

Sierra Nevada Conservancy-Progress Report

**Sierra Nevada Conservancy Grant Program
Safe Drinking Water, Water Quality and Supply, Flood Control
River and Coastal Protection Act of 2008 (Proposition 84)**

Grantee Name: Desert Mountain Resource Conservation and Development

Project title: Sand Canyon Environmental Education Program

SNC Reference Number: SNC-080116 **Submittal Date:** February 26, 2013

Report Preparer: Donna Thomas **Phone #:** 760-446-1974

Check one:

6-Month Progress Report
 Final Report

<p>6-Month Progress Reports should reflect the previous six months. Final Reports should reflect the entire grant period.</p>

- A. Progress Report Summary:** (Please provide a general description of work completed during this reporting period.)
- The Sand Canyon Education Program is for students in the Indian Wells Valley to teach them about their local environment. The Canyon is located northwest of Ridgecrest and Inyokern in the foothills of the Sierra Nevada range, along a perennial stream that recharges the groundwater basin of the Indian Wells Valley. This program is successful mainly due to the many partners, sponsors, and volunteers who help make this program happen every year. Spring 2010 SEEP held environmental education programs for seven schools, serving 358 4th graders and 15 8th graders at St. Ann’s School who had not previously participated in the program. Spring 2011 the program served 373 4th graders and had a total of 1270 hours donated by 177 volunteers. Spring 2012 the program served 480 4th grade students and had a total of 1,333 hours donated by 157 community volunteers. The SEEP Coordinator devotes approximately 400 hours each spring to organize the 4th grade program. To support this program, the RC&D used Sierra Nevada Conservancy funds to purchase new equipment for the spring program and used this equipment to support eight classroom programs and six to eight field trips each year. We also purchased a computer for the SEEP Coordinator to use at her office space at the Ridgecrest BLM building and updated a web site for the program. Classroom sessions held at schools prior to the field trips, cover use of binoculars, desert safety, Leave No Trace principles, and a Sand Canyon Alive presentation by the Maturango Museum docents. On field trips, students rotate through five stations in Sand Canyon (plants, birds, aquatics, archaeology, and art) and participate in a history walk at lunch to learn about the building of the aqueduct and families who lived in the canyon in the

past. In January 2013 a school session for fifth graders was introduced for two classes at Las Flores School. A two and one-half hour program had hands on presentations of the Groundwater Model and the Enviroscope table top watershed model. Students also discussed Water in the Indian Wells Valley, potential contamination of the groundwater, water conservation and the water cycle and participated by taking a pre-survey test to check their awareness of terminology and understanding of water facts and conservation principles. Classroom bags of supplemental materials were also prepared for 5th grade classes. The models and supplemental materials were purchased with SNC grant funds. **See attached list for classroom bags and copy of pre-survey test.**

B. Deliverables or Outcomes completed during this Reporting Period or Milestones Achieved: (Include specific information, such as public meetings held, agency participation, partnerships developed, or acres mapped, treated or restored.)

From February 2010 through February 2013, the RC&D has worked with the SEEP Coordinator, the partners, sponsors and volunteers of the SEEP program to identify what equipment should be purchased for the Spring SEEP classroom and field programs, as well as the 5th grade program. The partners/sponsors include the US Bureau of Land Management, Maturango Museum docents, Sierra Sands Unified School District, the Kerncrest Chapter of the Audubon Society, the California Native Plant Society, the AquaBonita Flyfisher Group and Historical Society of the Upper Mojave Desert. For the classroom portion, birds and reptiles were preserved through taxidermy to be able to show the students what these animals look like at the “Sand Canyon Alive” presentation by the Maturango Museum docents for the classroom sessions. All 4th grade students took a pre and post survey test to quantify knowledge gained from this program.

C. Challenges or Opportunities Encountered: (Please describe what has worked and what hasn't; include any solutions you initiated to resolve problems. If your project is not on schedule, please explain why here.)

Due to grant postponement by the state, an end to federal funding support for RC&Ds nationwide, the loss of funding for the RC&D Coordinator position and for the RC&D office, purchases of field equipment and supplemental outreach materials for the program were delayed and interrupted. Also for some schools, there were not enough volunteer drivers organized by the schools and children were brought in by school bus to the field trip in the canyon. Unfortunately the buses were not able to make it all the way to the field station locations past the first or original aqueduct in the canyon due to road conditions and students, teachers, and chaperones had to hike an additional mile up the road to the field stations in the canyon (and an added mile to return to the buses at the end of the day's activities).

