

Farmland for the Next Generation Land Access Training Manual

Julia Freedgood and Jennifer Dempsey



Farmland for the Next Generation Training Manual for the Land Access Curriculum

By Julia Freedgood and Jennifer Dempsey

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INTRODUCTION

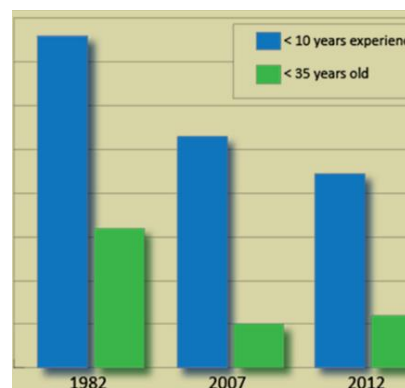
“Farmland for the Next Generation” is a land access curriculum developed to help beginning farmers and ranchers secure land and succeed in agriculture. Intended for use by agricultural educators and service providers who want to help beginners make good land access decisions, find and assess suitable land, and negotiate tenure arrangements, it was field tested by Land Access Trainers with diverse audiences of beginning farmers and ranchers across the United States. It provides guidance on how to use the curriculum to train and support beginners who have some agricultural experience and want to find land to start or expand their operations.

American Farmland Trust, or AFT, conducted an extensive national inventory and evaluation of existing farm succession and land access curricula. Although land access is one of the leading barriers to entry for new and beginning farmers, we found a significant gap in resources and curricula to address this vital yet complex issue. In response, we created “Farmland for the Next Generation,” a comprehensive, skills-based curriculum to prepare beginners to acquire land through lease, purchase, or acceptance of a gift or inheritance. It covers the basic skills needed for beginners to assess their readiness and find and secure a suitable land tenure situation.

AFT is a nonprofit organization whose mission is to save the land that sustains us by protecting farmland, promoting sound farming practices and keeping farmers on the land. AFT is dedicated to retaining the nation’s farm and ranch land and conserving critical natural resources like soil and water. We also make sure to never forget that it is the people—our family farmers and ranchers—who feed us and provide our other basic needs. This curriculum is dedicated to them.

Context

The number of beginning farmers and ranchers has declined steadily, down 20 percent just from 2007 to 2012. In 1982, 38 percent of principal farm operators had < 10 years’ experience. This fell to 22 percent in 2012. The number of young principal operators also dropped: down 66 percent over the same period.



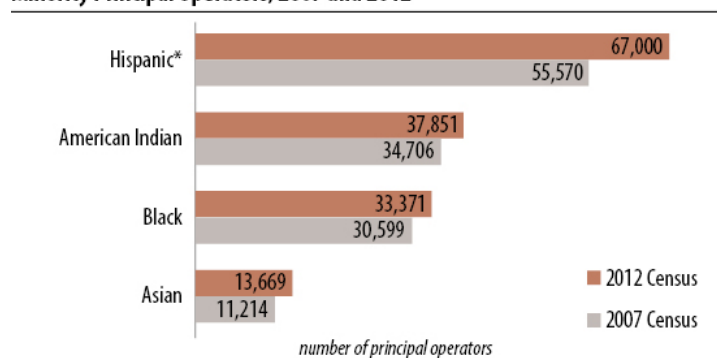
In its 2014 [“Cultivating the Next Generation: Resources and Policies to Help Beginning Farmers Succeed in Agriculture”](#) report, American Farmland Trust investigated challenges and opportunities to find out what it takes for beginners to enter and succeed in agriculture. After interviewing more than 100 representatives of diverse organizations that support beginning farmers and ranchers, AFT found the most universal challenge was finding, affording, and negotiating appropriate agricultural land to purchase or rent. We found reports by USDA-ERS, the National Young Farmers Coalition, and annual surveys conducted by American Farm Bureau Federation’s Young Farmers and Ranchers program pointed to a similar conclusion. Yet while AFT identified many resources to help beginners learn about production, marketing, business planning, and access to capital, when it came to access to land, the resources were too few and far between to address their needs. Especially few resources were found to address the changing demographics and structure of agriculture and the

increasing entrance of populations without family ties to land. Going forward, we cannot assume land will pass from generation to generation, or when it does that the next generation will want to farm in the same way or have the same needs as their parents and grandparents. Long and short, along with high start-up costs and capitalization, AFT found the most persistent challenge was acquiring suitable land to rent and/or buy.

Several reasons account for this growing challenge of land access. Traditionally, farms and ranches have passed from one generation to the next by “cradle, altar or grave” – often with the farm or ranch business intact. But this is less and less true. But today, many of the people who want to enter agriculture do not come from “landed” farming backgrounds.

According to USDA’s [2014 Tenure, Ownership, and Transition of Agricultural Land](#), or TOTAL, survey, agricultural landowners only plan to transfer about 10 percent of their land in the next five years: mostly through gifts or trusts. Less than 2 percent was projected to be sold on the open market. This creates a major shortage of land available to buy. In addition, TOTAL found that 80 percent of rented land is owned by non-farming landowners, most of whom (57 percent) are age 65 or older and many do not live in the community where their farmland is located. This creates barriers to renting land as well.

Minority Principal Operators, 2007 and 2012



Source: USDA NASS, 2012 Census of Agriculture.

Another barrier involves the changing demographics of agriculture. Land ownership is extremely homogenous, while farmers and ranchers are becoming more diverse. Most agricultural landowners are white men. According to the 2012 Census of Agriculture, principal operators were 96 percent white and 86 percent male while according to the 2014 TOTAL report, principal landlords are 97 percent white and 63 percent male.

In our research for the “Cultivating” report, AFT found many programs, policies, and resources to help beginners learn production, business, and marketing skills. But they tend to be widely dispersed and disconnected, making it hard for beginners to find, compare, and access those resources. We also found that while many sources of credit are available, beginning farmers and ranchers, or BFRs, need to improve their financial literacy and develop business planning skills to qualify for financing. The most conspicuous gap we found was in resources to help beginners gain access to land—especially suitable land with enough infrastructure to support a new operation. In response, we created this curriculum and a special collection in our Farmland Information Center: <http://www.farmlandinfo.org/beginningfarmers>.

The Curriculum

The “Farmland for the Next Generation” land access curriculum is intended for beginning farmers and ranchers from diverse backgrounds who have some farming or ranching experience. They may be land seekers from a farm family or tradition in the U.S. or abroad. They may be returning from military service or changing careers. They may have worked or apprenticed on farms or been inspired by urban

agriculture or the local food movement. What they all have in common is the desire to make a living on the land.

People learn best by doing! “Farmland for the Next Generation” employs a performance-based learning philosophy. It takes a skills-based approach to teaching and learning that focuses on what people need to do as a result of a learning experience, not just on what they need to know. AFT worked with Worldwide Instructional Design System, or WIDS, to draft the curriculum and train our inaugural class of Land Access Trainers, or LATs. A division of the Wisconsin Technical College System Foundation, WIDS provides instructional design and consulting services to diverse organizations throughout the U.S. and abroad. The LATs piloted the curriculum with beginners they work with across the U.S. and, using standardized evaluation tools, shared feedback with AFT. The final curriculum is based on these evaluations as well as the review of the project’s Educational Enhancement Team.

The curriculum was developed to help beginners attain core skills or competencies. It is structured around a series of eight Learning Plans, or workshops, and the core competencies they address. If delivered without modification, this represents three days of training. However, it can be adapted to meet the needs of different audiences and levels of experience.

Designed to be flexible and progressive, the workshops can be delivered over time in smaller chunks *as long as adaptations incorporate the four phases of the learning cycle*. (see p. 7 for more information). These are: **Motivate, Practice, Apply, and Comprehend**.

The core curriculum is comprised of Learning Plans 1 – 4. These modules serve as the foundation to key skills and concepts. They are intended for broad audiences of beginning farmers and ranchers with some – but potentially limited – agricultural experience. They can be delivered sequentially as a series of 90 minute to 2-hour workshops, or as a full day workshop. And they can be supplemented with other related trainings, for example, on financial literacy or business planning.

Including an on-site farm visit, Learning Plan 5: Land Assessment is also a day-long workshop. It is geared toward more advanced beginners who have achieved the basic competencies in LPs 1 – 4 and are ready to evaluate parcels. Learning Plans 6 through 8 are optional and intended for beginners who have made some key decisions about land access opportunities. They can be offered together as a day-long workshop or individually for specific audiences who are ready to take a deeper dive into the three paths to land access: Leasing, Purchasing, and/or Inheriting Land.

