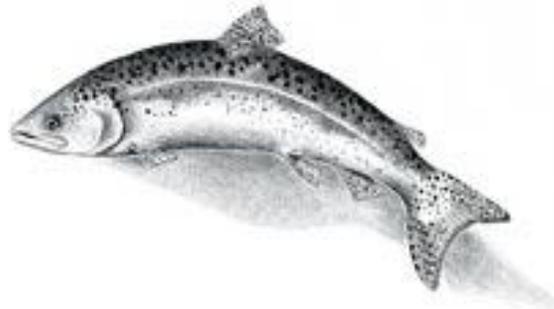




California Department of Fish and Game Hopland Site Handbook





Watershed Stewards Project Mission

The mission of the AmeriCorps Watershed Stewards Project is to conserve, restore, and enhance anadromous watersheds for future generations by linking education with high quality scientific practices.

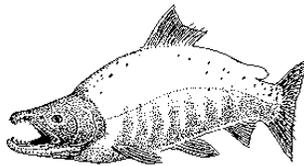




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Introduction

Site Description

The Hopland site is located about six miles east of downtown Hopland in a small wooded valley on 5800 acres. University of California's Hopland Research Extension Center (HREC) rents space to the Hopland DFG office.

Address 4070 University Rd. Hopland, CA 95449

Agency Affiliation California Department of Fish and Game

Important Contacts Resnik, Dan 4070 University Rd. Hopland, CA 95449
707-744-8704

Acomb, Derek 4070 University Rd. Hopland, CA 95449
707-744-8713

General Ecology Sheep ranch, research facility located in oak woodlands

Mentor Bios

Mentor Dan Resnik is a great person to have as a mentor and he was once in the same position that members are in now. Dan is a WSP alum and he truly wants members to get what members can out of the program. Know that if members have any questions that members can always approach him on just about anything.

Mentor Derek is a very generous and kind person and will really explain things well, and offer to help with things members wouldn't expect. However members will need to ask specifically if members need assistance. He really does care about members' experience as an AmeriCorps member. Members have to TELL HIM what members want out of the experience, and he will make it happen. He appreciates a well-rounded education, so let him know members want the diversity—otherwise members could be stuck pushing papers for him in the office for a week, when members really want to help out with spawner surveys in Fort Bragg. He is often busy, and he really does appreciate the members' work and wants the AmeriCorps experience to be satisfying—so tell him any interests and make him make it happen.

Gail Seymour works for DFG and is the Supervisor for the Region 3 fisheries restoration staff. Gail is a very caring person and if members have any problems she is willing to help members out. Members will get the opportunity to work with Gail a little bit.



General Calendar of Duties at DFG Hopland

| Month | Location | Site Duties | Work Load | Typical Work Hours |
|--------------------|-----------------------------|--|-----------------|--|
| Fall/Winter | | | | |
| October | Field / Office | Outreach, Stream Habitat Inventory Data Entry, Report Writing, Winter Field Season Prep, <i>WSP Orientation</i> , | Moderate | 10 hour days – 4 days/wk (M-Th 7:00-5:30) 8 hour days – 5 days/wk (M-F 8:00-4:30) |
| November | Office | Data Entry, Report Writing, Implementation Monitoring | Moderate | 8 hour days – 5 days/wk (M-F 8:00-4:30) |
| Winter | | | | |
| January | Office | Education/ Outreach, Spawner Surveys, misc. office | Moderate / Slow | 8 hour days – 5 days/wk (M-F 8:00-4:30) |
| February | Classrooms, Office | Education / Outreach, misc. office, ISP planning, Spawner Surveys | Moderate / Busy | 8 hour days – 5 days/wk (M-F 8:00-4:30) |
| Spring | | | | |
| March | Classrooms / Office / Field | Education / Outreach, ISP preparation, misc. office, Spawner Surveys, Downstream Migrant Trapping | Busy | 8 hour days – 5 days/wk (M-F 8:00-4:30) |
| April | Classrooms / Office / Field | Outreach, misc. office, ISP, Spawner Surveys, Downstream Migrant Trapping, ISP implementation | Busy | 8 hour days – 5 days/wk (M-F 8:00-4:30) |
| May | Field / Classrooms / Office | <i>WSP Spring Training</i> , Stream Habitat Inventory Survey training, Downstream Migrant Trapping, Landowner access, ISP implementation | Busy | 8 hour days – 5 days/wk (M-F 8:00-4:30) |
| Summer | | | | |
| June | Field | Stream Habitat Inventory Surveys | Busy | 10 hour days – 4 days/wk (M-Th 7:00-5:30) |
| July | Field | Stream Habitat Inventory Surveys | Busy | 10 hour days – 4 days/wk (M-Th 7:00-5:30) |
| August | Field | Stream Habitat Inventory Surveys | Busy | 10 hour days – 4 days/wk (M-Th 7:00-5:30) |

Note: This is a general calendar. All locations, duties, and work hours are subject to change due to weather, site needs, and WSP needs.



