

Reference: Zybach, Bob 2019. "Preliminary Planning for 2019 SWOCC F251 Elliott Forest Recreation Field Trips." Select email correspondence, agenda, and meeting notes, January 10-April 5, 2019. Oregon Websites and Watersheds Project, Inc., Philomath, Oregon.: 8 pp.

On Thu, Jan 10, 2019, 5:01 PM Bob Zybach ZybachB@nwmapsco.com wrote:

Hi Tasha:

Good seeing you yesterday! Here are the key points I think we agree on:

1) We will meet on eight consecutive Tuesday afternoons from April 16 through June 4 for 4 hours each: three planning workshops and five field trips for this spring term Forest Recreation class. Final product will be a revised and updated student draft recreation plan for the Elliott, in both PDF (print) and HTML (online) formats, directly developed from last year's student reports.

2) You are willing to meet and discuss possible collaboration with North Bend High School for this and/or future accredited educational projects focused on the Elliott.

3) You are willing to meet and discuss possible transfer of ORWW Elliott websites — and other ORWW content — to SWOCC or another educational 501 c(3) organization for the purpose of developing online courses for other Oregon high school, community college, and/or university organizations.

4) ORWW will provide all needed printed materials for this year's classes, as well as audio equipment for field guides that can communicate between vehicles.

Does that sound right? Anything I left out?

Bob

From: Bob Zybach <ZybachB@ORWW.org>

Subject: Elliott Forest: April 2 Meeting: Spring Term SWOCC Forest Recreation Plan

Date: March 11, 2019 at 8:47:03 PM PDT

To: Tasha Livingstone, David Gould, David Petrie, Jerry Phillips, Wayne Giesy, Russ Sapp, Randall Rosenberger, Geoffrey Huntington, Gary R Vonderohe, Jacob Smith, Fergus Mclean <willamettetdams@Q.com>

Hello Everyone:

It looks like we are set to meet on April 2, 2:00, at SWOCC, with a conference room and specific agenda to be set before then. Here are the general discussion points of the meeting:

1) Elliott field trips and workshops for the SWOCC Forest Recreation spring term class, April 16 to June 4;

http://www.orww.org/Elliott_Forest/Recreation/2018_Plan/
http://www.orww.org/Elliott_Forest/Recreation/Field_Trips/

2) Developing Elliott-based field trips and studies for college credits for Oregon HS and CC forestry classes;

http://www.orww.org/Elliott_Forest/

3) Using ORWW Elliott — and other — online content as the basis for accredited Oregon forestry, history, fisheries, English, biology, etc. courses for high school, community college, and university students.

<http://www.orww.org>

Is anything missing from this list? Efforts are being made to coordinate the meeting with local Tribal and business representatives as well for purposes of considering long-term management options for the Elliott, based on these topics.

Best, Bob

On Mar 17, 2019, at 10:13 PM, Bob Zybach <ZybachB@orww.org> wrote:

Hello everyone:

Tasha Livingstone has made arrangements to hold the April 2, 2:00 PM SWOCC Elliott Forest Recreation meeting in Empire Hall, Lakeview E/F. The general outline of the meeting is included in discussion and links below and in the five PDF files at the bottom of this string. The meeting is expected to last about 90 minutes or so and result in an understanding of next steps to be taken to continue forward with common objectives.

The key focal points of the meeting are: 1) to build from last spring's SWOCC student Elliott Forest Recreation Draft Plan and Recommendations with Tasha's Forest Recreation students this year, and 2) to coordinate these efforts as much as possible with OSU, North Bend HS, and possibly local Tribes and other Oregon High Schools and Community Colleges in order to develop academic credits for college and university forestry classes. The Elliott is intended to serve as an "outdoor classroom" for these efforts, as well as the basis for potential online courses and research in forestry, fisheries, carbon sequestration, etc., that can be used in Oregon schools and for individual instruction.

The PDF attachments include email discussions regarding meetings that Wayne Giesy and I had in early January and February with OSU President Ed Ray and OSU Forestry Dean Anthony Davis regarding these plans, and hopefully in coordination with the MOU the university recently signed with the State Land Board regarding research and education opportunities on the Elliott.

Please feel free to share this information with others you think may be interested in attending this meeting or be kept informed as to this discussion. Also, please let me or Tasha know if others may be

expected to attend the meeting so that these materials can be forwarded and their names be added to this discussion. A formal agenda will be developed and emailed to everyone before the meeting and also made available as a handout. Any concerns, additions, or revisions suggested to the agenda should be shared with this group for open consideration and discussion.

Hope to see many of you there!

