

H1001

Attachment H

COVER SHEET (PAGE 1 of 2)

May 1998 CALFED ECOSYSTEM RESTORATION PROPOSAL SOLICITATION

Proposal Title: San Joaquin Valley "Salmonids in the Classroom" Program Enhancement
 Applicant Name: Gail Hickman Davis, California Department of Fish and Game
 Mailing Address: 1234 E. Shaw Avenue, Fresno, CA
 Telephone: (209) 243-4005 extension 137
 Fax: (209) 243-4022

Amount of funding requested: \$ 85,000 for 3 years

Indicate the Topic for which you are applying (check only one box). Note that this is an important decision: see page ___ of the Proposal Solicitation Package for more information.

- Fish Passage Assessment
- Floodplain and Habitat Restoration
- Fish Harvest
- Watershed Planning/Implementation
- Fish Screen Evaluations - Alternatives and Biological Priorities
- Fish Passage Improvements
- Gravel Restoration
- Species Life History Studies
- Education

Indicate the geographic area of your proposal (check only one box):

- Sacramento River Mainstem
- Delta
- Suisun Marsh and Bay
- San Joaquin River Mainstem
- Landscape (entire Bay-Delta watershed)
- Sacramento Tributary: _____
- East Side Delta Tributary: _____
- San Joaquin Tributary: _____
- Other: _____
- North Bay: _____

Indicate the primary species which the proposal addresses (check no more than two boxes):

- San Joaquin and East-side Delta tributaries fall-run chinook salmon
- Winter-run chinook salmon
- Late-fall run chinook salmon
- Delta smelt
- Splittail
- Green sturgeon
- Migratory birds
- Spring-run chinook salmon
- Fall-run chinook salmon
- Longfin smelt
- Steelhead trout
- Striped bass

COVER SHEET (PAGE 2 of 2)

May 1998 CALFED ECOSYSTEM RESTORATION PROPOSAL SOLICITATION

Indicate the type of applicant (check only one box):

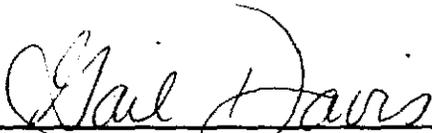
- | | |
|--|---|
| <input checked="" type="checkbox"/> State agency | <input type="checkbox"/> Federal agency |
| <input type="checkbox"/> Public/Non-profit joint venture | <input type="checkbox"/> Non-profit |
| <input type="checkbox"/> Local government/district | <input type="checkbox"/> Private party |
| <input type="checkbox"/> University | <input type="checkbox"/> Other: _____ |

Indicate the type of project (check only one box):

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> Planning | <input type="checkbox"/> Implementation |
| <input type="checkbox"/> Monitoring | <input checked="" type="checkbox"/> Education |
| <input type="checkbox"/> Research | |

By signing below, the applicant declares the following:

- (1) the truthfulness of all representations in their proposal;
- (2) the individual signing the form is entitled to submit the application on behalf of the applicant (if applicant is an entity or organization); and
- (3) the person submitting the application has read and understood the conflict of interest and confidentiality discussion in the PSP (Section II.K) and waives any and all rights to privacy and confidentiality of the proposal on behalf of the applicant, to the extent as provided in the Section.



(Signature of Applicant)

San Joaquin Valley "Salmonids in the Classroom" Program Enhancement

I. EXECUTIVE SUMMARY

a. **Project Title:** San Joaquin Valley "Salmonids in the Classroom" Program Enhancement

Applicant: Ms. Gail Hickman Davis, Fish and Wildlife Interpreter
California Department of Fish and Game, Region 4
1234 E. Shaw Avenue, Fresno, CA 93710

b. **Project Description and Primary Biological/Ecological Objectives**

Background: The Salmonids in the Classroom program was initiated in the San Joaquin Valley about 10 years ago and has steadily grown due to the effectiveness and utility in the classroom. DFG, Region 4 now has a Fish and Wildlife Interpreter serving as Salmonids in the Classroom program coordinator. This program is very popular with educators, parents and students in the Valley. It is a successful and growing effort. The goal of DFG's "Salmonids in the Classroom" is to teach students on an ongoing basis about the life cycles of salmon and steelhead and the ecosystems these fish function best in. This program is an interdisciplinary program for students from grades K-12. Over 100 teachers and 7,200 students were involved during this last school year in the Valley and foothill communities. We anticipate at least 20 more classrooms will participate in the 1998-99 academic year with funding recently approved by the Commercial Salmon Trollers Association (augmented Salmon Stamp Funds). Attachment 1 shows the current distribution of our program.

