

Attachment H

COVER SHEET (PAGE 1 of 2)

May 1998 CALFED ECOSYSTEM RESTORATION PROPOSAL SOLICITATION

Proposal Title: Project CARE: Conservation, Appreciation, Restoration, Education for the environment.

Applicant Name: Galt Joint Union School District

Mailing Address: 1018 C Street, Ste. 210 Galt, CA 95632

Telephone: 209-744-4545

Fax: 209-744-4553

Amount of funding requested: \$ 190,000 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 - Environmental

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
- Anadromous Fish

COVER SHEET (PAGE 2 of 2)

May 1998 CALFED ECOSYSTEM RESTORATION PROPOSAL SOLICITATION

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

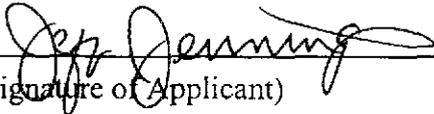
- | | |
|---|---|
| <input type="checkbox"/> State agency | <input type="checkbox"/> Federal agency |
| <input checked="" type="checkbox"/> Public/Non-profit joint venture | <input type="checkbox"/> Non-profit |
| <input type="checkbox"/> Local government/district | <input type="checkbox"/> Private party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

II. Executive Summary

a. Project title:

Project CARE: Conservation, Appreciation, Restoration, Education for the Environment

Applicant:

Galt Joint Union School District

b. Project description and primary biological/ecological objectives

Through CALFED funding, an Environmental Education Coordinator will be employed by the Galt Joint Union School District to promote understanding of Bay-Delta issues, provide teacher training, and ensure student involvement in local restoration and conservation programs. Of primary importance will be the further development of the partnership between the Cosumnes River Preserve and the Galt Joint Union School District.

As a direct result of this project, the school community will understand why it is necessary to improve and increase aquatic and terrestrial habitats and what conditions are needed to support sustainable populations of diverse and valuable plant and animal species. Class field trips to the Cosumnes River Preserve and other ecologically sensitive areas will increase with many more students involved in habitat restoration activities. Community awareness, knowledge, and appreciation of local environmental opportunities and concerns will also increase. Throughout the school district an increased emphasis will be placed on all classes becoming actively involved in environmental service learning projects.

c. Approach/tasks/schedule

Upon funding of the position by CALFED in September 1998, GJUSD will hire the Environmental Education Coordinator to be phased in during the 98-99 school year and become full time by the start of the 99-2000 school year. By 2000-2001 a consortium of local school districts including Sacramento, Elk Grove, and Lodi will be served by the Coordinator. Successful implementation of the project will result in the GJUSD continuing the position at the end of the CALFED funding cycle.

d. Justification for project and funding by CALFED

This project will directly reach 3,5000 children and thousands of adults in the Galt area during the first year of implementation. Education about environmental issues will result in informed action at the school and community level. The project will advance awareness of the CALFED Bay-Delta Program and provide long term indirect support for dealing with significant stressors identified by CALFED.

e. Budget costs and third-party impacts

Total request is for \$190,000 for Environmental Education Coordinator salary and expenses over a three year period. Matching funds and volunteer hours will ensure the success of Project CARE. There are multiple third-party benefits when children educate their parents, families, and friends. There are no known adverse third-party impacts.

f. Applicant qualifications

The GJUSD is an area leader in providing students with environmental education opportunities and is a logical choice as the site of a regional environmental education consortium. The Nature Conservancy has extensive experience in supporting educational programs for both school-age groups and the general public. The innovative partnership between the Cosumnes River Preserve, the Intel Foundation, and the Galt Joint Union School District will serve as a model in promoting environmental awareness and action far beyond the Bay-Delta region.

g. Monitoring and data evaluation

Student understanding of key concepts related Project CARE objectives will be measured in pre- and post- assessments. Student, parent, and community awareness of and involvement in local restoration efforts will be surveyed annually. The GJUSD tracks students achievement in academic areas as well as teacher participation in continuing education and Preserve field trips. The Nature Conservancy monitors teacher and student participation in educational programs and visitor use of the Preserve.

Student based research will measure the effectiveness of different ecosystem restoration activities. The GJUSD CARES web site will serve as a source for current data. Participation in the Westinghouse and Intel Science and Engineering Expos will increase 20% per year over the next three years. The development of an Intern Naturalist program for high school students and an increased participation in the Apprentice Naturalist and Volunteer Naturalist programs will provide to a corps of enthusiastic individuals who will be able to provide help in the classroom and in the field. Program evaluation and recommendations will be performed by the Project CARE Implementation Team twice per year.

h. Local support/coordination with other programs/compatibility with CALFED objectives

Community support for existing environmental education projects in the school district is strong. The Nature Conservancy's educational program has a high level of support within the schools and the local area. The Nature Conservancy is committed to providing \$75,000 in matching funds to Project CARE during the 1998-99 school year.

In 1997 and 1998 the Intel Foundation has provided \$40,000 in grants to the GJUSD. The Intel Foundation, the philanthropic arm of the Intel Corporation, has awarded John Durand the Intel Innovations in Teaching Award for Project NET. Seven awards are granted each year across the United States.

Intel has a strong commitment to both education and the environment. Employees involved in the *Intel Involved* volunteer program at Intel are committed to support the restoration and education projects at the Cosumnes River Preserve.

Project CARE furthers CALFED objectives by providing ecosystem restoration-related education and appreciation of key Delta habitats.

III. Title Page

a. Title of project:

Project CARE: Conservation, Appreciation, Restoration, Education for the Environment

b. Applicant:

Galt Joint Union School District
1018 C Street, Suite 210
Galt, CA 95632
phone: (209) 744-4545; fax: (209) 744-4553
contact: Jeff Jennings
e-mail : jjennings@galt.k12.ca.us

c. Type of organization and tax status

The Galt Joint Union School District is a non-profit government agency.

d. Tax identification number and/or contractor license, as applicable

The Galt Joint Union School District's taxpayer identification number: 94-60002510.

e. Participants/collaborators in implementation

This is a collaborative project with the Nature Conservancy and the other Cosumnes River Preserve partners (Sacramento County, California Department of Fish and Game, California Department of Water Resources, U.S. Bureau of Land Management, Ducks Unlimited), Intel Foundation and California Fly Fishers, Unlimited.