A recommended add-on to the curriculum is to host a networking event or mixer. Building empathy, relationships, and trust are important soft skills that are hard to teach in a classroom. It can be very effective to invite landowners who are looking to sell, lease, or transfer their land to socialize with beginners who are looking for land. Loose and informal, these events can be a great way to make connections and friends in a fun and relaxed atmosphere, with or without alcohol.

FARMLAND FOR THE NEXT GENERATION CURRICULUM OVERVIEW

Workshop Title	Competency	Description
1. Introduction to Land Tenure	Assess your readiness to pursue land tenure opportunities	This workshop introduces beginning farmers and ranchers to land tenure trends. Participants will clarify their business and personal goals and will determine their readiness to pursue land tenure opportunities.
2. Financial Assessment	Assess your financial position	This workshop helps beginning farmers and ranchers assess their financial position. Participants will consider how their financial situation affects their land tenure options.
3. Land Access Options	Determine your land access options	In this workshop, beginning farmers and ranchers will explore a variety of land access options. Participants will determine which options are most appropriate for their personal, business, and financial situation.
4. Finding Land	Locate available land that meets your requirements	This workshop guides beginning farmers and ranchers through the process of finding land. Participants will learn how to use online tools, local resources, and social networks to identify potential land tenure opportunities.
5. Land Assessment	Assess the suitability of land for farming	This workshop prepares beginning farmers and ranchers to conduct a land assessment. Participants will learn how to gather relevant information about a land parcel, schedule a land assessment, and assess land according to a criteria checklist.
6. Leasing Land	Prepare to secure land through leasing	This workshop prepares beginning farmers and ranchers to secure land through leasing. Participants will consider different types of leasing agreements and will identify the steps in securing a lease. Participants will also practice strategies for successful negotiation.
7. Purchasing Land	Prepare to secure land through purchase	This workshop prepares beginning farmers and ranchers to secure land through purchase. Participants will consider different types of financing options and will identify the steps in purchasing land. Participants will also practice strategies for successful negotiation.
8. Succession Planning	Participate in succession planning for land transfer	This workshop prepares beginning farmers and ranchers to participate in succession planning. Participants will consider different types of land transfer arrangements and will practice strategies for successful negotiation.

Performance-based Learning

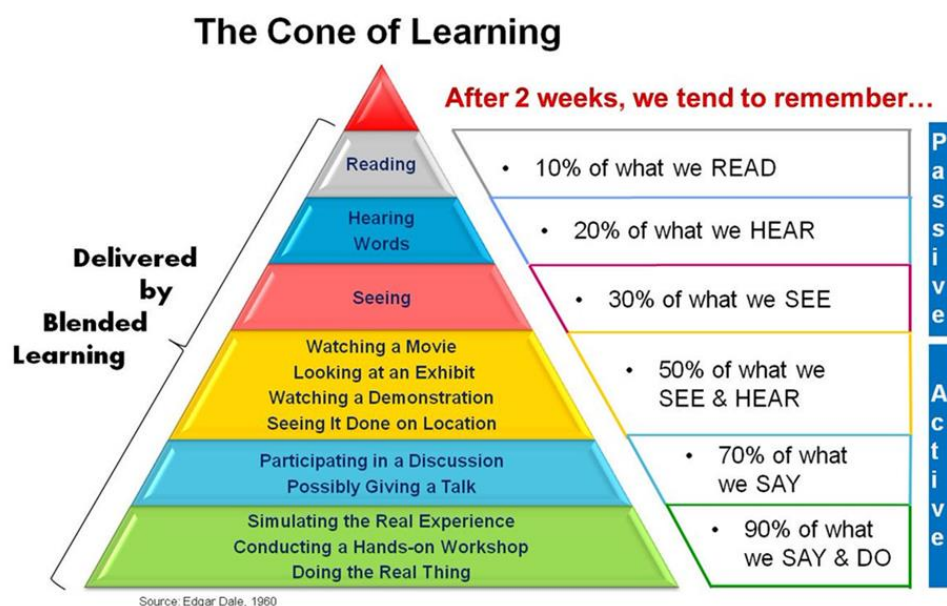
Performance-based learning addresses three common misconceptions which are widespread in adult education:

1. Effective training involves covering as much information as possible in the time allowed.
2. If people read/hear/see something once, they will remember it.
3. It is better to cover a lot of material than to address less material in greater depth.

Many of us fall into these traps. Proud of our expertise, we want to share it. But the result is we often overwhelm our audiences instead of giving them practical knowledge they can apply in real life.

Performance-based learning focuses on skills: what people need to learn how to do not just what they need to know. Modern educational research has shown that the more students are engaged in learning, the more they remember. The more they remember, the more they can apply to new situations. Since our goal is to help land seekers gain access to suitable land, we want them to be active learners to create a pathway for them to succeed.

The “Farmland for the Next Generation” curriculum builds off research by Edgar Dale on the Cone of Learning and uses various kinds of activities to enhance learning and retention.



According to Dale¹, the least effective methods involve presenting information through verbal symbols, both reading and simply listening to spoken words. The most effective are interactive and purposeful, shown at the bottom of the cone. They include direct experiences, such as hands-on workshops, participating in discussions, and field experience.

¹ Dale, E. (1972). Building a learning environment. Bloomington, IN: Phi Delta Kappa Foundation.

How to Use the Curriculum

Building off the cone of learning, each Learning Plan is structured around three key components:

- Competencies
 - The primary skills participants will be able to demonstrate as a result of the workshop.
 - Competencies must be identified, verified, and made public in advance.
 - All content decisions, learning activities, and teaching strategies relate directly to the competencies.
- Learning Objectives
 - The supporting knowledge and skills participants need to master the competency.
 - They define the supporting knowledge and skills needed to perform the competency.
- Assessment Strategies
 - The tools the trainer uses to demonstrate that participants have achieved the competency.
 - Performance is the primary evidence of achievement.

As you prepare to deliver the whole curriculum or just an individual Learning Plan or workshop, keep the cone of learning in mind. Then follow or adapt the two guiding pieces: The Student Learning Plan and the Teaching Plan. While their content is related, they are written for different audiences.

Student Learning Plan

Written for the student, the learning plan details the target learning outcomes and the learning and assessment activities that the student will engage in to master the workshop competency.

Teaching Plan

Written for the teacher, the teaching plan provides teaching notes to guide the facilitation of learning and assessment activities and references the associated learning materials for each activity.

These are supported by a full set of documents you can modify, adapt, or use as is to deliver land access trainings. What follows is a list of the kinds of training materials we have included, along with a brief description of their role in a workshop.

Learning Materials for Land Access Trainers

- Teaching Plan: Guides the trainer through the process of facilitating the workshop activities.
- Presentation Template: Provides an MS PowerPoint template for setting up a slide presentation, including slide bullets and presentation notes.
- Resource Lists for Land Access Trainers: Provide a list of background resources related to the workshop competency and learning objectives. LATs can use the resource list to gain more background on the content delivered through the Presentation Storyboard and other learning materials.
- Detailed Activity Instructions: Provide instructions for facilitating more complex learning activities.

Learning Materials for Workshop Participants

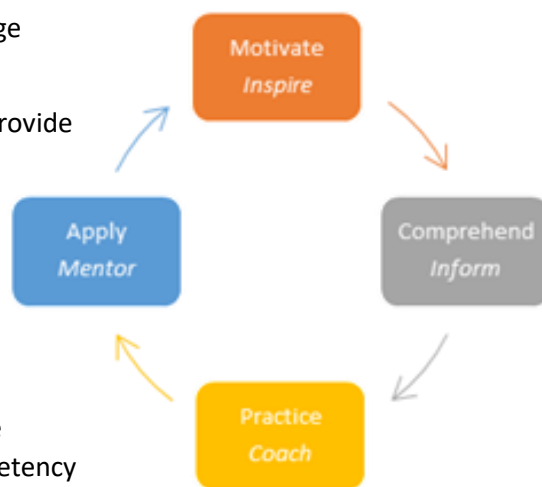
- Student Learning Plan: Guides the learner through the workshop activities.
- Student Information Sheets: Provide resources that summarize concepts and information presented in the slide presentation.
- Student Activity Worksheets: Support the practice activities incorporated into the learning plan. *(Hint: Remember the Learning Cycle – providing practice opportunities is critical to learning!)*
- Student Assessment Documents: Include Action Plans, Checklists, and other types of activity sheets designed to support the learner in demonstrating mastery of the competency. *(Hint: Remember the principles of performance-based learning – performance is the primary evidence that the learner has mastered the competency!)*

Once you decide which workshop(s) you plan to teach, you can find these materials in the Land Access Trainers workspace on Podio. (If you do not already have access to the Podio site, contact **American Farmland Trust**.) You can open and print out the training materials right from the site, download them to your computer, or review them on the screen. All materials are available in an editable file format so that you can customize the materials for your needs.