Best, Bob Zybach

541-505-1298

From: Bob Zybach <ZybachB@ORWW.org>

Subject: Re: Elliott Forest: April 2 SWOCC Meeting Agenda

Date: March 30, 2019 at 3:14:54 PM PDT

To: Tasha Livingstone, David Gould, Wayne Giesy, Jerry Phillips, Russ Sapp, David Petrie

Cc: Randall Rosenberger, Edward Ray, Edward, Gary R Vonderohe, Antonio Salgado, Jacob Smith, Fergus Mclean, Ryan Singleton, Bob Main, Anthony Davis, Colin Beck, Steve Andringa, Court Boice, Vicki Walker, Marty Giles, Caddy McKeown, Don Ivy, Lionel Youst, Bob Mahaffy, Mike Mader, Rex Lowther, Stephen Fitzgerald, Geoffrey Huntington

Hello everyone:

Attached please find the draft agenda for the April 6, 2:00 meeting at SWOCC campus, Empire Hall, Lakeview E/F to discuss this year’s — and future — plans for using the Elliott State Forest as an “outdoor classroom” for local and statewide students.

If there are any corrections or additions to make to this agenda, please let me know by 9:00 or so Monday evening and I will make revisions for the printed version we will distribute and use on Tuesday.

Hope to see many of you there!

Best, Bob

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Hello everyone:

Attached please find the draft minutes from our April 2 meeting. I did not take notes during the meeting, but we followed the agenda very closely so I am reconstructing from that. For those attending the meeting, please copy the group on anything I may have forgotten or that needs correction or further explanation. This is our only planning meeting for this year’s classes and the notes are also a blueprint for desired future outcomes, so making it as complete and correct as possible will be very helpful.

Best,

Bob

SWOCC Spring-Term 2019 Forest Recreation Class/ORWW Educational Websites
April 2, 2019 Elliott State Forest “Outdoor Classroom” Discussion Agenda
2:00 PM Meeting, SWOCC Campus, Empire Hall – Lakeview E/F

Tasha Livingstone: SWOCC Forestry Instructor. Brief summary of 2018 Forest Recreation student accomplishments; 2019 plans to expand and build from existing draft plan and project website; introductions. This is the opportunity for those attending this meeting to identify themselves and their associated organizations, specific concerns and reasons for participating, and desired outcomes for the meeting and for this project.

Bob Zybach, ORWW Program Manager. Brief (approximately 10 minutes) overview of ORWW Elliott Forest educational websites and objectives for 2019 workshops, field trips, student reports, and websites:

<http://www.orww.org/About.html> (History/Mission)

http://www.orww.org/Elliott_Forest (History/References/Giesy Plan)

http://www.orww.org/Elliott_Forest/Recreation (Field Trips/Draft Plan)

Discussion 1: 2019 Elliott Field Trips. Discussion of this year’s plans and needs for volunteer field guides, visiting lecturers, mentors, and project funding needs. Field trips are being reduced from six to five and only the route for the April 16 tour is set – others can be arranged to fit schedules of volunteers and current road conditions. Workshops can accommodate 15-20 minute lectures and/or extended consultations with students working on specific topics (e.g., fisheries, endemic birds, cultural resources, recreation economics) and can be timed from 2:15 through 5:00.

Workshops (April 16, May 7, June 4): Guest Lecturers and Mentors

Field Trips (April 23, 30; May 14, 21, 28): Field Guides and Experts

Funding Needs (SWOCC, ORWW): Printing, Communications, Preparation, Website Construction

Discussion 2: Academic Forestry Credits. Methods for using Elliott field trips and websites for transfer credits by high school and community college forestry students and related disciplines. Particular focus is Oregon high school students, accredited online courses, and working relationships between community college students and university research projects.

High Schools: Campouts, College Credits, Field Trips, Forestry Competitions, Virtual Tours³

Community Colleges: Carbon Institute, Seasonal Employment, Research Assistance, University Credits

Universities: Business Training, Online Education, Research Projects, University Credits

Discussion 3: Multidisciplinary Online Curricula. Potential development of accredited online curricula using ORWW website content and SWOCC studies. Uses of Elliott tours featuring video-taped lectures and field trips, virtual reality (“VR”) course materials, and possible uses of recorded and real-time forest and stream inventories by student operated drones as possible desired future outcomes.

