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# **Using Social Sciences Information in Rapid Watershed Assessments**

National Social Sciences Technology  
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## Using Social Sciences Information in Rapid Watershed Assessments

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The Natural Resources Conservation Service (NRCS) [Strategic Plan 2005-2010, Productive Lands-Healthy Environment](#), provides direction to agency personnel on how to implement major conservation strategies. The Watershed Approach, an “overarching strategy”, emphasizes how locally led planning in a watershed context provides a framework for NRCS to work with local communities through the end of this decade. The concerns of local individuals, communities, customers, and stakeholders form the basis for setting general priorities using Rapid Watershed Assessments (RWAs).

The NRCS Social Sciences Team (<http://www.ssi.nrcs.usda.gov/>) has a wide variety of publications and other information available to help obtain local input for use in RWAs. There is a **Hyperlink Quick Reference** at the end of this document which includes links to all cited Social Sciences Team products, as well as other resources.

### Rapid Watershed Assessment: Emphasizing Local Decision Making

RWAs take less time to execute and provide less detailed analysis than more intense studies and investigations. RWAs are intended to provide some of the benefits of the NRCS locally-led planning effort in less time and at a reduced cost, relative to traditional, intensive, NRCS watershed planning studies. The Rapid Watershed Assessment Interim Guidance documents currently available on the NRCS web site <http://www.nrcs.usda.gov/programs/rwa/>, (as of 3/2007) specifically calls for input from local communities and stakeholders as follows:

- RWAs address multiple objectives and concerns of landowners and communities
- RWAs are based on established partnerships at the local and state levels
- RWAs enable landowners and communities to decide on the best mix of NRCS programs that will meet their goals (<http://www.nrcs.usda.gov/programs/rwa/Background&Purpose.pdf>).

The opinions, concerns, and needs of local landowners, communities, and other partners form the basis for prioritizing natural resource issues in Rapid Watershed Assessments. This setting of priorities and locally based assessment of resource concerns is what separates RWAs from other resource inventories. Also, keep in mind that RWAs are:

- Not usually site specific (relative to other NRCS products such as a PL 566 structural plan)
- Not limited to a specific course of action
- Not mandated by law or regulation
- Not usually tied to specific funding or a specific program

Because of various procedural and scientific limitations, rapid watershed assessments cannot be used to:

- Establish water allocations,
- Set requirements for meeting water quality standards,
- Establish rules for satisfying the Endangered Species Act,
- Estimate flow changes at any location, or
- Monitor conservation implementation progress (this is dependent on the availability of private, state and federal funding in future years).

These important points should be explained to local stakeholders. An educational effort can ensure that there is no misunderstanding about what level of information is needed, or why you are gathering information. If people believe that there is a specific action proposed for a specific place, their responses will likely be different than if they are asked about their general environmental concerns for an entire watershed. Stakeholders should understand that their concerns will be a basis for a general, broad idea of natural resource issues and priorities in a watershed, in order that future technical and financial assistance can address higher priority concerns first.

## **Phase I of a RWA: The Resource Profile**

The Procedures section of the Rapid Watershed Assessment Interim Guidance document

<http://www.nrcs.usda.gov/programs/rwa/> describes a two phase process for developing a RWA. Phase I of the RWA process is the development of a **resource profile** that focuses on currently available biological, physical, economic, and social information.

The NRCS has a great deal of existing information about the soil, water, air, plant, and animal resources (SWAPA) for almost the entire U.S. These SWAPA data are usually already available at the watershed level, and can be quickly gathered for development of a biological and physical resource profile. This biophysical resource profile provides a “snapshot” of current resource conditions in a watershed. The biophysical resource profile alone, however, does not give planners a clear idea of the perceptions, concerns, and priorities of watershed residents.

Social, economic, and cultural information from existing sources should also be incorporated in the resource profile for a watershed. Some of this information can come from data sources such as the U.S. Population Census, and U.S. Census of Agriculture. Other secondary sources available to NRCS planners may include District business plans or reports from local planners or universities. The information gained from such existing sources can give planners a general idea of the distribution of human populations in the watershed, the major economic activities (such as farming, mining, timber, etc.), and population trends.