Description: The objective of this project is to enhance the resources (and their utility) which we can make available to the educators who are or will be participating in the Salmonids in the Classroom program. This project is divided into four tasks. This project includes researching documents and literature on the history of salmon and steelhead in the rivers of the San Joaquin Valley. This information will then be developed into lesson plans and educational videos which can be used by classroom teachers who are participating in the Salmonids in the Classroom program. Recognizing the diversity in our population demographics, we will also have student lesson activity and reference sheets translated into four of the most common languages spoken by limited English speaking students in the San Joaquin Valley and elsewhere.

Primary Biological/Ecological Objectives: The primary objectives of the Salmonids in the Classroom program is to nurture awareness, knowledge, and appreciation of aquatic and terrestrial natural resources in students using salmon and steelhead as a model. The program also encourages stewardship as well as active participation in restoration and conservation activities in the students' watersheds.

c. **Approach/Tasks/Schedule**

Task 1: Translate up to six student activity and reference pages from the Salmonids in the Classroom curriculum into Spanish, Hmong, Lao, and Khmer. This Task will be completed within six months of receiving funding.

Task 2: Complete a review of historical information on the rivers in the San Joaquin Valley and

have copies of the information and relevant historic photos made. Task 2 will be completed within eighteen months of receiving funding.

Task 3: Develop up to 4 objective lesson plans which discuss a historical perspective of salmon populations and life histories in the Central Valley. Task 3 will be completed within one year of completing Task 2.

Task 4: Create objective educational videos about the history of salmon and steelhead in the San Joaquin Valley. Task 4 will be completed within six months of completion of Task 3.

d. Justification for Project and Funding by CALFED

Over time, the Salmonids in the Classroom program can help to develop a citizenry in the San Joaquin Valley that has gone from only a general awareness of environmental issues, toward informed action at the individual and community level concerning the conservation of their local watersheds. If supported adequately and guided well, the program is open to educational systems (public and private) in both rural and urban areas.

e. Budget Costs and Third Party Impacts

Costs for the existing program are currently provided by existing DFG budgets, community and industry sponsors, and other funding sources. CALFED funds requested for this project are as follows: Task 1, \$3,000; Task 2, \$30,000; Task 3, \$15,000; Task 4, \$37,000; Total funding requested: \$85,000

No adverse third party impacts are known at this time.

f. Applicants' Qualifications

DFG staff have been involved in environmental education for the past ten years. Region 4 staff works closely with personnel of local public educational systems to ensure the quality and applicability of our program. The DFG has the clerical, fiscal, and contractual personnel necessary to support the biological and technical experts to administer this project.

g. Monitoring and Data Evaluation

For the existing program an annual report is produced. This report shows the programs expansion geographically and with numbers of teachers and students participating. Questionnaires, surveys and oral interviews of teachers and volunteers are currently used by the DFG staff to evaluate the program. These methods will continue and incorporate these new proposed increments into the monitoring and evaluation.

h. Local Support/Coordination with other Programs/Compatibility with CALFED objectives

Support for this program comes from local community groups, fishing clubs, irrigation districts, the gravel industry, school districts, and other government agencies.

This program increases public awareness, knowledge, and appreciation of the function of local watershed ecosystems. The students are encouraged to participate in conservation programs and wise use of the diverse natural resources of watersheds.

II. TITLE PAGE

Title of Project: San Joaquin Valley "Salmonids in the Classroom" Program Enhancement

Applicant: Ms. Gail Hickman Davis, Fish and Wildlife Interpreter
California Department of Fish and Game
1234 East Shaw Avenue
Fresno, CA 93710
Telephone (209) 243-4005 extension 137
Fax (209) 243-4022

**Type of
Organization:** State Agency

III. PROJECT DESCRIPTION

a. Project Description and Approach

The Project

The objective of this project is to expand the resources which we can make available to the educators who are participating in the Salmonids in the Classroom program. This project is divided into four tasks.