The Learning Cycle

The learning activities detailed above in the Student Learning Plan and the Teaching Plan follow the four phases of the Learning Cycle:

- The **Motivate** phase includes activities designed to engage the learner and prepare them for what they will learn.
- The **Comprehend** phase includes activities designed to provide concepts, information, and skill demonstrations needed to perform the competency.
- The **Practice** phase gives the learner the opportunity to practice what they are learning by applying knowledge, concepts, and information to real-life tasks, and to get feedback on their performance.
- The **Apply** phase includes activities that give learners the opportunity to demonstrate mastery of the lesson competency through the Assessment Strategy. Ideally, the learner will leave the learning experience with a useful “learning artifact,” such as an action plan, checklist, or other documentation of their learning.

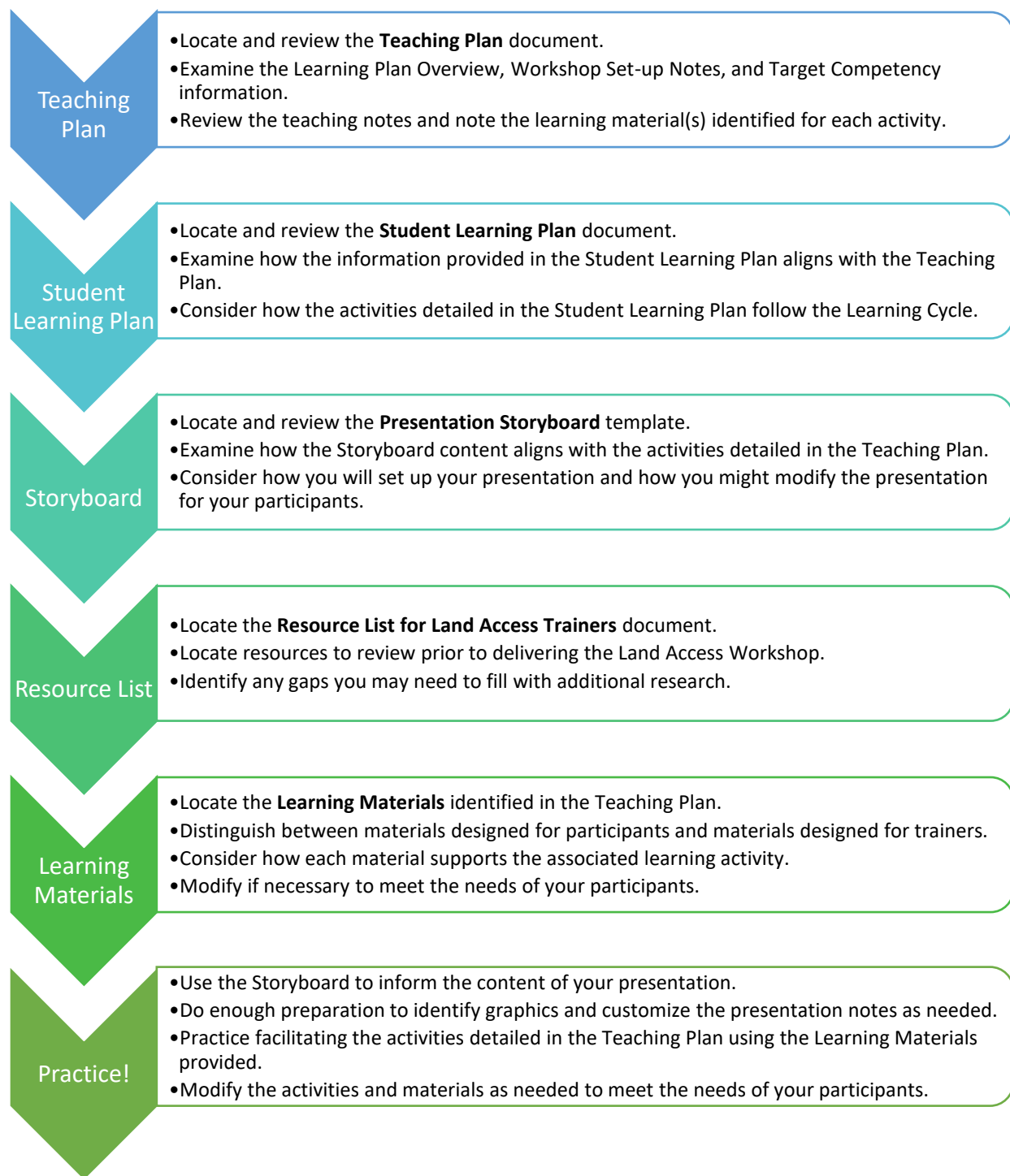


Feel free to adapt the curriculum to meet the needs of your audiences. But if you do, please be sure to:

1. Follow the learning cycle and incorporate a motivating activity and at least one comprehension supported by practice and application activities.
2. Make sure participants have articulated their personal and business goals and acquired basic financial readiness before making land access decisions.

Preparing to Teach a Land Access Workshop

As you prepare to deliver your Land Access workshop, take the time to plan the strategies you will use to engage participants. (See Appendix I) Then use the Planning Agenda Worksheet (Appendix II) to gather information and think through how you will facilitate your workshop given the constraints of time and space. Follow these steps to prepare to teach your Learning Plan.



What follows are a series of Appendices to provide suggestions and additional materials to help you get ready to train. These include helpful hints on strategies to engage workshop participants and possible motivational activities to make your trainings dynamic and meaningful. We also included a planning agenda worksheet which we use. This should help you think through the details of your workshops so that you are well prepared to use time well and adapt your training to the available space and equipment provided. We also included the Course Outcome Summary of the entire eight-part land access curriculum, and recommended reading and resources to help you prepare to deliver the content.

We hope this training manual gives you the guidance you need both to prepare for and to deliver land access trainings. We welcome your feedback on its effectiveness and on the curriculum in general. We also are available to provide coaching and support. Feel free to contact us at 800-370-4879.

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Acknowledgement requirements


Text

Farmland for the Next Generation was created by American Farmland Trust, supported by a four-year Educational Enhancement grant from the USDA Beginning Farmer and Rancher Development Program. Award# 2015-70017-23901.

Slide Example

Acknowledgments

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Appendix I

Strategies for Engaging Learners

Motivation Phase

In the motivation phase, you typically facilitate at least one relatively simple activity to prepare learners for the lesson and to gauge their level of experience. Consider using some of these strategies:

- Introduce the Student Learning Plan and highlight what learners will accomplish as a result of the workshop.
- Encourage learners to use the Student Learning Plan as a road map for the learning process.
- As you facilitate a learning activity, encourage learners to share their thoughts, either with a partner, a small group, or the whole class.
- Use more than one format for participant engagement such as writing and speaking. For example, have learners write down their response to a prompt as individual notes, discuss their ideas with a partner or group, and then summarize on a flip chart. Using more than one format enhances understanding and retention.

Comprehension Phase

The Comprehension Phase gives learners the concepts and information they need to perform the target competency. This can be the most difficult phase to actively engage learners. Incorporating a few of these strategies can increase the level of learner engagement in the Comprehension Phase.

- Practice your presentation so that you know it well. This will allow you to expand on the information on the screen rather than reading the slides.
- Don't present too much information at one time. Follow the Learning Cycle as recommended in the Teaching Plan, which is designed to "chunk" the information into manageable pieces.
- Refer learners to any information sheets associated with the information you are presenting. This enables learners to both see and hear the information, enhancing retention.
- Engage learners in discussion during the presentation by asking questions. Give them time to jot down their responses. Ask one or two learners to share their ideas. Writing, hearing, and speaking the answers helps with engagement and retention.
- Encourage learners to share related examples and personal experience.
- Use stories and examples from your personal experience to illustrate the ideas and concepts that you are presenting.
- Ask learners to re-phrase concepts in their own words.
- Poll learners about the content you are presenting to gauge their understanding. You can conduct polling by having learners raise their hands, or you can set up electronic polls using "Poll-Everywhere" <https://www.polleverywhere.com/> or another kind of web app.
- Polling questions can be embedded in your MS PowerPoint presentation and learners can access the poll with their smart phone. Results are displayed live on your screen.

Practice Phase

The learning activities in the Practice Phase are designed to engage learners by giving them an opportunity to do something with the concepts and information that they are learning. Providing feedback is an important part of the Practice Phase. Feedback helps the learner know if they are on the right track, or if they need a course correction.