## **Human and Social Data Sources for Resource Profiles**

Humans do not neatly organize themselves on the landscape using natural boundaries, such as watersheds. Social and economic data are most often presented in geographic or political units, such as towns, counties, census blocks, or states. These imposed, artificial units rarely conform to natural units, so caution should be used when interpreting data collected at different scales. Often, census information can serve as a starting point for estimates of current population within a given area, but it should not be assumed to accurately represent the current situation because of ongoing population changes and social trends.

A great deal of social and economic data can be gained from the U.S. Population Census (<http://factfinder.census.gov/home/saff/main.html>) and the U.S. Census of Agriculture (<http://www.nass.usda.gov/census/census02>). In addition, there are a wide variety of resources available on the Internet which can provide information on demographics, economic trends, and other useful information. Sites such as those of the Economic Research Service (ERS, <http://www.ers.usda.gov/Briefing/>) provide useful data for both rural and urban populations. The Environmental Protection Agency (EPA <http://www.epa.gov/win/news.html> ) provides information on areas of current and potential watershed and environmental interest. These sources and others will usually provide general social and economic data that are useful for the development of a resource profile in the first phase of a RWA.

Oregon NRCS has developed a series of 8-digit Hydrological Unit profiles which incorporate social information from existing sources, such as the U.S. Population Census. Examples of how NRCS in Oregon is using social and census data in watershed profiles can be found at <http://www.or.nrcs.usda.gov/technical/huc-completed.html>.

Some information about general social and natural resource concerns can be gained by talking with knowledgeable individuals in each watershed. These individuals are usually considered "key informants". The use of local key informants is recommended for development of a resource profile during Phase I of an RWA.

Key informants are knowledgeable about local issues and are available to be interviewed periodically about social and environmental issues. During your conversations with them, they willingly discuss local topics or issues that relate to the resource profile. They are usually long term residents, recognized as practical experts by their peers, and perceived as “successful”. In other words, the leading agricultural operators in a given area could be key informants. If there are a number of different types of land uses within the assessment area, it might be useful to talk to key informants for each land use. In addition, representatives of any organized towns or cities should be enlisted as key informants, as their perspectives might be different from those of agricultural landowners and operators.

Key informants can provide a “first cut” assessment of local natural resource concerns and needs, as well as information on any social or economic considerations unique to a watershed or sub-watershed. These individuals are often technologically progressive, so contact can be made by telephone, email, or other means, in order to expedite data collection for the resource profile. Examples of key informants are NRCS field office personnel, local conservation district board members, and employees of other state and federal agencies, local landowners, local community leaders, members of environmental organizations in the watershed, representatives of Tribal nations, and leaders of local economic development organizations.

Existing documents, such as watershed plans, watershed restoration action strategies, environmental impact assessments and statements, and resource management plans may be good sources for social and natural resource information for an RWA. Environmental documents, in particular, may assess social impacts of proposed federal actions. These assessments could provide investigators a general idea of local concerns and priorities.

Existing data can be presented as a “resource profile” in Phase I of an RWA. The resource profile containing the biophysical and social data is then used as a beginning point for discussion of the natural resource issues in a watershed with concerned stakeholders. It is often easier to ask for people’s opinions on existing information, rather than asking for something completely new. The resource profile serves as a:

- Focal point for starting discussion.
- “Snapshot” of social and natural resource conditions in a watershed.

### **Social Sciences Tools Useful in Phase I of RWAs**

The NRCS Social Sciences Team (<http://www.ssi.nrcs.usda.gov>) has a number of publications currently available which can provide planners with ideas, concepts, approaches, methods, and comparative data, for incorporating social information in Phase I of RWAs. One of these tools is:

- *Guide for Estimating Participation in Conservation Systems and Programs*. This tool allows planners to develop a general assessment of participation levels for specified programs and/or practices within a community or watershed.

[http://www.ssi.nrcs.usda.gov/publications/2\\_Tech\\_Reports/T027\\_TechNote1801.pdf](http://www.ssi.nrcs.usda.gov/publications/2_Tech_Reports/T027_TechNote1801.pdf) or go to <http://www.ssi.nrcs.usda.gov/>, click on Interactive Tools on the left hand (Quick Guide) side of the page, and then go to the bottom of the page and download the Excel spreadsheet of the document. This spread sheet can be used on your computer to predict participation.