D. Unanticipated Successes Achieved: (Please describe any additional successes beyond completing scheduled tasks or meeting scheduled milestones.)

The SEEP program received donations from individuals and organizations both of materials for the program and in the form of monetary donations. Additional groups have taken an interest in the program and provided volunteers to help. The Bureau of Land Management was also able to secure additional funding through a Youth Initiative grant for educational brochures and additional necessary equipment and supplemental materials. The Ridgecrest BLM office has provided office space and supervision for the SEEP Coordinator; also the computer purchased for the use of the SEEP Coordinator is located at the BLM. BLM also provided storage space for field equipment and a truck for transport of field equipment to the canyon. The Maturango Museum provides a "home" location for the taxidermy specimens, replicas of bones, skulls, reptiles, etc. Benz Sanitation donated portable toilets (and cleanup for those facilities) for use in the Canyon on the days of the field trips. The Student Conservation Association, student interns who work for BLM, have also assisted as volunteers for the program and serve to provide enthusiasm and inspiration to the students as well as career and job role models for them.

E. Compare Actual Costs to Budgeted Costs: (Please refer to your grant agreement to list your deliverables/budget categories and budgeted costs compared to actual costs incurred during this reporting period in the table below.)

PROJECT BUDGET CATEGORIES	Budgeted SNC Dollars	Actual Dollars
Equipment	\$14,551	\$14,519.25
Taxidermy Services	\$5,000	\$1,346.72
Outreach materials	\$5,000	\$4,941.57
Website	\$5,000	\$5,000
Staff Time	\$1,000	\$990.06
Administration	\$3,500	\$2,686.13
GRAND TOTAL	\$34,051	\$29,483.73

Explanation: (if needed) Regarding the line item for Taxidermy: There was a changeover in the natural resources curator position at the Maturango Museum and licenses and certification for taxidermy specimens was interrupted and delayed. Also a loss of power to the freezer container at the museum meant that a number of the frozen "roadkill" collected specimens were lost and not useable for taxidermy purposes. The lower amount expended on the Taxidermy Services line item of the Budget also affected the lower amount invoiced for the Administration line item.

In July 2012 the RC&D requested a transfer of \$2,500 from the original Equipment line item to the Outreach Materials Line item of the budget. The request was approved by the grant manager. **Letters addressing this budget change are attached to the hard copy of this final report.**

F. Do you have information to report on the project-specific Performance Measures for your project? (If so, please list the Performance Measures below and describe your progress.)

Resources Leveraged: The total of Resources Leveraged over 3 years of the SEEP Program (2010 through 2012) is \$166,705.83. **See attached Summary table of Resources Leveraged for specific dollar matches and values of in-kind services provided.**

Number and Types of Jobs Created: The SEEP Program creates a part-time SEEP Coordinator position. Currently the coordinator is serving as a volunteer, but we plan to fund the part time coordinator position in the future. The purchases of equipment and supplemental and outreach materials were made from local businesses and vendors whenever possible.

Measurable Changes in Knowledge or Behavior: **A copy of the pre-survey test and the post-survey test for 4th grade students is attached in the hard copy of the final report. The pre-evaluation test for the 5th grade students is also attached in the hard copy. The results of the 4th grade tests for the 2012 SEEP program formatted in an Excel spreadsheet is attached to this report and a summary sheet quantifying increases in knowledge is also attached.** Overall increase in Average scores ranged from 4 to 6 points in the Pre-Surveys to Average scores of 7 to 13 points in the Post Surveys. Average scores almost doubled for most of the classes for the students in the 10 schools that participated in the SEEP Program in 2012. Changes in Behavior will be seen over the long term as the students become adults and remember their experiences in Sand Canyon and the principles they learned for Desert Safety and the Leave No Trace principles. Student respect for their natural resources and surroundings in the Sierra Nevada and their learning about how to take care of them will be reflected in their future activities.

G. Were there any other relevant materials produced under the terms of this Agreement that are not a part of the budgeted deliverables? If so, please attach copies. (Include digital photos, maps, media coverage of project, or other work products.)

Materials produced and media coverage were included in earlier Progress reports. We will mail a separate CD or DVD with photos before the deadline of March 1, 2013.

H. Next Steps: (Work anticipated in the next 6 months, including location and timing of any scheduled events related to the project.)

