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PRESENTER: ...when social impact analysis evolved it was pretty much around large projects like maybe an energy project coming into an area, and the variables that you looked were a little bit more set than they are with the type of projects that we're doing.

So if you've got a large energy project, the type of oil and gas things that are going on in Wyoming, there's probably some fairly set methodologies that you could use and there have been books that have been written about this. But RMP's are different in the sense that you're talking about so many activities that are driving the change, so many different entities that could be affected in terms of communities as well as communities of interest, and so you need to kind of arrange your thinking in a little different way. And when I used to give this -- the first couple of times I gave this talk and talked about the Dillon, I think people came away not feeling that they knew a whole lot more than when I started. So what -- well, okay, what I'm trying to do with this session is talk about the thinking process that you go through -- or that you can go through when you do something like this. There may be other processes out there. And this is somewhat similar to the thinking process that the Forest Service uses in their social assessment class.

So -- oh, other thing I said before is these things are still evolving, and what's acceptable now may not be what's acceptable five or six years from now, but right now this is how some of this is being done.

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So this is kind of where everything comes together in the social impact analysis, and when you get to step 6, you've got a lot of things going. You've got a lot of data that you've collected. You should have your knowledge about your potentially affected groups and the concerns that each of these groups have. You hopefully have the impact analysis from the other resources, because if you don't have that information you're really kind of struck. And what I end do you knowing is actually talking to the Resource Specialist and getting that information -- sometimes before they've got it down on paper at all because you don't get extra time just because your analysis comes at the end of the thought process.

So what you need to know is how is what we're going to do going to affect each of the groups that you're concerned about, what methods are you going to use to estimate these effects, how do you decide if the effects are important, what the magnitude of the effects and how long are they going to go on? There's just a lot of things going on and I think you really need some way to organize your thinking on this. And this is not something that's going to appear in the document but it's a way for you to feel that you've covered all your bases, and this may be something you keep in your notes or may be something that goes in your administrative record, and if somebody comes back and later you can say, well, I covered this and I deemed this wasn't important or I deemed that this was very important. Something like that.

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It couldn't all fit on one page. So this is what I'm calling the SA thinking process, and this is the process that I go through when I'm trying to figure out what are the most important aspects of the social impacts that need to be discussed. So I'm going to use this for a minute.

The affected group -- it could be an affected group, it could be a community, it could be some other entity. I suppose it could be the BLM. But typically this is going to be an affected interest group or a community in the area.

This next heading is the concerns of that group, and these could be concerns that came through your scoping. These could be concerns the social analyst has come up. It's not just things you get through scoping, but things that you know through experience that could be consequences of some of the activities we're talking about and could be important to the group that we're talking about here.

The potential social -- I should say I don't know that these -- these things are not in linear order. Some of the things you kind of go back and forth on. The potential social impacts are where you decide what types of methods that you're going to use based on the resource indicator or the independent variable that's going to be the driver of the impact. So like here this is a travel management thing where you're going to close 10% of the roads. You have to know how you're going to decide what the effect of that would be, and this is where you might call in case studies. This is where you might verify the information with the

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BLM travel management specialist. But there's kind of an analysis thing in here that's not real clear, and this is the type of thing that Stuart is going to be talking about in the session after the exercise.

Then you've got your independent variable or the BLM activity that you're assessing that you feel relates to the concern that you've identified in this line. This is who you verified the information with and you might want to write the technique used here. And again we've talked about using multiple techniques because we're using qualitative information. So you might use information that people gave you in terms of how they perceived what would happen. You might also use the information that you got from the BLM specialist. There's lot of recreation reports are out there. There's going to be an evolving body of knowledge about how travel management affects different areas, I'm sure. I think that's probably just starting. And then this would be the impact conclusion you made about the concern over here.

So do these different columns make sense? And again, you could arrange them different ways. It's not -- this is not something that's set in stone. It's just kind of a way that I've worked out.

Okay. So if we work through -- let's talk with this third one here. If you're going to lose the ability to -- I can't look at this and look -- keep this thing in the right place -- lose the ability to go upstream during the summer, you're going to have --

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the concern is the -- well, the concern is the loss of the ability to go upstream.

