

SACRAMENTO RIVER  
Headwaters to the Ocean  
Public Information and Education

Sacramento River Discovery Center, Cathy Klinesteker, Executive Director  
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Amount of funding requested: \$150,660 per year for 3 years

Project Group Type: **Environmental Education**

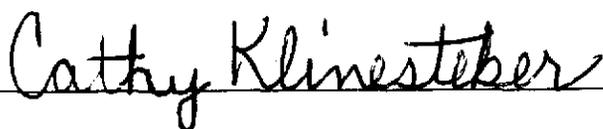
Proposal Geographic Area: Sacramento River Watershed,  
Headwaters to the Ocean

Primary Species Which the Proposal Addresses:  
All salmon runs and migratory birds

Sacramento River Discover Center is a private, non-profit corporation, 501 C3,  
Federal Tax ID # 68-0374064

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)

## A. PROJECT DESCRIPTION AND APPROACH

This project will provide a public information/education component of CALFED work to ensure that the improvements on the river and the maintenance of a sustainable, balanced, healthy river system are understood and supported by the general public. It will provide a place and programs for the California public, educators, volunteers, students and other participants to learn about the value and importance of the water resources of the Sacramento River. The programs will be incorporated into schools throughout the watershed. It embodies a collaborative effort in which federal and state agencies, agriculture and timber, fisheries and environmental interests, schools and colleges, private groups and individuals work together to tell the story of the river, the land it borders, and the human and biotic resources that provide so much to California.

Phase I of the development of this plan is well underway. The Sacramento River Discovery Center (SRDC) provides services for the general public and school groups.

Phase II, to be funded jointly through this proposal and matching funds, will allow:

Task 1: Expansion of facilities to allow for expanded public events, teacher trainings and student learning experiences.

Task 2: Expansion of the teacher training program and other education/information programs to broaden the overall programs at SRDC

Task 3: Expansion of the high school/college natural resource academy to include planning and development of the bird monitoring and training program with emphasis on migratory birds. A partnership with the Point Reyes Bird Observatory has been initiated and will be developed to include ongoing student and volunteer monitoring of birds throughout the watershed, especially in relation to revegetation projects along the river and, ultimately, throughout the watershed. This proposal is the next step in a system-wide, coordinated information/education plan incorporating small, grass roots satellite centers tied to the Watershed Conservancies, community colleges, state universities, University of California, private non-profits educational facilities, and local efforts from the headwaters to the mouth of the Sacramento River. It will continue the direction and momentum supported by CVPIA, EPA, PG&E, and other public and private partners and help to establish linkages to other watershed education programs funded through CVPIA, EPA, CALFED, and many other sources.

Phase III, to be completed with future funding:

Help establish River Discovery Centers throughout the watershed.

### WORK COMPLETED (Phase I):

The Sacramento River Discovery Center is a private, non-profit dedicated to public information and education, started with funding from CVPIA. 46 public and private groups participated actively to plan the vision and implement first steps for SRDC and many more have become partners in the continuing growth of that vision. The Discovery Center is located on 488 acres of public land managed jointly by Mendocino National Forest, U.S. Fish and Wildlife, and the U.S. Bureau of Reclamation adjacent to the Red Bluff Diversion Dam. It's history of bringing together diverse groups of people to provide a balanced view of the river has resulted in great strides toward development of the Center.

- Temporary Modular Building: open to the general public 6 days per week, hosts monthly evening programs, and regularly scheduled events.
- School programs include day programs and overnight camping experiences with all activities tied to watershed education.

- High School/College Natural Resources Academy in which students commit a minimum of 2 class periods per day to learn about, teach younger students, and develop and implement projects to benefit the watershed. Examples include water quality monitoring, bird list development, fish studies and many others.
- Teacher training program/curriculum materials for outdoor education camps on site; regular teacher inservices implemented.
- Sacramento River Discovery Center Non-Profit Board managing SRDC business.
- Group campground for 100 people at one time; with cabins, restrooms, showers, and a covered eating and cooking area to support group activities.
- Interpretive trails through a variety of habitats demonstrating the complexity of the riparian system.
- 7 acre pond and wetland, and adjacent 6 acre riparian planting completed through a partnership with the Wildlife Conservation Board and a local heavy equipment contractor.
- 40 acre oak woodland (*Quercus lobata*) completed in partnership with P.G. & E. and the U.S. Forest Service.
- Expansion of educational displays and programming with support of the Bureau of Reclamation Water Conservation Education program.

