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## **Final Report**

Salmon River Watershed Education Program –2005-E-02

Agreement # 813335G001

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### **A. Abstract**

The Salmon River Restoration Council (SRRC), a 501(c)3 corporation, has been promoting stewardship in the remote Salmon River basin for nearly 14 years. The Salmon River watershed is the largest cold-water contributor to the Klamath River, and is known as one of the cleanest rivers in the state of California. This 751 sq. mile watershed is entirely within the Klamath National Forest and is considered a key watershed by the Forest Service.

The SRRC is guided by a Community Restoration Plan (CRP). The CRP is updated each year, and is included as a component of the Salmon River Subbasin Restoration Strategy (2002) to help facilitate and guide the SRRC in watershed and fisheries recovery. These

documents compliment each other and provide the SRRC with programmatic direction and project development. Some of the projects run by the restoration council include, fisheries monitoring and restoration, water quality monitoring, noxious weed management, fuels reduction, and watershed education.

The watershed education project works in the two local elementary schools to teach natural resource sciences, ecosystem management and watershed stewardship. Students learn scientific protocol and gain valuable career development through experiential teaching methods, which comply with the state educational standards, and current resource management methods.

The coordinators involved several resource professionals from local watershed councils, the U.S. Forest Service, the Department of Fish and Game, the Department of Fish and Wildlife, the Karuk Tribe of California, the Yurok Tribe of California, and the Hoopa Tribe of California. All of these organizations, in addition to community volunteers helped to enrich the watershed education curriculum.

## **B. Introduction**

The Salmon River Restoration Council (SRRC), a 501(c)(3) tax-exempt nonprofit corporation, believes that educating and empowering the riverine communities to become effective stewards of the ecosystem should be a centerpiece in the recovery of our watersheds and in particular the declining fisheries resource. The SRRC does this by carrying out a Community Restoration Work Plan, which includes several projects:

- Fisheries Monitoring and Management
- Fire and Fuels Management
- Roads Management
- Noxious Weed Management
- Water Quality Monitoring
- Watershed Education

The SRRC has promoted and coordinated a Watershed Education Program centered in the local elementary schools for the past 13 years. The teachers and SRRC staff develop an annual work plan prior to each school year. The core program ties to various educational guides and includes: anadromous fisheries surveys, salmonid aquarium incubation, water monitoring, native and invasive plant management, and general education and awareness in various fields (fire, roads, wildlife, water use, etc.) The SRRC helps facilitate an annual Watershed Fair, in which the students, teachers, and local organizations articulate their restoration work. The SRRC Project Staff develops Watershed Education activities that are incorporated into the schools required curriculum, offering specific activities that meet state standards and guidelines. The project is enriched by volunteers from the community, local tribes and resource agencies.

## **C. Description of Study Area**

The Salmon River is one of the most biologically intact watersheds in the west. It is the largest cold-water contributor to the Klamath River, and known as one of the cleanest rivers in the state of California. This 751 sq. mile watershed is entirely within the Klamath National Forest and is considered a key watershed by the Forest Service. Watershed analysis has been completed for the entire Subbasin, with the exception of Wooley Creek. The land base in the watershed is 98% USFS Public Lands with 45% in wilderness. 60% of the watershed is in Karuk Ancestral Lands. Four communities lie widely dispersed within this watershed. There are approximately 250 year round and 100 part time residents in the subbasin. The Salmon River is documented as having an area in the Russian Wilderness that has one of the highest conifer species diversities on Earth. It has long been known for its exceptionally high quality waters, and the entire river corridor and some tributaries are designated under the Wild and Scenic Act for the outstanding fisheries resources. The Salmon River is the home to several species of fish that are thought to be at risk: Spring and Fall Chinook Salmon, Coho Salmon, Green Sturgeon and summer and winter runs of wild Klamath Mountains Province Steelhead. The Klamath National Forest's Land and Resource Management Plan identifies the Salmon River as the system with the most available anadromous fisheries habitat. The Salmon River is recognized as a key refuge for Wild Spring Chinook in the Klamath Basin and has the largest wild run in the Klamath Basin. Wooley Creek is world renowned for its exceptional water quality, which runs almost exclusively from the Marble Mountains Wilderness, in the heart of the Klamath Knot. The salmon migrating in the hotter and lower water flows in the Klamath River during summer months rely on the cooler and cleaner waters contributed by the Salmon River.

