tools • Timber Marking • Hydraulic and Hydrostatic Service Seminar • Silviculture • Forest Management Guideline Training Best Management practices • Truck Weight Compliance Training • GPS: Landview for Loggers/Foresters/ and Landowners • Skilled Driver Training • Biomass Harvesting Guidelines • One-on-One Business Assistance • At the Water's Edge: Current State of Riparian Forest Mgmt. Research in Minnesota • "Nortrax University"-Risley Training & Safety Program • Skilled Driver Training • Using Landview • Preparing for a D.O.T. Audit • Skilled Driver: DOT Audit Training • USFS Stewardship contractor Training • Logger Conferences • Light on the Land: Small Scale Logging Demo & Field Day 	<p>Logger and forester certification database tracking, including LogSafe training records</p>

<p>Sustainable Forests Education Cooperative</p>	<ul style="list-style-type: none"> • Certificate Course in Ecosystem Silviculture <p>Current and emerging forest management topics such as:</p> <ul style="list-style-type: none"> • Natural Resource Policy • Human Dimension • Cultural Resource management • Resource Assessment • Forest Productivity • Biomass Harvesting Guidelines • Technology Transfer • Forest Biology/Forest Ecology/Forest Management • Silviculture • Basic Forest Management 	<p>Provide brokering services and information about other programs on SFEC website, newsletter sent to 1800 addresses twice per year</p> <p>Forest Stewardship Program (SAFFSP) database continuing education unit tracking</p> <p>Manages a database of approximately 2,000 individuals involved in forest management.</p>
<p>LogSafe</p>	<ul style="list-style-type: none"> • On-site operator training for hazard identification and abatement • First Aid and CPR • OSHA safety • Drug and alcohol awareness • Propane and gas safety • Weather service • Methamphetamine laboratories 	<p>Database cross-referenced with insurance carriers</p> <p>Logger database</p>

Program Participants

For reasons such as the conditions or rules under which they were founded and the interests of their respective members, funding sources, and/or statutory authority, MLEP, SFEC, and LogSafe serve different numbers, densities, and interests among their continuing education participants. Information from the three organizations about the continuing education participants that they serve is summarized in the following table.

Program	Membership Profile and Membership Fees	Average Number of Course Participants per Year	Course Participant Profile
Minnesota Logger Education Program	<p>Total Membership: 2008: 539 members comprised of 158 small logging business owners 309 large logging business owners 6 wood dealers 66 associate members</p> <p>Membership Fees: More than 1,000 cords of annual wood production \$350/yr</p> <p>Less than 1,000 cords of annual wood production \$175/yr</p> <p>Wood Dealers \$350/yr</p> <p>Associates, per year: Affiliate: \$100 Company: \$300 Sustaining: \$1,000 Corporate: \$3,000 Benefactor: \$5,000</p>	<p>2007: 1248 participants</p> <p>2006: 794 participants</p>	<p>79% loggers</p> <p>21% public/private sector Natural Resource Managers (forestry-related)</p>
Sustainable Forests Education Cooperative	<p>Total Membership: 41 members, consists of: 11 county land departments 5 tribal groups 2 national forests</p>	<p>FY 08: 594 participants, 9 workshops, 12.5 workshop days</p> <p>FY 07: 468 participants, 14</p>	<p>Natural Resource Professionals</p> <p>FY07 Participants: 12% private industry, 69% public</p>