Description of Site Duties

The site duties vary depending on the time of year and site priority. The site duties calendar found at the end of this section outlines duties and approximately when they occur.

My field partner and I arrived in Hopland in October and were given an orientation and a few field trips during the first couple of weeks. After we became oriented to the area we began working on habitat inventory reports and data QA/QC. We completed many reports that were from past years as well as putting the finishing touches on last year's reports. Members will likely be finishing reports, data QA/QC, and doing data entry for the first couple of weeks while members get going on an ISP and education.

Some of the duties that we completed in the first couple of months were working on many reports, organizing our education opportunities, figuring out what we wanted to do for our ISP and general orientation to the site. Basically what members will do is: work on education when members arrive in January, and work on downstream migrant traps with partner organizations in the spring. Make sure that the ISP is finished before the field season starts, which is in May every year. The longest project of the year will be habitat typing. This is what members will do all summer long. The season starts in late May to early June and it ends in late July, early August, or when it starts raining again. The fall and early spring are going to be the most flexible time as far as when members can take time off; I recommend volunteering some time for these seasons or else members may be stuck in the office all week doing slow monotonous work. Try not to plan any vacation or injuries in the middle to late summer as this is the field season and most critical time of year.

Policies and Procedures

Office Only work related activities should be done in the office. Show up to work on time and don't leave early. The first week members will get oriented to the office. Also ask the Biologists for more specifics on office policies and procedures.

Computer Computer and internet resources are available for work related activities. Ask the Mentors for more specifics on computer set-up and policies.

Trash/Recycling Trash goes in gray can outside of trailer.

Recycling goes in the blue can (bottles, glass and cans)
Recycled Paper goes in Blue box under Printers

When full or mid week to Friday (when dumpster is empty) take the trash to the green dumpster located near the truck wash.

Take the recycling to the single stream recycling dumpster by the warehouse.

Kitchen Keep kitchen area clean and neat.

There is a fridge that can be used, but don't leave food inside for too long.



Microwave can be used, but please keep clean.

There is a coffee pot that can be used, but needs to stay clean and unplugged after every use.

Driving

When coming into and leaving HREC make sure members follow speed limit. - The limit is 15 MPH through the center and residences.

With State trucks:

- Obey all laws at all times.
- Make sure members wear their seatbelt at all times.
- Follow the speed limit.
- Remember that members are driving a vehicle with a DFG logo on the side.
- Vehicles are for official work related activities only.

When driving through Old Hopland, drive less than 35 MPH, even though that is the posted speed limit. There have been previous complaints.



ISPs and Outreach Events

ISP Information

The ISP (Individual Service Project) is a component that each member must complete each year they are in the Watershed Stewards program. Members will learn much more about this upon arrival during the initial training weeks. In general, members (and the field partner if members wish to team up) must organize a community event in which members recruit volunteers to assist in some sort of hands-on restoration project. Examples of ISPs are invasive species removal, tree planting and creek clean-ups. Members may also come up with another creative idea.

Example Project In YR 18 we each did individual projects:

Gibson Creek Restoration Event:

This project included building a willow wall along Gibson Creek, just downstream from the Spring St Culvert in Ukiah. As well as removing Himalayan Blackberry and English Ivy, planting native sedge, putting down straw, and replacing a plastic lining with weed cloth under some rocks.

Some things that may get over looked include: having landowner access and making sure members connect with all the landowners, getting an encroachment permit from the city to harvest willow, talking to city works/ submitting sketches of the project, looking into how to circum-navigate the 1600 processes, but taking it into consideration. Also keep in mind the water level in the creek and that rain and the weather can change how much water is in the creek, making the project more difficult/ potentially impossible. The later the better for this sort of project.

This site could definitely use a follow up project, with pulling the invasive that come back up, and potentially some maintenance to the wall if necessary. The community is extremely supportive and excited about this project.