IV. Project Description

a. Project description and approach

The Galt Joint Union School District will employ an Environmental Education Coordinator to promote understanding of Bay-Delta issues, provide teacher training, ensure student involvement in local restoration and conservation programs, and further the develop the partnership between The Nature Conservancy, local corporations, and the GJUSD in educating the community about the unique ecosystems surrounding the Galt area. The goals of the program are to

- increase public awareness of local environmental issues
- provide teacher training and support in restoration activities and opportunities
- promote further partnerships between schools and local businesses, service organizations, and public agencies in conserving and restoring riparian and riverine habitats
- foster the development of school and classroom environmental service learning projects
- develop distance learning opportunities through the use of technology to reach far beyond the Sacramento region

b. Proposed scope of work

Phase I 1998-99 school year

- 1.1 Initial implementation involving establishment of school and district goals
- 1.2 Lead teacher workshops on priority species and their stressors, habitat types, resource conservation, ecosystem restoration, and local environmental action projects
- 1.4 Expand the Salmonids in the Classroom project to include all four elementary schools
- 1.5 Schedule and coordinate habitat restoration projects at the CRP
- 1.6 Support teachers in preparing and presenting lessons relating to field study before, during, and after visits to CRP and other ecologically sensitive areas

Phase II 1999-00 school year

- 2.1 Full implementation of school and district goals
- 2.2 Continuation of projects begun in Phase I including 1.2, 1.3, 1.4, 1.5, and 1.6
- 2.3 Inclusion of Galt High School District in Environmental Education activities
- 2.4 Coordination with the Galt Historical Society in planning an Environmental Living Program similar to the State Parks ELP that would serve school children during the week and be open to the public on weekends and holidays

Phase III 2000-01 school year

- 3.1 Expansion beyond district to form a Regional Environmental Education Consortium
- 3.2 Provide support and share environmental education resources with surrounding school districts including Lodi Unified, Elk Grove Unified, Archoe, Oakview, and River Delta
- 3.3 Continuation of Phase I and Phase II

c. Location and/or geographic boundaries of project

Initially the project will serve children and adults in the Galt school districts and the surrounding area. This includes southern Sacramento County and northern San Joaquin County. Restoration work will be

performed primarily in the East Delta Ecological Unit of the Sacramento-San Joaquin Delta Ecological Zone and in the Eastside Delta Tributaries Ecological Zone. Implications of the project will reach far beyond the region as other school districts and agencies look for an efficient model for educating citizens about complex ecological issues.

d. Expected benefits

The hiring of a full time Environmental Education Coordinator will supplement existing programs in place at the school district and at the Preserve. Participation in these successful programs will increase with more students at each grade level involved in meaningful restoration activities in the field. Expansion of classroom projects like the Salmonids in the Classroom, sponsored locally by the California Fly Fishers Unlimited, will provide even more students with first hand knowledge of conditions necessary for successful spawning, hatching, and survival of salmon and steelhead in the wild.

Increased field study at the Cosumnes River, American River, Sacramento River, and San Francisco Bay will provide explicit opportunities for interpretation and education related to the Bay-Delta system. Students will learn the role of tidal estuaries and wetlands, and the value of floodplain habitats for fish, birds, and aquatic mammals. Secondary benefits include the potential for students and parent volunteers to feel they can actually make a difference by volunteering for an ecosystem restoration project. This will have both immediate and long-term value for directly and indirectly meeting CALFED's objectives as they relate to stressors, priority species, and habitats.

Although portions of the project do not have direct ecosystem benefits, this project (in conjunction with similar activities elsewhere) is integral to the long term success of the Bay-Delta program. It will aid in developing public support and understanding of ecosystem management principles

e. Background and ecological/biological/technical justification

The success of ecosystem management in the long term requires educating those who will be responsible for the future of our natural heritage: our children. Toward this end, The Nature Conservancy, in conjunction with the Preserve partners, The Intel Foundation, California Fly Fishers Unlimited, and the Galt Joint Union School District have developed a model educational program at the Cosumnes River Preserve and in the classrooms.

The enhanced funding of this project by CALFED meets ERPB objectives and is consistent with AFRP objectives and other sections of the CVPIA. The implementation approach of the AFRP to make all reasonable efforts to at least double natural production of anadromous fish [Section 3406(b)(1) of the CVPIA] calls for partnerships, local involvement, and public support:

Partnerships

A single entity cannot double natural production of anadromous fish throughout the Central Valley. Partnerships are needed. Voluntary collaborations to achieve mutual goals and objectives will accelerate accomplishments, increase available resources, reduce duplication of efforts, encourage innovative solutions, improve communication, and increase public involvement and support through shared authority and ownership of restoration actions. The AFRP will seek partners to facilitate restoration.

Local Involvement

The AFRP will encourage local citizens and groups to share or take the lead in implementing restoration actions. Local people may have innovative approaches to solving problems, and may be able to implement those solutions most efficiently. This approach is consistent with "California's Coordinated Regional Strategy to Conserve Biological Diversity" (MOU 1991), in which 26 state and federal agencies emphasize regional solutions to regional problems. The AFRP will encourage local involvement by joining with existing local restoration groups and supporting the formation of new groups.

Public support

Public support is both a product and a prerequisite of partnerships and local involvement. Public sentiment is an indicator of perceived economic and social effects of restoration actions. Public support for an action will facilitate implementation and attract partners for future actions. The AFRP will seek opportunities for the public to assist in planning and implementing restoration actions.

p. 7 Revised Draft Restoration Plan for the Anadromous Fish Restoration Program: May 1997

Because of the educational nature of this project, it is uniquely able reach beyond the geographical boundaries of the Eastside Delta Tributaries Ecological Zone and is not limited to addressing only limited numbers of species, habitats, or stressors. In the classroom students will learn the fundamentals of ERPP Objectives including

Ecological Processes

- Central Valley Streamflows
- Natural Sediment Supply
- Natural Floodplain and Flood Processes
- Central Valley Stream Temperatures
- Upper Watershed Processes

Habitats

- Seasonal Wetlands
- Riparian and Riverine Aquatic Habitats *T1, A1B; T2, A2A, A2B; T3, A3A, A3B, A3E p.360

Stressors

- Water Diversion
- Dams, Reservoirs, Weirs, and Other Humanmade Structures
- Invasive Riparian and Salt Marsh Plants *T1, A1A p.363
- Predation and Competition
- Contaminants
- Harvest of Fish and Wildlife *T1, A1B p.364
- Artificial Propagation of Fish
- Land Use *T1B

Species

- Chinook Salmon
- Steelhead
- Sacramento Splittail, Striped Bass, and American Shad
- Resident Fish Species
- Giant Garter Snake and Western Pond Turtle
- Swainson's Hawk
- Greater Sandhill Crane

*Students will be involved in restoration activities related to listed Targets and Actions
pp. 358-370 Volume II: Ecosystem Restoration Program Plan: March 1998

By building awareness and appreciation of the Bay-Delta system, students, parents, and community members will have a clear understanding of (1) the profound importance of protecting the Delta ecosystem; (2) their connection to and stake in the long-term health of the Bay-Delta system; and (3) their role in solving the Delta's problems--for example, by ecosystem restoration, resource conservation, and stewardship.

f. Monitoring and data evaluation

Several thousand school children and many of their parents will take part in this program each year. The Project CARE Implementation Team will be responsible for monitoring, data collection, program review and evaluation, and reporting to CALFED.