- The most important thing to remember for the Practice Phase is don't skip it! If you are running short of time, try to simplify the activity by having different groups complete different sections of the activity, or do it as a class, rather than in small groups or pairs.
- Encourage learners to move around by using random grouping. For example, put a color-coded sticker on their participant packet before the workshop. Use the colors to establish groups.
- As in other phases, use more than one format for participant engagement such as writing and speaking, or taking individual notes, discussing with a partner or group, and then summarizing on a flip chart. Engaging with ideas in more than one format enhances understanding and retention.

Application Phase

The Application Phase is where learners have an opportunity to demonstrate that they have mastered the competency. Learners apply what they have learned to real-life tasks and build on the skills that they developed in the Practice Phases. The learning activities in the Application Phase are designed to produce "Artifacts of Learning" that are useful to the learner.

- Encourage learners to share their work with a peer to obtain feedback. Explaining their work to a partner reinforces learning. Providing feedback on another's work extends learning by providing another example or alternative point of view.
- Ask learners to share how they can use the artifact after they leave the workshop.

Appendix II

Activities to Engage and Motivate Learners

A Motivation Activity is an activity written to the learner that will intrigue them, make them realize the need to learn more, and engage them. Motivation Activities are typically used at the beginning of a workshop to introduce the participants to the workshop topic and get them interested and engaged. Well-designed Motivation Activities typically accomplish one or more of the following:

- Provide an opportunity for workshop participants to get to know each other
- Provide an opportunity for the trainer to learn more about workshop participants' existing knowledge and expertise
- Introduce concepts or terms that will be learned in the workshop
- Connect new learning with existing knowledge and expertise

A Motivation Activity typically has three components:

- A Grouping Strategy to organize participants into random pairs or small groups either to discuss and report out or to generate questions or ideas.
- An Information Generating Strategy to elicit questions or ideas from participants
- A Reporting Out Strategy to facilitate sharing ideas and information with the larger group

These strategies can often be mixed and matched to address the unique needs of your learners.

Grouping Strategies

Grouping Strategies facilitate the process of quickly organizing participants into random pairs or small groups to complete the activity. Randomly establishing groups encourages participants to get to know each other. It also removes the stress of having to find a partner and the anxiety of ending up without a partner or group. It is important to give some thought ahead of time to the size of groups you wish to end up with and choose the grouping strategy accordingly.

Examples of grouping strategies include:

Go Fish – Use a deck of Go Fish or other card game that includes matching pairs. Pass out cards, and have participants pair up with the person who has the matching card.

Color Coding – Place color stickers on name tags, table tents, or participant handouts. Use the colors to establish pairs or groups.

Counting Off – Just like in kindergarten! Go around the room counting off by the number of groups you wish to establish (i.e. – count by four if you want four groups).

Birthdays – Use months of the year, astrological signs, or birth dates (1, 2, 3...) to randomly group participants. This approach is a little more unpredictable because you don't know ahead of time when participants birthdays are, but it can be a fun starting point, and you can adjust the group sizes as needed.

Information Generating Strategies

Information Generating Strategies are used to gather information, ideas, or questions from the workshop participants either individually or in their groups.

Strategies for facilitating Information Generation include:

Index Cards – Participants write one idea on each index card and either share with other participants or hand them in to the trainer for re-distribution. This strategy is most useful for collecting participant questions that can be addressed while maintaining the anonymity of the participant.

Sticky Notes – Participants write one idea on each sticky note and stick them on the wall. The strategy is most useful for gathering and synthesizing ideas from the group.

Worksheets – Created ahead of time by the trainer, worksheets include information needed by the participant to complete the activity. Participants use the worksheet to gather the desired information.

Flip Charts/White Board/Smart Board – The trainer can record participant ideas or ask participants to write their ideas on the board. This strategy is most useful for gathering ideas or questions that will be reported out and addressed by the large group.

Reporting Out Strategies

Reporting Out Strategies are used to share the relevant information with the rest of the class.

- Index cards can be collected and reviewed by the trainer with the large group or shuffled and redistributed to other groups.
- Index cards can be traded with another pair or small group, addressed in that group, and then reported out to the large group.
- Sticky notes can be grouped by the participants into logical groupings on the wall and then addressed by the trainer with the large group.
- Worksheets can be completed individually, in pairs, or small groups, and then reported out to the larger group.
- Ideas recorded on the board can be reported out by group or reviewed by the trainer and referenced throughout the workshop.

Putting It All Together

Listed below are some ideas for Motivation Activities using different combinations of Grouping Strategies, Information Generating Strategies, and Reporting Out Strategies.

Simple Large Group Brainstorming

Grouping: Brainstorm as a large group.

Activity Instruction Examples:

- Facilitate a large group brainstorming activity to identify ways to locate available agricultural land. Record the ideas on a flip chart or white board. Refer to this list throughout the workshop.

- Facilitate a large group brainstorming activity to identify reasons for conducting a land assessment. Guide participants to review their LP1 Goals Worksheet, LP3 Land Requirements

Worksheet, and LP4 Land Location Comparison Worksheet as needed. Record the ideas on a flip chart or white board. Refer to this list throughout the workshop.

- Facilitate a large group brainstorming activity to identify lease terms and provisions that will help them achieve their personal and business goals. Record the ideas on a flip chart or white board. Refer to this list throughout the workshop to highlight realistic versus unrealistic requirements.

Notes:

Simple Brainstorming as a large group is the most time-efficient type of motivation activity because it does not involve organizing groups, giving directions, or reporting out. It is a quick and effective way to get the group thinking about the workshop topic and to get some ideas on the board that can be referred to throughout the workshop. It is also a good way to gauge what participants already know about the topic.

Small Group Brainstorming

Grouping: Use M&Ms, other colored candies, or colored dots or stickers to organize the groups.

Activity Instructions:

Facilitate a small group brainstorming activity to identify the main issues involved with purchasing land.

Pass around a bowl of M&Ms. Ask each BFR to choose three by taking a random dip with the spoon.

Set up flip charts to represent each M&M color.

- Red = Preparing Contracts
- Blue = Site Assessment
- Green = Financing
- Brown = Finding Land
- Yellow = Hiring the right professionals
- Orange = Property Rights

Assign a group leader to facilitate the discussion around each of these issues. Ask participants to choose one M&M and go to the flip chart representing its color. Give each group two minutes to brainstorm their learning expectations and the important issues, ideas, and thoughts around that theme for the day. When the timer goes off, ask participants to eat that color M&M and move to another group. Repeat three times until all the M&Ms are gone and the flip charts are complete.

Bring everyone back together and ask the group leaders to report out with a quick summary and wrap up of what they heard. Refer to this list throughout the workshop. After the comprehension activities,

encourage participants to use the color dots or stickers to identify the learning points they found most useful.

Notes: Small Group Brainstorming is useful for gathering information about several topics in a short period of time.

Sticky Note Brainstorming

Grouping: Brainstorm as a large group using sticky notes.

Activity Instructions:

Provide participants with sticky notes and markers. Ask participants to think about some of the ways to locate available agricultural land. Ask participants to write one idea on each sticky note and to place all sticky notes randomly on the wall.

Ask participants to quietly (no talking!) read through the sticky notes and begin to organize them into groups of related ideas by moving the sticky notes into groups. Tell participants that it is OK to move something that someone else has already moved if they think that it belongs in a different grouping. Give participants about five minutes to move things around.

Review the grouped sticky notes and suggest a title for that category. Encourage questions and discussions about the ideas presented. Refer to these ideas throughout the workshop.

Notes: Sticky Note Brainstorming is useful for gathering a lot of ideas from the large group and synthesizing them into related categories.

Tell a Lie

Grouping: Group participants into pairs or groups of three.

Activity Instructions: In your group, share three things about your farming/ranching experiences to date, two that are true and one that is a lie (or extreme exaggeration – i.e., I used to raise elephants).

Partners should try to guess which of the items is a lie. Introduce your partner, sharing one true thing with the group.

Notes: This is a fun activity for helping participants get to know each other.

Matching Terminology

Grouping: Group participants into groups of three-five.

Preparation: Prior to class, create a set of index cards with a term on one card and its definition on another. Shuffle the cards and distribute evenly among the groups. Don't worry about whether the term and its definition wind up in the same group.

Activity Instructions: In your groups, see if you can match up the terms with their definitions. If you do not think you have the correct definition for one of your terms, ask around to the other groups to see if you can find it. Have groups report out on the terms and definitions that they have matched.