Specific Topics: Botany, Carbon Sequestration, Fisheries, Forestry, Geography, Geology, Wildlife

General Topics: Art, Ecology, Economics, Engineering, History, Mapping, Technical Writing

ORWW Content: Black History, Education, GIS, Oregon History, Palynology, Website Design

RECOMMENDATIONS

SWOCC spring-term 2018 Forest Recreation students were tasked with developing topical recommendations for maintaining or improving recreational opportunities on the Elliott State Forest for the economic and educational advantage of the landowner, Oregon School Trust Lands. Identified opportunities would focus on legal requirements of net income to the Common School Fund and/or for educational value for Oregon students and interested public. Here is the summary of those recommendations as they appear online and in the final student report:

Consensus Elliott Recommendations: Investment and Income

- 1) Signage. The Elliott does not have road signs and only one historical marker. Signage is needed for safety, educational, and recreational purposes. (Chapters 1, 2, 5, 6, 7, 9, 10, 11, 12)
- 2) Maps. Good road and/or trail maps do not exist for the Elliott or for its potential recreational and educational attractions. These could be made and sold for income. (Chapters 1, 2, 5, 7, 9)
- 3) Improve Roads and Trails. At the time of the field trips the roads were in very poor condition, needing rock, grading, and clearing; trails were overgrown. (Chapters 1, 2, 5, 7, 8, 9, 10, 11, 12)
- 4) Install Campgrounds. Commercial campgrounds could be developed for seasonal recreational and educational uses, including hunting, fishing, sightseeing, harvesting. (Chapters 3, 6, 10, 12)

Potential Elliott Forest Recreational Income

- 5) User Fees. Recreational users of the Elliott could pay access and parking fees for activities such as hunting, fishing, camping, sightseeing, and harvesting. (Chapters 1, 3, 4, 5, 6, 9, 10, 12)
- 6) Strategic Logging. Commercial logging could create and maintain scenic vistas, game foraging areas, berry fields, roads, trails, campgrounds, etc. (Chapters 5, 7, 10, 11, 12)
- 7) Grant Applications. A number of existing sources for installing signage, increasing fish runs, developing wildlife habitat, etc., already exist and can be used. (Chapters 1, 2, 6, 9)
- 8) Local Business Networks. Existing recreational businesses on the perimeter of the Elliott could benefit by increased forest recreation, map and supply sales, etc. (Chapters 2, 7, 9)
- 9) Donations. Another potential source of income could be voluntary donations by people or organizations directly using the Elliott or supporting its uses. (Chapters 2, 4, 7, 9, 12)

Other Recommendations

- Chapter 2: 1) Forest “zipline” attraction(s).
- Chapter 7: 1) Increase hatchery fish runs; 2) improve hatchery visits; 3) conduct fish research.
- Chapter 8: 1) Improve fish habitat.
- Chapter 9: 1) Limit access to birds during nesting season; 2) conduct bird research.
- Chapter 10: 1) Use of herbicides for vegetation management.
- Chapter 12: 1) Install commercial communication towers.

**SWOCC-ORWW April 2, 2019 Elliott Forest Recreation/Education Meeting Notes
April 5, 2019 Draft, Bob Zybach**

These are the draft meeting notes for the April 2, 2019 meeting held at Southwestern Oregon Community College (SWOCC) with Oregon Websites and Watersheds Project, Inc. (ORWW). The purpose was to discuss current and future plans regarding continued use of the Elliott State Forest as an “outdoor classroom” for SWOCC forestry classes and for other potential educational, recreational, and research purposes. These notes are based on the agenda meeting outline and personal memory and can be improved with corrections, additions, and/or clarifications by other meeting participants.

The meeting was attended by Tasha Livingstone, SWOCC Forestry Instructor; Bob Zybach, ORWW Program Manager; Jerry Phillips, former Elliott State Forest Manager; David Gould, Coos Bay Timber Operators, Inc.; Wayne Giesy, ORWW Co-Founder; David Petrie, DB Western, Inc. Business Development Manager; Randy Rosenberger, Oregon State University (OSU) College of Forestry; Russ Sapp, ORWW President; Darrel Johnston, North Bend High School Principal; and Colin Beck, Confederated Tribes of the Coos, Lower Umpqua, and Siuslaw Indians Forester.

The meeting opened with introductions and brief statements by attendees and an opening greeting a meeting summary by Livingstone. This was followed by an overview by Zybach of ORWW Internet history and the SWOCC spring-term forest recreation class website and formal report: a draft recreation plan with recommendations for the Elliott State Forest. With this background, general discussions took place regarding each of the three focal points outlined in the agenda. It is worth noting that all discussion were positive, respectful, detailed, and proactive. The general perspective seemed to be one of willing collaboration and genuine intent to succeed in reaching both planned short-term and proposed long-term financial, educational, and research-based objectives.

Discussion 1: 2019 Elliott Workshops & Field Trips.

Discussion centered on this year’s plans for the spring term forest recreation class and related needs for volunteer field guides, visiting lecturers, mentors, and project funding. All workshops and field trips are scheduled for consecutive Tuesdays from 2:00 to 6:00 (4 hours each), beginning April 16 and continuing through June 4. Livingstone and Zybach will lead and attend all of these events, with Gould and Phillips present for most of the five field trips as guides and mentors.