## B. PROPOSED SCOPE OF WORK

For the past two years, our first two years of operation, we have been unable to serve nearly 1000 students who requested our programs. We have created a need for in-depth watershed educational experiences and request the help of CALFED to best meet that need.

With CALFED Funding (note: multiple year funding commitment is not necessary to advance the program. It would simply assure the viable start-up. Even single year funding will preclude the potential demise of the programs and will establish a base for successfully seeking other funding.

- Day use and camping programs on site will support up to 100 per day for day use and an equal number per day for camping programs with additional facilities. Architectural plans completed with year one funding. First phase building initiated. First Phase building complete with year 2 funding. Second Phase building initiated. Building complete with year 3 funding. This can be accomplished with minimal funds because we have local commitments from businesses and individuals to provide expertise and materials to help with the actual building project. With the knowledge that the process is as important as the product, we envision a community "barn raising" to expand our facilities to meet the needs of the community. This will assure that this place for learning about the watershed truly belongs to the community.
- Expanded teacher training to assure long-term watershed studies which support in-depth lessons prior to on-site day-use and camping experiences. This will incorporate broad understanding of watershed systems for all students, as opposed to episodic, field trip of the week, experiences. Learning about and understanding the complexity of the systems will promote watershed stewardship and build a citizenry supportive of watershed management. Expand the program to include 2 day training per year for 40 teachers per session.

- Expansion of the high school/college natural resource academy to 100 students during the school year and 40 students during the summer. This feature of the project will include planning and development of the bird monitoring program with an initial focus on nest monitoring and training of interns and other volunteers. This will be possible as part of the expanded volunteer training and programming.

Each of these three project components can stand alone, and are listed individually in the budget break-down.

NEXT STEPS, (Phase III, to be completed with future funding or additional years of CALFED funding):

- Permanent SRDC facility completed.
- Completion of educational centers spanning the entire river.
- Outreach to other watersheds wanting to replicate our programs.

The completion of phase III will bring to fruition a model for worldwide dissemination of public information/education that's part of the heart and core of people living in the watershed. From the children to adult education to recreation to retirees, people will be engaged in meaningful activities connecting them to their watershed. This is how stewardship is born and wise management of water resources becomes the expected norm.

To summarize:

a. **Existing programs:** Materials and staff developers for Discovery Center programs include: Adopt-A-Watershed, Project WET (Water Education Foundation); Project Learning Tree; Project Wild; Clean Water, Streams, and Fish; and staff and/or materials from the U.S. Forest Service, U.S. Fish and Wildlife Service, Bureau of Reclamation, California Department of Fish and Game, Bureau of Land Management, U.S. Park Service, Department of Water Resources, California State Parks, Point Reyes Bird Observatory, U.C. Cooperative extension, the Nature Conservancy, and many local private industries. We use their material and people resources and provide student and staff projects and time to enhance their ability to better manage the resources of the watershed. An example: information is needed to better monitor the use of riparian lands, particularly revegetation projects, to learn about uses by international migratory birds. By helping us train students in nest and mist net monitoring techniques, we can greatly enhance the ability of the Nature Conservancy to collect data for use in watershed management. We work with Adopt-A-Watershed staff to support use of their curriculum by teachers who use the Discovery Center as a field site for watershed experiences. Department of Water Resources staff train high school teachers in the use of GPS systems to locate and map noxious weeds, such as giant bamboo, so the techniques can be used in high school classrooms to monitor spread of the pests and provide good information for management plans.

b. **Participation:** This project includes participants from the farming community, forestry, fisheries, the educational community, the environmental community, business and industry, and agencies. It includes educational support and programs from all these groups. At fall and spring events, these diverse groups join together to provide a balanced view of the many aspects of watershed management. School districts and county offices of education, as well as community colleges and universities will work with us on collaborative projects. Groundwater management and development along the river and tributaries are issues of great concern in our local

communities. We work closely with stakeholders to promote understanding of water systems to build a broad base of public knowledge that supports wise management decisions.