Notes: Use this activity to introduce participants to the concepts that will be addressed in the workshop. An alternative would be to create a set of cards for each group.

Shopping Cart

Grouping: Individuals move around to gather information from other participants and then report out to the large group.

Preparation: Prior to class, create a worksheet with a list of topics that you want participants to ask each other about, with space to write a person's name and some notes next to it (see example below).

Alternatively, you can write the topics on the board and have participants use sheets of paper to take notes on what they discover.

Activity Instructions: This activity requires the participants to move around the room and talk to each other to find out who already knows something about the workshop topics. Provide participants with a worksheet that lists the topics you want them to explore (see example below).

Allow approximately 10–15 minutes for participants to move around the room and talk to other participants. Suggest that they interview each participant that they talk to about the topics on the list and take note of what each participant knows about the topic. Encourage participants to talk to at least three people within the 10–15 minute-timeframe.

Have each participant report out on one or two participants who have some prior knowledge about one topic. Encourage these participants to share more about their knowledge and experience during the workshop.

Example:

Topic	Participant Name	Notes
Find a person who already has their budget completed		
Find a person who has documented goals for their farm or ranch		
Find a person who knows which financial pieces of information are needed to conduct a financial assessment		
Find a person who has already completed a financial assessment for their farm or ranch		

Notes: This activity can be adapted for any lesson or small portion of a lesson and is useful for introducing participants to the concepts that will be addressed in the workshop and learning more about where each participant is in terms of prior knowledge. An alternative way to facilitate this would be to use a “speed dating” approach, where participants have a set time limit and when the buzzer goes off, they rotate on to the next partner.

KWL Chart

Grouping: Large Group

Activity Instructions: This is a two-part activity. The first part takes place at the beginning of the workshop as a Motivation Activity, and the second part takes place at the end of the workshop as a wrap-up or de-brief activity.

Part 1: Write the workshop topic on the board. Under the topic statement, create three columns on the labeled “K,” “W,” and “L.” Explain to participants that “K” refers to what you already know about the workshop topic, “W” refers to what you want to learn about the topic, and “L” refers to what you learned in the workshop. The “L” column will be completed at the end of the workshop.

Using a large group brainstorming approach, have participants contribute items to the K and W columns of the chart. Record their ideas under the appropriate column. If more than one person says the same thing, put a star next to the statement to show that multiple people shared that idea. Use these items as a jumping off point for introducing the workshop topic.

Part 2: At the end of the workshop, leave time to come back to the KWL Chart and have participants share statements about what they learned. Record these ideas under the “L” column.

Notes: This activity is useful for gathering information about what participants are really interested in, as well as what they learned in the workshop. This activity can also be completed in pairs or small groups by providing a worksheet or multiple flip charts.

Anticipation Guide

Grouping: Large group, pairs, or small groups.

Activity Instructions: Ask participants to think of the top two or three things they hope to learn in the workshop (learning goals). This activity can be facilitated in a number of ways:

- Use a large group brainstorming process to create a list on the board.
- Have individuals write their ideas on sticky notes, and then post on the wall. Group sticky notes as needed.
- Have participants work in groups to develop a list of what they hope to learn. Groups can report out to the large group while you record on the board OR record their ideas on a common flip chart.

Notes: This activity is useful for clarifying what participants hope to get out of the workshop. You can use this information in several ways:

- Use the list to guide how you proceed with the workshop, highlighting each topic or question as you get to that part of the workshop.
- Clarify misconceptions about the purpose of the workshop.
- Encourage participants to register for other workshops where their items will be addressed in more depth.
- Use the list at the end of the workshop to verify that all questions were answered.

Graphic Organizers

Grouping: Small or large group.

Preparation: Think about the concepts that you will be addressing in the workshop. Identify a Graphic Organizer that aligns best with the concepts. Set up a Graphic Organizer on the board prior to class. Use it as tool to gather information and build a picture of the concepts as you proceed through the workshop. Or, create a worksheet that can be used by small groups to complete the activity.

Types of Graphic Organizers:

Charts: Place ideas/items into categories (i.e. List characteristics of different types of leases)

Flow Chart: Outline a process (i.e. the process of obtaining financing)

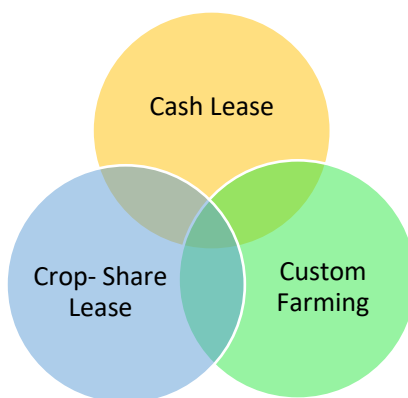
Tree: Break things down into smaller parts (i.e. Land and Infrastructure Requirements)

Venn Diagram: Compare and contrast two or more things and identify overlaps (i.e., land lease versus land purchase, different types of leases or purchase agreements)

Activity Instructions: Introduce the topic of the workshop. Use the Graphic Organizer to gather information about what participants already know about the topic, or to have them start to think about relationships between different things.

Example:

- Organize participants into groups of three. Provide groups with a blank Venn Diagram. Ask participants to identify characteristics of each type of lease and use the diagram to organize characteristics that are common or unique for each type of lease.



Notes:

Use this activity to introduce participants to the concepts that will be addressed in the workshop. Add details and information to the Graphic Organizer throughout the workshop.

Quiz, Pre-Test, or Electronic Polling

Grouping: Individual, small group, or large group. Preparation: Prior to class, create a set of simple quiz or pre-test questions about the workshop concepts. Create a paper worksheet OR set up the quiz using an electronic polling app such as Poll Everywhere <https://www.poll Everywhere.com/app>.

Activity Instructions:

- If you are using a paper worksheet, have participants complete the quiz individually or in small groups. Go through the questions as a large group and discuss the correct answers OR address the questions during the workshop as you cover that topic. Use the quiz/pretest at the end of the workshop as a post-test.
- If you are using a polling app, conduct the poll as a large group with each individual answering via phone text. The results will show on the screen. Revisit the polling questions throughout the workshop and, if desired, conduct the poll again at the end of the workshop.

Notes: The purpose of using a quiz, pre-test, or poll at the beginning of a workshop is to get a sense of participant prior knowledge as well as potential points of confusion. It also helps the participant self-assess what they know and don't know about the workshop topic. Allowing participants to work in groups, or using a polling app that maintains anonymity, helps to gather information without embarrassing any individual participant.

Memories

Grouping: Group participants into groups of three-five.

Activity Instructions: Working in groups, ask participants to discuss the top two-three things they remember learning in the last Land Access workshop they attended. Give the groups about five minutes to share their memories with each other. Ask the groups to identify a spokesperson. Have each group report out on the top things that they remember from the previous workshops and record these items on the board. Use the list to provide a refresher on the last workshop and to answer any questions that participants still have.

Notes: This activity provides a good baseline for transitioning from one workshop topic to the next. The activity could be conducted in pairs if you are sure that everyone in attendance participated in the previous workshop session.

Appendix III

Planning Agenda Worksheet

Use this worksheet to compile information about your upcoming workshop. Use this information as you plan how you will facilitate the workshop activities to ensure learning engagement.

Part 1: Workshop Detail

Workshop Time frame

How long do you have for your workshop session? Is the timeframe fixed or flexible? Could your time frame be affected if other presenters run over?

Workshop Date: _____

Workshop Times: _____

Workshop Context

Describe the context of your upcoming workshop situation.

Workshop Location: _____

Type of Workshop

- Stand-alone Workshop of one or two Learning Plans
- Full-day Workshop of several Learning Plans
- Multiple-day Workshop of all/most of the curriculum
- Part of another beginning farmer training
- Conference session
- Other:

Class Size

How many participants do you anticipate?

Will they register ahead of time? Yes ____ No ____

Participant Analysis

What do you know about your participants? Have you met them before? What do you know about their skill level or experience?

Facility Parameters

What do you know about the training facilities? Consider the following:

- Seating Set-up (i.e. auditorium seating, classroom seating, movable tables)
- Wall space for sticky notes?
- Flip charts/smart board/white board/chalk board
- Media set-up
- Other:

Part 2: Planning Agenda

Review the suggested workshop set-up and activity notes detailed in the Teaching Plan. Use this worksheet to add additional notes and details to ensure learner engagement as you facilitate the workshop activities. Keep in mind the workshop time frame and parameters detailed in Part 1 of this worksheet.