Task 1

Task 1 will translate up to six student activity and reference pages from the Salmonids in the Classroom curriculum into four more languages which are the most commonly spoken languages spoken by limited-English speaking students in the Central Valley. The student pages will be translated and formatted by a translating service. Master copies of these student pages will be copied and distributed to participating teachers.

Task 2

This Task will conduct historical research of the anadromous fisheries in the San Joaquin Basin. This research will include fish population levels, cultural uses of the salmon and steelhead and the riparian habitat. The objective of this Task is to build the foundation on which to develop the lesson plans and videos in Tasks 3 and 4. Reprints of select historic photos will be made to be used for the completion of Tasks 3 and 4. The research will consist of searches through archival collections, interviews, and other sources that are discovered as the research progresses. The budget for this Task also includes seasonal employee funds for doing the research and the printing of 500 copies of the findings. The copies of the research will be distributed to the teachers and volunteers involved in the Salmonids in the Classroom program. It is anticipated that this information will be of interest to biologists as well.

Task 3

This Task will develop up to 4 objective lesson plans which discuss a historical perspective of salmon and steelhead populations in the Central Valley. The lesson plans will be related to many academic subjects. The lessons will be designed to embellish the interdisciplinary thematic unit already in place with the current Salmonids in the Classroom curriculum. There will be a set of activities for elementary grades and one for middle and secondary level students. These lessons will be printed and distributed to teachers participating in the Region's Salmonids in the Classroom program. With the lessons we will also give each teacher a set of historic photos printed on card stock. Select photos will be enlarged, mounted and laminated for the classroom resource kits which these teachers may borrow. This Task also includes funds for seasonal employee assistance with this Task.

Task 4

This Task will create educational videos about the history of salmon and steelhead in the Region. Two short videos will be created; one for elementary level students and one for middle and secondary level students. The length of the videos will depend on the success of the research conducted in Task 2 but the target length is approximately 10 to 15 minutes for each video. The

DFG Audio Visual Department will be used as much as possible to complete these videos. This Task includes funds for seasonal employee assistance with this Task and for making copies to lend to teachers.

b. Proposed Scope of Work

Task 1, Lesson Translations

Months 1 - 6: Hire translation services to translate and format. Final products will be printed and readied for distribution.

Budget: \$3,000

Task 2, Historical Research

Months 1 - 12: Hire seasonal staff, begin research, and have select photos reprinted as the research progresses.

Months 13 - 18: Compile findings and have finished document printed.

Budget: \$30,000

Task 3, Lesson Plans

Note: Task 2 cannot be completed without Task 1.

Months 1 - 6: Hire seasonal staff and begin lesson development.

Months 7 - 12: Begin finalizing lessons and begin producing final products for distribution.

Budget: \$15,000

Task 4, Educational Videos

Note: Task 3 cannot be completed without Task 1.

Months 1 - 4: Develop scripts and photo sequence.

Months 5 - 6: Work with DFG Audio Visual staff developing final products.

Budget: \$37,000

c. Location and/or Geographic Boundaries of the Project

The products of this project will be distributed throughout Region 4. Region 4 includes Stanislaus, Mariposa, Tuolumne, Merced, Madera, Fresno, Kings, Tulare, and Kern counties.

d. Expected Benefits

The goal of the Salmonids in the Classroom program is to educate students about the habitat needs of steelhead trout and chinook salmon. This program stresses the need for stewardship from the headwaters to the ocean. Students learn about watershed ecosystem functions and how upland activities can affect the river ecosystems. The program in Region 4 of DFG focuses on the San Joaquin River Basin. Because this program develops a greater awareness and appreciation in students as well as the knowledge to be the conservation stewards of the future, this program has far-reaching effects. The primary stressors most related to this program are: alteration of flows and other effects of water management, channel form changes, water quality, water temperature,

fish and wildlife harvest impacts, population management, land use, artificial propagation of fish, and human disturbance.

The San Joaquin Valley program currently involves more than 100 teachers. In the 1997-98 academic year over 7,200 students participated in this Salmonids in the Classroom program in the San Joaquin Valley. Staff expects the program to continue growing based on the continued positive response received from teachers, volunteers and sponsors.

Task 1, the translation of the student activities into four more languages, will have a great impact on the understanding of our local ecosystems in the Valley communities. In Fresno County alone there are 28,931 students who are more proficient in Spanish than English; 10,943 more proficient in Hmong; 2,104 more proficient in Lao; and 1,736 more proficient in Khmer.