I got an email from Chuck Williams, who attend the ISP, donated some sedge, and is a part of the CA native plant society. He expressed interest in constructing a willow wall in Low Gap Park, which would be a wonderful and exciting project to work on. There would be a ton of interest from the community because it is an extremely popular park in Ukiah. I am suggesting this idea to him as well. His email is chukwil@yahoo.com

Equipment gloves, shovels, loppers, tarps, post-hole digger, bow saw, sledge hammer, stake pounder, extra waders/ hip waders, plastic bags, weed cloth, scissors, water, willow, straw

- Dumpster and Port-a-Potty provided by friends of Gibson Creek
- Friends of Gibson Creek provided some of the tools
- Contact Cathy Barr at CCC for tools
- Hip Waders and some tools from Fortuna CCC

Food - A local landowner showed up with juice and pastries in the morning
-Friends of Gibson Creek arranged to have sandwiches, cookies, and apples provided for lunch

Liability Rick Seanor from the city of Ukiah wanted additional liability forms, since the center of the creek is owned by the city. I also used the WSP forms in addition to the city forms.

Local Media Ukiah Daily Journal often covers events like this which will help members find volunteers and promote AmeriCorps / WSP. They can put the event on the community



calendar, and will also publish post releases and letters to the editor thanking the volunteers. KZYX radio in Philo will also play PSAs (public service announcements) from which members can acquire volunteers and publicity. Posting flyers is also common.

Contact

Friends of the Gibson Creek head Linda Sanders: 707-463-2721
CCC-Ukiah: Cathy Barr 707-272-4106
Chuck Williams: chuckwil@yahoo.com

Outreach Information

Basic Info

Outreach is a required part of the year of service. There are mandatory dates for service such as MLK Day, Cesar Chavez Day, National Volunteer Day, and others. WSP has separate regional outreach activities where the different placement sites come together for a weekend or longer to help with a festival or some other type of event. For the Central Region (Hopland's region) there is a week-long environmental education fair we attend called *Creek Days* that is a total blast. Members will learn more about these events at orientation. But for the other service days here are some contacts.

Also note that there is an Outreach Team Leader that can help members with anything members might need during their year of service.

Outreach Opportunities

Field Work, Water Sampling:

Community Clean Water Institute
Sebastopol Environmental Center
Phone: 824-4370
Email: beth@ccwi.org

Field Work, Water Quality Monitoring:

Gold Ridge Resource Conservation District
P.O. Box 1064
Occidental, Ca 95465
Sierra Cantor: (707) 823-5244

Stewards of the Coast and Redwoods/ Sonoma County St. Parks Volunteers:

17000 Armstrong Woods Rd.
Guerneville, Ca
Michelle Luna: (707) 869-9177

Real Goods- Solar Living Institute

13771 S. Hwy. 101
P. O. Box 836
Hopland, CA 95449
707.744.2017

National Day of Service Volunteer Opportunities:

Sonoma County Animal Regulation Shelter
Volunteer Coordinator: Greg Mortensen
Santa Rosa
Phone: 565-7116



Healdsburg Wild Steelhead Festival, February

Healdsburg Plaza

707-484-6438

www.healdsburgsteelheadfest.orgn

Healdsburg Shared Ministry Food Pantry

Volunteer Coordinator: Jose

Healdsburg, Ca

Phone: (707) 433-FOOD

<http://www.healdsburgfoodpantry.org/>

Occidental Arts and Ecology Center

Events Coordinator: Kate Taylor

Occidental, Ca

Phone: (707) 874-1557 x210

PlowShares Community Peace and Justice Center

1346 South State Street

Ukiah, CA 95482-6414

(707) 462-8582

<http://www.plowsharesfeeds.org/>

Green Valley Creek

www.atascaderogreenvalleywatershed.net

Laguna Keepers, Laguna de Santa Rosa, Santa Rosa

www.lagunadesantarosa.org

Cotati Creek Critters, Cotati

www.cotaticreekcritters.info



Education

Education Notes

*** The Education component is important to focus on upon the arrival to the site. Members should plan on contacting their teachers within the school members have been assigned by WSP, during their first few months on the job. Contact information should be provided to Americorps members by Education Team Leader.***

This was one of my favorite parts of my term of service with AmeriCorps and Fish and Game in Hopland. Don't be intimidated by this requirement. Have fun with it. When members get to Hopland in October, it should be pretty slow and members will want to get started on education right away. (Generally Teachers wont be prepared to have members until after the Christmas/ holiday breaks.)There is an updated list on contacts in the Education Resources section of this handbook. There is everything that members need to know about whom to contact in order to meet their education goals in that section.

