

Understanding and Interpreting Deserts

November 6-9, 2017

Training Syllabus



William Penn Mott Jr. Training Center



State of California – Natural Resources Agency

Memorandum

Date: September 6, 2017
To: Supervisor
From: Debbie L. Fredricks, Chief
Training Section
California State Parks
Subject: Employee Attendance at Formal Training

An employee from your office will soon be attending the formal training program described in the attached. Please insure that the employee is fully prepared to attend the session and that the groundwork is laid for the employee's implementation of the training upon returning to work. You can assist with capturing the full value of the training by taking the following steps:

Prior to Training

1. Make sure that **specific** employee needs are identified and, if necessary, called immediately to the attention of the Training Coordinator.
2. Review with the employee the reason for the employee's attendance.
3. Review objectives and agenda with the employee.
4. Discuss objectives and performance expected after the training.

Immediately Following Attendance

1. Discuss what was learned and intended uses of the training.
2. Review the employee's assessment of the training program for its impact at the workplace.
3. Support the employee's use of the training at the work place.

Three Months Following Training

1. Supervisor evaluates the effectiveness of the training on the employee's job performance and login to the ETMS to complete the Training Effectiveness Assessment form.

Thank you for your assistance in seeing that the full benefit of training is realized.



Debbie L. Fredericks
Training Section Chief

Attachment
cc: Participant

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***Mission Statement
Training Section***

***The mission of the Training Section is to improve
organizational and individual performance and
productivity through consulting, collaboration,
training, and development.***

TRAINING SECTION STAFF

Debbie L. Fredricks.....	Training Section Chief
Ann D. Slaughter	Mott Training Center Manager
Jack Futoran	EMS and LFG Training Coordinator
Jeff Beach.....	Training Consultant
JD Dinnauer.....	Training Consultant
Dave Galanti	Training Consultant
Karyn Lombard	Training Consultant
Sara M. Skinner	Training Consultant
Jason Smith	Academy Coordinator
Jeremy Alling	Cadet Training Officer
Matt Cardinet	Cadet Training Officer
Raymund Nanadiego	Cadet Training Officer
Lisa Anthony	Program Coordinator
Edith Alhambra	Assistant Program Coordinator
Alex Franck.....	Assistant Program Coordinator
Jessica Kohls.....	Assistant Program Coordinator
Pamela Yaeger	Assistant Program Coordinator

THE MISSION

of the California State Parks is to provide for the health, inspiration, and education of the people of California by helping to preserve the state's extraordinary biological diversity, protecting its most valued natural and cultural resources, and creating opportunities for high quality outdoor recreation.



FORMAL TRAINING GUIDELINES

Welcome to formal training, an essential component in your career development.

Since 1969, our Department has been providing a continuously changing number of diverse training programs at its main training facility, the William Penn Mott Jr. Training Center, and other locations including Marconi Conference Center. The Department strives to enhance your learning and job performance with formal training of the highest quality.

Our Department's dedication to training is only one aspect of its commitment to you and to the public. This commitment is costly and represents an important investment in you and your career. You and the Department realize a return on that investment by your positive participation in formal training itself and post training follow-through.

The program you will be participating in is described in this training syllabus, which outlines what you can expect from this training and what is expected of you. This syllabus details what you should do before you leave for training; what to do when you arrive; what you will be doing while in training; and, importantly, what you should be able to do when you return to your work site. Specifically:

1. **SYLLABUS:** The syllabus is now accessible on the Employee Training Management System (ETMS). Your copy of this syllabus is an important part of your training experience and should be brought with you to training. Read it before you arrive and review it following the program along with material you received at training.
2. **PRE-TRAINING ASSIGNMENTS:** Your completion of pre-training assignments is essential to the success of your training. You are responsible for all reading assignments in preparation for classroom sessions. Time will be provided during working hours to accomplish any assignments which involve either individual or group efforts and resources.
3. **TRAVEL:** Arrange your travel to and from the training site through your District or Office. (No reimbursement for travel expense – including per diem costs – will be approved for travel not specifically authorized in advance by the District Superintendent). Individuals may claim reimbursement for incidental expenses incurred as outlined in DAM 0410.6.

The cost of your travel (airfare, mileage, rental car, etc.) is paid by your District or Office **to** and **from** the location of training.

4. HOUSING AND MEALS: Paid by reporting location.
5. HOUSING: The Department provides your room and board expenses, on a shared room basis, at the hotel only. No per diem allowance will be authorized for living off-grounds. This does not preclude living off-grounds at your own expense. Advise the Training Consultant no later than one week before your scheduled arrival if you plan to live off-grounds. In the event of an emergency, staff must know your room assignment; therefore, you may not switch rooms without staff approval. Overnight guests are not allowed. Check-in will be from 4:00 p.m. on the date of arrival. Check-out 12:00 noon on the date of departure.