The Science Content Matrix for grades K to 8 will be updated to include key ERPP objectives. Across the school district, grade level expectations will be established and assessed. Examples of benchmarks that students will reach include

- By 2nd grade 80% students will be able to identify aquatic and terrestrial habitats
- By 4th grade 80% of students will be able to describe some of the conditions necessary for survival of different priority species
- By 6th grade 80% of student will be able to explain how human interactions have adversely affected ecosystem processes, habitats, and species.
- By 8th grade 80% of students will be able to discuss healthy Bay-Delta ecosystem requirements and human restoration activities necessary for compatible use by humans

Effectiveness of Project CARE will also be monitored in areas not directly associated with Environmental Education.

Evaluation of student participation including year-to-year comparisons of

- School-wide actual attendance data
- Middle School grade point averages
- Suspension and expulsion rates
- Student awareness, appreciation, and involvement levels

Evaluation of adult participation including year-to-year comparisons of

- Attendance at training opportunities
- Involvement in service learning projects
- Lesson Plan analysis
- School field trip registration
- Volunteer hours at CRP and local wildlife areas

g. Implementability

The GJUSD is an area leader in providing students with environmental education opportunities and is strategically located to be the site of a regional environmental consortium. Three of the districts five schools have successfully planned and implemented Environmental Education grants from the CA Department of Education. Fairsite School is a model site for Life Lab, a garden based science education program. River Oaks School has developed a wetlands study area as the result of its grant. Fairsite and Valley Oaks were name as California Distinguished schools in 1997.

There is already a high degree of staff involvement and commitment to environmental education. Forty-five GJUSD teachers have already been trained at the CRP on the Curriculum and have received Apprentice Naturalist certification. District administrators and teachers have been actively involved in planning and developing curriculum for various regional environmental education projects.

Local support for GJUSD environmental education efforts has been strong and continues to grow. Some of the projects sponsors include

- The Nature Conservancy
- Intel Foundation
- Intel Corporation
- California Fly Fishers Unlimited
- Smart Valley Inc.
- Lever Brothers Corporation
- City of Galt
- County of Sacramento
- Sacramento Tree Foundation

V. Costs and Schedules to Implement Proposed Project

a. Budget costs

PROJECT BUDGET TABLE

Project Phase and Task	Direct Labor Hours	Direct Salary and Benefits	Overhead Labor (General, admin and fee) 4.01%	Service Contracts	Material and Acquisition Contracts	Misc. and other Direct Costs	Total Cost
I.		32,700	1,300				34,000
II.		75,000	3,000				78,000
III.		75,000	3,000				78,000
TOTAL		182,500	7,500				190,000

Project CARE Matching Funds and Support Phase I

The Nature Conservancy: \$75,000

The GJUSD: Operations, Materials, Supplies, Travel, Training Expenses

California Fly Fishers Unlimited: 100+ Volunteer hours

Intel Foundation: Technical support, Intel Involved volunteer program

Smart Valley, Inc.: \$14,000 in computers, ongoing technology training

b. Schedule milestones

Phase I 1998-99 school year

Phase II 1999-00 school year

Phase III 2000-01 school year

c. Third party impacts

There are no anticipated adverse third party impacts.

VI. Applicant Qualifications

The Galt Joint Union School District serves approximately 3500 children in five schools. The district is the City of Galt's largest local employer with 370 employees. The school system values educational experiences that provide meaningful learning opportunities involving children and the adults.

Outdoor learning activities have been state recognized through successful implementation of three outdoor environmental education programs at three elementary schools. Three of our five schools have outdoor garden centers which include such components as nature trail, compost area, greenhouse, pond, and raised garden beds. Co-sponsored restoration activities in partnership with the Cosumnes River Preserve and California Nature Conservancy have in the last two years resulted in 53 classes representing over 1300 children participating in environmental education activities or restoration projects. In addition, sixth grade children have yearly week-long outdoor field trips to Sly Park in El Dorado County. District administrators and teachers have been involved in the planning and implementation of the Lodi Crane Festival and the American River Salmon Festival.

Fairsite's fourth grade Salmon and Steelhead Restoration Project, initially funded in part by The Nature Conservancy and California Fly Fishers Unlimited, is recognized regionally as an exemplary program and has been presented statewide at California Science Teacher's Association conferences. Photos of the project are part of a permanent display at the Nimbus Fish Hatchery Visitor Center.

Fairsite School's Project Net was awarded first place in the 1998 Intel Foundation Innovations in Teaching Awards. Project NET incorporates environmental education, community service, and technology as students learn math and science. Key components of the project include

- restoration activities at the Cosumnes River Preserve
- raising salmon and steelhead in classrooms and releasing them in the American River
- adopting Dry Creek and reporting monthly monitoring results to the River Kid's Network, a national Internet project
- painting local storm drains with the message NO DUMPING FLOWS TO CREEK
- maintaining the school's Life Lab and Nature Area
- field study to the Cosumnes River, American River, Nimbus Hatchery, Folsom Dam, Salmon Festival, Malakoff Diggins, Galt Water Treatment, Galt Waste Water Treatment, PAWS, Dry Creek, San Francisco Bay

A lasting relationship with the California Science Implementation Network has provided elementary school teachers sustained science education training for five years. Regional, state, and national attention has centered upon science education activities promoting outdoor learning coupled with community involvement and innovative technology integration strategies.

The GJUSD continues its commitment to "build a bright future for all learners" through Project CARE with a team of committed educators, Nature Conservancy representatives, community members, county office staff, and business partners.

Project CARE: Conservation, Appreciation, Restoration, Education for the Environment

Implementation Team:

Jeff Jennings, GJUSD District Superintendent

- Superintendent five years
- National recognition for science reform implementation
- Exemplary district grant development and implementation efforts
- State education speaker for systemic reform
- Initiated Strategic Plan involving school district, parents, community, and business partners

Karen Schauer, GJUSD Director of Curriculum

- Program Developer: Project FIRST- nationally recognized science and technology project
- Masters in Curriculum Leadership with emphasis in math and science
- Life Lab Garden-based Learning Consultant
- Principle Developer: Project SEEKOUT Environmental Education Task Cards
- Successful State and Federal Grant Development, Implementation, and Evaluation

John Durand, GJUSD Educator and Project CARE Coordinator

- State and regional recognition for model Environmental Education Program
- Intel Innovations Award Winner for Project NET: Neighborhoods, Education, and Technology
- Director California Fly Fishers Unlimited's Salmonids in the Classroom Project
- Trainer for Cosumnes Preserve Apprentice Naturalist Education Program
- Exemplary grant development and implementation
- Tech Colleague for the California Technology Assistance Project Region 3
- Recipient of CFFU Presidential Award for Environmental Education
- Trainer multiple environmental education programs

Mike Eaton, The Nature Conservancy Cosumnes River Watershed Project Director

Sarah Blanchette, Cosumnes River Preserve Outreach Director

Ashley Des Marteau, Intel Corporation Public Relations Officer

VII. Compliance with Standard Terms and Conditions

The Certifications Regarding Debarment, Suspension and Other Responsibility Matters, Drug-Free Work Place Requirements and Lobbying form is attached, as required under the Terms and Conditions of the 1998 Category III Proposal Solicitation Package.