Workshop Set-up Notes

Review the workshop set-up notes detailed in the Teaching Plan. Add any additional notes and reminders here:

Workshop Agenda

Review the activity notes detailed in the Teaching Plan. Think through the details of how you will facilitate each activity to ensure learner engagement and how much time you think it will take. You may need to adjust how you facilitate an activity to stay within your designated time frame.

INTRODUCTORY ACTIVITY

TIME: _____

Activity Notes: What strategies will you use to ensure learner engagement?

MOTIVATION ACTIVITY

TIME: _____

Activity Notes: What strategies will you use to ensure learner engagement?

COMPREHENSION ACTIVITY

TIME: _____

Activity Notes: What strategies will you use to ensure learner engagement?

PRACTICE ACTIVITY

TIME: _____

Activity Notes: What strategies will you use to ensure learner engagement?

COMPREHENSION ACTIVITY

TIME: _____

Activity Notes: What strategies will you use to ensure learner engagement?

PRACTICE ACTIVITY

TIME: _____

Activity Notes: What strategies will you use to ensure learner engagement?

APPLICATION ACTIVITY

TIME: _____

Activity Notes: What strategies will you use to ensure learner engagement?

WORKSHOP WRAP-UP

TIME: _____

Activity Notes: How will you ensure learner engagement?

Appendix IV

Course Outcome Summary

Course Competencies

1. Assess your readiness to pursue land tenure opportunities

Assessment Strategies

- 1.1. LP1 Land Tenure Readiness Self-Assessment
- 1.2. LP1 Financial Documents Checklist

Learning Objectives

- 1.a. Explain the difference between land tenure and land access
- 1.b. Identify key factors that affect your readiness to pursue land access opportunities
- 1.c. Define your personal/life goals
- 1.d. Outline your business goals for your farm/ranch
- 1.e. Describe the basic financial information you need to make land tenure decisions (including tax returns, bank statements, credit reports, and balance sheets)
- 1.f. Assess your readiness to continue Land Access Training

2. Assess your financial readiness to explore land tenure options

Assessment Strategies

- 2.1. LP2 Financial Self-Assessment Worksheet

Learning Objectives

- 2.a. Identify key financial factors that affect your land tenure decisions
- 2.b. Summarize typical financial obligations associated with land tenure situations
- 2.c. Determine your net worth
- 2.d. Draft a cash flow budget
- 2.e. Estimate amount of monthly cash flow available throughout the year to pay for a land tenure situation

3. Determine appropriate land access options

Assessment Strategies

- 3.1. LP3 Land Requirements Worksheet

Learning Objectives

- 3.a. Describe different paths to gain access to land and the considerations that go with each (purchase, lease, or inherit)
- 3.b. Identify personal, financial, and lifestyle factors that affect land access opportunities (e.g., financial considerations, type of operation, location)
- 3.c. Assess land access options as they relate to your personal and farm/ranch business goals and financial position

4. Find available land for farming or ranching

Assessment Strategies

- 4.1. LP4 Finding Land Action Plan

Learning Objectives

- 4.a. Identify potential locations for your farm or ranching operation based on your personal and business goals
- 4.b. Identify information about regional business and agricultural factors that may affect where you want to look for land
- 4.c. Identify real estate values/rental rates in the places you have identified
- 4.d. Identify different types of landowners and how their motivations may affect your land access options
- 4.e. Identify resources and strategies to locate available land

5. Assess the suitability of a parcel of land for your farm or ranch operation**Assessment Strategies**

- 5.1. LP5 Land Assessment Self-Check Worksheet

Learning Objectives

- 5.a. Summarize key components of a land assessment
- 5.b. Identify tools, resources, and contacts for conducting a parcel evaluation
- 5.c. Assess land use policies and community factors specific to the selected site
- 5.d. Describe the relationship between property features and conservation, business and personal goals

6. Prepare to secure land through leasing**Assessment Strategies**

- 6.1. LP6/LP7 Land Acquisition Action Plan

Learning Objectives

- 6.a. Compare the features of different types of leases
- 6.b. Identify the elements of a good lease
- 6.c. Assess the impact of landlord motivations on your operation
- 6.d. Identify what you require (vs. desire) in a leasing situation
- 6.e. Determine the types of leases and lease provisions that advance your personal and business goals
- 6.f. Locate rental rates in the area where you want to locate

7. Prepare to secure land by buying it**Assessment Strategies**

- 7.1. LP6/LP7 Land Acquisition Action Plan

Learning Objectives

- 7.a. Describe the basic concepts of property rights
- 7.b. Describe factors that affect affordability including land prices and tax considerations
- 7.c. Identify key lenders and lender requirements
- 7.d. Recognize elements of a basic land contract and apply vocabulary used in contracts and real property
- 7.e. Identify the steps in closing a deal including key legal and inspection issues for purchasing land

8. Participate in succession planning for farm or ranch transfer**Assessment Strategies****8.1. LP8 Farm or Ranch Transfer Action Plan****Learning Objectives**

- 8.a. Describe the circumstances of your potential gift/inheritance situation
- 8.b. Demonstrate empathy and effective communication skills
- 8.c. Assess the suitability of the property for your farm/ranch and personal goals
- 8.d. Identify resources and a team of advisors
- 8.e. Identify elements, steps, and transfer mechanisms involved in land transfer
- 8.f. Describe legal issues involved with inheriting/receiving gifts of farm/ranch property
- 8.g. Describe the financial and tax considerations of inheriting/receiving a farm/ranch

Appendix V

Recommended Reading

BACKGROUND INFORMATION

Acquiring Your Farm, Land for Good, 2012

<http://landforgood.org/acquiring-farm-login/>

This online tutorial includes seven modules, including one on farmland tenure, which describes how farmland is acquired and held, U.S. trends, and land tenure principles.

Agricultural Land Tenure: A Curriculum for Beginning Farmers and Farm Seekers, FarmLASTS Project, University of Vermont and Land for Good, 2007

<http://www.uvm.edu/farmlasts/?Page=education.html>

This curriculum includes lessons organized around seven topics designed to provide a thorough introduction to the complex issues of farmland access and tenure, including Farmland Tenure Basics, Financial Assessment, Owning Farmland, Finding Farmland, Leasing Farmland, Communication & Negotiation and Community Partners.

Cultivating the Next Generation: Resources and Policies to Help Beginning Farmers Succeed in Agriculture, Julia Freedgood and Jennifer Dempsey, American Farmland Trust, 2014

<https://www.farmlandinfo.org/cultivating-next-generation-resources-and-policies-help-beginning-farmers-succeed-agriculture>

This report includes an inventory of state and federal policies and programs that support beginning farmers by providing access to capital, land and infrastructure and assistance with agricultural production, business planning and marketing.

Farm Access Methods: A Decision Guide, Land for Good, 2018

<http://landforgood.org/wp-content/uploads/LFG-Farm-Access-Methods-Guide.pdf>

This guide provides an organized framework of farm access methods to help farmers make informed decisions and organizes farm access and tenure methods through three basic categories: ownership now, ownership in the future or no ownership. This guide also includes the Farm Access Decision Tool: <http://landforgood.org/wp-content/uploads/LFG-Farm-Access-Decision-Tool.pdf>

Farmland Access in Urban Settings, Land for Good, 2018

<http://landforgood.org/wp-content/uploads/LFG-Farmland-Access-in-Urban-Settings-Guide.pdf>

This guidebook addresses the unique aspects of land access in urban settings, such as those associated with location, cost, security, infrastructure, and regulations. Combining practical suggestions, examples and innovative models, this guide can help an increasingly diverse cohort of new farmers launch and sustain viable urban farms.

Finding, Assessing, and Securing Farmland: A Plain Language Guide, New Entry Sustainable Farming Project, 2012

<https://nesfp.org/resources/plain-language-guide-finding-assessing-and-securing-farmland-ma>

This guide is written for beginning farmers who are looking for land to start a farm business and helps them understand the process of locating and securing farmland.

Finding Land to Farm: 6 Ways to Secure Farmland, ATTRA—National Sustainable Agriculture Information Service, 2009

<http://www.farmlandinfo.org/finding-land-farm-six-ways-secure-farmland>

Written in a cartoon style, this publication highlights common ways to lease or own land and outlines important considerations about each of the leasing options and paths to ownership.

Growing Local: A Community Guide to Planning for Agriculture and Food Systems, American Farmland Trust, 2017

<http://www.farmlandinfo.org/growing-local-community-guide-planning-agriculture-and-food-systems>

This guide provides a history of food system planning, principles and practices, and a comprehensive toolbox of programs and policies. It can help individuals recognize community support for agriculture.