- *Adding Up Social Capital: An Investment in Communities*. This technical publication provides a method for assessing levels of potential community involvement and support for projects. [http://www.ssi.nrcs.usda.gov/publications/2\\_Tech\\_Reports/T020\\_SocialCapital.doc](http://www.ssi.nrcs.usda.gov/publications/2_Tech_Reports/T020_SocialCapital.doc).

The Social Sciences Team also has several technical publications that provide planners with ideas and concepts useful in developing a social and natural resource profile. These technical publications include:

- *Reading the Land*, a technical publication on how to usefully incorporate historical information in planning documents. [http://www.ssi.nrcs.usda.gov/publications/1\\_PPCs/PPC002\\_ReadingTheLandFinal.pdf](http://www.ssi.nrcs.usda.gov/publications/1_PPCs/PPC002_ReadingTheLandFinal.pdf)
- *Human Aspects of the Conservation Planning Environment* provides a discussion of concepts useful when categorizing and reporting on different social, political, legal, and cultural aspects of a planning area. [http://www.ssi.nrcs.usda.gov/publications/1\\_PPCs/PPC023\\_HumanAspectsConservation.pdf](http://www.ssi.nrcs.usda.gov/publications/1_PPCs/PPC023_HumanAspectsConservation.pdf)
- *Communities of Interest* describes ways to define communities and discusses one approach on how to usefully define "communities" within a watershed. [http://www.ssi.nrcs.usda.gov/publications/1\\_PPCs/PPC022\\_FDDefiningCommunitiesAnIssueBasedApproach.pdf](http://www.ssi.nrcs.usda.gov/publications/1_PPCs/PPC022_FDDefiningCommunitiesAnIssueBasedApproach.pdf)
- *Social Profiles*, this technical publication provides information on using primary and secondary sources of social and cultural information to develop a general profile of a predetermined area. [http://www.ssi.nrcs.usda.gov/publications/1\\_PPCs/PPC044\\_SocialProfileFinal.pdf](http://www.ssi.nrcs.usda.gov/publications/1_PPCs/PPC044_SocialProfileFinal.pdf).
- *Understanding Community Power Structures*, explains how power is normally distributed through most communities governmental structures, and how to identify and use powerful individuals to gain community cooperation. [http://www.ssi.nrcs.usda.gov/publications/1\\_PPCs/PPC021\\_CommunityPower.pdf](http://www.ssi.nrcs.usda.gov/publications/1_PPCs/PPC021_CommunityPower.pdf).
- *Strengthening Public Involvement* provides readers with a variety of ideas and methods for increasing public interest and involvement in projects. [http://www.ssi.nrcs.usda.gov/publications/1\\_PPCs/PPC030\\_PublicInvolvement.pdf](http://www.ssi.nrcs.usda.gov/publications/1_PPCs/PPC030_PublicInvolvement.pdf).
- The NRCS Illinois Resource Planning Guide is another valuable source of information and ideas for planners who want to develop community profiles. <http://www.il.nrcs.usda.gov/technical/planning/resplng.html>

All of the publications noted above can provide planners with ideas about the availability and usefulness of social information, how to gather that information, and how to categorize and display different kinds of social data.

The Social Sciences Working Group (SSWG) of the Society for Conservation Biology (SCB) has developed comprehensive online *Catalog of Conservation Social Science Tools* (<http://www.conbio.org/workinggroups/sswg/catalog/>). This searchable database of methods, tools, case studies, and examples covers a wide range of social sciences disciplines and approaches, and all tools can be downloaded or printed for immediate use.

## Phase II of a Rapid Watershed Assessment: The Assessment Matrix

A resource profile is only the first part of the RWA process. The resource profile provides an overview of current natural resource conditions and social concerns in a watershed. In order to complete an RWA,

Subpart B of the Rapid Watershed Assessment Interim Guidance

<http://www.nrcs.usda.gov/programs/rwa/Procedures.pdf> recommends generating an assessment matrix.

This matrix uses tables to summarize current resource conditions and related maintenance costs (See example assessment matrix at <http://www.nrcs.usda.gov/programs/rwa/SampleSummaryMatrix.pdf> ). Also included in the summary are desired resource conditions, conservation opportunities, qualitative effects, and potential funding sources.