Members may have the option to take their students on a field trip to the Coyote Valley Dam and Hatchery for their Real Science component; this is a great opportunity to supplement their students knowledge of the watershed and salmonid life history. The interpretive rangers at the Dam have historically put together this type of presentation/lesson for the students, which can often be unorganized and un-engaging. I recommend members putting together their own lesson for the students, incorporating topics members forgot to cover in class.

Below are past teacher contacts that members can reference if members have been assigned to any of theses classes/ schools.

Read the Description of Curriculum after every name in the Education Resources section! This will inform members of everything members need to know about each educator.

Education Resources (compiled from 2007-2012)

| | |
|-------------------------------|--|
| <i>Name:</i> | Patti Moore |
| <i>Grade:</i> | 5 th |
| <i>School:</i> | Oak manor Elementary 400 Oak Manor Drive, Ukiah |
| <i>Phone:</i> | 707-463-5249, FAX 707-462-6223 |
| <i>Email:</i> | pmoore@uusd.net |
| <i>Dates Of Real Science:</i> | February – April 2008 |
| <i>Curriculum:</i> | WSP 6 week curriculum, students raise steelhead in Patti's class starting in January every year and she releases them in May. Email Patti first thing when members want to start to work on the education requirement. She loves WSP and AmeriCorps! Members will be able to get a Real Science program set up with her in 2009. If members can't get her to respond via email, call the school and ask to speak with her. Members can also go over to the school and ask to see her in the classroom. After school at 3pm is the best time to catch her in the classroom. |



Name: Joele Hulen
Grade: 5th
School: Oak Manor Elementary
400 Oak manor Drive, Ukiah

Phone: 707-463-5249, FAX 707-462-6223

Email: jhulen@uusd.net

Dates Of Real Science: February – April 2007

Curriculum: WSP 6 week curriculum, Joele works closely with Patti Moore and she really enjoyed having us in the classroom. Call the school early in 2009 and ask to speak with her in order to set up dates for real science. She does not have steelhead in the classroom, but in 2008 her students were able to go over to Patti's room to see the fish. Members can email Joele, but she is more of a phone person.

Name: Matt Eiffert
Grade: 5th / 6th combination
School: Oak Manor Elementary
400 Oak Manor Drive, Ukiah

Phone: 707-463-5249, FAS 707-462-6223

Email: meiffert@uusd.net

Dates Of Real Science: February – April 2007

Curriculum: WSP 6 week curriculum, Matt was recommended by Patti Moore and turned out to be a great person to work with. Email Matt when members are about to begin education and set up a schedule with him to do real science. If he doesn't respond via email either call the school or go to his classroom. Matt is a fishing enthusiast and he owns some really sweet land around the upper reaches of Gibson Creek. In 2007, he let John and Brock walk around up there one day.

Name: Susie Dalton
Grade: 3rd
School: Westside School
1201 Felta Rd, Healdsburg, CA

Phone: 707-545-3929 (home) 707-433-3923 (School) Ext.15

Email: sdalton@westsideusd.org

Curriculum: WSP 6 week curriculum. Susie raises steelhead in the classroom. She is very interested in Salmonids and spends a lot of time educating her class about them. She is looking to the AmeriCorps for more hands on learning (playing the games and bringing them to the creek). She is very interested in setting up a six week Real Science curriculum in 2009. If members live further south and Healdsburg is more convenient then members should call Susie right away and set up a curriculum.

Name: Jeanne Yttreiness
Grade: Principal
School: Hopland Elementary
Located off of Mountain House Road in Hopland



Phone: 707-744-1463, FAX 707-744-1463

Email: jytreiness@uusd.net

Dates Of Real

Science:

Curriculum:

Call her and talk about the possibility of setting up Real Science at Hopland Elementary. We gave a presentation to the Hopland Elementary teachers and they were all very impressed with the program. They had a flood that wiped out the school on New Years of 2006 and a fire that put the school out of business in the spring of 2007. Hopefully the school has recovered and members will be able to get in there and teach these kids about salmon. They really need this program! It is a very poor school and they don't have opportunities like this all of the time. Tried to contact in 2008, but was never able to get Principal to call back, but try again in 2009.

Name: Kathy Merritt

Grade: Teacher

School: Calpella Elementary

Located at 151 W Moore St, Ukiah, CA 95482-9584

Phone: (707) 485-8701

Email:

Curriculum: We had a successful education experience with Kathy's class.

