

4.5 PSP Cover Sheet (Attach to the front of each proposal)

Proposal Title: Bay-Delta Leadership Institute
Applicant Name: Adopt-A-Watershed
Mailing Address: 731 Market Street, Suite 600 A
Telephone: (415) 541-9657
Fax: (415) 541-9653
Email: aaw@adopt-a-watershed.org

Amount of funding requested: \$203,200 for 1.75 years

Indicate the Topic for which you are applying (check only one box).

- Fish Passage/Fish Screens
Habitat Restoration
Local Watershed Stewardship
Water Quality
Introduced Species
Fish Management/Hatchery
Environmental Education

Does the proposal address a specified Focused Action? yes X no

What county or counties is the project located in? Butte County & Tehama County

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

- Sacramento River Mainstem
Sacramento Trib: Butte Creek
San Joaquin River Mainstem
San Joaquin Trib:
Delta:
East Side Trib:
Suisun Marsh and Bay
North Bay/South Bay:
Landscape (entire Bay-Delta watershed)
Other:

Indicate the primary species which the proposal addresses (check all that apply):

- 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
Other:
Spring-run chinook salmon
Fall-run chinook salmon
Longfin smelt
Steelhead trout
Striped bass
All chinook species
All anadromous salmonids

Specify the ERP strategic objective and target (s) that the project addresses. Include page numbers from January 1999 version of ERP Volume I and II:

Ecosystem Restoration
Watershed Management
Water Quality

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

- |  |  |
|--|--|
| <input type="checkbox"/> State agency                    | <input type="checkbox"/> Federal agency        |
| <input type="checkbox"/> Public/Non-profit joint venture | <input checked="" 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 the 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 2.4) 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.

Kim Stokely

Printed name of applicant

Kim Stokely

Signature of applicant

**APPLICATION FOR  
FEDERAL ASSISTANCE**

OMB Approval No. 0348-0043

<b>2. DATE SUBMITTED</b> 4/15/99		Applicant Identifier	
<b>3. DATE RECEIVED BY STATE</b>		State Application Identifier	
<b>4. DATE RECEIVED BY FEDERAL AGENCY</b>		Federal Identifier	

**1. TYPE OF SUBMISSION:**

Application <input type="checkbox"/> Construction <input checked="" type="checkbox"/> Non-Construction	Preapplication <input type="checkbox"/> Construction <input type="checkbox"/> Non-Construction
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**APPLICANT INFORMATION**

Legal Name: Adopt-A-Watershed, Inc. Organizational Unit:

Address (give city, county, State, and zip code):  
731 Market Street, Suite 600A  
City and County of San Francisco, CA 94103

Name and telephone number of person to be contacted on matters involving this application (give area code):  
Jesse Miller: (415) 541-9657

**EMPLOYER IDENTIFICATION NUMBER (EIN):**  
68-0365504

**7. TYPE OF APPLICANT: (enter appropriate letter in box)**  N

**1. TYPE OF APPLICATION:**

New     Continuation     Revision

If Revision, enter appropriate letter(s) in box(es)   

A. Increase Award    B. Decrease Award    C. Increase Duration  
D. Decrease Duration    Other(specify):

**9. NAME OF FEDERAL AGENCY:**

**8. CATALOG OF FEDERAL DOMESTIC ASSISTANCE NUMBER:**  
TITLE: N/A

**11. DESCRIPTIVE TITLE OF APPLICANT'S PROJECT:**  
Bay-Delta Leadership Institute

**12. AREAS AFFECTED BY PROJECT (Cities, Counties, States, etc.):**  
Butte County & Tehama County

**13. PROPOSED PROJECT**    **14. CONGRESSIONAL DISTRICTS OF:**

Start Date <u>1/00</u>	Ending Date <u>9/01</u>	a. Applicant <u>8th District CA</u>	b. Project <u>2nd &amp; 3rd Districts CA</u>
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**15. ESTIMATED FUNDING:**

1. Federal CALFED	\$ 203,200	00
2. Applicant	\$ 101,600	00
3. State	\$	00
4. Local	\$	00
5. Other	\$	00
6. Program Income	\$	00
7. TOTAL	\$ 304,800	00

**16. IS APPLICATION SUBJECT TO REVIEW BY STATE EXECUTIVE ORDER 12372 PROCESS?**

a. YES. THIS PREAPPLICATION/APPLICATION WAS MADE AVAILABLE TO THE STATE EXECUTIVE ORDER 12372 PROCESS FOR REVIEW ON:  
DATE \_\_\_\_\_

b. No.  PROGRAM IS NOT COVERED BY E. O. 12372  
 OR PROGRAM HAS NOT BEEN SELECTED BY STATE FOR REVIEW

**17. IS THE APPLICANT DELINQUENT ON ANY FEDERAL DEBT?**  
 Yes If "Yes," attach an explanation.     No

**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.**

1. Type Name of Authorized Representative <u>Kim Stokely</u>	b. Title <u>Executive Director</u>	c. Telephone Number <u>(415) 541-9657</u>
d. Signature of Authorized Representative 	e. Date Signed <u>4/15/99</u>	