The work will continue to organize and implement the 2013 and ongoing years for 4th grade spring SEEP school sessions and field trips, as well as the 5th grade SEEP classroom sessions in the fall. We look forward to the review of the web site by the Sierra Sands School District and their approval and authorization for the web site to go live. Funding for hosting the SEEP web site for 10 years has already been donated by

Desert Mountain RC&D. Museum docents, teachers, and other volunteers will continue to work on classroom use of the stereoscopes to expand the program even further. The SEEP Coordinator will work with the teachers and principals to assure that the SEEP program goals and objectives will support and reinforce the California Education and the Environment Initiative curriculum standards for 4th and 5th grades to be implemented statewide in 2013. **See attached list of California EEI curriculum products for 4th and 5th grades.**

Please Complete this Section for FINAL Report ONLY

Capacity-Building Results and Collaboration and Cooperation with Stakeholders:

(What partnerships did you initiate or strengthen as a result of this project? How did they affect the project outcome? If applicable, how did this grant increase your organization's capacity? What is your plan to sustain this increase?)

Partnerships/Sponsorships strengthened for the SEEP Program

(1)Ridgecrest Resource Office for Bureau of Land Management – provides BLM supervisor and office space for SEEP Coordinator; with set up of SEEP computer for coordinator; use of copy machines by Coordinator; storage space for field trip equipment; use of BLM truck to transport items to the canyon for field trips; BLM personnel and retired personnel to assist at stations for the field trips to the canyon. BLM Hands on the Land program features SEEP as one of its projects and provides Youth Initiative funding to assist the program.

(2)Maturango Museum Docent Program – Provides docent volunteers for Sand Canyon Alive classroom presentations; transport of taxidermy specimens and other educational items to schools for SEEP Program school sessions; storage for items purchased through the SEEP grant and opportunity for docents to use items for presentations to other school classes or to other organizations outside of the time frame of the SEEP Program. Docents and other Museum volunteers assist with stations for field trips.

(3)Sierra Sands Unified School District – Provides buses for transport of 4th grade students to Sand Canyon for the field trips; teachers and chaperones attend for supervision of students; school district office makes copies of the student journals for the Field trips. The principals work out the schedule for the classroom sessions, and for the field trips with the SEEP Coordinator. Teachers provide a review and evaluation of their use of the supplemental materials in the classroom bags.

(4)Kerncrest Chapter of California Audubon – provides volunteers to assist with classroom sessions to introduce students to use of binoculars and spotting scopes; also volunteers assist at the Bird Station for the field trips.

(5)Student Conservation Association – student interns working for BLM who assist as volunteers at Bird, Art, and Aquatics Stations (or where needed) for field trips to the canyon.

(6)Historical Society of the Upper Mojave Desert – provides volunteers to make presentations to students, teachers and chaperones during the lunch break period for the field trips to the canyon. They discuss those who lived in the canyon, the building of the aqueduct, how it works, and they also bring items of historical interest to show to the students.

(7)Indian Wells Valley Water District – provides monetary support for the program; also donate booklets for the supplemental materials for the 5th grade program.

(8)Kern County Water Agency – provides water conservation booklets for students for the 5th grade program.

(9)Benz Sanitation, Inc. – donates portable toilets (and cleanup) for use for the field trips in Sand Canyon.

(10)Liberty Ambulance – donates personnel to provide EMT assistance for the field trips.

Partnerships/Sponsorships initiated for the SEEP Program

(1)Sierra Nevada Conservancy – funding agency that has made it possible to expand and strengthen the SEEP program through grant funding.

(2)Desert Mountain RC&D Council – worked to submit the grant application to SNC; provide administration for the grant; conduct purchases and reimbursements, invoicing and reporting.

(3)Eastern Kern County RCD – provided volunteer for the plant station; also assistance of Watershed Coordinator for Indian Wells Valley/Searles Valley watershed funded through a grant from the California Department of Conservation.

(4)Trona Unified School District – sends their 4th/5th grade combination class to the program every other year.

(4)Continued additions of groups, such as AquaBonita Flyfishers and Quail Unlimited, who provide volunteers as well as monetary donations for the program; also involvement of individual volunteers who take an interest in the program.

This grant has increased the involvement of Desert Mountain RC&D with the SEEP program as one of its projects. It has led to an increase in awareness of the RC&D by the other groups involved with the SEEP program. It did not increase the staff of the RC&D because most of the grant related work was done by Council members who serve as volunteers and are not paid.

Our plan to sustain our involvement with the program is to be available to assist the SEEP Coordinator to promote donations for the program, to track a SEEP program account in our Quickbooks system for monies donated for the program, and to set up payroll for the SEEP Coordinator position and assist the coordinator to maintain the SEEP website. We are certain that the SEEP program will maintain its popularity and enthusiasm with students, teachers, volunteers and the members of the public throughout our community, and will serve as an excellent example of a program to replicate in other communities throughout the state.

