Technical Service Provider (TSP) Training Curriculum for Natural Resources Conservation Service (NRCS) Integrated Pest Management (IPM) Conservation Activity Plan (CAP)

Legend:

Indicates training requirements from NRCS	Indicates additions from IPM Institute

Prerequisites to TSP IPM CAP Training

1. Pest Mgt Certification: Certification with at least one of the following: 1. CCA- Certified Crop Advisor certification from the American Society of Agronomy (ASA), 2. CPAg- Certified Professional Agronomist certification from the American Society of Agronomy (ASA), 3. CPCSc- Certified Professional Crop Scientist certification from the American Society of Agronomy (ASA), 4. CPPP- Certified Professional Plant Pathologist certification from the American Society of Agronomy (ASA), 5. Crop Certification through the National Alliance of Independent Crop Consultants (NAICC).	OR	**1. Knowledge of Crop, Grazing, and Forest Production:** Possess and demonstrates the following knowledge, skills and abilities: 1. Awareness of the specific program rules and regulations for conservation programs used to carry out conservation treatment, 2. Ability to plan and implement conservation practices common to the geographic area, 3. the understanding to the crops, grazing, or forest crops produced and their production in the service area, 4. knowledge of the typical pests impacting crops, grazing, and forest production in the service area.
		2. Score 80% or higher on the IPM Knowledge Pre-Test testing basic IPM understanding. If candidate scores 79% or below, they must refer to Extension and/or NRCS to gain adequate knowledge and retake pre-test until passing score is acquired. [link to pre-test on]
	AND	
	2. Pest Mgt License - State: A current Pest Management applicator license as required by law in the state of practice.	

TSP IPM CAP Training Curriculum

I. Background, history and purpose of NRCS IPM CAPs

Learning Objectives	Online	Hands-On
1.a. Knowledge as to the purpose of the CAPs program. b. Knowledge on how CAPs are different and related to the EQIP program. c. Knowledge of TSP certification process including that the initial written CAP can be resubmitted under a different name for cost share contract with grower.	Create additional training modules or presentations available online.	Borrow presentations from states offering general CAP training. 1. PowerPoint presentation. 2. Question and answer. 3. Small group assignments to test for understanding. **Potential trainers: NRCS**

II. Pest Management TSP Qualification Criteria

Learning Objective(s)	Online	Hands-On
1. Set up a TSP account on TechReg for AgLearn training modules.	Access TechReg website and fill out required profile information.	Explanation and guidance on how to access the TechReg website. Each participant fills out profile information and registers with the guidance of a trainer. **Potential Trainers: TSP Coordinator**
2. Learn valuable safeguards in computer security, such as protecting your computer against viruses and attacks, and handling sensitive information.	AgLearn 2009 Information Security and Privacy Awareness Training Module and exam.	The AgLearn 2009 Information Security and Privacy Awareness Training Module is only available by and for the use of the AgLearn training modules. Participants will have to go through the training modules and complete the exam. **Potential Trainers: TSP Coordinator**
3.a.. Locate technical resources. b. Complete the TSP Certification process. c. Understand how and when producers are reimbursed for your service. d. Delivers an acceptable work product. e. Understand the roles and responsibilities of NRCS, the producer and the TSP.	AgLearn TSP Orientation Module and exam.	1. Background PowerPoint presentation of IPM CAP writing process. 2. Interactive explanation of TSP certification process through AgLearn. 3. Step by step interactive computer tutorial locating technical resources online and field offices. 4. Complete AgLearn Orientation exam for

		certification. **Potential Trainers: TSP Coordinator/ NRCS**
4.a. Describe NRCS' role in nutrient and pest management, and the policies, rules and regulations that impact pest management components of a Resource Management System (RMS) Plan. b. Define environmental risk, list concerns associated with environmental risk, and describe the processes that affect the fate and transport of nutrients and pesticides in the environment. c. Describe the important chemical, biological and physical processes underlying the science of nutrient and pest management. d. Explain the importance of weather information and incorporate the factors of climate and water management into a nutrient and pest management plan. e. Identify major natural resource concerns, planning considerations and potential conservation practices which should be included in a Resource Management System, and the level of nutrient and pest management necessary for adequate resource protection. f. Describe the process for planning the nutrient and pest management components of conservation plan, including other conservation practices and/or management techniques necessary to reduce adverse environmental impacts. g. Develop nutrient and pest management components of an RMS plan.	AgLearn Training Modules: Pest Management Track 2 Part 1 and Nutrient Management Track 1 Part 1 and exam.	1. The current format on AgLearn has a document that can be formatted to a group presentation. The document on AgLearn provides group worksheets and processes for checking for understanding. 2. Explanation on additional IPM Standards and Practices, including IPM (prevention, avoidance, control including cultural, biological and chemical), conservation crop rotation, residue management, buffers, etc. 3. Have students apply pest management knowledge and nutrient management knowledge to an example IPM CAP scenario. 4. Have students complete AgLearn Pest Management Track 2 Part 1 exam and Nutrient Management Track 1 Part 1 exam for certification. **Potential Trainers: IPM Specialists/ Extension/ Qualified TSP**
5.a. NRCS conservation planning process. b. Develop quality plans. c. Develop plans on the entire unit. d. Consideration of ecological, economic, and social concerns e. Onsite assistance. f. Development of complete systems. g. The effects and impacts of planned actions on-site and off-site.	Aglearn Conservation Planning Modules 1-5 and exam.	1. PowerPoint presentation on background and framework for Conservation Planning, including what they can expect to find in each module: a. How the NRCS will do business b. Planning policy and guidance c. Key elements of conservation planning d. Conservation planning environment e. Resource management systems. 2. Onsite assistance procedures.