U.S. Department of the Interior

**Certifications Regarding Debarment, Suspension and
Other Responsibility Matters, Drug-Free Workplace
Requirements and Lobbying**

Persons signing this form should refer to the regulations referenced below for complete instructions:

Certification Regarding Debarment, Suspension, and Other Responsibility Matters - Primary Covered Transactions - The prospective primary participant further agrees by submitting this proposal that it will include the clause titled, "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transaction," provided by the department or agency entering into this covered transaction, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions. See below for language to be used or use this form for certification and sign. (See Appendix A of Subpart D of 43 CFR Part 12.)

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions - (See Appendix B of Subpart D of 43 CFR Part 12.)

Certification Regarding Drug-Free Workplace Requirements - Alternate I. (Grantees Other Than Individuals) and Alternate II. (Grantees Who are Individuals) - (See Appendix C of Subpart D of 43 CFR Part 12)

Signature on this form provides for compliance with certification requirements under 43 CFR Parts 12 and 18. The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of the Interior determines to award the covered transaction, grant, cooperative agreement or loan.

PART A: Certification Regarding Debarment, Suspension, and Other Responsibility Matters - Primary Covered Transactions

CHECK IF THIS CERTIFICATION IS FOR A PRIMARY COVERED TRANSACTION AND IS APPLICABLE

- (1) The prospective primary participant certifies to the best of its knowledge and belief, that it and its principals:
- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded by any Federal department or agency;
 - (b) Have not within a three-year period preceding this proposal been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
 - (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and
 - (d) Have not within a three-year period preceding this application/proposal had one or more public transactions (Federal, State or local) terminated for cause or default.
- (2) Where the prospective primary participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

PART B: Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions

CHECK IF THIS CERTIFICATION IS FOR A LOWER TIER COVERED TRANSACTION AND IS APPLICABLE

- (1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
- (2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

DI-2010
June 1998
(This form replaces DI-1863, DI-1864,
DI-1866, DI-1868 and DI-1869)

PART C: Certification Regarding Drug-Free Workplace Requirements

CHECK IF THIS CERTIFICATION IS FOR AN APPLICANT WHO IS NOT AN INDIVIDUAL

Alternate I. (Grantees Other Than Individuals)

A. The grantee certifies that it will or continue to provide a drug-free workplace by:

- (a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- (b) Establishing an ongoing drug-free awareness program to inform employees about—
 - (1) The dangers of drug abuse in the workplace;
 - (2) The grantee's policy of maintaining a drug-free workplace;
 - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- (c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
- (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will —
 - (1) Abide by the terms of the statement; and
 - (2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
- (e) Notifying the agency in writing, within ten calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer on whose grant activity the convicted employee was working, unless the Federal agency has designated a central point for the receipt of such notices. Notice shall include the identification numbers(s) of each affected grant;
- (f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted —
 - (1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 - (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
- (g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a) (b), (c), (d), (e) and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Galt Joint Union School District
 1018 C Street, Suite 210, Galt, CA 95632 (Sacramento County)

Check if there are workplaces on file that are not identified here.

PART D: Certification Regarding Drug-Free Workplace Requirements

CHECK IF THIS CERTIFICATION IS FOR AN APPLICANT WHO IS AN INDIVIDUAL

Alternate II. (Grantees Who Are Individuals)

- (a) The grantee certifies that, as a condition of the grant, he or she will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant;
- (b) If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, he or she will report the conviction, in writing, within 10 calendar days of the conviction, to the grant officer or other designee, unless the Federal agency designates a central point for the receipt of such notices. When notice is made to such a central point, it shall include the identification number(s) of each affected grant.

DI-2010
June 1995
(This form replaces DI-1853, DI-1854,
DI-1855, DI-1856 and QI-1803)

Figure 1
Standard Form 424

**APPLICATION FOR
FEDERAL ASSISTANCE**

OMB Approval No. 0348-0043

1. TYPE OF SUBMISSION: Application Preapplication <input type="checkbox"/> Construction <input type="checkbox"/> Construction <input type="checkbox"/> Non-Construction <input type="checkbox"/> Non-Construction		2. DATE SUBMITTED 	Applicant Identifier N/A
		3. DATE RECEIVED BY STATE N/A	State Application Identifier N/A
		4. DATE RECEIVED BY FEDERAL AGENCY 	Federal Identifier
5. APPLICANT INFORMATION			
Legal Name:		Organizational Unit:	
Address (give city, county, state, and zip code):		Name and telephone number of person to be contacted on matters involving this application (give area code)	
6. EMPLOYER IDENTIFICATION NUMBER (EIN): [] [] - [] [] [] [] [] [] [] []		7. TYPE OF APPLICANT: (enter appropriate letter in box) <input type="checkbox"/>	
8. TYPE OF APPLICATION: <input type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision If Revision, enter appropriate letter(s) in box(es) <input type="checkbox"/> <input type="checkbox"/> A. Increase Award B. Decrease Award C. Increase Duration D. Decrease Duration Other (specify): _____		A. State H. Independent School Dist. B. County I. State Controlled Institution of Higher Learning C. Municipal J. Private University D. Township K. Indian Tribe E. Interstate L. Individual F. Intermunicipal M. Profit Organization G. Special District N. Other (Specify) _____	
		9. NAME OF FEDERAL AGENCY:	
10. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER: TITLE: N/A [] [] - [] [] [] []		11. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:	
12. AREAS AFFECTED BY PROJECT (Cities, Counties, States, etc.):			
13. PROPOSED PROJECT		14. CONGRESSIONAL DISTRICTS OF:	
Start Date	Ending Date	a. Applicant b. Project	
15. ESTIMATED FUNDING:		16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?	
a. Federal	\$.00	a. YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON: DATE _____	
b. Applicant	\$.00	b. NO <input type="checkbox"/> PROGRAM IS NOT COVERED BY E.O. 12372 <input type="checkbox"/> OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW	
c. State	\$.00	17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT? <input type="checkbox"/> Yes If "Yes," attach an explanation <input type="checkbox"/> No	
d. Local	\$.00		
e. Other	\$.00		
f. Program Income	\$.00		
g. TOTAL	\$.00		
18. TO THE BEST OF MY KNOWLEDGE AND BELIEF, ALL DATA IN THIS APPLICATION/PREAPPLICATION ARE TRUE AND CORRECT, THE DOCUMENT HAS BEEN DULY AUTHORIZED BY THE GOVERNING BODY OF THE APPLICANT AND THE APPLICANT WILL COMPLY WITH THE ATTACHED ASSURANCES IF THE ASSISTANCE IS AWARDED.			
a. Type Name of Authorized Representative		b. Title	c. Telephone Number
d. Signature of Authorized Representative		e. Date Signed	