	<p>5 wood products manufacturers 7 soil and water districts 11 other entities (NGO, Universities, NIPF, etc.)</p> <p>Annual membership dues: \$135/person</p> <p>Membership dues range from \$125 – \$10,000 / organization</p> <p>DNR provides \$10,000 per year to cover its employees</p> <p>Other members pay at a rate of \$125/year for each of its employees, which then allows for class participation</p>	<p>workshops, 40 workshop days, average 33 participants per workshop</p> <p>FY 06: 276 participants, 7 wkshps, 21.5 wkshp days</p> <p>FY 05: 488 participants, 13 wkshps, 19 wkshp days</p> <p>FY 04: 559 participants, 14 wkshps, 20 wkshp days</p> <p>FY 03: 791 participants, 25 workshops, 23.5 wkshp days</p> <p>FY 02: 744 participants, 15 workshops, 23 wkshp days</p> <p>FY 01: 783 participants, 23 workshops, 35 wkshp days</p> <p>FY 00: 775 participants, 14 workshops, 29 wkshp days</p> <p>FY 99: 1344 participants, 25 workshops, 30 wkshp days</p> <p>FY 98: 570 participants, 13 workshops, 13 wkshp days</p> <p>FY97: 887 participants, 6 workshops, 6 wkshp days</p>	<p>land managers, 4% Tribal or Bureau of Indian Affairs</p> <p>FY08 Participants: 4% private industry, 72% public land managers, 4% Tribal or bureau of Indian Affairs</p> <p>All participants except private consulting foresters are employed by public or private entities</p> <p>Non-members may take SFEC training, such as non-member registrants from same membership groups as members (i.e. county land departments, MN DNR divisions, tribal forestry units.), and out-of-state forest resource managers</p>
LogSafe	<p>State entity; funded with \$125,000 per year from state plus \$0.30 per cord on wood purchased by wood mills who purchase more than 5000 cords/year</p> <p>No fee to loggers or logging companies</p>	<p>2007: 1004 participants in seminars, 40 in custom training, 205 in on site training, total 1280 participants</p>	<p>Loggers and logging company employees</p>

Delivery Capacity and Methods

MLEP, SFEC, and LogSafe have differing capacities to provide continuing education to forestry-related professionals. In looking to the future, available capacity as well as the degree to which current capacity is being used is important to developing recommendations. Information about current capacity, and about use of such capacity, was developed from the three organizations and is summarized below:

Program	Average Participants per Training	Actual Participants per Year	Number of Trainings per year	Maximum Capacity, Participants per Training	Employee Provided or Contractor/ Consultant Provided	Maximum Number of Trainings per Year (current capacity)
Minnesota Logger Education Program (2007 data)	184 per Conference 30 per workshop 2006: average 25 participants per event 2007: average 27 participants per event	2007: 1248 participants (1194 members, 54 non-members)	2006: 32 2007: 47	Prefers to limit workshops to 30 participants	Some workshops are conducted by MLEP staff, others are conducted by outside experts	Currently near capacity, more staff or contracting needed to expand
Sustainable Forests Education Cooperative	Ranges from 10 to 180 depending on program. FY 07: average 33 participants per workshop	FY 07: 468 participants FY 08: 594 participants	FY 07: 14 workshops, 40 workshop days FY 08: 9 workshops, 12.5 workshop days	Varies from 20 to no limit.	All trainings use non-SFEC instructors; staff does a limited amount of instruction, and staff are not retained solely to serve as instructors	Variable To expand current level, more staff is needed
LogSafe	59 per seminar, 13 per custom training, 4 per on site training	2007: 1280 total participants (1004 in seminars, 40 in custom training, 205 in on-site training)	2007: 17 seminars, 3 custom training, 35 on-site training, total 55 courses		Majority of training by DOLI/ LogSafe staff, some contracts with outside trainers	

Participant Costs

MLEP, SFEC, and LogSafe use different means to fund their operations and activities; some or all of this funding need is provided by participants attending continuing forestry education sessions or programs. Following is a summary of the ways in which the recipients of forestry-related continuing education provide funding for the continuing education they receive:

Program	Total Yearly Course Fee (Tuition) Income	Average Course Fees per Participant (Range)	% of Total Yearly Course Fee Income Received from Participants
Minnesota Logger Education Program	2006 \$4,249 2007 \$4,366	\$0 - \$25/ course for members \$135 for non-members Special pricing available to Woodland Advisors	Many courses are free to members
Sustainable Forests Education Cooperative	FY 2006 \$23,500 FY 2007 \$18,300 FY 2008 \$13,700	\$135 (non-SFEC) to \$65 (SFEC member) (for a one-day training event) All participants pay for their registration. Sometimes grants (i.e. other sources) have been obtained to offset workshop expenses.	100% (excluding occasional grants that offset some training development and delivery costs). Registration fees are always part of course income. Workshops are grouped into three categories (income generators, break-even, and income-loss); Staff strive for net income gain to support other program costs.
LogSafe	\$ 0	Free	Zero