Description of Project Accomplishments:

1. Most Significant Accomplishment

Describe in one concise, well-written paragraph, the most significant accomplishment that resulted from this grant.

The most significant accomplishment resulting from this grant is the synergy that developed among the partners, sponsors, volunteers and the participation of the students, teachers and chaperones for the SEEP program. The equipment purchases and supplemental materials enhanced and expanded the program. The chaperones for the field trips are parents, and sometimes grandparents of students, who tell us that they learn along with the students and enjoy the field trips just as much as the students do. The SEEP Coordinator is to be commended for all her hard work and dedication as well as her ability to schedule, organize and implement all the aspects of program into a cohesive whole. The SEEP program began in 1993 and has progressed and improved each year. It is our hope that its success will continue many years into the future and will inspire other communities to set up their own environmental education programs. The SNC grant has certainly been of great benefit for the improvement of the program.

2. WOW Factor

If applicable, please describe anything that happened as a result of the project or during the project that is particularly impressive.

The SEEP WOW factor is the value added to the program by the myriad of volunteers. They are the heart of the program and the program could not be implemented without their contributions of time and effort. Each year over one hundred dedicated individuals contribute 1200 to 1300 hours of their time to the program assisting with presentations for the school sessions, manning the stations at the field trip, even driving trucks to deliver equipment and helping to set up the shade canopies, portable toilets, tables and equipment used in the canyon. They are all invested in the program and all the partner/sponsor agency, group, organization and individual participants can be proud of their part in achieving its success.

3. Design and Implementation

When considering the design and implementation of this project, what lessons did you learn that might help other grantees implement similar work?

It is important to address board designation of use of unrestricted funds to expend for the project and the ability of your organization to deal with the time constraints that may be involved for the reimbursement of those funds. Cash flow is an important element for the grantee. We have found that with larger dollar amount grants, we may need to request advance payments (if allowed by the grantor) or set up a line of credit for the project. It is important to stay in communication with the grant

administrator and grant manager. Be flexible and adaptive to meet challenges that may arise. Keep working to address delays, interruptions, changes in circumstances, and problems that may arise throughout the grant process. We appreciate the consideration and assistance of the SNC staff when problems arise or when additional information is needed.

4. Indirect Impact

Please describe any indirect benefits of the project such as information that has been developed as a result of the project is being used by several other organizations to improve decision-making, or a conservation easement funded by this grant that encouraged other landowners in the area to have conservation easements on their property.

The equipment and museum specimens purchased through this SNC grant are benefiting other activities scheduled at the Maturango Museum. For example, some of the stereoscopes are set up for use by the public at the annual Spring Wildflower Show at the museum. Other items are available for use by the Maturango Museum docents for presentations made to other classrooms outside of the time frame of use for the SEEP program. The binoculars and spotting scopes are available to the Audubon group for use at times when they are not needed for the SEEP program. The information that will be made available to the general public through the web site when it goes live will assist other groups and communities to replicate the environmental education program or adapt it for their regions.

5. Collaboration and Conflict Resolution

If you worked in collaboration or cooperation with other organizations or institutions, describe those arrangements and their importance to the project. Also, describe if you encountered conflict in the project and how you dealt with it, or if there was conflict avoided as a result of the project.

Please see Capacity Building Results and Collaboration and Cooperation with Stakeholders section above.

6. Capacity-Building

SNC is interested in both the capacity of your organization, as well as local and regional capacity. Please describe the overall health of your organization including areas in need of assistance. SNC is interested in the strength and involvement of your board, significant changes to your staff, size and involvement of membership. In addition, describe how your project improved capabilities of partners, or the larger community.

The Desert Mountain RC&D Council is meeting the challenge to exist on its own as a 501c3 non-profit organization. The Council currently administers 5 grant projects

and conducts an annual Native Plant Sale fundraiser. We have one part time administrative assistant working 4 days a week in our office. We have one full time watershed coordinator working in the Kern River Valley funded through a grant from the Dept. of Conservation. We have hired 3 contractors for grant related work paid with grant funds. We plan to hire another part time employee to help us with the increasing work load in the office. The Council has officers and regional directors representing the six counties (Inyo, eastern Kern, San Bernardino, portions of Los Angeles, Tulare, and Mono counties) included within our boundaries. We work with many federal, state and county agencies as well as cities, economic development groups, NGO groups and non-profits. Our 2012 income was \$270,691.08 and expenses totaled \$221,421.28. **Please see our attached 2012 Annual Report.**

7. Challenges

Did the project face internal or external challenges? How were they addressed? Describe each challenge and any actions that you took to address it. Was there something that SNC did or could have done to assist you? Did you have to change any of your key objectives in response to conditions “on the ground”?