Previous Edition Usable
Authorized for Local Reproduction

Standard Form 424 (REV. 4-82)
Prescribed by OMB Circular A-102

**PART E: Certification Regarding Lobbying
Certification for Contracts, Grants, Loans, and Cooperative Agreements**

*CHECK X IF CERTIFICATION IS FOR THE AWARD OF ANY OF THE FOLLOWING AND
THE AMOUNT EXCEEDS \$100,000: A FEDERAL GRANT OR COOPERATIVE AGREEMENT;
SUBCONTRACT, OR SUBGRANT UNDER THE GRANT OR COOPERATIVE AGREEMENT.*

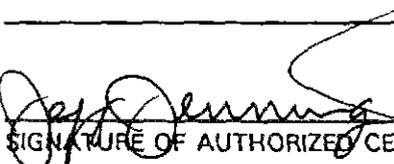
*CHECK IF CERTIFICATION IS FOR THE AWARD OF A FEDERAL
LOAN EXCEEDING THE AMOUNT OF \$150,000, OR A SUBGRANT OR
SUBCONTRACT EXCEEDING \$100,000, UNDER THE LOAN.*

The undersigned certifies, to the best of his or her knowledge and belief, that:

- (1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, and officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.
- (3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by Section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

As the authorized certifying official, I hereby certify that the above specified certifications are true.



SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL

JEFFERY T. JENNINGS, SUPERINTENDENT

TYPED NAME AND TITLE

DATE JULY 1, 1998

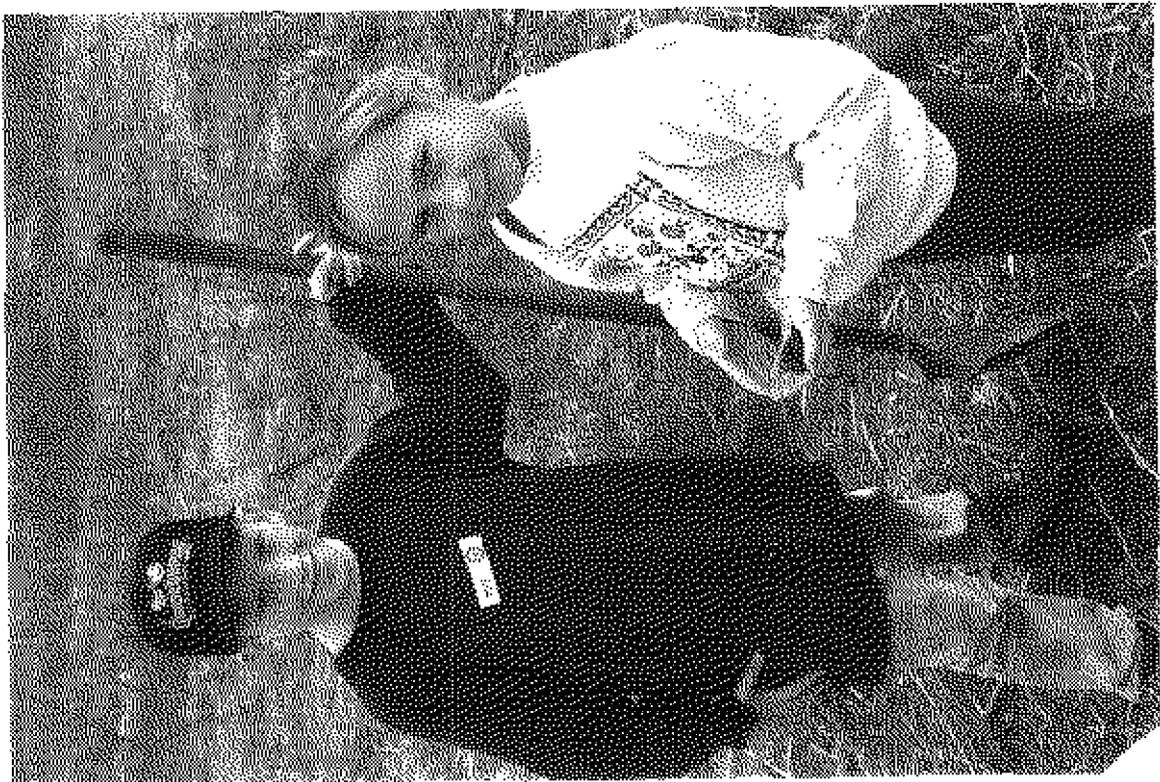
VIII. Photo Attachments:
Project CARE for the Environment
Conservation, Appreciation, Restoration, Education

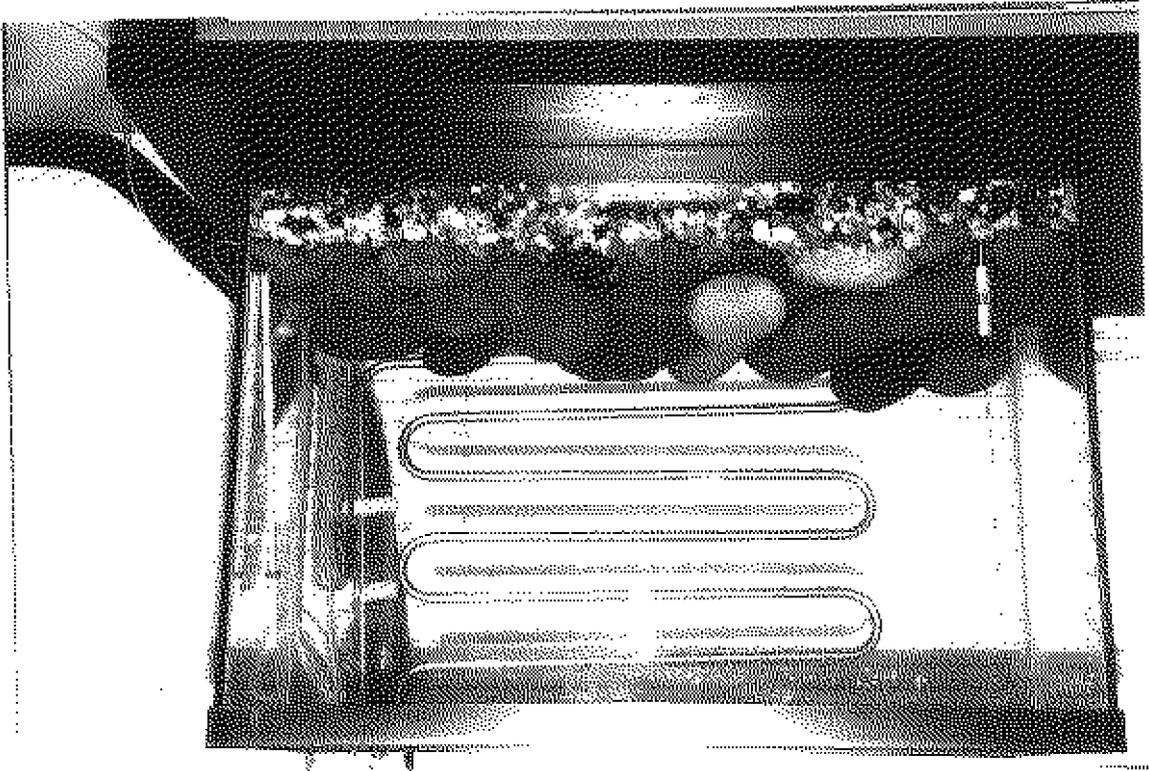
Gathering acorns in the CRP oak riparian forest