BUDGET INFORMATION - Non-Construction Programs						
Grant Program Function or Activity (a)	Catalog of Federal Domestic Assistance Number (b)	Estimated Unobligated Funds		New or Revised Budget		
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	Total (g)
1. Education		\$	\$	\$	\$	\$
2.						
3.						
4.						
5. Totals		\$	\$	\$	\$	\$
6. Object Class Categories		GRANT PROGRAM, FUNCTION OR ACTIVITY				Total (5)
		(1) CALFED	(2) Applicant	(3)	(4)	
a. Personnel		\$ 47,223	\$ 23,612	\$	\$	\$ 70,835
b. Fringe Benefits (19%)		11,077	5,538			16,615
c. Travel		7,750	3,875			11,625
d. Equipment						
e. Supplies		41,050	20,525			61,575
f. Contractual		96,100	48,050			144,150
g. Construction						
h. Other						
i. Total Direct Charges (sum of 6a-6h)		203,200	101,600			304,800
j. Indirect Charges						
k. TOTALS (sum of 6l and 6j)		\$203,200	\$ 101,600	\$	\$	\$304,800
7. Program Income		\$	\$	\$	\$	\$

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Standard Form 424A (Rev. 4-92)  
Prescribed by OMB Circular A-102

1-020725

1-020725

1-020726

(a) Grant Program		(b) Applicant	(c) State	(d) Other Sources	(e) TOTALS	
8.	S. Mark Taper Foundation	\$ 27,000	\$	\$	\$	
9.	USA Toyota Foundation	50,000				
10.	Center for Ecoliteracy	24,600				
11.						
12.	TOTAL (sum of lines 8 - 11)	\$ 101,600	\$	\$	\$	
		Total for 1st Year	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
13.	Federal	\$	\$	\$	\$	\$
14.	NonFederal					
15.	TOTAL (sum of lines 13 and 14)					
		FUTURE FUNDING PERIODS (Years)				
(a) Grant Program		(b) First	(c) Second	(d) Third	(e) Fourth	
16.		\$	\$	\$	\$	
17.						
18.						
19.						
20.	TOTAL (sum of lines 16-19)	\$	\$	\$	\$	
21. Direct Charges:		22. Indirect Charges:				
23. Remarks:						

1-020726

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; use this form for certification and sign; or use Department of the Interior Form 1954 (DI-1954). (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.

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

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*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 from covered transactions 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.

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

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*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.

06-7016  
March 1955  
(This form associated with OI 1953, OI 1954,  
OI 1955, OI 1956 and OI 1963)

**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)

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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

**ASSURANCES - NON-CONSTRUCTION PROGRAMS**

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET.  
SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (Identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL <i>Kim Stahl</i>	TITLE Executive Director
APPLICANT ORGANIZATION Adopt-A-Watershed	DATE SUBMITTED 4/16/99

Standard Form 424B (Rev. 7-97) Back

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

**CHECK 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

*Kim Stokely*

TYPED NAME AND TITLE Kim Stokely, Executive Director

DATE 4/15/99

**Title of Project:** Bay-Delta Leadership Institute  
**Name:** Adopt-A-Watershed  
**Address:** 731 Market Street, Suite 600A  
San Francisco, CA 94103  
**Phone:** (415) 541-9657  
**Fax:** (415) 541-9653  
**Email**(primary contact): [jmiller@adopt-a-watershed.org](mailto:jmiller@adopt-a-watershed.org)  
**Collaborators:** Sacramento River Discovery Center  
Butte Creek Watershed Education Project  
**Organization:** Non-Profit  
**Tax Status:** 501(c)(3)  
**Tax ID Number:** 68-0365504

*EXECUTIVE SUMMARY***Program Description:**

Adopt-A-Watershed (AAW) was founded in 1990 by Kim Stokely in the rural community of Hayfork, California. Through her work as a wildlife biologist and science teacher, she recognized the need to improve kindergarten through twelfth grade science education and foster a sense of stewardship toward the natural environment. She proposed the development of an integrated K-12 science curriculum and instructional strategy that encouraged collaborative, student-centered, hands-on learning focused on the local environment. With a grant from the Trinity River Task Force, a partnership of 14 federal, state, local, and tribal organizations, the first curriculum units were developed.

AAW's mission is to inspire students with a sense of place in nature and in their community, an awareness that they can make a difference, and a lifelong quest for knowledge about the environment. AAW makes school come alive by providing educators with an integrated, sequential science curriculum and service-learning strategy focused on the local environment and emphasizing service in partnership with the community.

AAW's curriculum units address developmentally appropriate science concepts and are designed to conform with the California State Science Framework. They are thematically focused, with strands covering aquatics, botany, ecosystems, geology, soils, and wildlife. The curriculum units collectively encompass all the natural resource systems and enable students to revisit science concepts in increasing depth over succeeding years. While science-based, the units are also interdisciplinary, applying math, social science, and language arts concepts to the real world.