The potential impact is it's going to affect the ranch operation, increase in costs, change in quality of life, and you need to have some way to go from the change that you were looking at in the resource to -- actually, this column is not working out right. Well, you have to have some way of taking the change in the resource and deciding what the impact of that would be, and you want to probably look at that in a couple of different ways.

Now, in this particular thing, the alternatives varied by the amount of access -- motorized access to the river that was precluded, so we ended up doing kind of a more than/less than thing and assuming that the more time was not available for access the greater impact that would be to the ranchers, that type of thing.

Local schools was another sample where people were very concerned that the local schools were going to close because they were concerned they were going to lose tax money due to restrictions on oil and gas development, and the concern was that schools are very integral to the community, and so if they lost a school system that would have a large effect on the community. So the indicator for that was looking at the -- looking at the economic section and seeing what the economic section said about the oil and gas tax dollars. Actually there was an increase to the community under the alternative they were looking at, and so we assumed there was no effect on school survival based on the taxes that were coming in. So it's kind of that type of logical thinking that you need to do for

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these different types of concerns which are related to the different types of resource changes.

So any questions or comments? Does this make sense okay.

Now, the bad thing about this is that you're going to need a table like this that could be much larger than the table that you were already looking at, and you're going to need a like this for each alternative and for each potentially affected group. So this can become quite -- I don't know if wieldy is a word, but you could end up having to go through a lot of kind of a thinking process, but it's not as complex as it seems. A lot of these groups really have very similar concerns and have very similar effects. If you look at the residents of the small ranching towns and you look at the ranchers, their concerns and the effects to them are going to be pretty similar in a lot of cases. If you look at the recreationists and you look at maybe the local environmental groups, their concerns may be very similar because it may be actually the same type people you're talking to in a lot of cases. So it's not quite as complex as it looks.

But what I think this is good for is keeping a record of the process that you went through when you're doing the social analysis and, like I said, it may end up in the appendix, it may end up in the administrative record, but the important thing is it's something you've got and you know when you write up your discussion on what happened to the different groups it's based on that last column and you

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went through a thinking process to come up with that information.

Okay. Wow.

A couple things that -- the table that comes out of this -- this is not a table that you're going to see in the document, but what you're going to have for your own notes is a list of each of the potentially affected groups, communities or other entities that you decide are going to be kind of the unit of impact and that's going to be on your Y axis, and then across that you're going to have the impacts for each group, and one of the things that is very difficult, I think, with RMP's, at least the ones that come out of Montana, they're so divided by the different actions that are driving changes that it's very difficult to accumulate all the activities that are going to affect a particular group. So for recreation on the Upper Missouri River we've got the effects of everybody having to use fire pans in one place, and the effects of what's going on up and down the river in terms of motorized use, another place whether you can collect horns, and another place -- there's no place in the recreation section that the impacts to rec, from recreation, and also from all the other issues that you're looking at are accumulated in one place, and that's really something that the social analysis can do that I think can be really helpful. And so this is kind of the table that you would work from, and so you would know for each of the different groups that you're looking at, these are the total effects that are going to happen from this alternative. And I think, like I said, that's something that's nowhere else in the document and it can be really helpful.

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Yes?

CLASS PARTICIPANT: Can you carry an example through like with quiet recreationists, like what would this say under, you know, any alternative? Like what would that -- what would that look like?

PRESENTER: Okay. For the quiet recreationist, and I'm going to use the Upper Missouri River -- my thinking has evolved a lot since I did the Dillon -- quiet recreationists were very concerned -- well, there's the upland quiet and the river quiet -- but very concerned about the amount of motorized use on the river. So what I would do for this is go back to the previous table and have a column for motorized use on the river and then probably there's another concerns they have. I don't know whether their fire use was a concern, but again, the motorized is a big thing, and go through with the different alternatives and talk about -- on the alternative where there was no use allowed on the river, that's probably the one that they would feel met their needs the best, and then maybe look for some literature to see what was going on in other areas in terms of whether they had to take all the use off the river or just partial use or -- you know, there's different ways that you can do the alternatives. So following that through and looking at the different alternatives and then discussing which one would meet their needs the best.

So I'm trying to think -- okay, quiet recreationists. If they were concerned about

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seeing wildlife, something like that, and maybe the same alternative they were most protected, you would combine the effects of those two activities in that table. So you're going to run through all of the different issues for that particular group, and it may be that some things that they're not particularly concerned about.