Provider Budgets and Program Financing

MLEP, SFEC, and LogSafe use different means to fund their operations and activities in addition to funds provided by participants attending continuing forestry education sessions or programs. Following is a summary of the ways in which each of the three organizations fund their overall programs and operations, where total budgets include funding additional to session fees:

Program	Funding Structure	Total Annual Budget	Annual Budget Amounts Received from Membership Fees	Annual Budget Amounts Received from Grants
Minnesota Logger Education Program	Memberships Program fees Grants	2006: \$256,397 2007: \$338,990 501(c) 3 status	2006: \$153, 860 2007 \$174,900	2006 \$2,500 2007 \$0
Sustainable Forests Education Cooperative	Membership dues Registration fees Grants University of Minnesota base funding	FY 06: \$150,000	FY 2006 \$39,300 FY 07: \$38,800 FY 08: \$39,500	*SFEC received a \$215,000 grant from Blandin Foundation for Certificate Course in Ecosystem Silviculture. Grant covers FY 2005–2009 activities. FY 07: \$6,300 FY 08: \$12,000
LogSafe	Legislative funding	2006: \$125,000 2007: \$125,000	\$0.30 per cord if >5000 cords per year	N/A

Appendix G

Summary of Other Programs

	Wisconsin	Oregon	Michigan	Virginia	Washington	North Carolina
Primary membership or ownership:	Great Lakes Timber Professionals Association No link to University of Wisconsin	Oregon State University (OSU) Currently fragmented and not coordinated by anyone, limited communication	Michigan State University (MSU) Three Michigan State Universities offer Forestry degree	Virginia Tech, land grant University Extension department SHARP Logger Program	University of Washington Not land grant university De-centralized, closed college program WA Contract Loggers Association	North Carolina State University Forestry & Environmental Outreach Program (FEOP) FEOP is currently run as an offshoot of Extension ProLogger Program through NC Forestry Association ProLogger is approved by NC Department of Community Colleges
Year established:	Formed in 1991			94/96 Virginia Forestry Association 2002 to University Cooperative Extension 1996 SHARP Logger Program		1995 as Outreach program

	Wisconsin	Oregon	Michigan	Virginia	Washington	North Carolina
Type of organization	501(c)(3)	University College of Forestry, Outreach & Int'l Programs Assn of Loggers Council-SFI, do not do training, coordinates CE of others Assoc OR Loggers offer logger CE and OR Professional Logger (OPL)	University Extension handles logger continuing education Great Lakes Timber Professionals Association GLTPA (MI/WI)	Virginia Tech, College of Natural Resources, Department of Forestry, Public Education & Engagement	University 3 physical centers and 6 virtual centers	NCSU unit in Dept of Forestry & Environmental Resources College of Natural Resources
Governance	9 member board	Oregon State University	MSU Extension	Virginia Tech	Centers vary – some are within College or across many Colleges within University System	NCSU FEOP director is soft money position, Extension Professor-works side by side with Extension
Primary purposes	Logger and forester based continuing education Houses logger and forester CEU database		Logger continuing education	SHARP – logger focused (SFI)	OSU handles logger CEU Foresters: Rural Technology Initiative: currently unfunded, clearinghouse + short courses, woodland owners	Outreach component for academic knowledge & applied research through College of Nat Resources & NC Cooperative Extension Forestry

	Wisconsin	Oregon	Michigan	Virginia	Washington	North Carolina
Is continuing education required by state or for other certification?	Forester: No Logger: SIC requires 16 hours per 2 year period *FISTA Ideal: 8 hour requirement Qualified Logging or Resource Professional: 24 hours in any 2 consecutive year period Wisconsin Certified Logger Safety Program: 24 hours	No	Forester-no continuing education requirement Procurement foresters: requirements are the same as loggers Only company owners required to take continuing ed as per state standard	Foresters: no demand, however several attend SHARP programs (market driven) Core program requires 3, 6 hr courses in sustainable forestry, safety, harvest planning/BMPs Then 12 hrs/3 years	No	Yes Foresters: 10 hours per year ProLoggers: 6 hours per year
Course fees for participants?	Minimum SFI required and member \$35/course, Non-members \$115 Additional courses member \$130, non-member \$210			No fees due to coverage by U and SFI Cmte/ industry members State agencies provide info thru College of Forestry + logger feedback determines courses		FEOP offerings are self supporting through sponsorships, participant fees of app. \$15-\$20 per credit hour ProLogger: \$100 +annual module Initial \$200 requiring 3 hours per year