AAW's service-learning strategy uses the local watershed as an integrating context for learning. Students and community volunteers lead monitoring projects, restoration projects, community education projects, and reflection activities, all making science applicable and relevant to their lives. Local stakeholders, including students, parents, teachers, businesses, community groups, and natural resource agencies collaboratively identify field projects that will most benefit the watershed and community. Communities discover creative ways of working together while forming new approaches and partnerships for solving complex ecological, economic, and cultural issues.

Since its inception, AAW has developed 17 grade-level-specific curriculum units. It has trained more than 8,000 teachers and 500 community coordinators how to successfully implement the AAW program. It is estimated that 80,000 students participate in the AAW program every year. AAW was recognized with a Chevron-Times Mirror Conservation Award in 1996 and has evolved into a national organization with regional dissemination points located in 18 states.

**Project Description:**

AAW respectfully requests a grant of \$203,200 from CALFED to support the Bay-Delta Leadership Institute. The Institute is an innovative project designed to promote public awareness, knowledge, and appreciation of natural resources and ecosystem restoration activities

in 10 communities located in the CALFED Ecosystem Restoration Plan study area. Utilizing a train-the-trainers model, the Institute equips participating Leadership Teams with the skills and knowledge to establish self-sustaining AAW programs in their own schools and to lead, train, and support other educators in replicating the program throughout their region.

#### **Local Support and Coordination:**

The Institute is supported by existing educational resources and coordinated with local watershed groups. Key partners include the Sacramento River Discovery Center (Tehama County) and the Butte Creek Watershed Education Project (Butte County). Each partner is involved in: planning the Institute, recruiting five Leadership Teams, implementing and coordinating the AAW program, organizing on-site Curriculum Workshops, and documenting and evaluating the success of the AAW program.

#### **Primary Ecological Objectives:**

- To involve schools and communities in monitoring projects that assess water quality, native species, and at-risk native species.
- To involve schools and communities in restoration projects that rehabilitate natural processes, protect functional habitat types, reintroduce native species, and improve water quality.
- To involve schools and communities education projects that promote awareness, knowledge, and appreciation of the natural environment.

#### **Monitoring and Evaluation:**

Participants of the Institute will be trained in monitoring methodologies that enable schools and communities to collect real scientific data assessing the ecological health of local watersheds and the success of ecological restoration projects. These methodologies support the Environmental Protection Agency's Volunteer Monitoring Protocols and encourage communities to consider ecological and biological objectives (i.e. what questions are to be answered), monitoring parameters and data collection approaches (i.e. duration, frequency, location), and data evaluation approaches (i.e. analytical techniques, data synthesis and analysis).

All AAW participants, including students, community volunteers, teachers, community coordinators, and professors, share in the evaluation process. Rubrics, portfolios, questionnaires, and other assessment tools are used to measure progress toward deliverables. Results are compiled and used for continuous improvement of the Institute and AAW program.

#### **Compatibility with CALFED Objectives:**

The Bay-Delta Leadership Institute and the AAW program support the following objectives of the CALFED Bay-Delta Program; recovery of at-risk species, rehabilitation of natural processes, protection and restoration of functional habitat types, prevention of additional non-native species, and improvement of water and sediment quality.

## PROJECT DESCRIPTION

### Proposed Scope of Work:

The Bay-Delta Leadership Institute is an innovative project designed to promote public awareness, knowledge, and appreciation of natural resources and ecosystem restoration activities in 10 communities located in the CALFED Ecosystem Restoration Plan study area. Utilizing a train-the-trainers model, the Institute equips participating Leadership Teams with the skills and knowledge to establish self-sustaining AAW programs in their own schools and to lead, train, and support other educators in replicating the program throughout their region.

A model Leadership Team is comprised of two teachers, one community coordinator, and one professor of education from a single community. Each team member plays a vital role in developing a self-sustaining AAW program. Teachers implement the program with their own classes and mentor other teachers, resulting in a multiplier effect. The community coordinator establishes an Advisory Committee made up of local stakeholders and builds collaborative partnerships that links schools with their communities. The professor develops course materials and provides instruction to pre-service teachers in the AAW program. Training educators in teams results in the establishment of a core group of community leaders that support one another in the implementation and long-term development of the AAW program.

The Institute offers a powerful series of professional development activities including a seven-day Summer Institute, on-site Curriculum Workshops, and a four-day Spring Retreat. This approach recognizes that establishing a watershed education program takes time. Through ongoing training and support, communities are given the skills and resources to develop programs that will exist long after the CALFED grant has expired.

- The Summer Institute provides Leadership Teams with intensive leadership training in curriculum integration, curriculum application to local environments, monitoring methodology, basic science concepts, service-learning concepts, and leading pedagogical models.
- The on-site Curriculum Workshops provide teachers with comprehensive training in AAW curriculum units. Workshops emphasize training in curriculum integration, curriculum application to local environments, a continuum of learning across the grade levels, and service-learning concepts. Each Leadership Team is responsible for hosting four on-site Curriculum Workshops.
- The Spring Retreat provides Leadership Teams with in-depth training in the areas of technology, public relations, fundraising, partnership development, and evaluation.