Growing on Solid Ground: A Farmers Guide to Land Tenure, California FarmLink, 2017

<https://www.californiafarmlink.org/resources/growing-on-solid-ground-a-farmers-guide-to-land-tenure/>

This guide covers basic land tenure options. It includes chapters on agricultural leases and crop-share agreements and owning land.

Land Matters Module: Legal Curricula for Beginning Sustainable Farmer Education, Farm Commons, 2014

<http://thelandconnection.org/sites/default/files/Land%20Matters%20Module%20FINAL.pdf>

This module includes a list of considerations for farmers when purchasing or leasing land, slide templates for a presentation on legal land matters for beginning farmers, text for videos discussing farm financing opportunities through the Farm Services Agency and considerations for a successful farmland lease.

CONSERVATION

Beginning Farmers' Guide to Conservation Easements, American Farmland Trust, 2015

<http://www.farmlandinfo.org/beginning-farmers-guide-conservation-easements>

This fact sheet provides key information about conservation easement for beginning farmers and ranchers.

Finding Farmland: A Farmers Guide to Working with Land Trusts, National Young Farmer Coalition, 2015

<http://www.youngfarmers.org/wp-content/uploads/2015/01/NYFC-Finding-Affordable-Farmland.pdf>

This guide describes how beginning farmers and ranchers can work with a land trust to gain access to land.

Purchase of Agricultural Conservation Easement Programs, American Farmland Trust, 2016

<http://www.farmlandinfo.org/purchase-agricultural-conservation-easements>

This fact sheet describes what purchase of agricultural conservation easements programs are, how they protect agricultural land and where they are available.

DATA SOURCES

2012 Census of Agriculture, USDA National Agricultural Statistics Service, 2014

https://www.agcensus.usda.gov/Publications/2012/#full_report

The Census of Agriculture provides a comprehensive summary of agricultural activity nationwide. It is the only source of uniform, comprehensive data about U.S. farms and ranches at the state and county level, including information about land tenure and farmland ownership. The census is conducted every five years by the USDA National Agricultural Statistics Service.

Cash Rent Survey Web Page, USDA National Agricultural Statistics Service

https://www.nass.usda.gov/Surveys/Guide_to_NASS_Surveys/Cash_Rents_by_County/

This site provides data about cash rents by county. The Cash Rents Survey provides the basis for county estimates of the cash rent paid for irrigated cropland, non-irrigated cropland, and pasture. NASS conducts the county-level Cash Rents survey every other year in all states except Alaska. U.S. and state estimates are released in August every year using the June Area Survey.

Climate Data Web Page, USDA National Resources Conservation Service

<https://www.wcc.nrcs.usda.gov/climate/>

This Web page provides information about climate patterns, water and soil moisture conditions.

Land Values 2017 Summary, USDA National Agricultural Statistics Service, 2017

<https://www.usda.gov/nass/PUBS/TODAYRPT/land0817.pdf>

This report summarizes information from the annual June Area Survey, which collects data on crop acreage, land use, grain stocks, farms, rents, and the value of land and sales. NASS estimates national and state agricultural land values and rental rates paid by producers (cash rents) from that survey. Information about land values in chart and map format is posted at:

https://www.nass.usda.gov/Charts_and_Maps/Land_Values/.

Plant Hardiness Zone Map, USDA Agricultural Research Service

<http://planthardiness.ars.usda.gov/PHZMWeb/>

This site provides information about plant hardiness zones nationwide. The interactive maps enable users to find their own plant hardiness zone.

Population Web Page, United States Census Bureau

<https://www.census.gov/topics/population.html>

The U.S. Census Bureau is the leading source of statistical information about the nation's population. Statistics come from the decennial censuses, which count the entire U.S. population every 10 years, along with several other surveys. This page includes links to population estimates and projections for different geographies.

Web Soil Survey, USDA Natural Resources Conservation Service

<https://websoilsurvey.sc.egov.usda.gov/App/HomePage.htm>

The Web Soil Survey (WSS) provides soil data and information produced by the National Cooperative Soil Survey. NRCS provides soil maps and data online for more than 95 percent of the nation's counties. Soil

surveys can be used for general farm, local, and wider area planning. Onsite investigation is needed in some cases, such as soil quality assessments and certain conservation and engineering applications.

FINANCES, TAXES AND REAL ESTATE (SEE ONLINE TOOLS SECTION FOR MORE RESOURCES)

The Federation of Tax Administrators

Find each state's tax agency's current website: <https://www.taxadmin.org/state-tax-agencies>

Harvesting a Profit, Farm Credit East, 2016

<https://www.farmcrediteast.com/products-and-services/new-farmer-programs/harvesting-a-profit>

This publication is a comprehensive guide to using financial information to help improve farm profitability. It is designed for those people involved in agriculture with limited exposure to agricultural economics, accounting or financial management. The guide includes chapters on how to make a profit, benchmarking your business and financial statements and reports.

Publication 225, Farmer's Tax Guide, Internal Revenue Service

<https://www.irs.gov/forms-pubs/about-publication-225> and <https://www.irs.gov/pub/irs-pdf/p225.pdf>

This publication explains how the federal tax laws apply to farming.

Society of Rural Appraisers and Farm Managers

<http://www.asfmra.org/directory/find-experts2>

This link provides a directory of members of the American Society of Farm Managers and Rural Appraisers is a professional association for rural property land experts, with more than 2,100 members nationwide. Members can help beginning farmers and ranchers evaluate land, develop a management plan and determine if the price is reasonable.

ONLINE TOOLS - LEASES, CALCULATORS, TRANSITION PLANS

AgTransitions, University of Minnesota, Center for Farm Financial Management

<https://agtransitions.umn.edu/>

This tool helps farmers & ranchers develop a plan to transition their business through a step-by-step guide. The site also provides tips, resources and online assistance.

Build a Lease Tool, Land for Good, 2018

<http://www.landforgood.org/lease-tool-login/>

This tool was designed with New England farmers and landowners in mind but can still be useful in other parts of the country, although some language and clauses might be different. The Build a Lease Tool provides information about farm leases and can create a working version of a lease that fits your situation or intent. This is an educational tool and not intended to produce a legal document or replace the legal advice of an attorney.

Farm Credit Calculators

The Farm Credit System (FCS, see below) is a nationwide network of borrower-owned lending institutions and specialized service organizations. Branch office websites typically offer loan payment calculators. To locate a branch office website visit: <https://farmcredit.com/locations>

Farm Leasing Tutorial, Land for Good

<http://landforgood.org/wp-content/uploads/LFG-New-England-Farm-Leasing-Tutorial.pdf>

Farm Legacy Letter Template, Practical Farmers of Iowa

<https://www.practicalfarmers.org/member-priorities/farm-transfer/>

The Farm Legacy Letter provides a series of prompts to help exiting farmers write down the history of their farm and goals for its future. The finished document can serve as a point of departure for a conversation with heirs or successors about the landowner's farmland values and goals.

Finding Farmland Course and Finding Farmland Calculator, National Young Farmers Coalition

This series of lessons will prepare you to confidently approach the financial decisions related to acquiring your first farm. The calculator enables farmers to create different scenarios to help inform land purchases. The site also provides case studies that describe how farmers made land purchases.

<https://www.youngfarmers.org/finding-farmland-course>

<https://findingfarmland.youngfarmers.org/calculator>

PRINT MATERIALS – CHECKLISTS, ASSESSMENT GUIDES AND LEASE TEMPLATES***Ag Lease 101, North Central Farm Management Extension Committee***

<https://aglease101.org/default.aspx>

This website has a Document Library with alternative lease arrangements and sample lease agreements.

Agricultural Leases: An Overview, The National Agricultural Law Center

<http://nationalaglawcenter.org/overview/agleases/>

This webpage provides basic information about different types of leases.

Elements of a Good Farm Lease, Land for Good, 2015

http://www.farmlandinfo.org/sites/default/files/FarmlandAdvisors_Elements-of-a-Good-Farm-Lease_10-2015.pdf

This fact sheet provides guidance on many of the important elements of a good farm lease.

Farmland Assessment Checklist, Penn State Extension

<https://extension.psu.edu/farmland-assessment-checklist>

This checklist includes a list of considerations for farmers to think about when evaluating properties to lease, a comprehensive description of each item and why it is important and list of additional resources. Many of the items also would apply to site assessment for a land purchase.

Farm Rental Assessment Checklist, University of Vermont Extension, 2010

<http://www.uvm.edu/newfarmer/land/checklist.pdf>

This fact sheet includes a checklist with items to consider when evaluating a site to lease, additional information about some of the items on the checklist and a list of related resources. Many of the items also would apply to site assessment for a land purchase.