Name: Dona Wilsey

Grade: Teacher

School: Hopland Elementary

Located off of Mountain House Road in Hopland

Phone: 707-744-1463, FAX 707-744-1463

Email: dwilsey@uusd.net

Curriculum: We tried to set up a presentation for Dona in 2007, but fire spoiled our plans. Contact Dona in 2009 to set something up.

Name: Janel Morris

Grade: 6th

School: Washington Preparatory School

Phone: 894-1940 Ext 22

Curriculum: Janel is interested in having AmeriCorps members in her classroom. Call her right away and try to set something up. At this site members will have access to multiple classes of the same grade level. Presenting to up to four classes is possible.

Name: Kathy Monroe

Grade: 3rd

School: Oak Manor Elementary

400 Oak manor Drive, Ukiah

Phone: 707-463-5249, FAX 707-462-6223

Email: cmonroe@uusd.net

Curriculum: Members did a two hour presentation/game with Kathy and her class in 2007. She is



a great person to work with and members should call or email her when members begin their education.

Name: Helen Menasian, Educational Coordinator

Grade: K-6

School: Redwood Valley Elementary
P.O. Box 45
Redwood Valley, CA 95470

Phone: 707-485-0690

Curriculum: Helen runs the Redwood Valley Outdoor Education Program (RVOEP). Get in touch with Helen if members are interested in gaining experience in environmental education. The program starts in early March, outdoor classes run 9:00am to 1:00 pm Tuesdays through Friday.

Name: Robert Metzger

Grade: 4th

School: Capella Elementary

Phone: (707) 485-8701

Curriculum: WSP 6 week curriculum. Mr. Metzger contacted us and was very excited about having Real Science in the classroom. Contact in 2009 to set up Real Science.

Name: Mary Manroe

Grade: 3rd

School: Redwood Valley Elementary

Phone: 707-485-8741

Curriculum: WSP 6 week curriculum. Mrs. Manroe contacted us and was very excited about having Real Science in the classroom. She cares about the salmon and has some resources available for use. Contact in 2009 to set up Real Science.

Example of What to Say When Calling Teachers

“Hi, my name is _____ and I’m calling as an AmeriCorps Watershed Stewards Project member at the Department of Fish and Game in Hopland, CA. My telephone number at the office is 744-8703.

We’re a community based watershed restoration program, working to restore and enhance salmon and steelhead habitat within the Russian River watershed.

We want to offer to elementary classes a short curriculum on watershed ecology for salmon ranging from one to six lessons. If members or anyone at _____ elementary school would be interested in having us, please call _____ at 707-744-8703.

Thank you for your time and we hope to hear from you soon.”



Local Ecology

Mendocino History

*Taken from
Wikipedia.com*

Mendocino County was one of the original counties of California, created in 1850 at the time of statehood. Due to an initially low population, it did not have a separate government until 1859 and was under the administration of Sonoma County prior to that. The county contains several of the original Spanish land grants of Alta California including the Sanel Rancho in Hopland, and the Yokayo Rancho that forms the majority of the Ukiah Valley.

The county derives its name from Cape Mendocino, which was probably named in honor of either Antonio de Mendoza, Viceroy of New Spain, 1535-1542 (who sent the Juan Cabrillo Expedition to this coast in 1542), or Lorenzo Suarez de Mendoza, Viceroy from 1580 to 1583. Mendocino is the adjectival form of the family name of Mendoza.

In the nineteenth century, the county witnessed many of the most serious atrocities in the extermination of the California Native American tribes who originally lived in the area, like the Yuki, the Pomo and the Wintun. The systematical occupation of their lands, the reduction of many of their members into slavery and raids against their settlements led to the Mendocino War in 1859, where hundreds of Indians were killed. The segregation continued well into the 20th century.

Russian River (Information obtained from wikipedia.com)

If members find themselves in Hopland, the Russian River will be a large part of what members do daily, so here are just a couple of things to note about the river and what's happening around it.

Location

The Russian River headwaters are located in the coastal mountains of Mendocino County, north of Ukiah, in Northern California. Several of its small tributaries along with water diverted from the Eel River, flow into Lake Mendocino, a reservoir formed by the construction of Coyote Dam in 1958, for winter flood control.

The east and west branches of the river join together just downstream (south) of Lake Mendocino. From there the Russian River flows south through Mendocino and Sonoma Counties, paralleled by Highway 101. The river turns west at Healdsburg, receiving water from Lake Sonoma via Dry Creek and the Laguna de Santa Rosa at Forestville, and empties into the Pacific Ocean at Jenner. Its mouth at Jenner is about 60 miles (100 km) north of the San Francisco Bay's Golden Gate.