Note: You may be assigned a room at a motel while attending training. If so, you may be asked to present a valid credit or debit card while checking in to your room. Many motels require a credit card to cover charges incurred such as telephone calls, damages to rooms and/or furnishings, fees to clean rooms that have been smoked in that are not designated as smoking rooms, etc. Be prepared to handle this appropriately.

6. **ENROLLMENT OR HOUSING CANCELLATION POLICY:** To cancel participation in a course, the participant must have their District Superintendent or Section/Office Manager send an email to the Training Specialist assigned to the course requesting to remove the participant. If you do not need lodging or must change or cancel your reservation for lodging, you must contact the Mott Training Center or Training Consultant assigned to the course at least 2 weeks prior to your date of arrival. Lodging, registration, and associated fees will be charged to the employee's District or Section/Office if a training cancellation is received with less than two weeks' notice.

The Mott Training Center is committed to ensuring that the reservation that has been made for you is accurate and needed.

7. REGISTRATION: When you arrive at Steele/Burnand Anza-Borrego Desert Research Center, proceed directly to the front desk for your key card and check-in.
8. COURSE LEADERS: The formal training you will attend is developed and, for the most part, conducted by experienced State Park employees in field and staff positions. Some courses will be conducted by qualified instructors from other agencies and educational institutions. Your course leaders have proven their ability and knowledge in their profession, and provide a level of expertise difficult to match.

9. **TRAINING SECTION STAFF:** Sara M. Skinner is your Training Consultant and has been assigned the responsibility for your training group. That staff member usually serves as a Course Leader as well as a Coordinator. During the program, you may be asked to assist Training Section Staff in the logistics of your training program (organizing field trip transportation, supervising classroom breaks, etc.). Training Section Staff will do all within their power to make your training experience pleasant and meaningful.
10. **ATTENDANCE:** Regular attendance is a critical course requirement and your participation is important to the success of this training. An absence of more than 10% of the course hours constitutes grounds for dropping a participant from the course. The Training Section Chief may modify this requirement based upon participant knowledge level and/or the portion of the course missed. All absences, except those of an emergency nature, must be approved in advance by the Training Consultant.
11. **CELL PHONES:** As a courtesy to your fellow participants and course leaders ensure that your cell phone is turned off during classes. Participants should not receive or make cell phone calls during class time. Limit those calls to your breaks.
12. **TELEPHONE:** Limit phone calls during classroom hours to urgent business or emergencies.
13. **POST-TRAINING ASSIGNMENTS:** In connection with formal training are to be completed under the direction of your supervisor.

PROGRAM ATTENDANCE CHECKLIST

To assist you in your preparation for formal training session, the following list is provided:

- _____ 1. Read and understand the Understanding and Interpreting Deserts program syllabus prior to your arrival.
- _____ 2. Arrange travel through your Unit/District Office.
- _____ 3. Complete the pre-training assignments on page 7 of syllabus.
- _____ 4. Bring the following with you to training:
 - Understanding and Interpreting Deserts program syllabus
 - Pre-training assignments
 - Optional: camera and binoculars
 - Uniforms not required. However, when packing your suitcase consider we represent the Department in class and during on-site visits.
 - We will do some walking both in and outdoors. Bring suitable shoes and clothing.
 - Reusable coffee cup, refillable water bottle, pens, pencils, and alarm clock

If you have any questions or need assistance, contact Training Consultant Sara M. Skinner at (831) 649-2961 or Sara.Skinner@parks.ca.gov.

PRE-TRAINING ASSIGNMENTS

Complete the following pre-training assignments prior to arrival to training:

- View information regarding the Steele/Burnand Anza-Borrego Desert Research Center
 - <http://www.ucnrs.org/reserves/steeleburnand-anza-borrego-desert-research-center.html>
 - <http://anzaborrego.ucnrs.org/>
- View Anza-Borrego Desert Paleontology Society website
 - <http://www.anzaborregopaleo.org/>
- View Colorado Desert Archaeology Society website
 - <http://www.anzaborregoarchaeo.org/>
- View Anza-Borrego Desert State Park® Botany Society website
 - <http://www.anzaborregobotany.org/>

- ____1. Bring a 4WD state vehicle to the training if possible.
- ____2. You MUST sign the waivers prior to attending the training or being on the grounds of the research facility. The waivers are included at the back of this syllabus. Print, sign, and fax/email to Sara M. Skinner at Sara.Skinner@parks.ca.gov or fax: 831-649-2824 by October 15, 2017.
- ____3. Training held at:

University of California, Irvine
Steele/Burnand Anza-Borrego Desert Research Center
P.O. Box 2098
401 Tilting T. Drive
Borrego Springs, CA 92004-2098

POST-TRAINING ASSIGNMENT

Prior to ninety days after the completion of this program, the employee and his/her supervisor should sit down and discuss the impact and assess the effectiveness this program has had on the employee.