	Wisconsin	Oregon	Michigan	Virginia	Washington	North Carolina
Funding:	<p>Grants</p> <p>Contract Training</p> <p>Videos \$20-\$30 each (11 training video options)</p> <p>Membership Fees \$500 (0-100,000 total cords consumed), \$150 Sawmills</p> <p>Fulltime: Manager of Training, Certification & Safety; Training Coordinator; Two Trainers; Office/Administrative Assistant</p> <p>2008 Budget: App. \$512,500 budget is set based on previous year</p>	*Examining new way currently – see footnote	Contract to University from SIC Committee until December 2009	<p>Staff-75% paid by University</p> <p>Operating- 25% by SFI Committee and AF&PA companies in Virginia</p>	Each center funded differently, some University, private, public	<p>Cooperation and support form public & private organizations through sponsorships: who has an interest in the subject</p> <p>University supplies overhead such as office space, phones</p> <p>Occasional grants are sought</p> <p>FEOP budget: \$250,000 2 fulltime and 1 part time secretary/book-keeping</p>

	Wisconsin	Oregon	Michigan	Virginia	Washington	North Carolina
Primary scope of courses offered	<p>Logger CEUs are individual based, SAF handles forester CEU, Online access to training records</p> <p>Training workshops and Loggers' Conf</p> <p>Contract Training specialty: Chainsaw Safety (marketed throughout U.S.)</p> <p>Mechanized Training: equipment and technology 22-25 per class (12 for GPS course)</p> <p>Accepts out of state training with external credit review process</p> <p>Training videos produced via grant funding</p> <p>*Working on self-insurance fund</p>		Logger continuing education as put forth by SIC Committee	Sustainable forestry, safety, harvest planning/BMPs, motor vehicle, insurance, police	<p>Landscape Management System</p> <p>Silviculture Institute</p>	<p>Develop, facilitate, design, deliver conferences, workshops, seminars, short courses & supported and intellectual properties to professionals, landowners & others, organize forums</p> <p>Tele-conferencing and conference services, accreditation and registration services offered</p> <p>National and international conferences</p>

	Wisconsin	Oregon	Michigan	Virginia	Washington	North Carolina
Courses per year			Team with FISTA-WI for others	4-6 core series offered per year on three Fri afternoons 12-6 or 1-7 p.m.,	Dependent upon center	24-25
Course participants per year				Not less than 10, not more than 40 participants per course	Varied	
Length of each course	Varied		Required 16 hours (6 hour field day) set by SIC Safety education requirement: 8 hours per company per year	Core-6 hrs Others-open	Denman Forester Issue Series-t.v., streaming video broadcast, 2-3 hours in 1 hour chunks-free	3 hour tele-conferences for \$35 each Utilize app. 45 minutes of NCSU faculty
Instructors	2 trainers plus industry instructors		Safety training by Community College Safety Trainers *If training is mandated by law then topic is not considered continuing education i.e. first aid and CPR	Staff, district foresters, Nat Res Ext Agents, Industry foresters, state police, insurance, VDOT	WSU Extension – housed at U of W	NCSU faculty are paid app. \$2000 for the lead faculty and \$1200 for intern to develop courses
Available to non-members?	Yes		Receive reduction if GLTPA	No membership required	Open	N/A
Geographic course offerings	Throughout state		Throughout state	Throughout state	Throughout state	12 locations around state and teleconferencing

Summary and Comparison of Out-of-state Programs – Notes:

*U of British Columbia, U of Washington and Oregon State University-closed or eliminated college program for CPE

*Oregon State University is currently conducting similar study to Minnesota. A business model including the following is being examined:

1. Contract Programs: Best at generating revenue, margins are less, negotiated funds, cost and returns known up front, no risk, target audience: agencies, private sector, world-wide markets, Ex: Communication and Leadership for Resource Management, Habitat Management model (fish and wildlife all around nation)
2. Conference Services: Can generate revenue
3. Web-Based Programming: Targets wood products industry, world-wide base, Ex: 12 modules for Wood Science and Technology

*Mississippi: SFI funds Extension

*North Carolina's FEOP seeks out non-traditional audiences including but not limited to: landscape architects, city/county planners, conservation, Land Trust representatives; offers a menu of services which can be accessed by natural resource professionals.