One challenge that many watershed areas face is to develop valid methods for identifying and capturing the concerns and needs of local communities and stakeholders. An assessment matrix is based on an inventory of biophysical resource needs and concerns. However, including desired future conditions, “conservation opportunities”, and the prioritization of natural resource concerns implies that this matrix is more than a natural resource inventory. The assessment matrix is most useful when the opinions of stakeholders are included and used to prioritize issues.

Developing an assessment matrix can focus efforts to gain additional stakeholder input on the natural resource concerns and issues that have the highest priority in a watershed. The resource profile prepared during Phase I of the RWA process can provide an overview of natural resource conditions and the social concerns in the watershed, based on the ideas of a few key informants. However, these data do not prioritize natural resource concerns. A RWA, once again, is intended to provide NRCS planners with local views on natural resource concerns, problems, and priorities. In order to determine local priorities and preferences, such as desired future conditions for resources, planners need to collect additional social, economic, and cultural information. These “human” data are based, in part, on the broad issues identified in the resource profile developed during Phase I of the RWA.

## **Rapid Rural Appraisals: A Social Sciences Approach**

Social scientists have developed a method of information collection specifically for rural and agricultural settings. This method, called Rapid Rural Appraisal, or RRA, is described in greater detail in the publication *Conducting Rapid Resource Appraisals of Watersheds*, available at [http://www.ssi.nrcs.usda.gov/publications/1\\_PPCs/PPC024\\_RapidResourceAppraisalsFinal.pdf](http://www.ssi.nrcs.usda.gov/publications/1_PPCs/PPC024_RapidResourceAppraisalsFinal.pdf). This publication adapts some of the Rapid Rural Appraisal approaches, and serves as a primer for NRCS personnel.

Using the Rapid Rural Appraisal method during a Rapid Watershed Assessment can give planners another tool in their efforts to collect timely and accurate social, cultural, and economic information. An RRA can be useful to NRCS planners when doing Rapid Watershed Assessments, as a way of providing structure and direction for collection of social and cultural information.

RRAs incorporate educational efforts with discussion and interviews to better understand the natural resource concerns in a particular area. This approach involves tours of the area being assessed, by both stakeholders and investigators. There is both individual and group discussion of different topics during the tours, and investigators must be flexible in their questioning in order to understand the introduction of different perspectives or issues. RRAs are “semi-structured” to foster probing, open-ended questions and discussion. RRAs are a good example of an approach that can be used to gather information on local natural resource concerns and priorities in a timely but structured manner.

## **Other Methods for Collecting Local Information**

When meeting with individual stakeholders and groups of customers, some thought should be given to how much time should be given to audience education, and how much to data collection.

The NRCS has sound and well-proven methods for addressing natural resource conservation issues. When gathering local concerns and ideas during the RWA process, the NRCS should make it clear to stakeholders that there are some concerns that the NRCS cannot address. This can serve to focus discussion on natural resource issues, and clarify that some areas of local concern, such as rising property taxes and educational facilities, are not within the scope of the RWA investigation. The clear identification of meeting goals and topic “side-boards” allows open ended questions and discussion, while providing a general framework for conducting the meeting.

The NRCS Social Sciences Team publication *Focus Groups* provides a description and instructions for how to conduct focus group sessions to collect information on specific topics. Focus group results can be incorporated into an RWA or RRA as a systematic method of social data collection. This method is more likely to yield relevant information when questions are developed that inquire about specific topics and local issues prior to the sessions. More information on how to set up and use focus groups can be found at ([http://www.ssi.nrcs.usda.gov/publications/1\\_PPCs/PPC001\\_FocusGroupsFinal.pdf](http://www.ssi.nrcs.usda.gov/publications/1_PPCs/PPC001_FocusGroupsFinal.pdf)).

Gathering information from individuals is different than working with groups. When interviewing or discussing natural resource concerns and priorities with individuals, there are several general characteristics that interviewers should cultivate. The following series of technical materials addresses those characteristics, ranging from building trust, to understanding differences in perception, to consistency in message. Although the technical publications discuss these topics in the context of working with small farmers, the general characteristics necessary to successfully work one-on-one are common to most customers, regardless of how large a business the customer is involved in.