## **D. Methods and Materials**

The project coordinators employed standard teaching methods used in education. Students and teachers learned by "hands-on" experiences and by modeling. Assessment for both students and teachers were provided "authentically" in the outcomes of the various activities in which they participated and especially at the culminating Watershed Fair event. A variety of curricular materials were utilized, including the Klamath River Education Program (KREP), D. Higgins.

Standard field protocols and methods were used for the various field activities, as determined by the natural resource professional partners. These included the CDFG, Fall Chinook Spawning Survey and Carcass Count Protocol, and accepted stream discharge and water quality monitoring methods.

## **E. Results and Discussion of Accomplishments during the Project**

### **Teacher Planning Meetings**

October 5, 2004 at 2:30, October 13, 2004 at 8:00, 12:30

Each teacher from Forks and Junction schools met with the SRRC Watershed Education Coordinator for half of the day to plan out the year.

### **Fall Spawning Ground Survey Training**

October 15, 2004 at 10:00

The SRRC Watershed Education Coordinator organized training for the Fall surveys to teach students and community members the protocol and safety techniques. The training was very well attended with over 50 people. Professionals from the different agencies and non-profits instructed the students on all aspects of the surveys.

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**Above:** Mark Hampton, CA Fish and Game, teaches survey protocol to students and community members.

### **Caddisfly Puppet Making**

October 21, 2004 at 10:30

Students at Forks of Salmon School loved making Caddis Fly Larvae puppets. Students first learned about the life cycle of the caddis fly and some behavior traits. Afterward they created caddis fly larvae puppets complete with a shell stuck together with a weblike substance, just like the real thing.

### **Fall Spawning Ground and Salmon Surveys**

October 1, 8, 15, 2004 at 7:30

Once again, students from Forks of Salmon and Junction Elementary Schools took part in the Fall surveys. Student survey the Salmon River alongside SRRC staff and other resource professionals from California Department of Fish and Game, the U.S. Forest Service, The Karuk Tribe of California, and others. Students collect data on live fish, redds, and carcasses. This data is compiled by Fish and Game. Students learn a lot about fish habits, identification, life cycle and habitat. Plus they are gaining valuable career skills and having fun too!

**Above:** SRRC Coordinator, volunteers, and students on the 2004 Fall Spawning Surveys.

### **In-Class Hobo Lesson**

November 2, 2004

The Water Quality Coordinator from the SRRC visited Forks of Salmon Students to help analyze data and review past records. Students gained a better understanding of the usefulness of the data. They also learned about the important role that temperature plays in Salmonid habitat.

### **Fish ID Lesson**

November 16, 2004

The SRRC Watershed Education Coordinator presented the fish ID video to Forks students. Then they participated in a lesson to help understand the key characteristics used to identify Salmonids locally. At the end of class students took part in the fish ID quiz and enjoyed the challenge.

### **Aquarium Incubator Project**

November 17- December 17, 2004

This year, the Americorps Watershed Stewards Project placed a member with the SRRC. Watershed Stewards Project worker Melanie McPherson, helped facilitate the Aquarium Incubator project at both Forks of Salmon and Junction schools. The eggs were successfully hatched and raised to fry. Students and teachers alike marvel at the miracle they get to watch unfolding in their classrooms. Melanie also helped with life cycle lessons and aquarium activities.