The post-training evaluation process is intended to provide a bridge between classroom instruction and the on-the-job application of training. The information obtained through this process will assist the training participant, supervisor, and Training Section in providing a return on the investment the Department has on training.

TRAVEL EXPENSE CLAIMS INFORMATION

You will need to submit a Travel Expense Claim (TEC) in a timely manner after the class. As a reminder:

- Districts are responsible for your time, your travel to/from training, and incidentals
- Training covers meals and lodging (you will need a receipt from the hotel)
- For your claim: If you were in the hotel, select “Department Paid” and the following on CalATERS
 - Charge to: “UID Group 2”
 - Select “Detail Accounting” and enter the following
 - Field one: 2017 (Fiscal Year)
 - Field two: Index Number (Your reporting location index number)
 - Field three: 14001 (PCA)
 - Field four: Leave blank
 - Field five: 067IAE00 (Project Number)(This is the account and settings to charge your room and food)

If you receive error messages, contact Assistant Program Coordinator Pamela Yaeger at (831) 649-2954 or Pamela.Yaeger@parks.ca.gov at the Mott Training Center to have you added to the system.

NOTE: List Ann D. Slaughter as an Additional Approver on your claim

UNDERSTANDING AND INTERPRETING DESERTS GROUP 2 AGENDA

November 6- 9, 2017

Sunday

November 5

1700 Check-in at Steele/Burnand Anza-Borrego Desert Research Center

Monday

November 6

0800-0830	Welcome, Course Introductions, Announcements	Stephen/Skinner
0830-0900	Opening Activity	Stephen/All
0900-1030	Geology of California Deserts	
1030-1200	Paleontology of California Deserts	Murray
1200-1300	Lunch	
1300-1400	Tour of The Stout Research Center Laboratory and Collection Hall/Tour of the Begole Archaeological Research Center	Murray/Connors
1400-1600	Introduction to California Deserts	Schoenherr
1600-1700	Interpreting the Day	Stephen/All

Tuesday

November 7

0800-0900	Day's Opening Activity	Stephen/All
0900-1030	Vegetation and Flora of California Deserts	Schoenherr
1030-1200	Wildlife of the Desert	Schoenherr
1200-1300	Lunch	
1300-1430	Field Trip - Changes Affecting the Desert Environment	Schoenherr
1430-1600	Field Trip - Dangers to Desert Wildlife	Schoenherr
1600-1700	Interpreting the Day	Stephen/All

Wednesday

November 8

0800-0830	Opening Activity	Stephen/All
0830-0930	Cultural Landscapes	Connors
0930-1200	Field Trip to Mine Wash	Connors
1200-1300	Lunch	
1300-1600	Field Trip to Font's Point	Murray
1600-1700	Interpreting the Day	Stephen/All

UNDERSTANDING AND INTERPRETING DESERTS GROUP 2 AGENDA

November 6- 9, 2017

Thursday

November 9

0800-1000	Interpreting the Desert through Specialty Guided Tours (Night Hikes, Vehicle Tours)	Stephen/Price
1000-1100	Panel Discussion	Stephen
1100-1200	Site and Facility Clean-up, Course Evaluations	

UNDERSTANDING AND INTERPRETING DESERTS GROUP 2

<u>Program Outline</u>	Hours
<u>Welcome and Summary</u>	2.5
Welcome, Course Introductions, Announcements	
Panel Discussion	
Summary	
<u>Introduction to Deserts</u>	2.0
Introduction to California's Three Desert Environments	
<u>Field Studies</u>	9.5
Tour of the Begole Archaeological Research Center and the Stout Research Center Laboratory and Collection Hall	
Field Trip to Sites Near Steele/Burnand Anza-Borrego Desert Research Center	
Cultural Field Trip to Mine Wash Area	
Geological/Paleontological Field Trip to Font's Point	
<u>Interpretation and Philosophy of Natural and Cultural Resources</u>	11.0
Opening Activities	
Geology of California Deserts	
Paleontology of California Deserts	
Vegetation and Flora of California Deserts	
Wildlife of California Deserts	
Cultural Landscapes	
Interpreting the Desert through Specialty Guided Tours	
<u>Practical Applications</u>	3.0
Interpreting the Days Activities	
 TOTAL HOURS	 28

UNDERSTANDING AND INTERPRETING DESERTS GROUP 2

Purpose and Performance Objectives

Welcome, Course Introduction, Announcements, Summary

Purpose: Participants will meet each other and the program coordinators, review program content, and share expectations. Class registration materials will be completed.