- *Social and Professional Skills to be Effective with Small Farmers.*  
[http://www.ssi.nrcs.usda.gov/publications/1\\_PPCs/PPC040\\_SocialProfessionalSkillsSmallFarmersFinal.pdf](http://www.ssi.nrcs.usda.gov/publications/1_PPCs/PPC040_SocialProfessionalSkillsSmallFarmersFinal.pdf)
- *Barriers and Strategies for Small Scale Producers.*  
[http://www.ssi.nrcs.usda.gov/publications/1\\_PPCs/PPC041\\_BarriersStrategiesSmallScaleProducersFinal.pdf](http://www.ssi.nrcs.usda.gov/publications/1_PPCs/PPC041_BarriersStrategiesSmallScaleProducersFinal.pdf)
- *Gaining Trust with Small Farmers.*  
[http://www.ssi.nrcs.usda.gov/publications/1\\_PPCs/PPC042\\_GainingTrustWithSmallFarmersFinal.pdf](http://www.ssi.nrcs.usda.gov/publications/1_PPCs/PPC042_GainingTrustWithSmallFarmersFinal.pdf)

There are some skills and methods that can be used in several different ways for social data collection. The Social Sciences Team developed the following publications that present brief, concise, discussions of listening skills, survey design, and tips for working with people of different cultures. Any or all of these topics can be useful to investigators when collecting social information.

- *Listening Skills* offers several tips on how to become a better listener, which will in turn encourage respondents to speak more openly, and at greater length, when questioned.  
[http://www.ssi.nrcs.usda.gov/publications/1\\_PPCs/PPC006\\_ListeningSkillsFinal.pdf](http://www.ssi.nrcs.usda.gov/publications/1_PPCs/PPC006_ListeningSkillsFinal.pdf)
- *Designing Surveys for Conservation Activities* gives the reader a number of ideas on how to best design survey instruments to collect certain types of social and economic information, and what to do with that information once collected.  
[http://www.ssi.nrcs.usda.gov/publications/1\\_PPCs/PPC014\\_DesigningSurveysFinal.pdf](http://www.ssi.nrcs.usda.gov/publications/1_PPCs/PPC014_DesigningSurveysFinal.pdf)
- *Working with People of Different Cultures* provides a series of tips on how to become more self-aware, and how to use that increased self-awareness to recognize and adjust to cultural differences.  
[http://www.ssi.nrcs.usda.gov/publications/1\\_PPCs/PPC026\\_Culture.pdf](http://www.ssi.nrcs.usda.gov/publications/1_PPCs/PPC026_Culture.pdf)

## Prioritizing Natural Resource Concerns and Issues

The RWA process enables planners to develop a resource profile in a way that contrasts or supports social concerns with natural resource conditions. Natural resource related concerns and issues from watershed stakeholders should be recorded and incorporated in the resource profile and assessment matrix. The NRCS should also solicit input from local stakeholders on which resource concerns are of highest priority for treatment. The Social Sciences Team has two technical publications which provide ideas and methods for prioritizing different concerns. These publications are:

- *Prioritizing Issues or Concerns: Using the Paired Comparison Technique* provides a step-by-step description of how to compare and prioritize a range of issues or concerns.  
[http://www.ssi.nrcs.usda.gov/publications/1\\_PPCs/PPC011\\_PrioritizingPairedComparisonFinal.pdf](http://www.ssi.nrcs.usda.gov/publications/1_PPCs/PPC011_PrioritizingPairedComparisonFinal.pdf)
- *Using a Multidisciplinary Approach to Conduct a Situational Analysis* presents a step-by-step description of one method to collect and analyze information that may affect natural resource issues. This approach can be modified for use in collecting and prioritizing different issues during an RWA. [http://www.ssi.nrcs.usda.gov/publications/1\\_PPCs/PPC032\\_Situational%20Analysis.pdf](http://www.ssi.nrcs.usda.gov/publications/1_PPCs/PPC032_Situational%20Analysis.pdf)

The prioritization of the natural resource issues and concerns of stakeholders within a watershed guides the NRCS to determine which resource problems are viewed as most important by the local community, and to address those problems as resources become available.