### **Mountain Ecology and Avalanche Studies**

January 10 & 26, 2005

Junction and Forks School Students learned about mountain ecology and avalanches. Students used an alpine model with different types of terrain to test which terrain is more avalanche prone. Students discussed such factors as temperature, slope, and aspect. Students also calculated the approximate water contribution of snow melt into the watershed. Students learned about different types of snow and their densities. They also watched an Eyewitness video about mountain ecology and culture.

**Above:** Forks of Salmon Students on the Winter Ecology Field Trip.

### **Winter Ecology Field Trip**

January 13-14, 2005

Students from Junction School traveled to Mt. Shasta with the watershed education coordinator to study winter ecology. The students discussed the connection between mountains and rivers and the importance of snowfall to salmon. Students cross-country skied at the Shasta Nordic Center. Students recorded their activities and findings in their watershed education journals.

### **Watershed Stewards Project Curriculum**

January-March, 2005

Under the guidance of the Salmon River Restoration Council, AmeriCorps Watershed Stewards Project members facilitated a six week watershed studies curriculum in Forks of Salmon and Junction Elementary schools. Topics included: salmonid lifecycle, habitat, anatomy, watershed geography, water cycle, and more.

### **Teacher Planning Meetings**

January 24, January 26, February 2, 2005

SRRC's watershed education coordinator met with assistant coordinator, Watershed Stewards Project members, and each teacher individually to plan and evaluate watershed education activities. These meetings are essential to the program. They give the teachers time to brainstorm and create new curriculum ideas. This is also when the state educational standards are reviewed and integrated into the watershed program.

### **Coastal/Marine Ecology Field Trip**

February 3-4, 2005

Junction School students grades K-3 went with the watershed education coordinator to the HSU Natural History museum where they studied birds, reptiles and amphibians. They also went to the HSU Marine Lab where they learned about different marine

environments such as eel grass beds, estuaries, and tide pools. Students learned about the lifecycle and other specifics of octopi and got to help the lab technicians release a Giant Pacific Octopus into Trinidad Bay. Students recorded their activities in their watershed journals.

**Above:** Junction students learn about Sea Stars at the HSU Marine Lab.

### **Garden Club**

February 4, 2005 and each Friday thru mid June

The SRRC's watershed education program facilitates a weekly garden club at Junction School. Students learn about botany and about agricultural practices in a hands-on manner. Students use the school greenhouse and flower beds to germinate seeds and grow flowers and food for the school lunches.

### **Watershed Education Coordinators Collaboration Meeting**

March 28, 2005

The SRRC Watershed Education Coordinator met with the Watershed Education Coordinator from the Karuk Tribe, as well as with educators from the AmeriCorps Watershed Stewards Project. The agenda included curriculum brainstorming and collaboration planning for upcoming projects.

### **Botanical Catalogue Collection Field Trip**

April 6, 2005

April 19, 2005

Grades Kindergarten through forth from Forks of Salmon School accompanied the Coordinator on a botany walk and collected samples for their catalogue on the 6th. The upper graders had a similar field trip on the 19<sup>th</sup>. The upper graders trip also included study of plant anatomy and was led by a Local Botanist, along with the coordinator.

### **Riparian Challenge**

April 20, 2005

Salmon River Restoration Council AmeriCorps Volunteer organized a Riparian Challenge which involved students in learning local flora and fauna which they were then tested on during the Challenge. Students collected pledges and together amassed \$889.00 for local schools science program.

### **Water Quality Monitoring Trip**

April 27, 2005

May 3, 2005

**Above:** Junction students install Hobo device.

Forks of Salmon Students performed their annual Spring Water Monitoring Field Trip on April 27th. They deployed Hobo Temperature Monitoring units, studied Macro Invertebrates, and discussed the principles behind water quality monitoring. Junction School students had their annual Spring Water Monitoring Field Trip on May 3<sup>rd</sup>. They also launched a Hobo device and studied Macro Invertebrates.