The Institute is carried out in collaboration with local and national organizations that share a common vision for watershed education.

- Local Collaborations – This project is supported by existing educational resources and coordinated with local watershed groups. Key partners include the Sacramento River Discovery Center (Tehama County) and the Butte Creek Watershed Education Project (Butte County). Each partner is involved in: planning the Institute, recruiting five Leadership Teams, implementing and coordinating the AAW program, organizing on-site Curriculum Workshops, and documenting and evaluating the success of the AAW program.

- **National Collaboration** - Both Global Learning and Observations to Benefit the Environment (GLOBE) and River of Words (ROW) provide training in their respective programs at the Institute. GLOBE is an international science and education program that coordinates the work of *students, teachers, and scientists* to study and understand the global environment. Students collect real scientific data that is shared with other GLOBE students and scientists from around the world. ROW is an annual poetry and art contest that uses watersheds as its theme. The program emphasizes observation, listening, reading, poetry, and art as a means to help students understand and feel part of their natural environment and community. The GLOBE and ROW programs strengthen the monitoring and reflection components of the AAW program.

Working closely with the Sacramento River Discovery Center and the Butte Creek Watershed Education Project, Leadership Teams are selected through a competitive application process. This process evaluates: *demonstrated leadership ability, school administration support and commitment, evidence of local partnerships and community support, representation of diverse grade levels on the Team, and the capacity of the Team to address the goals of the CALFED Bay-Delta Program.*

*Phase One (January 2000 – September 2001)*

- **Task – Project Management and Administration**
- **Deliverables** – Provide all technical and administrative services as needed for contract completion. Supervise and review all work performed including budgeting, scheduling, contract and sub-contract administration to ensure that the contract is completed within budget, on schedule, and in accordance with approved procedures, applicable laws, and regulations.
- **Deliverables** – Ensure that contract requirements are met through completion of quarterly progress reports. The progress reports shall describe the amount invoiced to the contracting agency, the amount invoiced to cost share partners, activities performed during the quarter, the percentage of each task completed, the deliverables produced, problems and delays encountered, and a description of any amendments or modifications to the contract.

*Phase Two (January – June 2000)*

- **Task – Project Planning and Recruitment**
- **Deliverables** – A select group of individuals representing project partners, educators, and professional development trainers will come together to plan the Institute, identify potential participants, and develop a training schedule. AAW staff will produce a training manual and other necessary training materials. Leadership Teams will be recruited to attend the Bay-Delta Leadership Institute.

*Phase Three (July 2000)*

- **Task – Summer Institute Implementation**
- **Deliverables** – 20 teachers, 10 community coordinators, and 2 education professors will receive intensive leadership training through the Summer Institute. Participants will develop the skills and knowledge to successfully lead the implementation of the AAW program. They will demonstrate an understanding of; the AAW strategy, curriculum integration, curriculum application to local environments, monitoring methodologies, basic science

concepts, service-learning concepts, leading pedagogical models, partnership development, and meeting facilitation. They will apply instructional strategies such as inquiry-based learning, service-learning, and a continuum of learning across the grade levels.

Phase Four (August 2000 – September 2001)

- Task – Curriculum Workshop Implementation
- Deliverables – 1,200 additional teachers will be trained in the AAW program through on-site Curriculum workshops. Teachers will develop the skills and knowledge to successfully implement the AAW program at the classroom level. They will demonstrate an understanding of: the AAW strategy, curriculum integration, curriculum application to local environments, monitoring methodologies, and service-learning concepts.

Phase Five (April 2001)

- Task – Spring Retreat Implementation
- Deliverables – Leadership Teams will come together again at the Spring Retreat. Participants will develop the skills and knowledge to evaluate the success and development of their AAW program. They will demonstrate an understanding of: assessment tools, fund raising principles, and AAW's Internet Data Exchange Project.

Phase Six (July 2000 – September 2001)

- Task – AAW Program Implementation and Coordination
- Deliverables – 30,500 students from a diversity of backgrounds will study with these teachers. Students will plan, design, and participate in field projects that are related to the curriculum and have a direct and positive impact on local watersheds. Students will understand science concepts and ecological principles appropriate to their developmental level. They will apply thinking processes such as critical thinking, creative thinking, and higher level thinking, in the context of the core curriculum and local environment. They will exhibit scientific literacy, civic responsibility, and sense of stewardship toward the environment and community. Lastly, students will show an interest in science and understand how learning relates to the real world.
- Deliverables – Each of the 10 communities, involved in the Leadership Institute, will establish 1 Advisory Committee. Advisory Committees will be made-up of a wide range of individuals and groups including students, teachers, natural resource professionals, landowners, watershed management teams, government agencies, businesses, and industries. They will provide direct support to students and teachers by identifying community needs, building local partnerships, linking schools to their communities, and developing a viable plan to sustain the AAW program over the long-term.