VIII. Photo Attachments
Project CARE for the Environment
Conservation, Appreciation, Restoration, Education

Valley oak forest restoration: acorn planting





Chinook salmon egg delivery by OTCU volunteers

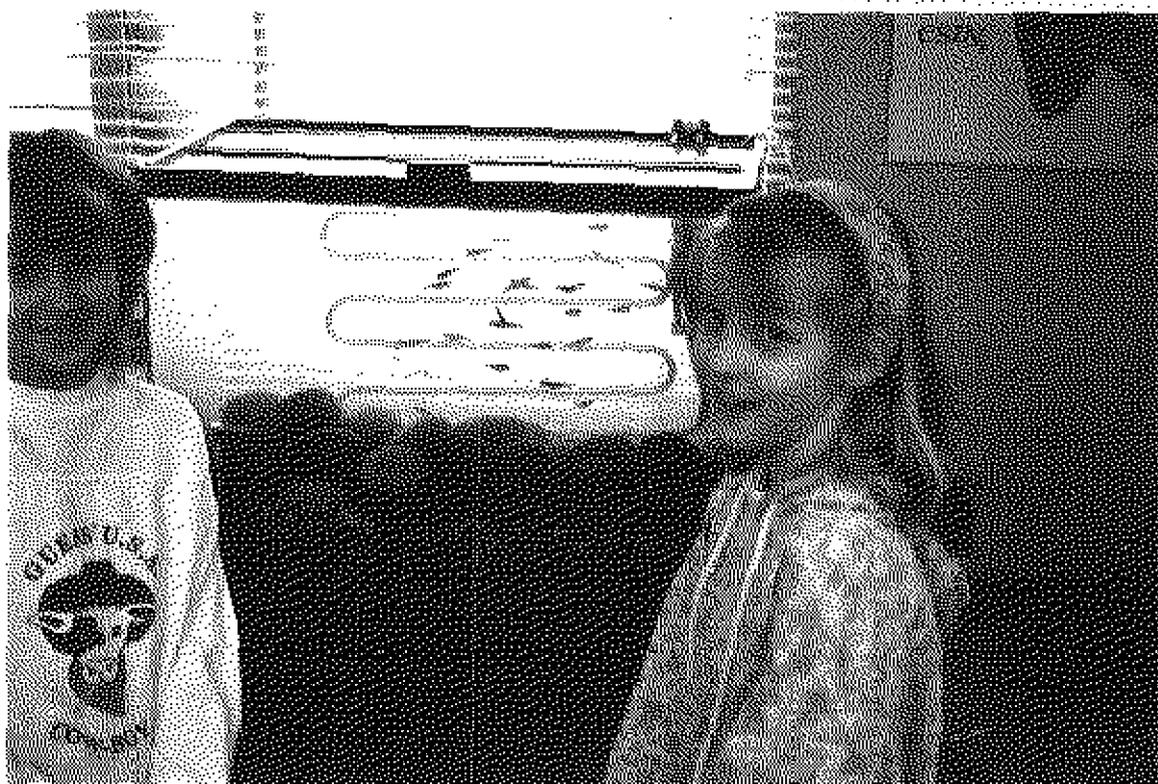
VIII. Photo Attachments
Project Care for the Environment
Conservation, appreciation, restoration, education

VIII. Photo Attachments

Project CARE for the Environment

Conservation, Appreciation, Restoration, Education

Monitoring Chinook Salmon growth in the classroom

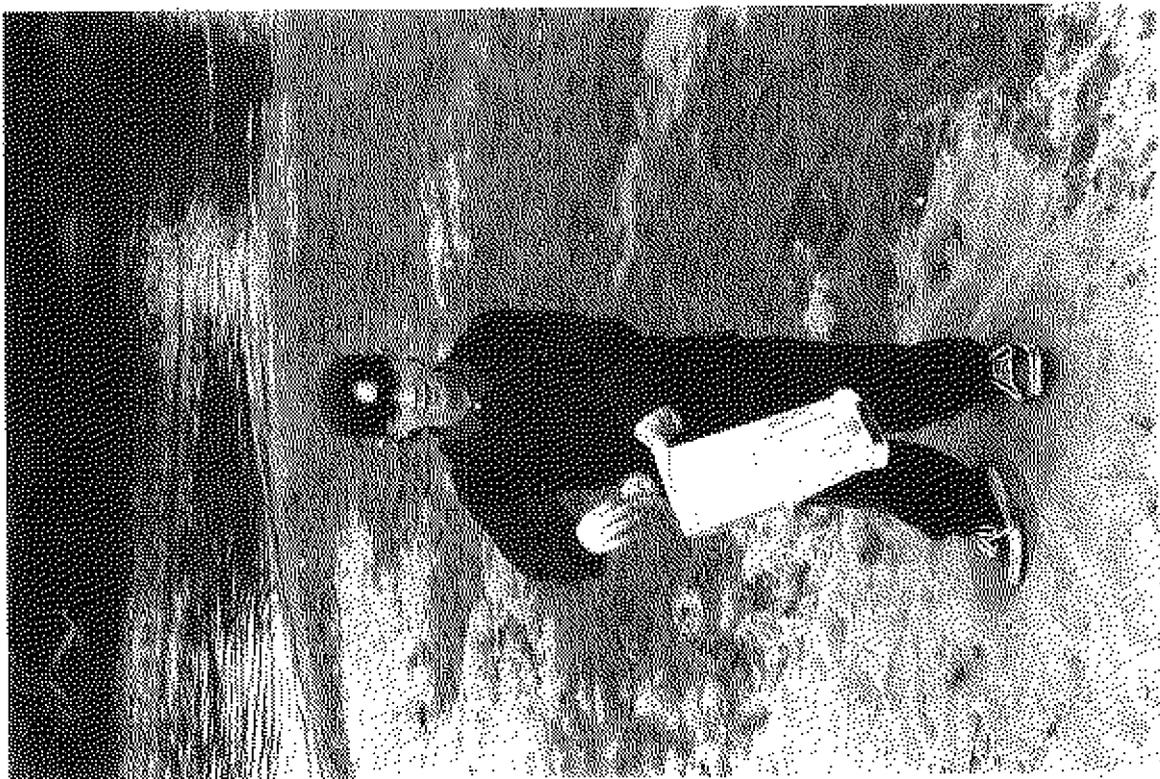
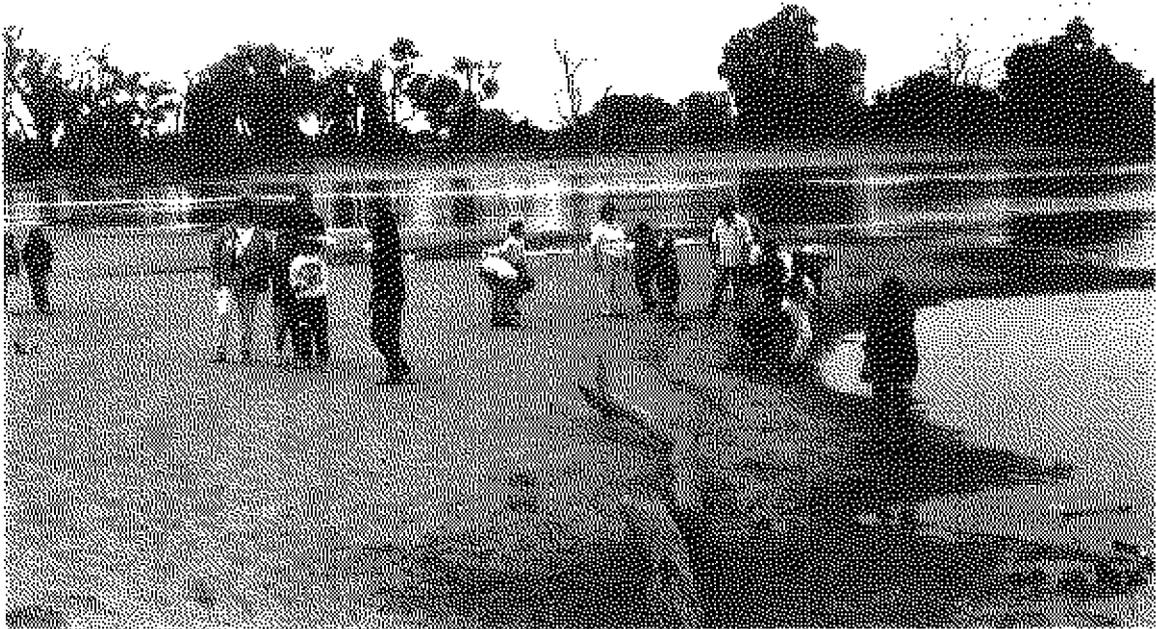