Contacts:

Jim Johnson, Associate Dean for Outreach and International Programs, College of Forestry, Oregon State University

Scott Barrett, SHARP Logger Program Coordinator, VA Tech Forestry Department, Virginia Tech

Rachel Peterson, Director, Forest Industry Safety and Training Alliance (FISTA), Rhinelander, Wisconsin

Barb Henderson, Senior Resource Forester, Potlatch, Wisconsin (SAF certified forester)

Mike Schira, Michigan State University

Vickie Hoffart, Forest Resources Association

Nicole Strong, Forestry Instructor, Oregon State University College of Forestry

Dr. Susan Moore, Ph.D., Director of Forestry and Environmental Outreach Program, North Carolina State University

Robert Edmonds, Associate Dean for Research, College of Forest Resources, University of Washington

Other In-State Continuing Education Programs Reviewed

It is important to note that other entities within Minnesota offer continuing education for forest-related professionals. While not examined to the extent of MLEP, SFEC, and LogSafe, information about the Natural Resource Continuing Education Consortium out of Bemidji State University is presented here:

Program	Natural Resource Continuing Education Consortium (NRCEC), Bemidji State University (BSU) Center for Research and Innovation Contact: Kerry Ross
Profile	Natural Resource Professional based BSU Outreach arm for non-credit continuing education Established 1998 Non-member consortium only markets to participant database
Funding	Program fees for full day and day and a half workshops \$50-\$120 per participant No fee for monthly one hour featured speaker seminars
Training	Issues CEU credits for SAF Meets on third Monday of each month from 3-4 p.m. on natural resources topics decided upon by advisory committee Full day workshops one to two times per year Shares some training opportunities with SFEC No training requirements
Capacity	One training Coordinator

Appendix H

Draft of Legislative Request Language

9/18/2008: Draft support language for logger education

Possible language for the Environment and Natural Resources bill:

A bill for an act relating to forestry and related natural resources; appropriating money for continuing education to enhance the skills of timber harvesters.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:
[ENVIRONMENT AND NATURAL RESOURCES APPROPRIATIONS]

\$80,000 the first year and \$80,000 the second year for the Department of Natural Resources to support a program of logger education and certification.

[Leadership and oversight for this program would be provided by an advisory council with members from the Minnesota Logger Education program, Department of Natural Resources, county land departments, industry, federal agencies, and other interested parties]

9/18/2008: Draft support language for the Sustainable Forestry Education Cooperative:

Possible language for the Environment and Natural Resources bill:

A bill for an act relating to forestry and related natural resources; appropriating money for continuing education to enhance the skills of natural resource professionals.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:
[ENVIRONMENT AND NATURAL RESOURCES APPROPRIATIONS]

\$120,000 the first year and \$120,000 the second year for a grant to the University of Minnesota for the Sustainable Forests Education Cooperative to support continuing education of forestry and related natural resource professionals.

[Leadership and oversight for this educational program would be provided by an advisory council led by the University of Minnesota Department of Forest Resources with members from the Department of Natural Resources, county land departments, industry, and federal agencies]

Possible language for the Higher Education bill (an alternative to the paragraph above):

A bill for an act relating to forestry and related natural resources; appropriating money for continuing education to enhance the skills of natural resource professionals.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MINNESOTA:
[UNIVERSITY OF MINNESOTA AGRICULTURAL EXPERIMENT STATION;
APPROPRIATION]

\$120,000 the first year and \$120,000 the second year for the University of Minnesota College of Food, Agricultural and Natural Resource Sciences for the Sustainable Forests Education Cooperative to support continuing education of forestry and related natural resource professionals.

[Leadership and oversight for this educational program would be provided by an advisory council led by the University of Minnesota Department of Forest Resources with members from the Department of Natural Resources, county land departments, industry, and federal agencies]

Appendix I

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