So does that make sense or does that --

CLASS PARTICIPANT: I think so.

PRESENTER: Okay. Yes?

CLASS PARTICIPANT: Did you have a difficult time [inaudible] all the residents together in a group?

PRESENTER: When I look at the residents, you would kind of take the service types of things that people are concerned about and not get into whether some of the residents are certain types of recreationists and other residents are certain type of other recreationists. One of the things that's a big deal like in the communities and really with everybody is fire and how you're going to respond to wildfire. So that's a type of thing I would kind of put under the residents.

One of the reasons I didn't focus so much on communities is it seems like we

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don't affect communities that much. It's more that we're affecting interest groups. But I think a lot of the communities have an interest in us looking at that, like on the Upper Missouri River there were five communities that they wanted us to look at, some of them way far away from the river, and it was kind of hard to do that. I'm concerned, Bunny, though, that I didn't really --

CLASS PARTICIPANT: [inaudible]

PRESENTER: Okay. Yes?

PRESENTER: Can I take a stab at that? I'm still wired, right? Shall I go up here? Because I was thinking of this when you put this up anyway, but it might help. And if we -- all right. I haven't used this yet. This is kind of -- see if this helps, Bunny. We maybe take this as an example. The issue is loss of upstream motorized access to the river, and me and my social scientist mode, when I look at this I say, okay, well, what would be some of the implications of having good data or having no data? And so I started thinking about, well, what difficulty managing ranch operations, management costs, et cetera. So I'm thinking when I look at this that what I would like to know is, first of all, you know, what proportion of the ranchers in the area would this affect? How many have operations that are kind of spread out along the river and what proportion of them use upstream motorized access? So right away you can say, 80% of the ranchers in the area say that they use access -- motorized access -- use

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motorized means to access their parcels along the river. So that's a nice quantitative data point. And then you maybe measure the amount of time that they spend -- you ask them, you know -- or talk to a sample of them and you say, okay, how does this make your operation easier? And what if you couldn't do that? What change would it make? What would you have to do instead? And then you have a measure of that from this sample of ranchers you talk to. And then in here, you know, without data what you have to say is it would make ranching operations more difficult for ranchers who have to use it. You don't know what the scope is and you don't know what "more difficult" is, but with data, when you get to that table, that summary table, you have numbers. You can say, this would affect 80% of the ranchers who use the area and would it increase their costs by their access time by so much amount on average ranging from this to this, and this would be the -- their view of the operations on their activity. And you can tell by their answers whether they're grossly inflated. If they say, "Well, I'd have to rent a helicopter, lease a helicopter to get to these places," that may not be the case. But, you know, to me that was a good example of what you can say in that summary table and what you'd like to be able to use is a combination of quantitative and qualitative information and really nail down what the effect would be, and that's that luxury of having good data.

PRESENTER: And we are grateful Stuart is spot reviewing these plans. Thank you.

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So are you more comfortable? Yeah, it's a lot of -- there's a lot of cells to fill with data when you do it that way.

Any other questions on this? Something that occurred to me that I lost.

You're going to have a lot of concerns that people have that as you trace through, like the concern about local schools, that really don't pan out, and just because you tell them that shouldn't be a concern, that doesn't mean that's going to go away. And that really kind of ties into their overall concern about changes in their quality of life because of major changes that are going on in the environment or perceived changes that are going on, and so there are some things that you can respond to with the best information you have but that that's not going to change how people think about what's going on.

Another thing I wanted to mention is, if you're contracting out your document for the social, you want to get something like this, not necessarily this, but something like this so that you can be comfortable that the process that was used has gone -- they've gone through some type of systematic process looking at all the -- looking at all the alternatives in terms of all the actions associated with them and looking at groups or individuals that are concerned about the changes that may occur. So it's really something that you want to have for your own comfort level, and if people come back later and say did you look at this or look at that, but it's really something more for your records to say, yeah, I did this, because it's really

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hard to remember this stuff in retrospect. I hate to even think about what would happen with some of the plans I've worked on if somebody came back and said, you know, what did you think about this particular activity or this particular group?