Phase Seven (July 2000 – September 2001)

- Task – Project and Program Evaluation
- Deliverables – All AAW participants, including students, community volunteers, teachers, community coordinators, and professors, share in the evaluation process. Rubrics, portfolios, questionnaires, and other assessment tools are used to measure progress toward deliverables. Results are compiled and used for continuous improvement of the Institute and AAW program.

## ECOLOGICAL BENEFITS

### Project Need:

As noted in CALFED's *Phase II Interim Report*, the Bay-Delta system contains the largest estuary in the western United States, supports over 750 plant and animal species, supplies drinking water for two-thirds of California citizens, and irrigates over 7 million acres of the most highly productive agricultural land in the world. For decades, the Bay-Delta system has been the focus of competing economic, ecological, urban, and agricultural interests that have led to the decline of wildlife habitat, biodiversity, and water quality.

In an effort to reverse this trend, the Bay-Delta Leadership Institute supports the need to: (1) promote a watershed approach for addressing the most pressing ecological issues, (2) develop ecologically literate communities, and (3) involve schools and communities in the restoration of local watersheds.

- 1) The Environmental Protection Agency's *Clean Water Action Plan* suggests that a watershed approach is the key to setting priorities and taking action to clean up our rivers, lakes, and coastal waters. The plan identifies several major benefits of a watershed approach that include fostering coordinated and more efficient implementation of programs aimed at meeting clean water goals, inspiring new and creative ways to enhance overall health of aquatic systems, and encouraging greater accountability and involvement from the public.
- 2) There is a great need to develop ecologically literate communities. The 1997 *National Report Card on Environmental Knowledge, Attitudes, and Behaviors* found that only 33% of Americans had a passing understanding of basic environmental information. This eye-opening statistic identifies a real problem that originates with kindergarten through twelfth grade science education -- specifically a curriculum that is fragmented and theoretical.
- 3) As there is a direct correlation between competing interests and threats to natural resources of the Bay-Delta system, it is time to involve schools and communities in the restoration of local watersheds. Through involvement and active participation, communities can begin to promote awareness, knowledge, and appreciation of the natural environment that ultimately leads to wise natural resource management decisions.

### Ecological Benefits:

The Bay-Delta Leadership Institute powerfully meets these needs by equipping community leaders with the skills and knowledge to successfully implement the AAW program. Through the AAW program, schools and communities are encouraged to actively participate in local conservation efforts by implementing monitoring projects, restoration projects, and community education projects. These activities produce ecological benefits that support the goals of the CALFED Bay-Delta Program.

- **Monitoring Projects** -- Students apply science concepts learned in the classroom through monitoring projects that are designed to assess ecological health of local watersheds and success of ecological restoration projects. Monitoring projects cumulatively build on each other over succeeding years, focusing, for example on water quality, native species, and at-

risk native species. Community partners work directly with students and teachers to direct the monitoring projects toward meeting real data collection needs in the community.

- **Restoration Projects** – Students then design and implement restoration projects to address the needs identified through their monitoring. Restoration projects cumulatively build on each other over succeeding years, focusing, for example on rehabilitation of natural processes, protection of functional habitat types, reintroduction of native species, and the improvement of water quality. Community partners work directly with students and teachers to direct the restoration projects toward meeting actual ecological needs in the community.
- **Community Education Projects** – Students share what they've learned with the wider community by hosting education events or producing posters, brochures, or videos. Community education projects such as encouraging water conservation and discouraging the dumping of hazardous materials produce real ecological benefits in the entire Bay-Delta system.

#### **Primary Ecological Objectives:**

- To involve schools and communities in monitoring projects that assess water quality, native species, and at-risk native species.
- To involve schools and communities in restoration projects that rehabilitate natural processes, protect functional habitat types, reintroduce native species, and improve water quality.
- To involve schools and communities in community education projects that promote awareness, knowledge, and appreciation of the natural environment.

#### **Secondary Ecological Objectives:**

- To encourage coordinated and efficient implementation of environmental education programs.
- To inspire creative ways of working together while forming new approaches and partnerships for solving complex ecological, economic, urban, and agricultural issues.

#### **Alternative Approach:**

An alternative approach to the Bay-Delta Leadership Institute might resemble a traditional professional development training for teachers. Today's teachers are accustomed to single-day workshops that offer them instruction in a particular curriculum and pedagogical model. Some of the better workshops allow teachers to lead lessons and develop their own class management strategies. The expectations after the workshop are that the teacher is fully prepared to teach the lessons and integrate the curriculum into the yearly academic plan.

#### *TECHNICAL FEASIBILITY AND TIMING*

**Alternative Approach Summary** – Today’s teachers are accustomed to single-day professional development workshops that offer them instruction in a particular curriculum and pedagogical model. The expectations after the workshop are that the teacher is fully prepared to teach the lessons and integrate the curriculum into the yearly academic plan.