## Other Sources of Assistance

The NRCS Social Sciences National Technology Development Team is located with the East National Technology Support Center in Greensboro, North Carolina. If you have questions, please contact the Social Sciences Team Leader, Frank Clearfield, at (336) 370-3336 or [frank.clearfield@gnb.usda.gov](mailto:frank.clearfield@gnb.usda.gov), Michael Johnson, Anthropologist at (336) 370-3339 or [michael.johnson1@gnb.usda.gov](mailto:michael.johnson1@gnb.usda.gov), or Gail Brant, Sociologist on the East National Technology Support Center Core Team, at 610-792-9207 or [gail.brant@gnb.usda.gov](mailto:gail.brant@gnb.usda.gov). Each state also has designated a Social Sciences Coordinator who can provide additional information, upon request. The Social Sciences Team also maintains a web site at <http://www.ssi.nrcs.usda.gov>, which contains all Social Sciences Team publications.

## Hyperlink Quick References

### General Information

- NRCS Rapid Watershed Assessment Interim Guidance document  
<http://www.nrcs.usda.gov/programs/rwa/>

### Phase I of A Rapid Watershed Assessment—Watershed Resource Profiles

- The Procedures Section B of the Rapid Watershed Assessment Interim Guidance document  
<http://www.nrcs.usda.gov/programs/rwa/Procedures.pdf>
- Sample Watershed Resource Profile <http://www.nrcs.usda.gov/programs/rwa/SampleProfile.pdf>
- Oregon NRCS 8-digit Hydrological Unit Watershed Profile examples  
<http://www.or.nrcs.usda.gov/technical/huc-completed.html>
- *Guide for Estimating Participation in Conservation Systems and Programs.*  
[http://www.ssi.nrcs.usda.gov/publications/2\\_Tech\\_Reports/T027\\_TechNote1801.pdf](http://www.ssi.nrcs.usda.gov/publications/2_Tech_Reports/T027_TechNote1801.pdf)
- *Adding Up Social Capital: An Investment in Communities.*  
[http://www.ssi.nrcs.usda.gov/publications/2\\_Tech\\_Reports/T020\\_SocialCapital.doc](http://www.ssi.nrcs.usda.gov/publications/2_Tech_Reports/T020_SocialCapital.doc).
- *Reading the Land*, how to usefully incorporate historical information in planning documents.  
[http://www.ssi.nrcs.usda.gov/publications/1\\_PPCs/PPC002\\_ReadingTheLandFinal.pdf](http://www.ssi.nrcs.usda.gov/publications/1_PPCs/PPC002_ReadingTheLandFinal.pdf)
- *Human Aspects of the Conservation Planning Environment*  
[http://www.ssi.nrcs.usda.gov/publications/1\\_PPCs/PPC023\\_HumanAspectsConservation.pdf](http://www.ssi.nrcs.usda.gov/publications/1_PPCs/PPC023_HumanAspectsConservation.pdf)
- *Communities of Interest*  
[http://www.ssi.nrcs.usda.gov/publications/1\\_PPCs/PPC022\\_FDDDefiningCommunitiesAnIssueBasedApproach.pdf](http://www.ssi.nrcs.usda.gov/publications/1_PPCs/PPC022_FDDDefiningCommunitiesAnIssueBasedApproach.pdf)
- *Social Profiles* [http://www.ssi.nrcs.usda.gov/publications/1\\_PPCs/PPC044\\_SocialProfileFinal.pdf](http://www.ssi.nrcs.usda.gov/publications/1_PPCs/PPC044_SocialProfileFinal.pdf).
- *Understanding Community Power Structures* [http://www.ssi.nrcs.usda.gov/publications/1\\_PPCs/PPC021\\_CommunityPower.pdf](http://www.ssi.nrcs.usda.gov/publications/1_PPCs/PPC021_CommunityPower.pdf).
- *Strengthening Public Involvement*  
[http://www.ssi.nrcs.usda.gov/publications/1\\_PPCs/PPC030\\_PublicInvolvement.pdf](http://www.ssi.nrcs.usda.gov/publications/1_PPCs/PPC030_PublicInvolvement.pdf).
- <http://www.il.nrcs.usda.gov/technical/planning/resplng.html> NRCS Illinois Resource Planning Guide
- (<http://factfinder.census.gov/home/saff/main.html>) US Population Census
- <http://www.nass.usda.gov/census/census02> US Census of Agriculture
- <http://www.ers.usda.gov/Briefing/> Economic Research Service
- <http://www.epa.gov/win/news.html> Environmental Protection Agency