Another thing is you need to -- if there are -- if the social effect are very minimal or if there are no social effects, you still need to go through some type of process like this and document that there aren't any social effects. I was looking at an RMP, I think, out of New Mexico and Arizona and they said they didn't anticipate social effects, and they documented that, and that was fine, but you need that -- you need to go through this process whether or not you're going to end up concluding that there are social effects.

One of the things that Stuart and I talked about when we were reviewing this, I tend to really focus on the different groups, and he was saying, well, you know, it's possible that there's bigger impacts that are going to affect more kind of the society as a whole. It's just not stuff that's limited to these particular groups. So I put in this slide, and this talks about the potential loss of open space that could occur in some areas if a lot of different activities occurred, and so you want to get at the big things as well as the smaller things that are individual specific.

Do you want to add something on that, Stuart? In terms of the -- there being more than just impacts to particular entities, that there's maybe some overriding things that happen in some cases?

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PRESENTER: Maybe later. Maybe later. I think the point is made here.

PRESENTER: Okay. So again, what you end up with is a summary of impacts table, and this is probably going to be a discussion in the document. This table probably won't appear in the document, but it's -- it's a way for you, for each group, for each alternative to go through and accumulate the impacts for an individual group, and think may be kind of all over the place, but you need to kind of put them together.

This is what for the Dillon the summary comparison of alternatives looks like, and it goes through -- it groups different groups together. So under B we have livestock grazing, the availability for roads for motorized activities, resource protection, and use of activities, opportunities for solitude and nonmotorized activities would be allowed at level between C and D. Well, probably not that helpful. But anyway, what this does is it's accumulating for this alternative all the activities for the different groups.

I want to talk a little bit about the methods that we used in the Dillon RMP, and the methods goes back to the point where you're looking at what are the activities, the independent variables, or the BLM activities that are driving the change and how can you describe how that's going to effect people socially? So we talked about the cause and effect web, and that can be used to focus the analysis. We used our discussions that we had with potentially affected groups

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and individuals. Case studies or papers can always be really helpful, particularly with livestock grazing and recreation. There's a lot of information out there. Experts. A lot of people at your local land grant colleges or universities are looking at some of the information like this, and again I can't emphasize enough the verification of things from different sources. So that last column or the column before the last on the chart, there may be several sources in there numbers of verifying the conclusions that you're drawing. And again, Stuart will talk about this a little bit later.

I just wanted to mention some more of the stuff we did in terms of collaboration in the RMP. I should say that collaboration worked a whole lot better in the second major RMP that I worked on as opposed to the Dillon. In the Dillon we had a representative for the different county commissioners, and this person really wasn't able to speak for himself, and he had to go back and forth, so it wasn't a really very effective means of communication. In the Upper Missouri River we had people that actually sat on the planning team that could make decisions and could speak for themselves and it was a very effective means of seeing how these people felt about the alternative as we developed them and the impacts from the alternatives, and it's almost as good as getting a review by some of these people. But also in both of these plans we had the methods and the results, the analysis, reviewed by our collaborators during -- you know, before the process -- before the document went out on a draft. And another thing we did was intensive discussions with the RAC members who are supposed to

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represent the different types of individuals that are in the community, although there's some disagreement about that. And in both of the plans I worked on there were either county commissioners directly there or county commissioners' representatives there, and like I said, I would recommend that the commissioners are there in person. That seemed much more effective, and they felt like they could speak for the county. You didn't always agree with them, but it worked well.

Yes, Andrew?

CLASS PARTICIPANT: [inaudible] what sort of decisions did the counties [inaudible] make in parallel with us?

PRESENTER: Okay. The big one that I remember on the Upper Missouri River was at what times are we going to allow or not allow motorized boat traffic on the river, and those were team recommendations, and they were a part of the team.

CLASS PARTICIPANT: [inaudible] what authority did they have to make decisions on their own parallel with us?

PRESENTER: To make decisions on their own?

CLASS PARTICIPANT: Right.

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PRESENTER: I don't think -- they don't have the power to make any decisions for BLM lands.

CLASS PARTICIPANT: No, for their -- I mean, the whole point of cooperating agencies to make decisions in harmony with local decision makers, I'm asking -- I always ask this question, what are the local decisions that are being made if any in parallel with our decisions with federal lands?