### **Native Plant Restoration**

May 3, 2005

Forks of Salmon Students hand pulled invasive weeds on the river bar below their school. In coordination with the SRRC Noxious Weed Management Program, students pulled spotted knapweed and star thistle to make way for native plant restoration.

### **Annual River Schools Watershed Fair**

May 6, 2005

Left: A Special Guest doing an interpretive skit of watershed processes for students at the Watershed Fair.

Left: Junction students show off part of their projects.

Students from Forks of Salmon and Junction Schools gathered along with community members, Karuk Tribal representatives, home school students, resource professionals, and others to celebrate the year in watershed education. Students made T-Shirts with fish prints on them, they dissected salmon, they practiced for the riparian challenge, and they made a watershed mural on silk. Special guest, Thomas Dunklin, performed a variety show which demonstrated watershed processes through juggling. This event is the climax of annual watershed studies and gives a forum for students to display their projects and activities from the year.

### **Coastal Field Trip**

May 12- 13, 2005

The SRRC Watershed Education Coordinator accompanied the upper grade students to the Trinidad Marine Lab to learn about the coastal portion of the watershed. Students viewed aquarium tanks with eel grass bed and estuary ecosystems. Students learned why these habitats are great habitat for growing smolt.

Students also visited the Crescent City aquarium, and Pt. Saint George beach. This trip was an important opportunity for river kids to visit the ocean and learn about the aquatic ecology of this part of their watershed. For some students, it was their first trip to the ocean.

## **Summer Break**

### **Water Monitoring Field Trips**

September 29 and October 13, 2005

Grades Kindergarten through sixth from Forks of Salmon School and the sixth grade from Junction accompanied the Coordinators and Water Monitoring Specialist from the Salmon River Restoration Council. On two separate field trips, students monitored water at Nordheimer Creek and the confluence of the Klamath and Salmon Rivers. Students became field experts for a day and checked and deployed the Hobo device with thermometers, turbidity, dissolved oxygen, aquatic insects, macro invertebrates, and discussed the principles behind water quality monitoring. Favorite activities included the scientific process of dissolved oxygen and looking (and finding!!!) insects. The experiences were recorded in their journals.

### **Fish Carcass Recovery Training and Fish and Redd Count**

Friday October 14, 2005

Tuesday October 18, 2005

Tuesday October 25, 2005

Grades fifth through eighth from both schools participated in the annual training to do carcass recovery and fish count. In collaboration with the Karuk Tribe, Salmon River Restoration Council, US Fish and Wildlife, US Forest Service, CA Fish and Game, and community volunteers the day was a success. Students traveled through stations learning how to properly participate in fish counting by learning how to recover and process carcasses, identify, tag, record data, flag, map, safety techniques, and how to treat their gear. Most of the students had participated in fish count in previous years so they were able to shine with their prior knowledge. Rookies had fun learning and everyone was enthusiastic about the “Great Fish Slash” and the end of the day. The day was well organized and well attended.

Students then participated in fish count with Fish and Game and the Karuk Tribe the following two Tuesdays from 8:30 am-2: 30pm. The days on the river were epic; nice fall weather, students finding Redds and salmon, recording information properly, showing their skills they had learned, and working together with each other and the community. Students were excited that some of their pictures made it in the local newspaper highlighting one of the fish count days. Students would have participated in more Tuesday count days if not for early rains and cold weather.

### **Iron Gate Dam and Hatchery**

October 21, 2005 and October 26, 2005

Salmon River Restoration Council Watershed Education Coordinators, Mid Klamath Watershed Council, and teachers from both schools took a field trip to the Iron Gate Dam and Hatchery. Only upper grade students went from Junction and were very moved and animated by their experience. The field trip showed the process the fish go through from living in the long pools, to ponds, to stream, to truck, to room where their eggs are taken and fertilized by hand. Students had many questions after the field trip and were able to have them answered via email with the Hatchery. The written responses concluded the students' final Watershed Ed class this semester. Students were grateful to see the fish being taken to the homeless shelter for other people that need food. Students were able to see the actual Dam that they hear much about in their communities.