Often, these expectations are not met. Single-day professional development workshops do train teachers, however, they fail to recognize the value of ongoing training and support. If the objective is to develop community leaders and self-sustaining programs, teachers need much more than single-day professional development workshops. They need ongoing, in-depth, leadership training that enables them to work with stakeholders to create a shared vision, mobilize community resources, and develop lasting support systems. Furthermore, intensive follow-up and evaluation are also needed. These needs were recently acknowledged by Assistant Secretary for Elementary and Secondary Education Tom Payzant, when he spoke of the need to move professional development away from the “one-shot, one-hour activity” toward “thoughtful and sustained involvement... over time.” The Bay-Delta Leadership Institute powerfully meets these needs.

#### *MONITORING AND DATA COLLECTION METHODOLOGY*

Participants of the Institute will be trained in monitoring methodologies that enable schools and communities to collect real scientific data assessing the ecological health of local watersheds and the success of ecological restoration projects. These methodologies support the Environmental Protection Agency’s Volunteer Monitoring Protocols and encourage communities to consider ecological and biological objectives (i.e. what questions are to be answered), monitoring parameters and data collection approaches (i.e. duration, frequency, location), and data evaluation approaches (i.e. analytical techniques, data synthesis and analysis).

The AAW curriculum contains over 20 monitoring projects, all of which were developed by scientists and adapted from established monitoring parameters and data collection approaches. For example, the Amphibian Population Study was developed by scientists from the Redwood Science Labs, a U.S. Forest Service Research Station. Other long-term field studies enable schools and communities to conduct investigations of aquatics, botany, ecosystems, geology, soils, and wildlife.

The GLOBE program contains 18 monitoring projects that enable schools and communities to conduct investigations of the atmosphere, hydrology, soil, land cover/biology, and seasonal changes. GLOBE recently updated its monitoring methods in an effort to provide a more complete set of protocols for students and communities to use in assessing their local environment.

The data that is collected will not only be used by local natural resource agencies, but it will be shared with schools and communities around the world. Both AAW and GLOBE provide Internet Data Exchange programs that network schools and allow students to compare the data

collected in their watershed with data collected by other students. These comparisons encourage students to make connections between neighboring watersheds, the Bay-Delta system, and the global watershed.

#### *LOCAL INVOLVEMENT*

The Bay-Delta Leadership Institute is supported by existing educational resources and coordinated with local watershed groups. Key partners include the Sacramento River Discover Center (Tehama County) and the Butte Creek Watershed Education Project (Butte County). These organizations are also submitting grant proposals to CALFED. Although they are designed to stand alone, these projects work best in unison to provide a comprehensive framework for providing professional development and leadership training, local coordination support, and necessary resources. Please refer to Attachment D and E, Letters of Support.

The Sacramento River Discover Center is providing a model for connecting students to their watershed through meaningful experiences that include content curriculum, extensive on-site activities, and community connections. Local support and coordination has been obtained from the Tehama County School District, California Department of Education, State Education and Environment Roundtable, Deer Creek Watershed Conservancy, Nature Conservancy, Point Reyes Bird Observatory, Los Robles Native Plants, and the Placer County Resource Conservation District.

The Butte Creek Watershed Education Project is providing a watershed education program that coordinates restoration activities in the Butte Creek Watershed and serves the educational needs of the Chico, Paradise, and Durham School Districts. Local support and coordination has been solicited from Butte and Glenn County Offices of Education, Chico Unified School District, Streaminders, AmeriCorps, Meridian Environmental Academy, Butte Creek Watershed Conservancy, Big Chico Creek Watershed Alliance, and Little Chico Creek Watershed Group.

#### *COST*

AAW respectfully requests a grant of \$203,200 from CALFED to support the Bay-Delta Leadership Institute. Please refer to Attachment C, Project Budget and Quarterly Project Budget.

#### *COST-SHARING*

A \$203,200 grant from CALFED will enable 10 Leadership Teams, representing communities within the CALFED Ecosystem Restoration Plan study area, to attend the Bay-Delta Leadership Institute. AAW is proposing to satisfy its cost-sharing requirements by raising an additional \$101,600 which will enable 5 additional Leadership Teams to attend the Bay-Delta Leadership Institute. This means \$203,200 grant from CALFED, along with \$101,600 in cost-sharing funds, will enable 15 Leadership Teams to attend the Bay-Delta Leadership Institute. The cost-sharing funds will be raised through private grants, all of which are identified and pending at this time. Please refer to Standard Form 424A, Page 2.

### *APPLICANT QUALIFICATIONS*

Kim Stokely, founder and Executive Director of AAW, is a K-12 science teacher and a wildlife biologist. Her extensive experience developing and implementing science and environmental education programs includes service as Field Studies Director at the Yosemite Institute and as Science Coordinator for the Mountain Valley Unified School District. Mrs. Stokely will serve as Project Director for the Leadership Institute.