**c. Project Contribution:** In 1997, we logged over 20,000 volunteer hours. With increased support, this foundation of community building will cement into permanent programs. We have restored over 60 acres of riparian land along with a variety of agency and community partners. 1540 students and many adult volunteers helped with this effort. We have more work to do and want to work with others to implement our volunteer planting program that builds ownership and stewardship for the revegetation projects. It's so much more powerful for a child to come back, year after year, to see the forest she planted. Professionals can lead the work, but volunteers must participate if the resource is to be truly under their stewardship. This is what the Discovery Center can offer the acquisition and revegetation projects.

**d. Ecological and Biological Benefits:** Discovery Center educational programs are based entirely on a systems approach to the watershed. Beginning in early elementary, growing in middle grades, blossoming in middle school, and coming to full fruition in high school, students learn about connections, about cause and effect, about biology and geology and chemistry and how people fit in the system. After one student from Berkeley spent three days camping in Camp Discovery, rafted 15 river miles in a day with interpretive stops that reinforced his classroom learning about erosion and deposition, river meander zone, and biotic communities in and along the river, after he slept under the stars and listened to the night sounds; this eighth grade boy sat by the river and cried when he had to leave. He will never again feel the same way about his watershed.

**e. Awareness and Understanding:** The best way to answer this section of the proposal is to quote some of our high school interns who graduated this year.

*The Discovery Center has really changed my life. From working with elementary students under the oak tree, on the trails, or on the river; the Discovery Center really does help you "see things as never before." I've learned more at the SRDC than anyone could have dreamed about teaching me in a classroom. I'm outside with the fresh air and students looking at me (an 18 year old high school student), waiting eagerly to test their acorn, hear the rest of the story, or listen to the next informative song I have written. The feeling that goes through my body is an exciting and magical surge that helps me understand even more the purpose of SRDC. How many places do you know that can teach high school students about the dam, water deposition, erosion, and our surrounding areas, and much more, and connect with elementary students to teach them what they've learned. In all my eighteen years of life, I've never seen or heard of such a program until this one. I know that as I get older, I will always be able to look back at what a difference we, the interns, have made here at the Discovery Center and be very proud of the time we've put in. Chrissy Violetti*

*I would like you just to consider how much I have grown. Thanks to all the people at SRDC I know what I want to do in life. The Sacramento River Discovery Center has helped me in so many ways, from personal growth to knowledge about the environment. Thanks to the Sacramento River Discovery Center for putting the river in my heart. I will miss you all! Maurice Brown*

In 1997-98 we had 22 students in our high school natural resource academy. 76 are signed up for 1998-99. Without CALFED support, we will not be able to serve these students, and so have them serve others, as they need to be served. We've created a wonderful desire in these students to know about the natural world and how they fit into it. It's a powerful opportunity for water managers to catalyze the next generation, a critical investment to make!

**f. Provide for Ongoing Implementation:** The Discovery Center has initiated partnerships

with many private and public agencies. Our non-profit corporation has taken first steps toward developing an endowment for staffing. This new organization simply needs a leg up to provide time to put the other financial stability pieces of the puzzle in place. Our position for the future is strong as our base of intern graduates grows. These young people will forever be connected to this place and these programs and will provide the foundation for future financial stability. The SRDC has been in operation with a steadily expanding group of members, volunteers, educators and participants. This allows for the immediate implementation of the tasks and immediate results of better educated students and general public.

**g. Monitoring:** The Sacramento River Discovery Center monitors success on a number of levels. We track numbers of participants in programs, numbers of volunteer hours, memberships, donations, and project results (ie. success rates of *Quercus lobata* planted in a 40 acre oak woodland revegetation project). We get written evaluation from participants in our teacher trainings. We maintain files of support letters from project partners. Our staff is all trained in the *7 Habits of Highly Effective People*, and we constantly seek to serve our users better. We implement internal evaluation weekly and modify as improvements are suggested and discovered. Regarding resource monitoring, we work closely with agency and private professionals and work to attain quality standards using standard protocol. Constant improvement is considered one of our primary operating procedures.