Increased student awareness, knowledge and appreciation of the watersheds and river ecosystem functions are the primary benefits of this program. The secondary benefits are the active participation in conservation programs and the wise use of our natural resources into the future.

e. Background and Ecological/Biological/ Technical Justification

The Department of Fish and Game conducts a multi-faceted salmon and steelhead restoration program in the San Joaquin River basin. One component of this program is the "Salmonids in the Classroom" program. This program involves teachers, volunteers, industry, and students learning about life cycle and habitat needs of trout or salmon in local rivers and streams by raising them from eggs to small fish right in their classrooms. We had a humble beginning back in 1988 when a few dedicated volunteers in Merced and Stanislaus county and DFG staff members decided to try a small program in the Valley. Since then, this program has steadily grown geographically, in number, and in quality. Until late last year, the program existed entirely on grassroots energy, and whatever time and resources our busy staff and volunteers could muster.

DFG's Strategic Plan (DFG, 1995) recognized the value of education. Director Jacqueline Schafer supported the addition of a Fish and Wildlife Interpreter position to work with our anadromous fisheries program. Ms. Gail Hickman Davis was brought on board to fill this new position last fall.

Because the "Salmonids in the Classroom" program is so versatile it is difficult to describe a "typical" class experience. The program begins with mandatory teacher workshops for participants. Our workshops provide the teachers with an opportunity to learn more about the program. We ensure they understand the basics before getting started. They get an initial exposure to the curriculum and meet with other teachers, volunteers and our staff and establish a support network.

The next step is setting up the equipment. If teachers do not have their own refrigerated incubation units to use we encourage them to fund-raise unless we have an extra unit available. These units are provided in a variety of ways, including by local service organizations, fishing clubs, commercial salmon trollers, industries, or the Department. Volunteers play a key role in helping teachers raise funds, setting up their incubation units, working in the classrooms and

delivering the eyed salmon or trout eggs to the classes they sponsor. This is when the fun really begins!

Classes ranging from kindergarten to high school level learn what fish populations need in their environment to survive and how the aquatic ecosystem functions. The curriculum incorporates many subjects including math, science, social studies, language arts, art, and a variety of others.

After the young fish have begun to swim freely and feed, it's time for them to be released into natural river habitats. The classes release their fish during a field trip to their local stream or river. Here they can also participate in a variety of learning experiences. For example, there may be several learning stations set up where the students can learn about aquatic insects, water quality, water management, history, fly tying and casting, go on a nature walk, create art or make an entry in their journal. Many of the field trips incorporate lessons and activities from Project WILD and Project WILD Aquatic, national environmental education curricula which are sponsored by DFG. Coverage of these field trips is not uncommon in local newspapers or on television.

This program gives teachers and students a great opportunity to be creative and inventive. Teachers can make this program fit the of the science requirements and make it fun for the students. They can make it as big or as small as they have resources for.

This is a very popular program in the Valley and has grown from a few teachers to over 100 today. The program is nurtured by the support of irrigation districts, the gravel industry, commercial fishers, fishing clubs, counties, our Department and many others. Attachment 1 shows the current distribution of the program participants in the San Joaquin Valley.

DFG staff has discussed the expansion potential of the Salmonids in the Classroom program with participating teachers. When asked what resources would be of most use, the majority of responses were: a) more visual aids for their students, b) more information on local watersheds and their salmon and steelhead fisheries, and c) more background knowledge of the river ecosystems and their functions.

Many of the ERPP objectives are discussed in the Salmonids in the Classroom curriculum and teachers are encouraged to ask questions of DFG staff to promote a better understanding of the needs and current status of chinook and steelhead.

In Volume II of the ERPP, Programmatic EIS/EIR Technical Appendix, there are many implementation objectives and targets that are emphasized either directly or indirectly in the Salmonids in the Classroom curriculum and the correlating thematic unit taught by the teachers. These objectives and targets are:

San Joaquin River Ecological Zone

San Joaquin Valley "Salmonids in the Classroom" Program Enhancement

<p>Ecological Processes Central Valley Streamflows, Target 1 and 2, page 384 Stream Meander, Target 1, page 385 Natural Floodplain and Flood Processes, Target 1, page 385 Central Valley Stream Temperatures, Target 1, page 386 Seasonal Wetlands, Target 2, page 386 Riparian and Riverine Aquatic Habitats, Target 1, page 387</p>	<p>Reducing or Eliminating Stressors Water Diversions, Target 1, page 388 Land Use, Target 1, page 389 Contaminants, Target 1, page 389</p> <p>Species Chinook Salmon, Target 1, page 391</p>
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East San Joaquin Basin Ecological Zone