- <http://www.conbio.org/workinggroups/sswg/catalog/> Society for Conservation Biology, Catalog of Conservation Social Science Tools

## Phase II of a Rapid Watershed Assessment—Assessment Matrix

- Subpart B of the Rapid Watershed Assessment Interim Guidance <http://www.nrcs.usda.gov/programs/rwa/Procedures.pdf>
- Example Assessment matrix <http://www.nrcs.usda.gov/programs/rwa/SampleSummaryMatrix.pdf>
- Information on how to set up and use focus groups can be found at ([http://www.ssi.nrcs.usda.gov/publications/1\\_PPCs/PPC001\\_FocusGroupsFinal.pdf](http://www.ssi.nrcs.usda.gov/publications/1_PPCs/PPC001_FocusGroupsFinal.pdf))
- *Social and Professional Skills to be Effective with Small Farmers.* [http://www.ssi.nrcs.usda.gov/publications/1\\_PPCs/PPC040\\_SocialProfessionalSkillsSmallFarmersFinal.pdf](http://www.ssi.nrcs.usda.gov/publications/1_PPCs/PPC040_SocialProfessionalSkillsSmallFarmersFinal.pdf)
- *Barriers and Strategies for Small Scale Producers.* [http://www.ssi.nrcs.usda.gov/publications/1\\_PPCs/PPC041\\_BarriersStrategiesSmallScaleProducersFinal.pdf](http://www.ssi.nrcs.usda.gov/publications/1_PPCs/PPC041_BarriersStrategiesSmallScaleProducersFinal.pdf)
- *Gaining Trust with Small Farmers.* [http://www.ssi.nrcs.usda.gov/publications/1\\_PPCs/PPC042\\_GainingTrustWithSmallFarmersFinal.pdf](http://www.ssi.nrcs.usda.gov/publications/1_PPCs/PPC042_GainingTrustWithSmallFarmersFinal.pdf)
- *Listening Skills* [http://www.ssi.nrcs.usda.gov/publications/1\\_PPCs/PPC006\\_ListeningSkillsFinal.pdf](http://www.ssi.nrcs.usda.gov/publications/1_PPCs/PPC006_ListeningSkillsFinal.pdf)
- *Designing Surveys for Conservation Activities* [http://www.ssi.nrcs.usda.gov/publications/1\\_PPCs/PPC014\\_DesigningSurveysFinal.pdf](http://www.ssi.nrcs.usda.gov/publications/1_PPCs/PPC014_DesigningSurveysFinal.pdf)
- *Working with People of Different Cultures* [http://www.ssi.nrcs.usda.gov/publications/1\\_PPCs/PPC026\\_Culture.pdf](http://www.ssi.nrcs.usda.gov/publications/1_PPCs/PPC026_Culture.pdf)
- *Prioritizing Issues or Concerns: Using the Paired Comparison Technique* [http://www.ssi.nrcs.usda.gov/publications/1\\_PPCs/PPC011\\_PrioritizingPairedComparisonFinal.pdf](http://www.ssi.nrcs.usda.gov/publications/1_PPCs/PPC011_PrioritizingPairedComparisonFinal.pdf)
- *Using a Multidisciplinary Approach to Conduct a Situational Analysis,* [http://www.ssi.nrcs.usda.gov/publications/1\\_PPCs/PPC032\\_Situational%20Analysis.pdf](http://www.ssi.nrcs.usda.gov/publications/1_PPCs/PPC032_Situational%20Analysis.pdf)
- *Conducting Rapid Resource Appraisals of Watersheds,* available at [http://www.ssi.nrcs.usda.gov/publications/1\\_PPCs/PPC024\\_RapidResourceAppraisalsFinal.pdf](http://www.ssi.nrcs.usda.gov/publications/1_PPCs/PPC024_RapidResourceAppraisalsFinal.pdf)

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