### **Hornbrook Geology Field Trip**

October 21, 2005

The upper grade students of Junction made a dual field trip out of their Hatchery visit. On the way home they stopped off at the Hornbrook site and were able to witness some of the impressive natural geology of the area. Students enjoyed the hike they took at the site and the vastly different geological findings of that particular area. Students and the teacher are interested in coordinating with the Forest Service and knowledgeable members of the Karuk Tribe to have a similar field trip in the Spring, however, using the geology around the Somes Bar area as continued education in this topic.

### **Weather**

Fall 2005

Lower grade students from Junction became weather experts this fall. They first identified what should be on their weather chart: sun or clouds, rain, temperature, humidity, season, and wind. They then made a chart out of felt to record their daily information. They proceeded to record daily and weekly written reports with the SRRC coordinators. Students hope to send weather information back and forth with lower grade students at Forks School as a project extension in the spring to become more aware of weather patterns in their watershed.

### **Soil**

Fall 2005

Lower grade students at Junction have studied geology this semester. They began making clay models of the earth's core and the plates on which the earth moves. They were fascinated to experience oatmeal cooking, cooling, and becoming hard the same way the earth layers were formed! Students then collected different samples of soil around the campus: determined whether it was alive or dead, classified the different types depending on their sand, clay, and silt layers when shaking with water in a jar. Finally, a local geology expert from the Mid Klamath Watershed Council came in to the classroom and discussed erosion in the area with the students and how it affects the watershed. Students went from learning what the word geology means to learning how certain local riparian efforts can improve the erosion in their area. Students will continue their study of soil in the spring when they discuss and participate in local noxious weed programs.

## **Water cycle**

October 2005

Lower grade students at Junction learned the water cycle through an activity in the Project Learning Tree curriculum. Students made colorful drawings for the different centers which became different parts of the water cycle: clouds, stream, groundwater, animals, plants, and ocean. Students were very excited to move through the cycle developing an excellent understanding of the continual flow of water. At the end of the second day of playing the game students wanted to know what other cycles they could learn about and play games with.

## **Mushrooms**

November 2005

Students from Forks of Salmon and the upper grade students at Junction both had mushroom workshop days. A local expert of tan oaks from the Karuk Tribe came in to offer his knowledge and skills regarding the fruiting fungus at the Junction Workshop. Students learned different types of edible mushrooms from the area, were able to have taste tests, had the opportunity to botanically draw certain identifiable species, and looked for different varieties around the schoolyard. Due to the weather this past fall, plenty of mushrooms were out and students enjoyed themselves, while learning the environmental importance this particular type of fungus in the forest and how certain varieties are treasures of only this area. Both classes concluded the day by making a giant page of spore prints found on their hikes. Students, teachers, and coordinators walked away from those days inspired and in awe of powerful mushroom that is an amazing protector of the watershed.

## **Fish Incubator and Salmon Life Cycle**

December 2005

Forks of Salmon and the lower grades at Junction both participated in the Fish Incubation Program. SRRC coordinator worked with the Americorps representative to do lessons strengthening the student's knowledge of the salmon's life cycle. Students have been able to draw the life cycle, do the "Salmon Life Cycle Dance", and keep weekly drawings and recording of how the salmon are developing in the incubator. Students also recorded the temperature of the water and airflow. It has been very exciting for the students to see the fish develop their eyes in the egg sac and have them turn into alevins thus far. They look forward to seeing the full development and releasing them into a local pond. Students were interested to know that the fish eggs were from the same hatchery that they had visited.

## **Herb Vinegar**

December 7, 2005

SRRC coordinators and the Forks School created an environmentally friendly holiday gift with the students. Students reused glass bottles from home, herbs from the school garden, and herbs from other local gardeners to create these special crafts. Students enjoyed the highly sensuous experience, as well as, learning how herbs can be used for helping to keep them healthy, spice their food, and make useful products. The

project ended with a discussion of how the watershed brings abundance and helps us in many ways.