VIII. Photo Attachments

Project CARE for the Environment

Conservation, Appreciation, Restoration, Education

American River Clean-up



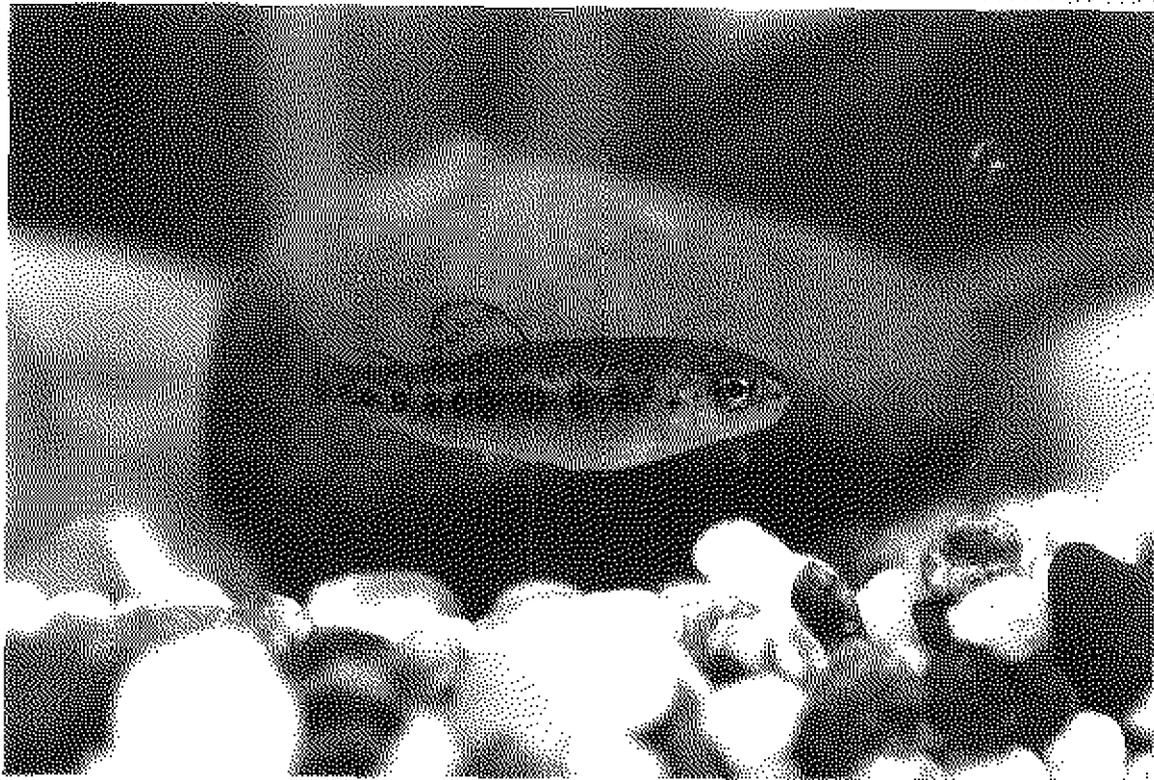
VIII. Photo Attachments
Project CARE for the Environment
Conservation, Appreciation, Restoration, Education