Performance Objectives: By the close of the session the participant will

1. Review course content, procedure, grading, and evaluation process.
2. Adhere to all Training Center Guidelines.

Geology and Paleontological Overview of California Deserts

Purpose: Introduce paleontology and its' components to the participants.

Performance Objectives: By the close of the session the participant will

1. Identify fossils as prehistoric natural resources to be protected, studied, and interpreted.
2. Describe paleontological resources in desert parks, geologic time, vanished landscapes, and extinct biotas.
3. Explain the relationship between the paleontological resources and local geology.

Tour of the Stout Research Center Laboratory and Collection Hall and the Begole Archaeological Research Center

Purpose: Introduce participants to the methods and processes used to analyze and acquire information from archaeological and paleontological resources discovered in the field.

UNDERSTANDING AND INTERPRETING DESERTS GROUP 2

Performance Objectives: By the close of the session the participant will

1. Describe the analysis process of archaeological and paleontological resources.
2. Identify the interpretive value of archaeological and paleontological resources.
3. Explain how archaeological and paleontological resources may be used for interpretation while protecting the archaeological and paleontological resource itself.

Field Trip to Font's Point

Purpose: Visit sites within the desert that exhibit geological and paleontological features with the intent of gaining first-hand experience and interpretive knowledge.

Performance Objectives: By the close of the session the participant will

1. Identify the relationship between geological features and paleontological resources.
2. Describe the relationship between geological features and geological time.

Introduction to California Deserts

Purpose: Introduce participants to the history and geography of the California Deserts.

Performance Objectives: By the close of the session the participant will

1. Describe the climate and weather of each of California's desert regions.
2. Recognize boundaries between California's deserts and be able to locate each of California's deserts on a map.
3. List the ecological factors responsible for a desert.

UNDERSTANDING AND INTERPRETING DESERTS GROUP 2

Vegetation and Flora of California Deserts

Purpose: Study the types of vegetation and flora that are present in the desert and why they grow there.

Performance Objectives: By the close of the session the participant will

1. Recognize plant communities associated with each desert.
2. Describe vagaries of climate, weather, and soils responsible for different plant communities.
3. Recognize indicator plants for each community and how they are adapted to their environment.
4. List overall strategies of desert plants for survival in a desert climate.

Wildlife of the Desert

Purpose: Study different animals that live in the desert.

Performance Objectives: By the close of the session the participant will

1. Recognize and identify some common desert animals.
2. Identify the basic strategies of animals for survival in a desert climate.
3. Recognize common desert animals and explain how they are adapted to desert survival.
4. Distinguish various habitats and evaluate what animals are likely to occur there.

UNDERSTANDING AND INTERPRETING DESERTS GROUP 2

Field Trips to sites near UCI Steele/Burnand Anza-Borrego Desert Research Center

Purpose: Visit sites within the desert community with the intent to gain first-hand experience and interpretive knowledge.

Performance Objectives: By the close of the session the participant will

1. Explain the distribution of plants and animals with respect to plant communities, slope aspect, and soils.
2. Recognize changes to the desert environment and the effect on wildlife.

Cultural Landscapes

Purpose: Introduce the participants to the relationship between the environment and the people who live in the environment.

Performance Objectives: By the close of the session the participant will

1. Describe the relationship people have with the environment.
2. Analyze the effects a changing environment has on cultures.

Cultural Field Trip to Mine Wash

Purpose: Visit known cultural sites within the desert environment with the intent to gain first-hand experience and interpretive knowledge.

Performance Objectives: By the close of the participant will

1. Recognize cultural landscapes in the desert.
2. List environmental resources used by people occupying the landscape.
3. Recognize the generational connection of people to the environment.
4. Apply interpretation to protect cultural resources.

UNDERSTANDING AND INTERPRETING DESERTS GROUP 2

Interpreting the Desert through Specialty Guided Tours

Purpose: Introduce participants to various methods of interpreting the desert.

Performance Objectives: By the close of the session the participant will

1. List at least two examples of specialty guided tours.
2. Compare and contrast the advantages and disadvantages of different forms of guided tours.
3. Identify the special consideration involved in leading a successful vehicle tour.
4. Plan a specialty guided tour.