## **Winter Break**

### **Muscular/Skeletal Systems**

#### **January 2006**

Forest Service Wildlife Biologist Tony Hacking joined students at Junction in studying the muscular/skeletal systems of large animals in the Salmon and Klamath River watersheds. He prepared a visual (power point) as well as hands on presentation including bald eagles, mountain lions, chinook salmon, and elk. Tony passed around and discussed the muscular/skeletal significance of a deer spine, mountain lion jaw, bear claw, and fish skeleton model. Upper and lower grade students were introduced to new biological and kinesthetic vocabulary words that they successfully remembered in future watershed ed. class visits. About ten students also brought in bones from home and shared any knowledge they had of the bones, Tony elaborated.

### **Elk**

#### **January 2006**

Dean McBroom a Rocky Mountain Elk Foundation member/guide and Salmon River resident joined both schools in a fun, hands-on lesson about elk in our watershed. His presentation included elk history, identification, calls, tracking, hunting, and re-introduction. Students practiced making male and female elk calls (a hysterical time for all involved) with Dean and got to pass around a few huge sets of antlers. Students had a lot to share regarding living with elk and recent elk sightings. Tony Hacking of the Forest Service joined in later to add information concerning elk biology and habitat since reintroduction. Upper grade students asked some very complex questions about elk habitat in relation to fire regimes and forest management by the Forest Service, this evolved into very interesting discussion with Tony, Dean, and students.

### **Stream Flow Predictions**

#### **February 2006**

Students at Forks and Lower Graders at Junction learned about the connections between weather and stream flow with Laura Smith of the Americorps watershed stewardship project. They did experiments to understand CFS (cubic feet per second) and hydrographs used by the USGS. A life size model of a Cubic Foot was made to help students visualize this quantity of water used in scientific measurement. Students also made river models outside (which they took measurements of and timed moving water in) to understand how hydrologists take stream or river bed measurements to arrive at how many cubic feet per second are going down the river. Forks students explored flows further by making their own hydrographs of the Salmon River. Forks has continued making daily/weekly predictions of river flows based on weather, checking their guesses, and marking them on their hydrograph. This has turned into a competition which will conclude the last week of school with an ice cream party in honor of the student who made the most/closed predictions over the last 3 months.

## **Otolith Study**

### **March 2006**

Fisheries biologist Nat Pennington from the Salmon River Restoration Council visited both schools to teach students about basic genetics and the latest work being done with fish otoliths (ear bones that gain a ring for each day of a fish's life) to learn about their life history. He showed a power point presentation and shared pictures of people collecting otoliths and scale samples (this included pictures of the students at the Fall Carcass Surveys). We also played a charades-like game with students that exemplified how you figure out where fish come from in the river system. Forks students made their own colorful otoliths, with each ring representing a year of their own life. This lesson was especially exciting for students since they are part of data retrieval in the Fall.

## **Seeds and Spring**

### **March 2006**

Lower Graders at Junction School reviewed plant parts and different types of seeds. They identified where seeds were in different types of flowers and vegetables, and collected seeds from last years dried flowers. We planted flower starts and students set up the in-class grow-lab. We discussed the different needs that plants have and how the students would take care of their flowers. In preparation for the Spring bloom on the river we talked about the different flowers we had seen recently that already had buds or had just started to bloom. Upper graders at Junction started an art project in which students chose a secluded place to sit and draw a series of pictures of the same plant (students chose a native plant and did a close up detail drawing, full plant drawing, and plant-at-a-distance drawing to show habitat). After a month of rain we sat outside on a beautiful day to do the drawings and seed planting, students stayed very focused and enjoyed the sunshine.