### C. LOCATION AND/OR GEOGRAPHIC BOUNDARIES OF THE PROJECT

The Sacramento River Discovery Center is located adjacent to the Red Bluff Diversion Dam on property managed by the Mendocino National Forest, in Tehama County, just south of the Red Bluff City limits on the east side of the Sacramento River. Participants in our programs have come from as far away as Berkeley, California, in the lower end of the watershed, and Mt. Shasta at the upper end of the watershed. Boundaries of educational projects are much less clear than geographic boundaries. Our interns have gone to universities from the east to west coast and from Montana to Texas. When the goal is to change the way a generation views its watershed, it needs to be measured in numbers of people and the possible ripple effects of each person. By this measure, using fairly conservative measurements in terms of weather limitations, with three months of optimum visitation time in the fall and the spring, each year our day use and camping programs could serve 14,400 students (24 weeks, 3 days per week, 200 students per day). Our high school academy will serve 100 students per year. Our teacher training program will serve 40 teachers per year who will in turn touch at least 1000 students per year.

#### DETAIL ON THE TASKS OF THIS PROPOSAL:

##### Task 1

Expansion of the SRDC facilities to accommodate expanded public events, teacher trainings, and student learning experiences will more than double the ability of the Discovery Center to implement programs. Larger groups will be able to attend public events. Space for planning meetings will be available. Larger groups of teachers will be able to participate in training programs at one time, increasing efficiency and effectiveness. Similar results will be achievable with students and simultaneous teacher trainings and student programs will be possible. Current facilities are capable of holding groups of thirty or less for trainings and slightly more for receptions and other events. Additional space will allow for much greater utilization and more specialized use of the facilities.

##### Task 2

Expansion of the teacher training workshops is the key to broadening the overall education program at SRDC. Working with teachers on in-depth programs that integrate into the regular

curriculum of students assures that students will spend extensive class time studying the watershed prior to field experiences at the Discovery Center. This is the key to long-term understanding of the complexity of systems.

Task 3

The high school/college natural resource academy is the key to providing programs for younger students economically and to maintaining a base of volunteers for projects and research on the watershed. The school year program has students working in the watershed for about 2 hours per day for the entire academic year. Students sign up for 2 class periods, provide their own transportation to and from the Discovery Center, are trained in personal and interpersonal effectiveness and ecosystems overview. They also learn to facilitate all interpretive programs offered by the Center. Additionally, they choose a focus project to work on for the entire year, such as bird or fisheries monitoring working with professionals in the field, learning, contributing, connecting to the facts and the heart of the watershed. The full time summer program places students with agency and industry partners for very intense watershed experiences that benefit the host and improve the watershed in a tangible way.

**BUDGET, YEAR 1**

Project Task	Salary & Benefits	Service Contracts	Materials	Miscellaneous	Indirect	Total
Task #1	16,000	12,000	6,000	2,000	5,400	41,400
Task #2	23,000	14,000	9,000	6,000	7,800	59,800
Task #3	21,000	12,000	8,000	2,000	6,460	49,460
TOTAL REQUEST JULY, 1998						<b>\$150,660</b>

**Cost Share Portion of Budget:**

To date: site development, planning, and programming:

CVPIA U.S. Bureau of Reclamation	\$410,000
U.S. Forest Service (in partnership with SRDC)	50,500
Ben's Trucking (wetland development, local contractor)	102,000
Volunteer time at SRDC, 20,000 + hours	200,000
Wildlife Conservation Board	50,000
Dept. of Ag., Rural Business Enterprise Grant	85,000
P.G.&E., 40 acre oak woodland	\$250,000
Bureau of Reclamation, Water Conservation Education	56,000
TOTAL COST SHARE TO DATE	<b>\$1,129,500</b>

**Cost Share already scheduled for granting period**

Bureau of Reclamation, Water Conservation Education	52,800
Red Bluff High School	18,000
U.S. Forest Service	30,600
Volunteer time, steadily increasing	200,000
Sacramento River Discovery Center, facilities, equipment, staffing	62,000
COST SHARE APPROVED FOR YEAR 1 GRANT PERIOD	<b>\$363,400</b>
<b>TOTAL COST SHARE</b>	<b>\$1,492,500</b>

## SCHEDULED MILESTONES

Fall, 1998; staff hired; RFP for building developed; programming and materials development expansion; begin fund raising for permanent center and additional cabins at SRDC to support 100 campers at one time in cabins, 75 high school interns in place, first fall river celebration at SRDC to complement, support, and advertise those at Coleman and Feather River Hatcheries..

Winter, 1999; SRDC first phase permanent building and additional group campground cabins, work initiated, in place by spring, 1999. Expand educational program to 200 per day capacity by spring, 1999; initiate recruitment of 100 high school interns to begin in Fall, 1999.