Finding Good Farmland: How to Evaluate and Acquire Land for Raising Crops and Animals, Ann Larkin Hansen, 2013

<http://www.storey.com/books/finding-good-farmland/>

This practical guide contains information you need to have before purchasing farmland, covering everything from the characteristics of the land (soil type, slope, water sources, drainage) and the surrounding area to permits, codes, taxes, roads, loans, mortgages, government assistance programs and more. Checklists and questionnaires are included.

RACIAL JUSTICE AND EQUITY

***African Americans Have Lost Untold Acres of Land Over the Last Century: An obscure legal loophole is often to blame.* Leah Douglas, The Nation, 2017**

<https://www.thenation.com/article/african-americans-have-lost-acres/>

Heirs' property is a type of joint ownership resulting when the original landowner died without a will and multiple heirs inherit and own the land "in common," as determined by the state. This article explains the history of heirs' property and demonstrates its consequences through the personal stories of those who have inherited land that now has no primary owner.

Federation of Southern Cooperatives Land Assistance Fund

<http://www.federationsoutherncoop.com/>

The Federation of Southern Cooperatives Land Assistance Fund is an organization in the Southeast United States organizing cooperatives, working with Black farmers and providing heirs' property assistance.

Heirs' Property Retention Coalition

<http://www.southerncoalition.org/hprc/>

The mission of the Heirs' Property Retention Coalition (HPRC) is to stem the tide of heirs' property land loss, particularly among families of color in the southeast. To this end, it develops and facilitates the collaborative action of organizations that help low-income families, specifically by: a) connecting such organizations and partners to legal and land planning resources inside and outside the Coalition; b) developing and centralizing practice materials and research libraries; c) providing for intra-Coalition case referrals; d) organizing the gathering of empirical information about the scope of heirs' property and land loss; and e) supporting legal reform efforts at the state level.

Managing Indian Land in a Highly Fractionated Future, The Message Runner, Indian Land Tenure Foundation, Fall 2018, Volume 9

https://iltf.org/wp-content/uploads/2016/11/ILTF_Message-Runner-9.pdf

The Indian Land Tenure Foundation (ILTF) is a national, community-based organization focused on American Indian land recovery and management. ILTF works to promote education, increase cultural awareness, create economic opportunity, and reform the legal and administrative systems that prevent Indian people from owning and controlling reservation lands.

Refugee Farmer Teaching Handbook, New Entry Sustainable Farming Project, Dani M. Scherer M. Ed and the Institute for Social and Economic Development (ISED Solutions), 2017.

https://nesfp.org/sites/default/files/resources/teaching_handbook_refugee_farmer_training_updated_1.20.pdf

This handbook is for staff providing training and technical assistance (T&TA) in immigrant and refugee farmer-training programs. This foundational and practical handbook provides basic explanations of certain teaching theories, as well as tips for applying them in the design and delivery of T&TA.

Ten Ways to Save Your Land, Land Loss Prevention Project, 2018

https://www.landloss.org/docs/t/Ten_Ways_to_Save_Your_Land.pdf

Every year, farmers and homeowners lose thousands of acres of land. Legal problems such as foreclosures, lack of estate planning, contract scams, and adverse possession are often the main causes of land loss. This handbook was written to increase awareness of what can be done now to prevent problems in the future, providing information on the most common ways land is lost and a general overview of key issues associated with trying to protect it.

What is African-American Land Ownership? Federation of Southern Cooperatives

<http://www.federationsoutherncoop.com/aalandown04.htm>

This publication introduces heirs' property ownership and the challenges it poses for proper land management.

What You Need to Know About Heir Property, USDA, Farm Service Agency

https://www.fsa.usda.gov/Internet/FSA_File/whatyouneedtoknowheirproperty.pdf

This fact sheet identifies key issues and lists resources for the 10 states most affected by heirs' property loss.

RESOURCE PROVIDERS

Conservation Districts

Conservation districts are local units of government established under state law to carry out natural resource management programs. District staff can give land seekers maps, help beginning farmers and ranchers evaluate soils and develop conservation plans. The National Association of Conservation Districts has a directory of the 3,000 districts across the country. To find a conservation district visit:

<http://www.nacdnet.org/general-resources/conservation-district-directory/>

Cooperative Extension System

<https://nifa.usda.gov/land-grant-colleges-and-universities-partner-website-directory>

The Cooperative Extension System is a nationwide, non-credit educational network. Each U.S. state and territory has a state office at its land-grant university and a network of local or regional offices with experts who provide useful, practical and research-based information to agricultural producers and small business owners. In some areas, extension produces regional reports on rental rates.

USDA Natural Resources Conservation Service

https://www.nrcs.usda.gov/wps/portal/nrcs/detail/national/contact/local/?cid=nrcsdev11_000242

NRCS is an agency within the United States Department of Agriculture that helps farmers and ranchers manage and conserve natural resources. NRCS conservationists can offer land seekers technical and financial assistance including help developing and implementing conservation plans. They usually can be found in USDA service centers. This link provides a service center locator.

SUCCESSION, TRANSFER AND LANDOWNER PERSPECTIVE (SEE ONLINE TOOLS SECTION FOR MORE RESOURCES)***Farm Legacy Workbook, Kevin Spafford, Farm Journal Media, 2010***

<http://www.farmjournallegacyproject.com/legacy-workbook/>

The long-term health of a family farm has always depended on the wise stewardship of its resources, and succession planning is part of that stewardship. This practical workbook is designed to be both a catalyst for landowners to engage in the succession planning process and to help them navigate the process.

Farm Succession and Transfer: Strategies for the Junior Generation, Kathy Ruhf, Land for Good, 2012

<http://landforgood.org/wp-content/uploads/LFG-Farm-Succession-And-Transfer-Strategies-For-Junior-Generation-Handbook.pdf>

This publication is for the next generation. It presents the issues from the perspective of the incoming farmer and offers suggestions and strategies to enhance that generation's chances for a successful transfer of the farm business. Service providers and the senior generation will find this guide useful, too.

Getting to Yes: Negotiating Agreement Without Giving In. Roger Fisher and William L Ury, 2011

<http://www.williamury.com/books/getting-to-yes/>

Since its original publication nearly 30 years ago, *Getting to Yes* has become one of the primary business texts of the modern era. Based on the work of the Harvard Negotiation Project, a group that deals with all levels of negotiation and conflict resolution, *Getting to Yes* offers a proven, step-by-step strategy for coming to mutually acceptable agreements in every sort of conflict.

The Landowner's Guide to Sustainable Farm Leasing, Drake Agricultural Law Center, 2016

<http://sustainablefarmlease.org/wp-content/uploads/2010/08/The-Guide2.pdf>

This guide includes chapters on: The Basics; Determining Priorities; Talking to Your Tenant; Farm Leases, Sustainability and the Law; and Key Considerations for a Sustainable Farm Lease.

Planning the Future of Your Farm: A Workbook Supporting Farm Transfer Decisions, Virginia Edition, Andrew Branan, Virginia Cooperative Extension, 2017

https://pubs.ext.vt.edu/content/dam/pubs_ext_vt_edu/446/446-610/446-610v8.pdf

This is a workbook for those who want to keep their farmland in production and/or in the family as it passes to the next generation. This workbook was developed to help families communicate and harness information gathering into an orderly and productive process to maximize the value of professional planning help and produce the legal documents necessary to manage the risks of farm transfer.

Six Guidelines for "Getting to Yes," Katie Shonk, Harvard Law School, 2018

<https://www.pon.harvard.edu/daily/negotiation-skills-daily/six-guidelines-for-getting-to-yes>

These six integrative negotiation skills can help you on your journey of getting to yes and the possibilities of mutual-gains negotiation, or integrative negotiation.

The mission of American Farmland Trust is to save the land that sustains us by protecting farmland, promoting sound farming practices and keeping farmers on the land. A vital link between farmers, conservationists and policy makers, AFT is the only national organization that takes a holistic approach to agriculture, focusing on the land itself, the agricultural practices used on that land, and the farmers and ranchers who do the work. AFT launched the conservation agriculture movement and continues to raise public awareness through our No Farms, No Food message. Since our founding in 1980, AFT has helped permanently protect over 6.5 million acres of agricultural lands, advanced environmentally-sound farming practices on millions of additional acres, and supported thousands of farm families. To learn more about AFT, visit: www.farmland.org

To contact the training team, or for more information about beginning farmers, land access, and farmland succession, visit AFT's Farmland Information Center at: www.farmlandinfo.org or call **800-370-4879**



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