## **F. Summary and Conclusions**

The SRRC's Watershed Education program, during the period of this agreement, went very well. There was a shift in Watershed Education Coordinators from Tera Palmer to co-coordinators Vanessa Passarelli and Jenny Staats in October 2005. All tasks in the agreement were performed by the coordinators, SRRC staff and volunteers. During the time of this agreement the program coordinated 19 field trips, coordinated numerous in-class presentations, facilitated several major student projects and hosted 4 teacher planning sessions. Several of these activities led up to the annual River Schools Watershed Fair, which was another big success.

The coordinators involved several resource professionals from: local watershed councils, the U.S. Forest Service, the California Department of Fish and Game, the U.S. Fish and Wildlife Service, the Karuk Tribe of California, the Yurok Tribe of California, and the Hoopa Tribe of California. All of these organizations helped to enrich the watershed education curriculum.

This year, teachers did not participate in job shadowing opportunities, though they were made available by the coordinator. Teachers were invited to participate in mist netting of

international migratory birds, with the U.S. Forest Service, and to participate in Seine netting with the Karuk Tribe fisheries crew. Teachers were unable to find substitute teachers to cover their classrooms so that they could attend such events. Through the watershed education program teachers and students both learned technical skills and the use of equipment such as Hobo temp loggers, Box Car software, thermometers, transparency tubes, kick nets and magnifying scopes, dissolved oxygen testing kits, digital still cameras, power point software and digital video cameras. The coordinator maintained all of the technical equipment as well as survey gear such as stream boots, neoprene waders, and other gear.

The coordinator provided more than 15 community volunteers to enhance and facilitate the program. Most of these volunteers participated in the Fall Spawner Survey Training. But other volunteers helped with Garden Club, the video project and the water quality monitoring trips.

Managing agencies were provided with meaningful data from the students in the watershed education program for temperature monitoring and for the Fall Spawner Surveys.

## G. Summary of Expenditures & In Kind

### Budget Line Items

#### PERSONNEL

Project Coordinator @\$20/hr	\$ 330.00
Project Coordinator @\$18/hr	\$ 5,958.00
Project Coordinator @\$16/hr	\$ 992.00
Project Coordinator @\$14/hr	\$ 532.00
SRRC Tech Support @\$14/hr	\$ 511.00
SRRC Tech Support @\$12/hr	\$ 120.00
SRRC Tech Support @\$10/hr	\$ 1,005.00
Staff Benefits @ 30%	\$ 1,317.86
Payroll Costs Subtotal	\$ 10,765.86
Teachers Stipend@ \$50/day	<u>\$ 150.00</u>
Total Personnel Costs	\$ 10,915.86

#### Operating Expenses

Advertising	\$ 143.88
Contract Labor	\$ 1,300.00
Insurance (Prop&Liabil.)	\$ 200.00
Postage and Delivery	\$ 84.77
Rent	\$ 100.00
Travel & Ent	\$ 1,100.69
Utilities	<u>\$ 342.32</u>
Total Operating Expenses	\$ 3,271.66

Materials & Supplies	
Printing and Reproduction	\$ 25.00
Supplies	\$ 810.10
Telephone	<u>\$ 192.38</u>
Total Materials & Supplies	\$ 1,027.48
Administration	<u>\$ 2,282.25</u>
Total Expenses	\$ 17,497.25

**In Kind - See Appendix A**

**F&G Ws Ed 04 Matching Expenditures**

Total Admin	\$ 1,525.24
Total Operating Expenses	\$ 4,480.65
Total Personnel	\$ 11,329.67
Total Presenters	\$ 164.00
Total F&G Ed 04 Matching Expenditures	\$ 17,499.56

**Ws Ed Program Volunteerism**

Community & Staff Volunteer Services	\$ 23,648.18
Community & Staff Volunteer Mileage @ \$.345/mi	\$ 844.40
Non Federal Specialist @ \$20/hr	\$ 9,200.02
<b>Total In Kind Match</b>	\$ 51,192.16