Spring, 1999; expanded educational programs at SRDC operational; funding secured for second phase permanent building; continued monitoring work on riparian plantings and habitat development on SRDC site, annual spring river celebration at SRDC.

Summer, 1999; summer full-time Natural Resource Academy expanded to include college interns; begin work on second phase, permanent building.

## THIRD PARTY IMPACTS

All impacts from this project will be positive. No mitigation will be required.

## APPLICANT QUALIFICATIONS

Organization of staff. All activities of SRDC fall under the direction of the Board of Directors. The Board includes: the local director of the Shasta College Red Bluff Center who also developed and coordinates the Ide Adobe State Park docent program, the regional AmeriCorps watershed program coordinator, the director of the Sacramento River Preservation Trust, the owner of Lindauer River Ranch, and a member of the Tehama County Board of Supervisors. The SRDC Executive Director, Cathy Klinesteker, will be the Director for this project. Her duties will include:

- Hire, supervise, and evaluate staff.
- Assure compliance with all applicable laws, bylaws, and policies.
- Develop, maintain, and implement (or cause to be developed, maintained, and implemented) an annual budget to accomplish SRDC goals with monthly reports to the SRDC Board and annual audits.
- Facilitate program and facilities development, evaluation, and change. Provide ongoing leadership and direction.
- Participate, and cause other staff to participate, in ongoing professional development to assure that SRDC is current with best practices and information. Provide reports/training to assure that staff and the SRDC Board are current in professional practices and information.
- Promote the vision and goals of SRDC, CALFED, and other partners in supporting learning experiences related to the watershed.
- Create and maintain (or cause to be created and maintained) viable volunteer programs in conjunction with SRDC operations.
- Seek continued funding for Phase III of this project and endowment support for long-term sustainability of SRDC.

All other staff will be hired as part of the project in a fair practice, competitive manner. Specific individual responsibilities covering technical, administrative and project management roles are described below:

The Education Coordinator will (1) work with the general public and schools to develop and

implement programming. (2) work with the Director and satellite site representatives to develop plans for satellite center programs and facilities. (3) assist the Director, as appropriate, to meet the goals of this project.

Project Manager will (1) manage the details of program scheduling, materials purchase and organization, and other support for the project staff,

Program assistants will support all aspects of programming.

The nature and extent of other collaborating participants is partially documented as cost share in the project budget. To date, over a million dollars in community support has been dedicated to the Discovery Center. This doesn't even account for the people who show up unscheduled to pull weeds in the Discovery Garden (we simply find an area cleared of weeds), or for the puppet theater and hundreds of dollars of puppets donated for interpretive programs, or for the thousands of free sodas that WalMart Distribution Center gives to the Discovery Center for volunteers who plant and clean and weed and build, and, so, become the owners of this place and programs. Our most prominent partners are listed in the budget as cost share. But how do you count the family with their two children who come to water the tree they planted? How do you count the extra hours when high school interns who led a rafting trip for elementary students from Woodland come to their camp program in the evening after their own school, sports, and homework to join the younger students for campfire and folk dancing? How do you count the power of the first time a youngster from Oakland watches an osprey catch a fish? How do you quantify the value of people getting the river in their hearts through direct experience? The writers of this proposal have attempted to share a glimpse of a vision for assuring that the improvements on the river and the maintenance of a sustainable, balanced, healthy river system is understood and supported by the general public. To really see the power of our work, you'll have to spend a day at the Discovery Center or, better, yet, on the river with the people of all ages that make up the SRDC team.

Cathy Klinesteker, Biosketch

*Education*

Bachelor of Science degree, UC Davis, Environmental Communication; Teaching credentials, science and multiple subject; Administrative credential/MA degree, curriculum development, California State University, Sacramento

*Experience related to this project*

- Executive Director, Sacramento River Discovery Center, from first funding, through planning phase to first stage implementation, to present.
- Teacher, teacher inservice provider, and curriculum developer for 20 years
- National Science Foundation teacher training project, 10 years, Director and Evaluator
- Lawrence Hall of Science, program staff and consultant
- California State Department of Education, curriculum development in science
- Christa McAuliffe fellowship, wetland restoration and curriculum development
- Salmon Stamp project, Salmon, from eggs to ocean, curriculum and field studies with 10 schools

References who have worked with Cathy Klinesteker on the programs listed above:

Linda DeLucchi, Lawrence Hall of Science; Dr. Marvin Locke, Superintendent, Tehama County Department of Education; Congressman Vic Fazio; Jim Smith, U.S. Fish & Wildlife Service; Floyd Summers/Buford Holt, U.S. Bureau of Reclamation; Harry Rectenwald, California Department of Fish and Game; Scott Clemons, Wildlife Conservation Board; Stacey Cepello, Department of Water Resources; Diana Jacobs, State Lands Commission; Ed Christofferson, CH2MHill; Julie Kelley, Sierra Pacific; Tom Heffernan, Tehama County Farm Bureau.