<p>Ecological Processes Central Valley Streamflows, Targets 1,2,3,4,5,5, page 419-420 Natural Sediment Supply, Target 1, page 423 Stream Meander, Target 1, page 424 Natural Floodplain and Flood Processes, Target 1, page 425 Central Valley Stream Temperatures, Target 1, page 426 Upper Watershed Processes, Target 1, page 426</p> <p>Habitat Riparian and Riverine Aquatic Habitat, Target 1, page 428</p>	<p>Stressors Water Diversions, Target 1, page 428 Dams, Reservoirs, Weirs, and Other Structures, Target 1, page 429 Predation and Competition, Target 1, page 430 Harvest of Fish and Wildlife, Target 1, page 430 Artificial Propagation of Fish, Target 1, page 431 Land Use, Target 1, page 431</p> <p>Species Chinook Salmon, Target 1, page 432 Steelhead, Target 1, page 432</p>
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West San Joaquin Basin Ecological Zone

<p>Ecological Processes Central Valley Streamflows, Target 1, page 447 Natural Floodplain and Flood Processes, Target 1, page 448 Upper Watershed Processes, Target 1, page 448 Nontidal Perennial Aquatic Habitat, Target 1, page 449 Seasonal Wetland Habitat, Target 1, page 450 Riparian and Riverine Aquatic Habitats, Target 1, page 450</p>	<p>Stressors Contaminants, Target 1, page 450</p> <p>Species Resident Fish Species, Target 1, page 451</p>
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Many action items from the revised draft Restoration Plan for the Anadromous Fish Restoration Program also relate to the lessons taught to the students in the Salmonids in the Classroom unit. They are listed under the San Joaquin Basin and are as follows:

Merced River

- Actions 2, 3, 4, 5, pages 85-86; Evaluations 1, 2, 3, page 86

Tuolumne River

- Actions 1, 2, 3, 4, 5, pages 87-88; Evaluations 1, 2, 3, pages 88-89

Stanislaus River

- Actions 2, 3, page 89; Evaluations 1, 2, 3, 4, 6, pages 91-92

Mainstream San Joaquin River

- Actions 1, 3, 4, 5, 6, pages 93-94; Evaluations 1, 2, 3, 5, 6, 7, pages 94-96

The Salmonids in the Classroom program helps students gain a better understanding of these resource management tools. Since most of these students are the future stewards of these rivers as part of the constituency and stakeholders it is important that they begin to build their knowledge early. Many of these students will have an opportunity to help their parents understand resource management policies and procedures and thereby expand the utility of the Salmonids in the Classroom program even further into the communities. Many parents come along on fish release field trips for the program and experience the program first-hand.

k. Monitoring and Data Evaluation

For the existing program an annual report is produced. This report shows the programs expansion geographically and with numbers of teachers and students participating. Questionnaires, surveys and oral interviews of teachers and volunteers are currently used by the DFG staff to evaluate the program. These methods will continue and will incorporate these new proposed increments into the existing monitoring and evaluation.

l. Implementability

DFG is already implementing the program and foresees no problem with the proposed expansion. This project complies with CEQA under Section 15322, Categorical Exemption Class 22, Educational or Training Programs Involving No Physical Changes.

Local support for this program is long-standing and growing every year. Support comes to this program in the form of school district support, funds for equipment and in volunteer time. Existing support comes from the following organizations: Aquabonita Fly Fishers, California Striped Bass Association, Commercial Salmon Trollers Association, Fresno County Sportsmen's Club, Fresno Fly Fishers, Japanese American Citizens League, Kaweah Fly Fishers, Kern River Fly Fishers, Kings River Conservation District, Merced Fly Fishing Club, NI Industries, San Joaquin River Management Program, Sierra Vista Children's Center, Stanislaus County Fish and Wildlife Committee, Stanislaus Fly Fishermen, Lynn Sullivan, Turlock Irrigation District, U.S. Forest Service, Commencement 2000 Program, and Weimir Irrigation.