The RC&D had a name change in October 2010 and the SNC staff was helpful to us in updating the grant agreement and grant forms to reflect the new name for our non-profit organization. The Proposition 84 bond freeze in 2010 delayed and interrupted implementation of the SEEP Grant. Another challenge was the resignation of the RC&D Coordinator in March 2011 to be a “stay-at-home Mom.” Volunteer Council members stepped in to help take over some of the responsibilities she had assisted with for the grant project. In addition the nationwide RC&D program under the USDA and NRCS oversight was defunded by Congress in mid-April 2011. The Desert Mountain RC&D lost funding for a coordinator position and for office space and office equipment. The Council opted to continue operation under its non-profit designation to complete the grant projects it had in place. The Council moved its office to a new location and now pays its own office costs for rent, equipment, and related expenses. Our Council members are volunteering their time for oversight and invoicing and reporting for our existing grants. As a result of these changes, the timeline for completing the SEEP grant was delayed and purchases were interrupted due to Council budget constraints. We appreciate the flexibility that SNC allowed us in invoicing and report submittal and, especially the agreement to allow for an extension of the grant deadline to the date of March 1, 2013.

We experienced challenges regarding the expenditure of funds for the Taxidermy Services line item in the SNC grant budget. The Maturango Museum had a changeover in personnel for their curator for natural resources and licenses and certifications for taxidermy work had to be renewed. Another problem was the loss of power to the freezer unit at the museum which resulted in the loss of the museum’s collection of “roadkill” specimens they had planned to send for taxidermy services. We were not able to expend all the money in the Taxidermy Services line item. The reduction in money spent there also affected the line item for administration and less money was expended in that line item as well.

The Council faced difficulties in meeting and working with the web site designer, who was located out of town. The necessity to relocate our office and deal with the loss of federal funding support, also affected our ability to meet with the web designer group. Just recently we contracted for completion of the web site development with a local business in Ridgecrest. However, the web site will not “go live” until its content and format is reviewed by Sierra Sands Unified School District and they have authorized the web site for being opened to the general public. This will not occur until after the March 1, 2013 grant deadline even though all the money has been expended to pay for the completion of the web site and the work has been done by the new contractors. Any additional cost incurred to fine tune aspects of the web site for authorization by the school district will be covered by the RC&D.

8. Photographs

Grantees are strongly encouraged to submit photos, slides or digital images whenever possible. These images will be used for SNC publications such as annual reports or on the website. Please make sure you clearly identify location, activity, and your project with each submitted image. Images will be credited to the submitting organization, unless specified otherwise.

We will attach a CD or DVD with some photos and mail it to the grant manager before the grant deadline of March 1, 2013.

9. Post Grant Plans

What are the post-grant plans for the project if it does not conclude with the grant? Include a description of the following (if applicable): (1) Changes in operations or scope; (2) Replication or use of findings; (3) Names of other organizations you expect to involve; (4) Plans to support the project financially, and; (5) Communication plans?

Please see information in Section H Next Steps in above report.

Information about replication of the program will be available on the web site – iwvseep.org. We will put an icon or a button on the web site with information for making a donation for the program. Local environmental groups and organizations will continue to support the program financially.

10. Post Grant Contact

Who can be contacted a few years from now to follow up on the project? Please provide name and contact information.

Shelley Ellis, BLM Biologist and supervisor for the SEEP Coordinator
300 S. Richmond Road, Ridgecrest, CA 93555
760-384-5426

Donna Thomas, Desert Mountain RC&D Council member
1259 E. Ridgecrest Blvd., Suite #7, Ridgecrest, CA 93555
760-446-1974 dmrcandd@iwvisp.com

SNC-approved Performance Measures: (Please list each Performance Measure for your Project, as identified in your Grant Agreement, and the results/outcomes.)

(1) Number and Diversity of People Reached

The number of participants for 2012 are quantified in an attachment entitled 4th grade SEEP program summaries.