Nancy Jones is an independent consultant who specializes in delivering high quality in-service training to elementary school teachers, drawing upon her many years of classroom experience, along with an extensive background in leadership training. She recently won one of three awards given in California by the National Science Foundation for excellence in science teaching. Ms. Jones will serve as Co-Facilitator and Professional Development Workshop Facilitator for the Leadership Institute.

Patrick Truman, has worked for a variety of local, state and federal resource management agencies, has extensive non-profit experience as an executive director in the area of human services and natural resource conservation, and has worked in a multi-stakeholder collaborative process as a watershed coordinator for the past four years. Mr. Truman will serve as Workshop Coordinator for the Leadership Institute.

Dr. Victoria Bernhardt, Executive Director of Education for the Future (EFF), will direct the evaluation process. Ms. Bernhardt has designed an innovative assessment model for EFF which is a school restructuring program sponsored by Pacific Telesis. EFF has developed and implemented successful evaluation plans for AAW during the past five years.

Priscilla Henson, Administrative Director, has worked for AAW for almost four years. She has more than ten years' experience in the areas of human resources and employee compensation.

Carol Dawes, Administrative Assistant, has twenty-five years of experience in business, including merchandising, product development, shipping and receiving, and office management.

### *COMPLIANCE WITH STANDARDS TERMS AND CONDITIONS*

Attachment A – Nondiscrimination Compliance  
Attachment B – Small Business Preference

### *ATTACHMENTS*

Attachment C – Project Budget and Quarterly Project Budget  
Attachment D – Letter of Support, Sacramento River Discovery Center  
Attachment E – Letter of Support, Butte Creek Watershed Education Project  
Attachment F – Notification Letters

STATE OF CALIFORNIA

**NONDISCRIMINATION COMPLIANCE STATEMENT**

STD. 19 (REV. 3-95) FMC

COMPANY NAME

Adopt-A-Watershed, 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

Kim Stokely

DATE EXECUTED

4/15/99

EXECUTED IN THE COUNTY OF

San Francisco

PROSPECTIVE CONTRACTOR'S SIGNATURE



PROSPECTIVE CONTRACTOR'S TITLE

Executive Director

PROSPECTIVE CONTRACTOR'S LEGAL BUSINESS NAME

Adopt-A-Watershed, Inc.

**STANDARD CLAUSES -  
SMALL BUSINESS PREFERENCE AND CONTRACTOR IDENTIFICATION NUMBER**

**NOTICE TO ALL BIDDERS:**

Section 14835, et. seq. of the California Government Code requires that a five percent preference be given to bidders who qualify as a small business. The rules and regulations of this law, including the definition of a small business for the delivery of service, are contained in Title 2, *California Code of Regulations*, Section 1896, et. seq. A copy of the regulations is available upon request. Questions regarding the preference approval process should be directed to the Office of Small and Minority Business at (916) 322-5060. To claim the small business preference, you must submit a copy of your certification approval letter with your bid.

Are you claiming preference as a small business?

\_\_\_\_\_ Yes\*                        X   No

\*Attach a copy of your certification approval letter.

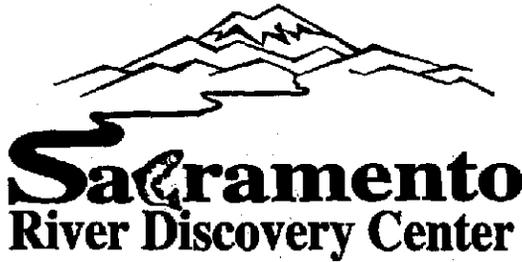
Adopt-A-Watershed  
 Bay-Delta Leadership Institute  
 Project Budget (2000-2001)

Task	Direct Labor Hours	Direct Salary and Benefits	Service Contracts	Travel	Overhead Costs	Total Costs
Task: Project Management and Administration	480	10,000	-	2,000	5,000	17,000
Task: Project Planning and Recruitment	660	14,500	1,000	1,600	4,000	21,100
Task: Summer Institute Implementation	330	7,200	53,600	3,000	15,800	79,600
Task: Curriculum Workshop Implementation	330	7,200	15,000	6,000	1,800	30,000
Task: Spring Retreat Implementation	330	7,200	15,000	2,400	1,800	26,400
Task: AAW Program Implementation and Coordination	330	7,200	-	800	1,800	9,800
Task: Project and Program Evaluation	230	5,000	11,500	1,600	1,200	19,300
<b>Total</b>	<b>2,670</b>	<b>\$ 58,300</b>	<b>\$ 96,100</b>	<b>\$ 17,400</b>	<b>\$ 31,400</b>	<b>\$ 203,200</b>

Adopt-A-Watershed  
 Bay-Delta Leadership Institute  
 Quarterly Project Budget (2000-2001)