PRESENTER: The one decision that really sticks out in my mind is the R -- there's -- the road thing that's coming out about closing roads or whether things are county roads. Is that -- yeah, there were some roads -- there's a road that goes down into the monument that some people were pressuring the county to open to the public, and that was one thing that we were trying to coordinate on. I noticed that later the pressure had gone through and they were going to try to open the road, and actually it seems like BLM is in favor of that now. So that's something I remember very specifically where coordination was needed between the county and they -- that's the type of thing?

The other thing the county is very concerned about is when you make something a monument is there going to be a lot more expenditures on emergency services and how that's going to work in the area and how much money that's going to cost them. So that's another thing that came up repeatedly.

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And then they would be -- there were some times when the group couldn't agree that everybody would do a yea or nay on certain things, and the county -- maybe I shouldn't be saying -- the county commissioners would vote as well as the ITT members. And these were recommendations to management. They weren't what BLM was necessarily going to do.

Anything else? You all look stunned.

Okay. I'm going to go through very quickly the different sections in the document from the Dillon, and if you all go to example RMP's, and this time we're just going to go through the tabs together.

The first one, did everybody find that? The first one is just a table of contents of what's in here.

The second one is the illustrious interview guide for the Dillon RMP that a lot of people asked about.

The third page is what ended up in the document in terms of the methods that were used on this RMP, and it's basically just a description of the interviews, and at this point it's woefully inadequate. There should have been a lot more there about how the analysis was done, and certainly this is one of the things where the bar has really been raised in terms of what you need to have in a document.

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Okay. And I included the rest of the collaboration staff that was done here in public involvement just in case anybody was interested and for your information, I'm going to switch over to another more recent plan if we do this class again, and it's going to be the Upper Missouri River where I really did use the methodology that I described, and I will -- we'll make that available to people if they want to take a look at that.

The next section is the social conditions, which we discussed yesterday -- or went through yesterday quickly. Does everybody find that part?

Okay. And the next tab -- and I didn't talk about this yesterday -- is the environmental justice section for this document. These are pretty standard. There weren't a whole lot of populations that were extremely interested in this area, about there's pretty standard write-ups. I'm not saying that they're great, but you go through and you talk about who's in the area. One of the things I've seen people do is refer to some government documents which say if there's 25% of the people below poverty, then that's a cut-off you can make, and I don't really believe there's any hard and fast rules on that. I would be real uncomfortable you could just take a level and say if it's below that level we don't have to be concerned about it. That doesn't seem to make a whole lot of sense to me.

If you go on further we've got the assumptions section for the social, and that's where you can make assumptions about what's going to happen with the

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population, what's going to happen with the population size, what's going to happen with diversity in the area, is the population going to continue to age. That's relevant in terms of what's going on with recreation in some of this OHV stuff, or at least people think that's relevant. So just some of the assumptions that you're going to be using in your analysis, and this is important, too, because we've had some experienced where we've had people review stuff and we've given them just the social section, and actually the social section is all through the document. There's assumptions. There's management comment. It's not like you can just go to one section that's lumped together. You need to ferret out all the other different parts where the social is discussed.

We've got impacts common to all alternatives. That's where there's social conditions on the left-hand side on page 302. And again that's where if you've got a detailed analysis that's going to happen under every alternative that you can talk there like under this one I talk about the potential impacts to ranchers because -- or to permittees because we didn't know under which alternatives -- we were waiting for some watershed reports to know what would happen. So it was kind of a general discussion of what could happen to permittees under this alternative.

Then moving on we've got the impacts from each of the different alternatives, and mine intend to be based on impacts to the different interest groups, talking about the ones that actually have impacts and trying to make a split on where the

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impacts are significant enough to discuss. So the impacts are on page 316.

And there's -- in the table of contents the pages where different parts are discussed are listed, because the pages do not have headings on them.

And then we've got environmental justice effects, and that's a pretty short standard thing that probably wouldn't pass muster right now, to be real honest. It's a pretty dismissing thing. I think there's probably more out there at this point.

And then the last section is the cumulative.

And again, our understanding now, there's class that's being offered in cumulative analysis, and you're supposed to do -- my cumulative analysis pretty much discusses things that were not included in the summary impacts, and my understanding now is cumulative analysis is supposed to include the summary of impacts for that alternative as well as any other things that would be from the cumulative. So this one probably should be a little bit more substantive.