Steelhead eggs ready to hatch and steelhead alevin



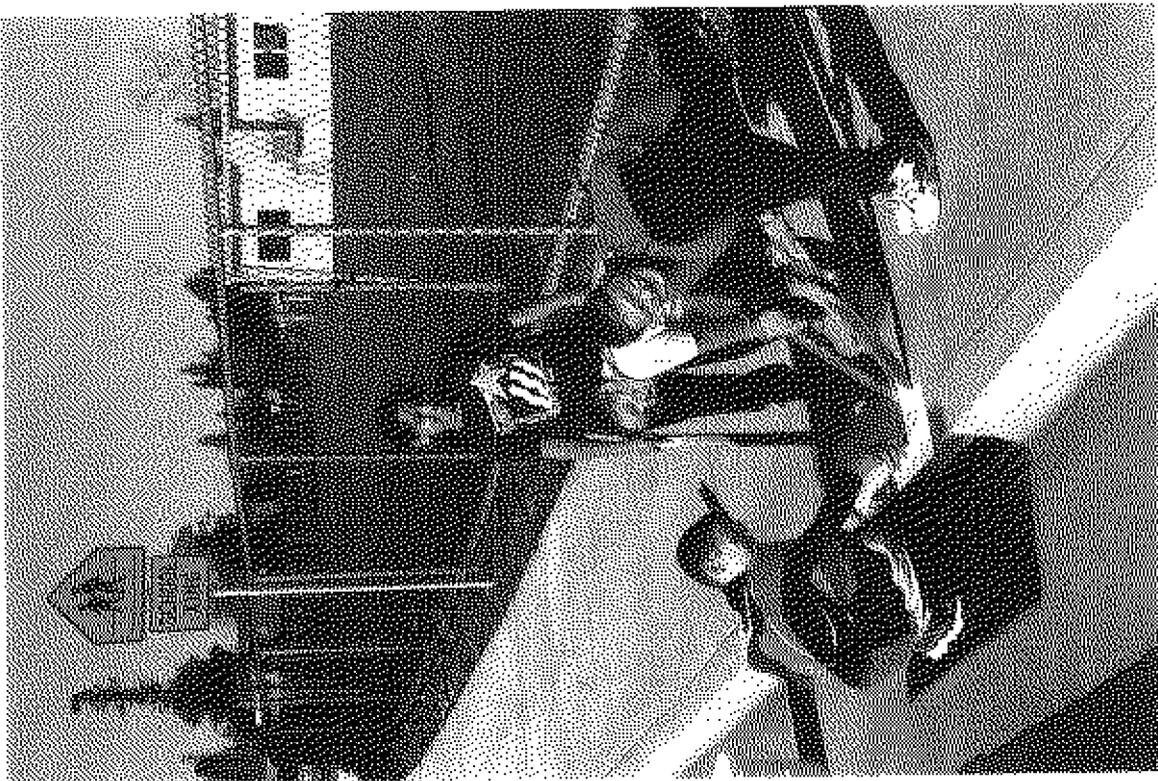
VIII. Photo Attachments
Project CARE for the Environment
Conservation, Appreciation, Restoration, Education

Steelhead fry growing



VIII. Photo Attachments
Project CARE for the Environment
Conservation, Appreciation, Restoration, Education

Storm Drain Stenciling



VIII. Photo Attachments

Project CARE for the Environment

Conservation, Appreciation, Restoration, Education

Study of a managed wetland by teachers... and students



Tules of the trade

Galt students visit preserve

By Jim Elliott
Staff Writer

Ana Calderon worked her shovel into the mud and then called to her friend, Juana Velazquez, to bring her a tule plant. A few pats to cover it up and then it was on to dig another hole as part of Fairsite Elementary School's field trip to Cosumnes River Preserve.

Approximately 60 fourth-graders from the Galt school planted nearly 200 tules on Monday beside a trail as part of a hands-on exercise during their field trip. Two more classes from Fairsite planted more tules Tuesday along the raised trail west of Franklin Road near Lost Slough.

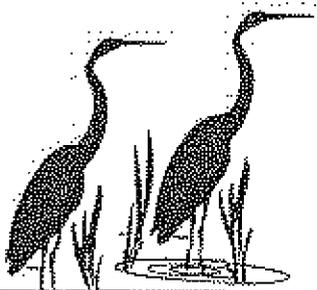
"It's fun when we are digging the holes," said Calderon, her shoes caked with mud.

Students from Fairsite and Valley Oaks elementary schools and Galt High School are helping the Nature Conservancy prepare the habitat while learning about ecology and the environment. Tules planted along the trail will serve as a buffer between visitors and ducks, swans and geese at the preserve.



Neighbors/Jim Elliott

Ana Calderon, left, digs the hole while Juana Velazquez prepares to plant a tule plant at Cosumnes River Preserve Monday during a Fairsite Elementary School field trip.



COSUMNES

Cross Current

News for Cosumnes River Preserve Volunteers • Provided by The Nature Conservancy • Summer 1996

Local Students Pitch In.

May was a busy environmental education month. The Preserve hosted approximately 360 students, teachers, and parents from two Galt Elementary Schools — Fairsite and Valley Oaks.

All of the students participated in restoration activities on the Preserve. Most planted common tules, or bulrush, along the Lost Slough Wetlands Boardwalk, while students who visited on the 28th worked along Willow Slough Nature Trail contributing to trail maintenance.

The tule plantings were a verifiable success. The students did a great job lining the edges of the western section of the boardwalk with tules. Our idea is to improve the habitat along the Los Slough Boardwalk. Also, with the newly bermed mini-levees, the planted region has already been flooded. Be sure to check out the improvements next time you visit the Preserve.

Some of the students from Valley Oaks Elementary School wrote to say how much they enjoyed planting the tules. Samantha, in Mrs. Kennedy's class, liked planting because "...we were helping the birds" and Jordan liked planting because "it was fun." Tule plant-



School kids planting tules along boardwalk.

ing wasn't the only enjoyable activity of the day. Mrs. Ross and Mrs. Kennedy mentioned how much they "loved the centers that were set up at the barn." At these centers students could handle skulls, feathers, and crayfish and view aquatic invertebrates through two-way microscopes. The interactive tables were generously provided by Shannon Brown, a wetland management volunteer.

The visitations from Fairsite Elementary School were extra special as they provided an opportunity for the Preserve staff to thank the students for their philanthropy. Through a student inspired fundraiser, the Fairsite students collected \$417.00. They presented a check to the Preserve staff on April 19, 1996. The donation will help to

rebuild the Visitor Center exhibits. Hopefully, students will be able to return this time next year to see their contributions in the Visitor Center and along Lost Slough Wetlands Boardwalk.

None of the visitations would have been a success without the tremendous commitment of the Preserve Volunteer Naturalists. With sixty students each day, the volunteers helped to make the days manageable and educational. The Preserve staff thanks all who generously donated their time.

Please come out and visit us this summer.



For more information, call the Cosumnes River Preserve Recorded Information line at (916) 684-2816.

VIII. Photo Attachments
Project CARE for the Environment
Conservation, Appreciation, Restoration, Education

Gathering acorns in the CRP oak riparian forest

Wednesday, Nov. 22, 1995

NEWSLINE

Students get outdoors

Fourth-grade students at Fairrite School recently visited the Cosumnes River Preserve just west of Galt.

Students were not there just to enjoy the spectacular fall colors and the beautiful scenery, but to work on an important restoration project.

Armed with trowels and led by enthusiastic volunteers, these young environmentalists planted more than 2,000 Valley Oak acorns in an area next to the Tall Forest.

After a brief lunch break and a chance to see the exhibits at the Visitor's Center, small groups set off to explore the Willow Slough Nature Trail.

Preserve naturalists helped students find animal tracks, pointed out a variety of native plants and identified many different birds.

The day was spent in an outdoor classroom and all were disappointed when it was time to load the bus to go home.

The Cosumnes River Preserve and the Galt Joint Union School District have become environmental education partners. Teachers are receiving training about what the preserve has to offer.

The Nature Conservancy pays a portion of the field trip costs which allows more classes to experience nature firsthand.

Judging from the enthusiasm, children will soon be taking their parents on a field trip to the Cosumnes River Preserve.



Fairrite School students visit Cosumnes River Preserve.