Workshops will be focused on developing and enhancing the 2018 student draft reports, website, and recommendations, and are scheduled for April 16, May 7, and June 4. Workshops can include one or two 15-20 minute guest lectures and/or extended consultations with students working on specific topics (e.g., fisheries, endemic birds, cultural resources, recreation economics) and can be timed to take place anywhere from 2:15 through 5:00. Speakers can be scheduled for any of the three dates, and particularly if they are also willing to spend some time with individual students working on presentation topics. Beck mentioned one local expert working with mushrooms as a possible speaker. Last year’s speakers covered topics including history, fisheries, birds, and commercial recreation.

Field Trips are scheduled for April 23 and 30; and May 14, 21, and 28. The April 23 itinerary is focused on Elliott history and will have stops at the Elkhorn Ranch and Jerry Phillips Reserve. Gould and Phillips (depending on schedule) will be field guides for this trip. The remaining four field trips will replicate or blend routes and materials from the other five 2018 field trips, depending on current route conditions, student planning exercises, and availability of field experts.

Funding to complete or improve these classes is needed by both SWOCC and ORWW and includes printed materials for students, communication devices between vehicles and to amplify guest speakers, preparation time, transportation, per diem, and website construction.

Discussion 2: Academic Forestry Credits.

Discussion centered on ways in which Oregon high school, community college, and university students could obtain academic credits – particularly in the fields of forestry, fisheries, and wildlife – by using the SWOCC student studies, ORWW educational websites, and Elliott field trips. Other potential courses of study using these methods and the Elliott as an “outdoor classroom” include archaeology, art, biology, botany, business, economics, history, mathematics, recreation, and technical writing.

In addition to academic studies, the Elliott could also be a focus or destination for student campouts, forestry competitions, conventions, recreational activities, or virtual tours, as examples. The Scout Camp on the Millicoma provides a southern access to the Elliott; Tenmile Lakes campgrounds for western access; and Loon Lake for northern access. All of these activities have strong educational potentials.

High Schools: North Bend High School is currently in the process of developing collaborative academic forestry credits with SWOCC, which is anticipated to be a two-year process. On a more immediate basis, students can obtain high school credits for “contract” arrangements that might take place on the Elliott and include such activities as making and installing directional or interpretive signs, clearing trails, campsite maintenance, etc. These activities might also serve as preparation for seasonal forestry jobs to help pay college or university expenses, or even be developed into full-time careers.

Community Colleges: Livingstone’s forest recreation classes have already demonstrated the value of using the Elliott as a focal point of academic studies. Additional opportunities exist for establishing and maintaining a forest carbon institute, for seasonal employment, as field-based research assistants for university studies, providing high school contract training and supervision, using drones for inventories, gathering samples, creating videos, and developing website content. For some forestry classes taken in community colleges, university credits can be obtained.

Universities: OSU is in an excellent position to initiate and perform forest-based research on the Elliott and is currently making plans to do so. Due to distance from campus, working relations with SWOCC make good economic sense as well as involve additional students. Due to the nature of ownership and possible legal requirements, the Elliott would also present an excellent basis for business training and economic studies. Online curricula could provide an additional off-set to compensate for travel times and costs.

Discussion 3: Multidisciplinary Online Curricula.

One objective of this project has been the potential development of accredited online curricula using ORWW website content and SWOCC studies of the Elliott. Opportunities include the creation of “virtual reality” replications of student tours and workshops by uses of video-taped lectures and field trips, existing virtual reality (“VR”) technology, GIS mapping, oral history recordings and transcripts, and development of recorded and real-time forest and stream inventories by student operated drones as desired possible future outcomes.

Specific academic topics that could be developed by these methods include Botany, Carbon Sequestration, Fisheries, Forestry, Geography, Geology, and Wildlife Ecology. More general topics

include Art, Economics, Engineering, History, Mapping, and Technical Writing. These listed disciplines – each of which could directly benefit by use of the Elliott as an “outdoor classroom” – could also be expanded by uses of existing ORWW content for studies of Black History, Education, GIS, Oregon History, Palynology, and Website Design.

Funding Sources

A recurring theme during these discussions was that funding would be needed to pursue any of these directions. Due to the value of the timber involved, logging operations near the levels maintained by Phillips during his career would generate an estimated \$20 to \$25 million a year for the Common School Fund, and leave an ample amount to conduct research. The high likelihood of obtaining forest, fisheries, and carbon sequestration research grants was also listed. SWOCC student recommendations related to possible recreational income was also identified. A final observation was made that – given the existing road network in the Elliott – if active management operations were currently in place it would be a relatively simple task to salvage much of the recent damage from snow-break at a profitable level, while thereby reducing wildfire risk and improving visual aesthetics.