Names

The river takes its name from the Russian trappers who explored the river in the early 19th century, and established their Fort Ross Trade colony a few miles north of its mouth. They called it the Slavyanka River. The redwoods that lined its banks drew loggers to the river in the late 19th century.

According to the USGS, variant names of the Russian River include: Misallaako, Rio Ruso, Shabaikai, Slavianka, and Slavyanka.

Water Source

The Russian River gets much of its water from a diversion along the Eel River near Potter Valley. The Sonoma County Water Agency draws drinking water from the Russian, for sale to Santa Rosa and other Sonoma and Marin County cities. Santa Rosa treats its sewage to tertiary standards, sends it for geothermal steam recharge at the Geysers, and returns it to the river via the Laguna de Santa Rosa.



Viticultural Area The banks of the Russian River are lined with vineyards, and the Russian River Valley was approved as an American Viticulture Area in 1983. It produces award-winning Chardonnay, Zinfandel and Pinot Noir wines in addition to other wine varieties, and is home to many small and several large commercial wineries.

Coho Recovery and the Russian River Captive Coho Brood Stock Program Along the Pacific coast, populations of coho salmon have significantly declined over the last century. Coho salmon in California are currently estimated to be no more than 15% of their 1940 abundance. Private landowners, resource conservation districts, and government and non-government agencies have responded to this decline by conserving and restoring critical habitat throughout Northern California including the Russian River. The stewardship of this habitat, by these groups and others, has created the opportunity to take the next step in recovering coho to this watershed.

Since 2001, a collaborative effort has been underway to re-establish coho in the Russian River. The California Department of Fish and Game, with several other key partners, carefully capture, rear, and spawn wild coho brood stock. The offspring of these captive fish are then released as young fish into several important Russian River tributaries. The growth and survival of these Coho brood stock are monitored throughout the freshwater life-stage. It is hoped that eventually these young fish will return to their natal streams as adults and spawn naturally. The returning adults are monitored via redd surveys.

UC Davis website For more information on Russian River fish and animals, please check out the UC Davis website at: http://cesonoma.usdavis.edu/coho/pdf/fish_id.pdf



Housing

Housing Possibilities

If members are out of the area but looking for housing, members have a few options to locate a living place. Members in the past have lived in Santa Rosa which is OK if members don't mind a 45-75 minute commute every day. I would recommend Ukiah or Cloverdale as good places to live. In Cloverdale, an older couple known as the Dela Vega's have historically rented out rooms in their house to Americorps members; members can contact them at (707) 894-2061. The drive in the morning from Cloverdale is only about 15-25 minutes. In Ukiah, housing may be available through Janet Mendell, local landowner who owns large house with a few divided units, and can be contacted at (707) 272-4531.

Overall, housing is scarce in Hopland and Old Hopland, but if members can find a place there the commute to work is 10 min by car. Another thing: this site is very dependent on a vehicle for travel. Members should find that the Hopland site is situated in a pretty good area in terms of things to do. However most things are at least an hour away. Santa Rosa (1h), the coast (1.5h), San Francisco (2h), Fort Bragg (2h), Arcata/Eureka (3h), and Clear Lake (45 mins) are all great places to visit.

Locating Housing

Craigslist

Craigslist.com

This is a website that is often recommended by WSP; however the searches in this area are slim. It is certainly a good place to start and there will most definitely be options in Ukiah, Cloverdale, Healdsburg, Windsor, and Santa Rosa.

Local Newspaper

Ukiah Daily Journal – <http://ukiahdailyjournal.townnews.com/admarket/rentals/>

This is the website for the local Ukiah newspaper that has housing and rentals for members to browse through.

Local Newspaper

Santa Rosa Press Democrat – www.pressdemocrat.com/classified/index.html

This is the Santa Rosa newspaper where members have found housing. Some places for rent are more affordable but then members have to weigh in the commute to work, so it's their choice to look for rent there.

Other newspapers and search engines

There are other newspapers and search engines that will also have housing ideas for the area, but I think these are the largest three. Hopefully the housing situation works out well for members. Think about Ukiah because there is a decent amount of things going on there; often times the Ukiah Food Co-op has housing posted on the community bulletin board.

Roommate?

Hint: Housing is MUCH more affordable and MUCH more fun if members live with someone and share costs.