IV. COSTS AND SCHEDULE TO IMPLEMENT PROPOSED PROJECT

a. Budget Costs

Project Phase and Task	Direct Labor Hours	Direct Salary and Benefits	Overhead Labor (General Admin. & fee)	Materials and Services	Total Costs
Task 1	0	0	\$500	\$2,500	\$3,000
Task 2	960	\$15,000	\$5,000	\$10,000	\$30,000
Task 3	480	\$8,000	\$2,000	\$5,000	\$15,000
Task 4	480	\$8,000	\$6,000	\$23,000	\$37,000
Total funding requested					\$85,000

The Salmonids in the Classroom program has a small operating budget. To keep this a vital program which can constantly fill the needs of the participating teachers and keep current with educational requirements of the State Department of Education and local school districts it is necessary to solicit funds from outside DFG.

Funding for Task 3 and Task 4 can be part of an incremental funding plan based on the completion of Task 2.

If outside funding sources such as CALFED are not received for this program, the program will continue at its current level of service.

b. Schedule Milestones

	Winter '98	Summer '99	Summer '00	Summer '01	Winter '01-'02
CALFED contracts approved	✓				
Task 1		✓			
Task 2			✓		
Task 3				✓	
Task 4					✓

c. Third Party Impacts

No adverse third party impacts are known at this time. DFG staff are in direct contact with the county offices of education and participating teachers. The schools are our direct liaisons with the community. If there were to be concerns, open communication is already in place to address those concerns.

V. APPLICANT QUALIFICATIONS

Gail Hickman Davis, Fish and Wildlife Interpreter I, will administer the contract, directly oversee the project and supervise the seasonal staff hired to implement this project. William Loudermilk, Senior Biologist Supervisor of the Anadromous Fisheries Project, is Ms. Davis' supervisor and the Salmonids in the Classroom program. There is a direct communication between the education staff and the other DFG technical staff in the Valley under Mr. Loudermilk's supervision. This provides for high quality and current information to be distributed to the teachers in the program.

Gail Hickman Davis, Fish and Wildlife Interpreter I

Education

Associate of Arts, El Camino Community College, Torrance, CA, 1985

Bachelor's of Science in Natural Resources Management, California Polytechnic State University, San Luis Obispo, 1988

Teaching Credentials:

Life Science and Supplemental in Physical Science, 1990

Multiple Subject, 1990

Cross-cultural Language and Academic Development (CLAD), 1998

Work Experience

California Department of Fish and Game, Fresno, Anadromous Fisheries Project, Fish and Wildlife Interpreter I, 1997-present

California Department of Fish and Game, Fresno, Natural Heritage, Seasonal Naturalist, 1992-1997

San Joaquin River Parkway and Conservation Trust, Environmental Education Specialist, 1994-1995

Michael Paoli and Associates, Environmental, School Facility and City Planners; Fresno, Planner, 1991-1992

Training

Successful Volunteer Management, California Department of Fish and Game

Interpretive Methods Training, East Bay Regional Parks District

Project WET, Water Education Foundation

Project Learning Tree, California Department of Forestry

A Child's Place in the Environment, Author

Environmental Education in State Parks, California Department of Parks and Recreation

Facilitator for Project WILD and Aquatic Project WILD, Calif. Dept. of Fish and Game
in addition, a variety of workshops and conferences on Environmental Education

William Loudermilk, Senior Biologist Supervisor

Education

Associate of Arts, San Joaquin Delta College, 1971

Bachelor's of Arts in Environmental Biology, California State University, Sacramento, 1975

Humboldt State University, Graduate Program (incomplete), 1976

Work Experience

California Department of Fish and Game, Fresno, Anadromous Fisheries Project, Supervisor, 1982-present.