Diversity of Participants includes members of the general public who serve as chaperones for students on the field trip to the canyon and, in addition, those who will access information about the program on the web site. Youth who are 4th and 5th students in the Sierra Sands Unified School District and Trona Unified School District, Immanuel Christian School, the Charter School, St. Ann's School and home schooled students. All participants are users of Sierra Nevada Resources. Members of conservation groups and individuals are volunteers and partners and sponsors of the program. Resource Professionals are presenters at the school sessions and leaders at several of the stations for the field trip in the canyon.

(2) Resources Leveraged for the Sierra Nevada

The total of resources leveraged over 3 years of the SEEP Program (2010 through 2013) is \$166,705.83. Approximately \$5.50 in resources were leveraged for every \$1.00 of grant funds expended. **See attached List of Resources Leveraged for specific dollar matches and values of in-kind services provided.**

(3) Number and Types of Jobs Created

The SEEP Program creates a part time SEEP Coordinator position. The purchases of equipment, supplemental materials, and outreach materials were made from local businesses and vendors whenever possible.

(4) Number and Value of New, Improved, or Preserved Economic Activities

It is difficult to quantify this information since the SEEP Program is an environmental education program. The grant purchases of equipment, supplemental materials and outreach materials were made with local business in the local community whenever possible. It is difficult to calculate exact dollar amounts. The program benefits the stewardship, use and cleanup of the Sand Canyon area which is a day use recreational area in the foothills of the Sierra Nevada range.

Measurable Changes in Knowledge or Behavior

A copy of the pre-survey and post-survey test for 4th graders is attached. The results of the 4th grade tests for the 2012 SEEP Program is attached to this report along with a summary sheet quantifying increases in knowledge. Overall increase in Average Scores ranged from 4 to 6 points in the Pre-Surveys to Average Scores of 7 to 13 points in the Post-surveys. Average Scores almost doubled for most of the classes for students in the 10 schools that participated in the SEEP Program. Changes in behavior will be seen over the long term as students mature and as they remember discussions and principles learned through the SEEP Program including: improved understanding of stewardship of public lands through Leave no Trace principles; improved understanding of watershed health issues, groundwater issues and potential contamination of groundwater through experiences with the groundwater model and the Enviroscope tabletop watershed model; and improved understanding of recreational impacts on wildlife and habitats learned through the field trip experience in Sand Canyon.

Sierra Nevada Conservancy Grant Program Project Reporting Guidelines

Progress Reports are required periodically throughout the term of the Grant Agreement (Refer to Exhibit B of the Grant Agreement). These reports will allow you and the Sierra Nevada Conservancy (SNC) to see the degree to which the project is on track and achieving your projected outcomes. Your Progress Reports will further provide the SNC with information that will help us to explain your work to the Board Members and various other audiences. Timing of Progress Reports is specified in the Project Schedule included in Exhibit A of the Grant Agreement, but generally every 6 months until completion of the project.

A Progress Reporting Form is provided to Grantees on the SNC Website. **Six-month Progress Reports** should reflect the previous 6-month period; **Final Reports** should address each question for the entire grant period – looking at the project as a whole.

The form specifies the items you will need to report on. For the Six-Month Interim Report these include, but are not limited to: *A Progress Report Summary of work completed, Deliverables or Outcomes Completed, Challenges or Opportunities*

Encountered, Unanticipated Successes Achieved, Actual Costs compared to Budgeted Costs, Any Additional Relevant Materials Produced, and Next Steps.

The Final Report will include additional information, such as: *Resources Leveraged, Capacity-Building Results and Collaboration and Cooperation with Stakeholders, a Description of Project Accomplishments, and SNC Approved Performance Measures.*

Please make sure that you submit complete reports by the dates requested in your Grant Agreement.

List of Attachments to Final Report

- (1) List of Supplemental Materials for 5th grade classroom bags
- (2) 5th Grade Schedule and Pre-Survey Test (hard copy only)
- (3) Letter of Request for Budget Change (hard copy only)
- (4) Approval of Budget Change (hard copy only)
- (5) Summary of Resources Leveraged
- (6) 4th Grade Test for Pre-Survey and Post Survey (hard copy only)
- (7) 4th Grade Test Results in Excel spreadsheet
- (8) 4th Grade Test Summary
- (9) List of Supplemental Materials for 4th grade classroom bags
- (10) EEI Curriculum Catalog for 4th and 5th Grades
- (11) Desert Mountain RC&D 2012 Annual Report
- (12) 4th Grade SEEP Program Summaries
- (13) 2012 and 2013 SEEP Field Trip Schedules (hard copy only)

Separate mailing of CD or DVD with photos of the SEEP Program