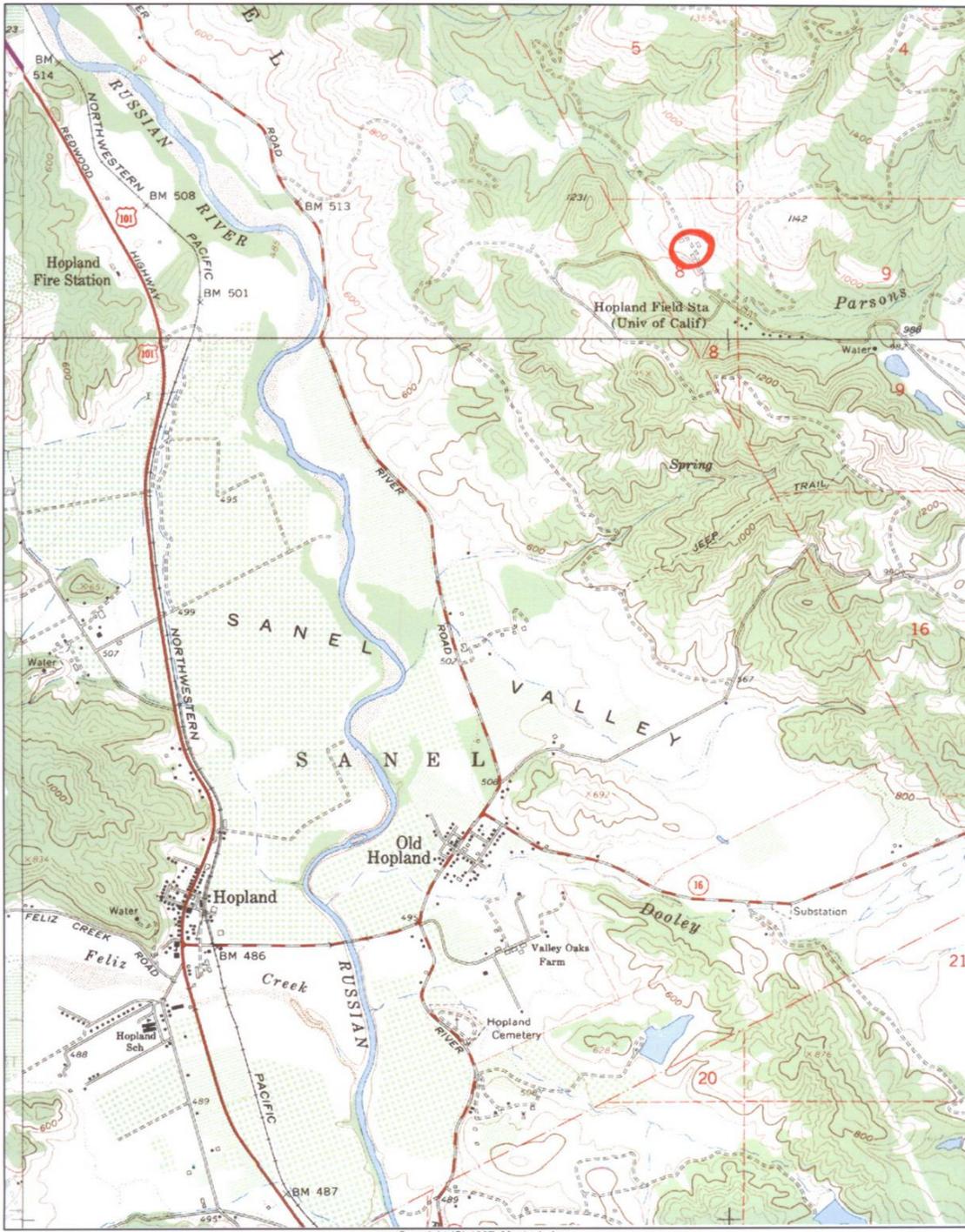
Free Campgrounds (plus one)

Sheldon Creek Campground, BLM, Hopland
Red Mountain Campground, BLM, Ukiah
Jackson State Demonstration Forest, CDF, between Willets and Fort Bragg
Boggs Mountain State Demonstration Forest, CDF, Lake County
Lake Mendocino-Kyen Campground, Ukiah, (\$20 per night)



Community Information

Map of Area – Hopland Site





Demographics

Hopland

Hopland is a small town of less than 800 people located in Mendocino County in Northern California. It is about a two hour drive along U.S. Route 101 north of San Francisco and a 30-minute drive east along State Route 175 to California's largest natural lake Clear Lake. It is a rustic farming community situated among oak covered coastal foothills (wikipedia).