h. Partnership involvement.		3. Interdisciplinary nature of Conservation Planning involving partnerships. 3. Have students complete AgLearn Conservation Planning Modules 1-5 and exam for certification. **Potential Trainers: NRCS**
6.a. Locate RUSLE 2 and/or WEQ tools. b. Understand how to apply RUSLE 2 and/or WEQ tools.	Online tutorial on how to use RUSLE 2 and/or WEQ	Step by step interactive online tutorial on how to apply RUSLE 2 and/or WEQ tools for an IPM CAP. **Potential Trainers: Extension or NRCS**
7.a. Locate Win PST tool. b. Understand how to apply Win PST.	http://www.wsi.nrcs.usda.gov/products/W2Q/pest/docs/WIN-PST_3.1_User_Help.pdf	Step by step interactive online tutorial on how to apply Win PST tool for an IPM CAP. **Potential Trainers: Extension or NRCS**

III. IPM CAPs TSP Qualification Criteria

Learning Objective(s)	Online	Hands-On
1.a. Define cultural resources. b. Explain why NRCS considers cultural resources. c. Describe NRCS policy and procedures for identifying and protecting cultural resources. d. Locate and receive assistance from NRCS cultural resources specialists and coordinators and other appropriate sources of cultural resources guidance during project and program planning and technical assistance activities. e. Appropriately incorporate cultural resources information into conservation plans. f. Identify cultural resources by conducting a review and survey. g. Develop, maintain and safeguard cultural resources information files. h. Document actions which can be taken to protect cultural resources during project and program planning and which can be described to producers who want to pursue such actions for	AgLearn Cultural Resources Modules 1-6 and exam.	1. Presentation by cultural resources specialist. 2. Present a grower scenario and have students complete cultural resources section requirements for an IPM CAP. 3. Provide students with handouts on proper cultural resources procedures. 4. Have students complete the AgLearn Cultural Resources exam for certification. **Potential Trainers: Cultural Resources Specialist/ NRCS**

lands not involved with NRCS undertakings. i. Describe steps to be taken when cultural resources are encountered during program/ project implementation or construction.		
2.a. To identify the environmental requirements applicable to conservation assistance. b. Describe the environmental evaluation process and the documents required to meet environmental requirements. c. Complete the environmental worksheet (NRCS-CPA-52); and explain how compliance with environmental requirements relates to the NRCS planning process.	AgLearn Environmental Compliance Module 1-5 and exam.	1. Review NRCS Pest Management Policy, focusing on environmental risks associated with pest control (e.g., pesticides, tillage). 2. PowerPoint presentation on environmental compliance. 3. Hand out an example NRCS- CPA-52 empty and completed template. 4. Provide handouts on how to complete an NRCS-CPA-52 worksheet. 5. Provide a grower scenario and provide assistance while TSPs complete an NRCS-CPA-52 worksheet. **Potential Trainers: NRCS**
3. Knowledge of Field Office Technical Guide (FOTG) related to NRCS IPM.	AgLearn Introduction to The Field Office Technical Guide Module 1-5 and exam. http://nrcslearn.sc.egov.usda.gov/AglearnCS/fotg/index.html	1. Presentation on purpose and helpful items located in eFOTG. 2. Have students follow along on personal computers to a step by step tutorial on how to use eFOTG and where to locate important information related to writing IPM CAP. 3. Provide handouts for future use. **Potential Trainers: NRCS**
4. Knowledge and understanding of National Planning Procedures Handbook (NPPH) Title 180 Part 600.	Create additional online interactive modules/tutorials where students are guided through the location(s) to find NPPH, useful items and how to apply information to writing an IPM CAP.	1. Presentation on purpose and how to locate useful items in NPPH. 2. Have students follow along on personal computers to a step by step tutorial on how to use NPPH and where to locate important information related to writing IPM CAP. 3. Provide handouts for future use. 2. Examples of how to apply information found in NPPH to an IPM CAP. **Potential Trainers: NRCS**

IV. Development of an IPM CAP (114) that meets criteria listed in Section III of the FOTG

Learning Objective	Online	Hands-On
1. Be able to develop an IPM CAP (114) that meets the criteria listed in Section III of the FOTG.	1. Provide a checklist of necessary items for an IPM CAP. 2. Provide a blank template for an IPM CAP along with page of general information regarding a fictitious growing operation. 3. Allow students to develop an IPM CAP on their own. 4. Provide a completed IPM CAP as an answer sheet for the student to check their prepared IPM CAP. 5. Provide contact information for assistance. *Note: TSPs cannot use this IPM CAP as a certification CAP; each TSP must submit a separate IPM CAP on their own.	1. Provide information on a fictitious growing operation and a checklist for the necessary items in an IPM CAP *or* Locate a growing operation to take students to, scout fields and collect necessary data to write an IPM CAP. 2. Have students work on completing an IPM CAP based on information provided. 3. Trainers provide guidance as needed. *Note: TSPs cannot use this IPM CAP as a certification CAP; each TSP must submit a separate IPM CAP on their own. **Potential Trainers: Combination of staff in each specialty area of the CAP; overall facilitated by NRCS.**

Facilitation Options

Training Options	Online	Hands-On
Locations	1. IPM3 2. AgLearn	1. Technical Regions 2. IPM Centers 3. Extension Offices
Trainers		1. IPM Specialists 2. AgLearn classroom trainers 3. Extension Specialists 4. NRCS 5. TSPs with adequate training and background