Task	Quarterly Budget Jan-Mar 00	Quarterly Budget Apr-Jun 00	Quarterly Budget July-Sep 00	Quarterly Budget Oct-Dec 00	Total	Total Costs
Task: Project Management and Administration	2,500	2,500	2,500	2,500	10,000	
Task: Project Planning and Recruitment	10,000	11,100	-	-	21,100	
Task: Summer Institute Implementation	-	-	79,600	-	79,600	
Task: Curriculum Workshop Implementation	-	-	6,000	6,000	12,000	
Task: Spring Retreat Implementation	-	-	-	-	-	
Task: AAW Program Implementation and Coordination	-	-	2,000	2,000	4,000	
Task: Project and Program Evaluation	-	-	3,800	3,800	7,600	
<b>Total</b>	<b>\$ 12,500</b>	<b>\$ 13,600</b>	<b>\$ 93,900</b>	<b>\$ 14,300</b>	<b>\$ 134,300</b>	<b>\$ 134,300</b>

Task	Quarterly Budget Jan-Mar 01	Quarterly Budget Apr-Jun 01	Quarterly Budget July-Sep 01	Total	Total Costs
Task: Project Management and Administration	2,300	2,300	2,400	7,000	
Task: Project Planning and Recruitment	-	-	-	-	
Task: Summer Institute Implementation	-	-	-	-	
Task: Curriculum Workshop Implementation	6,000	6,000	6,000	18,000	
Task: Spring Retreat Implementation	-	26,400	-	26,400	
Task: AAW Program Implementation and Coordination	2,000	2,000	1,800	5,800	
Task: Project and Program Evaluation	3,900	3,900	3,900	11,700	
<b>Total</b>	<b>\$ 14,200</b>	<b>\$ 40,800</b>	<b>\$ 14,100</b>	<b>\$ 68,900</b>	<b>\$ 68,900</b>
					<b>\$ 203,200</b>



Cathy Klinesteker  
Executive Director

Attachment D

P.O. Box 1298  
Red Bluff, CA 96080

Phone: (530) 527-1196

Fax: (530) 527-1312

E-Mail: [cklinest@tehama.k12.ca.us](mailto:cklinest@tehama.k12.ca.us)

Web Page: <http://www.srdc.tehama.k12.ca.us>

April 14, 1999

To Whom It May Concern:

This letter is written in support of the Adopt-A-Watershed CALFED proposal to support an Adopt-A-Watershed leadership institute. The Sacramento River Discovery Center has worked closely with Adopt-A-Watershed for many years. This partnership has resulted in a powerful combination of curriculum applied to rich experiences in the field. The proposals asking for support from CALFED by Adopt-A-Watershed and the Discovery Center provide a strong educational model for replication elsewhere.

The organization and staff of the Adopt-A-Watershed Foundation have a long history of quality work supporting exemplary education. They are truly one of the finest organizations with whom we've had the privilege of working. CALFED support of their work will definitely further the work of CALFED in restoring and protecting the Bay Delta watershed. With great enthusiasm, we encourage your support of this proposal.

Sincerely,

A handwritten signature in cursive script that reads "Cathy Klinesteker".

Cathy Klinesteker

California State University, Chico  
Chico, California 95929-0425  

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Department of Geography and Planning  
Watershed Projects  
530-898-4083  
Fax: 530-898-6781

April 14, 1999

To Whom It May Concern,



The Butte Creek Watershed Education Project is pleased to offer its support for the CALFED proposal submitted by Adopt-A-Watershed. Our two organizations have collaborated to develop an implementation plan for an integrated, articulated K-12 education program for our region.

This sort of collaboration between education programs and watershed projects is essential. Public education is necessary for the long-term sustainability of CALFED goals and can only be accomplished by working together with watershed groups and state agencies.

The Adopt-A-Watershed curriculum provides the four components of watershed education (conceptual units, restoration projects, long-term field studies, and community action) in a teacher-friendly, standards-based format. The Butte Creek Watershed Education Project has already facilitated several AAW trainings in our area and there is a demand for even more throughout Butte County. The Butte County Office of Education has already contacted us about co-hosting trainings in the upcoming year. Support of this proposal by CALFED will have a tremendous impact by educating children who will be voting on important water issues in the next few years.

We strongly encourage your support of collaborative projects such as this one.

Sincerely,

A handwritten signature in black ink that reads "Allen Harthorn". The signature is written in a cursive style.

Allen Harthorn  
Project Manager  
Butte Creek Watershed Education Project

Adopt-A-Watershed has notified the following of our CALFED proposal:

Jane Dolan  
Butte County Board Of Supervisors  
25 County Center Drive  
Oroville, CA 95965

Brain Larsen  
Butte County Planning Commission  
7 County Center Drive  
Oroville, CA 95965

Tehama County Board of Supervisors  
Box 250  
Red Bluff, CA 96080  
Attn: Clerk of the Board of Supervisors

George Robson  
Tehama County Planning Department  
Courthouse Annex, Room 1  
444 Oak Street  
Red Bluff, CA 96080

Margit Aramburu  
Delta Protection Commission  
14215 River Road  
P.O. Box 530  
Walnut Grove, CA 95690