**COMPLIANCE WITH STANDARD TERMS AND CONDITIONS**

As a private non-profit the Sacramento River Discovery Center has the following requirements:

(1) non-discrimination compliance (2) NonCollusion The required forms are attached.

Agreement No. \_\_\_\_\_

Exhibit \_\_\_\_\_

**NONCOLLUSION AFFIDAVIT TO BE EXECUTED BY  
BIDDER AND SUBMITTED WITH BID FOR PUBLIC WORKS**

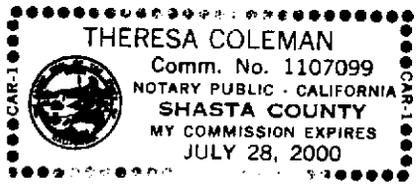
STATE OF CALIFORNIA )  
 )ss  
COUNTY OF Tehama )

Cathy Klinesteker , being first duly sworn, deposes and  
(name)  
says that he or she is Executive Director of  
(position title)  
Sacramento River Discovery Center .  
(the bidder)

the party making the foregoing bid that the bid is not made in the interest of, or on behalf of, any undisclosed person, partnership, company, association, organization, or corporation; that the bid is genuine and not collusive or sham; that the bidder has not directly or indirectly induced or solicited any other bidder to put in a false sham bid, and has not directly or indirectly colluded, conspired, connived, or agreed with any bidder or anyone else to put in a sham bid, or that anyone shall refrain from bidding; that the bidder has not in any manner, directly or indirectly, sought by agreement, communication, or conference with anyone to fix the bid price of the bidder or any other bidder, or to fix any overhead, profit, or cost element of the bid price, or of that of any other bidder, or to secure any advantage against the public body awarding the contract of anyone interested in the proposed contract; that all statements contained in the bid are true; and, further, that the bidder has not, directly or indirectly, submitted his or her bid price or any breakdown thereof, or the contents thereof, or divulged information or data relative thereto, or paid, and will not pay, any fee to any corporation, partnership, company, association, organization, bid depository, or to any member or agent thereof to effectuate a collusive or sham bid.

DATED: 6-30-98

By Cathy Klinesteker  
(person signing for bidder)



(Notarial Seal)

Subscribed and sworn to before me on  
\_\_\_\_\_  
Theresa Coleman  
(Notary Public)

NONDISCRIMINATION COMPLIANCE STATEMENT

ITEM 7

COMPANY NAME  
Sacramento River Discovery Center, Inc.

The company named above (hereinafter referred to as "prospective contractor") hereby certifies, unless specifically exempted, compliance with Government Code Section 12990 (a-f) and California Code of Regulations, Title 2, Division 4, Chapter 5 in matters relating to reporting requirements and the development, implementation and maintenance of a Nondiscrimination Program. Prospective contractor agrees not to unlawfully discriminate, harass or allow harassment against any employee or applicant for employment because of sex, race, color, ancestry, religious creed, national origin, disability (including HIV and AIDS), medical condition (cancer), age, marital status, denial of family and medical care leave and denial of pregnancy disability leave.

CERTIFICATION

*I, the official named below, hereby swear that I am duly authorized to legally bind the prospective contractor to the above described certification. I am fully aware that this certification, executed on the date and in the county below, is made under penalty of perjury under the laws of the State of California.*

OFFICIAL'S NAME  
Cathy Klinesteker  
DATE EXECUTED 6-30-98 EXECUTED IN THE COUNTY OF Tehama  
PROSPECTIVE CONTRACTOR'S SIGNATURE  
Cathy Klinesteker  
PROSPECTIVE CONTRACTOR'S TITLE  
Executive Director  
PROSPECTIVE CONTRACTOR'S LEGAL BUSINESS NAME  
Sacramento River Discovery Center, Inc.