Training

Expert Witness Seminar, Colorado State University

Problem Solving- Instream Flow Incremental Methodology, U.S. Fish and Wildlife Service

Principles and techniques of electrofishing, U.S. Fish and Wildlife Service

Field Techniques for Stream Habitat Analysis, U.S. Fish and Wildlife Service

Technical Report Writing, California Department of Fish and Game

Facilitator Training, California Department of Fish and Game

State Supervisor Training, State of California

Leadership Academy, California Department of Fish and Game

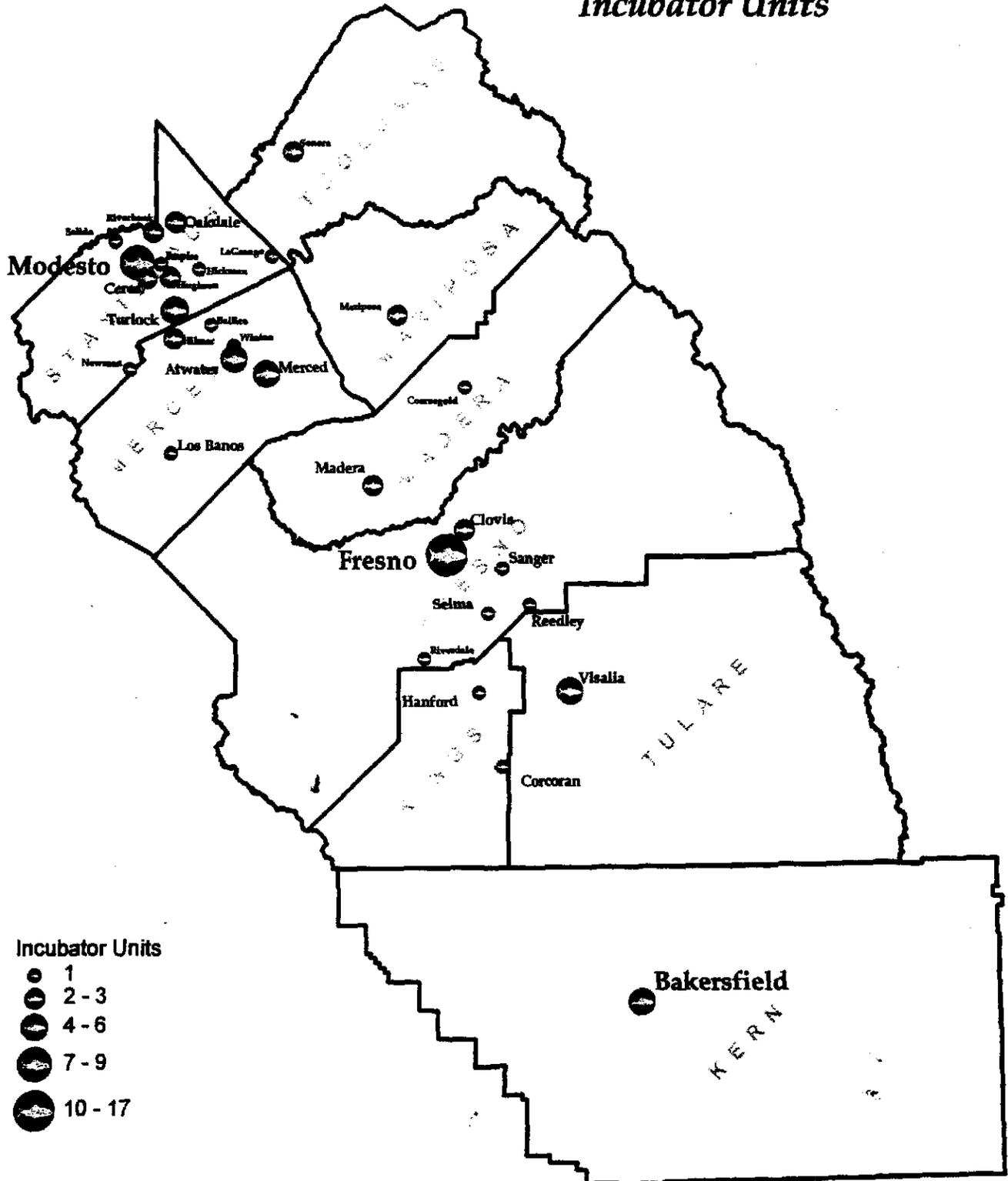
II. COMPLIANCE WITH STANDARD TERMS AND CONDITIONS

DFG is a public agency and would comply with appropriate terms and conditions pursuant to policy, regulation and law.



Salmonids In The Classroom Program 1997-98

Incubator Units



- Incubator Units
- 1 (smallest circle)
 - 2-3 (small shaded circle)
 - 4-6 (medium shaded circle)
 - 7-9 (large shaded circle)
 - 10-17 (largest shaded circle)

20 0 20 40 Miles

Attachment 1

Produced 02/06/98
R4 GIS: RIW