Interpreting the Day

Purpose: Reinforce the knowledge gained from the day's sessions and apply to interpretive activities.

Performance Objectives: By the end of the sessions the participant will

1. Translate the information from the day's sessions into messages that will inspire park visitors.
2. Apply the day's information through designing interpretive activities.

UNIVERSITY OF CALIFORNIA, IRVINE
STEELE/BURNAND ANZA-BORREGO DESERT RESEARCH CENTER

Waiver of Liability, Assumption of Risk, and Indemnity Agreement

Waiver: In consideration of being permitted to visit or participate in any way in any activity, including transportation, at the above location, I, for myself, my heirs, personal representatives or assigns, **do hereby release, waive, discharge, and covenant not to sue** The Regents of the University of California, its officers, employees, and agents from liability **from any and all claims including the negligence of The Regents of the University of California, its officers, employees, and agents**, resulting in personal injury, accidents or illnesses (including death), and property loss arising from, but not limited to, visitation or participation in any way in any activity, including transportation, at the above location.

Assumption of Risks: Visitation or participation carries with it certain inherent risks that cannot be eliminated regardless of the care taken to avoid injuries. The specific risks vary from one activity to another, but the risks range from 1) minor injuries such as scratches, bruises, and sprains to 2) major injuries such as eye injury or loss of sight, joint or back injuries, heart attacks, and concussions to 3) catastrophic injuries including paralysis and death.

I have read the previous paragraphs and I know, understand, and appreciate these and other risks that are inherent in visitation or participation. I hereby **assert that my visitation or participation is voluntary and that I knowingly assume all such risks.**

Indemnification and Hold Harmless: I also agree to INDEMNIFY AND HOLD The Regents of the University of California HARMLESS from any and all claims, actions, suits, procedures, costs, expenses, damages and liabilities, including attorney's fees brought as a result of my involvement in visitation or participation and to reimburse them for any such expenses incurred.

Severability: The undersigned further expressly agrees that the foregoing waiver and assumption of risks agreement is intended to be as broad and inclusive as is permitted by the law of the State of California and that if any portion thereof is held invalid, it is agreed that the balance shall, notwithstanding, continue in full legal force and effect.

Acknowledgment of Understanding: I have read this waiver of liability, assumption of risk, and indemnity agreement, fully understand its terms, and **understand that I am giving up substantial rights, including my right to sue.** I acknowledge that I am signing the agreement freely and voluntarily, and **intend by my signature to be a complete and unconditional release of all liability** to the greatest extent allowed by law.

Signature of Minor's Parent/Guardian Date

Signature of Participant Date

Participant's Age (If Minor): _____
NRS Waiver 07/12

Participant's Name (Print)

UNIVERSITY OF CALIFORNIA, NATURAL RESERVE SYSTEM

PHOTO CONSENT FORM

From time to time, the University of California Natural Reserve System (NRS) makes videos, photographs, or audio recordings of activities in or related to NRS reserves. These photographs, tapes, and videos are used solely in support of the NRS and its research, educational, and outreach missions. Their uses include, but are not limited to, NRS brochures, its website, books, and materials sent to media outlets that inform the public about various activities at NRS reserves. These products may be excerpted in newspapers and magazines, or republished in electronic media. We appreciate your cooperation in signing the following consent for the University to use all and any images or sounds of you appearing in these photographs, videos, or audio tape recordings. I understand the photograph(s) or video or audio recording(s) taken of me by agents, employees, or representatives of The Regents of the University of California (hereinafter called “the University”) shall be used in connection with the University’s dissemination of information by its public service and academic programs to the general public.

I hereby irrevocably authorize the University to copy, exhibit, publish, or distribute any and all such images and audios of me or in which I appear, including composite or artistic forms and media, for purposes of publicizing University programs or for any other lawful purpose. In addition, I waive any right to inspect or approve the finished product, including written copy, in which my likeness appears.

I hereby hold harmless and release and forever discharge the University from all claims, demands, and causes of action which I, my heirs, representatives, executors, administrators, or any other persons acting on my behalf or on behalf of my estate have or may have by reason of this authorization.

_____	_____
(Signature)	(Date)
_____	_____
(Printed Name)	(Street Address)

	(City, State, Zip Code)

(If the person signing is under age 18, there should be consent by a parent or guardian, as follows:)

I hereby certify that I am the parent or guardian of _____,
the minor named above, and do hereby give my consent without reservations to the foregoing on behalf of this person.

_____	_____
(Parent/Guardian’s Signature)	(Date)

(Parent/Guardian’s Printed Name)	