Mendocino County

The county is known for its distinctive Pacific coastline, Redwood forests and wine production.



Local/Regional Entertainment and Resources

Resources for Affordable Entertainment Options

| | |
|-------------------------------|--|
| <i>Russian River</i> | The Russian River Basin extends from north of Ukiah down past Santa Rosa, and west to Jenner on the coast. There are many beautiful areas within this range. The Russian River has three kayaking concessions. Google kayaking on the Russian River. |
| <i>Young People</i> | There are health corp members in Mendocino and Sonoma County. They are worth contacting for good friends, similar age. Rachel Kradin is the Project Manager, so may be best contact her and let her know members are the WSP in the area, and find out what events they have going on members can join. Members may contact her at 462-1477 x103, or rkradin@ruralcommunityhealth.org . Also look into the Mendo-free Skool which is hosted by Americorps Alumni who provide free workshops and training for the local community. Check for Flyers around Ukiah. |
| <i>Restaurants</i> | Blue Bird Café, Hopland, the local coffee joint Anderson Valley Brewing Company, Booneville |
| <i>Hiking, Walks, Camping</i> | For outdoor hiking/walks, visit the Montgomery Redwoods, Orr Hot Springs in Ukiah, Annadel State Park in Santa Rosa, and Austin Creek/Armstrong Woods near Guerneville. For camping there are many opportunities relatively nearby including the Mendocino Coast, Mendocino National Forest, Yolla Bolly Wilderness, and Snow Mountain Wilderness. http://www.parks.ca.gov/?page_id=434 |
| <i>Hot Springs</i> | There are two hot springs in the area; Vichy Hot Springs and Orr Hot Springs. Orr is known to be fairly progressive and it would be my first choice. www.andersonic.net/orr/ www.vichysprings.com |
| <i>Live Music for free!</i> | If members live around Ukiah, members must go to the Ukiah Sunday concerts in the park! "Music in the Park" usually starts in May or June. It is a great venue with very talented musicians playing every other week. Cloverdale also has live music in the plaza every Friday night starting in June. Healdsburg has live music in the Plaza on Tuesday night starting in June. Windsor has live music in the Plaza on Thursday night starting in June. |
| <i>Festivals, Fairs etc.</i> | Cloverdale Citrus Fair, Cloverdale, February Booneville Beer Festival, Booneville, May Healdsburg Jazz Festival, Healdsburg, late May/June Health and Harmony Festival, Sonoma county Fairgrounds, Santa Rosa, May/June Benbow Arts & Music Festival, June Kate Wolf Memorial Music Festival, Laytonville, June Reggae on the River, Southern Humboldt County, July Russian River Jazz Festival, summer Russian River Blues Festival, summer Sonoma Jazz Festival, summer Sonoma County Fair, Sonoma County Fairgrounds, Santa Rosa, August Monterey Jazz Festival, Fall San Francisco Blues Festival, SF, Fall Hardly Strictly Bluegrass, SF, free, Fall, www.strictlybluegrass.com |



Radio Mendocino County Fair, Boonville, September
The Great Handcar Regatta, Santa Rosa, September <http://handcar-regatta.com/>
Live Music in Cloverdale Downtown (Friday Nights from June- September)
KZYZ & Z, 90.7, 88.1 FM Ft. Bragg, 91.5 FM Ukiah, Mendocino County Public
Broadcasting, listener supported public radio.
KMEC-LP 105.1 FM, low power radio station of the Mendocino Environmental Center,
serves the greater Ukiah Valley.
KRSR 95.9 FM for Sonoma County, 95.5 for greater **Santa Rosa**, and streaming
online worldwide at www.krsh.com . Also, the KRSR website lists many local
entertainment activities.

Disk Golf There are three disk golf courses in Ukiah if members are into that sort of thing. Disk
Golf was the 2007 members' number one pastime. Low Gap is a favorite.
http://www.pdga.com/course/courses_by_city.php?id=92

'Real Goods' Real Goods is a pretty sweet place and it is a good source for meeting younger
people in this area that members can relate to. Go over there and check things out!
In the fall they have a festival called SolFest and members can volunteer for and
receive both free admission and camping. If members are interested members should
either stop in sometime or go to the 'Real-Goods' website and find the volunteer link.
<http://www.solarliving.org/> or <http://www.realgoods.com>

Farther Out Things to do further south are: Annadel State Park in Santa Rosa, Wednesday Night
Farmers Market in Santa Rosa, Golden Gate Transit has a bus to San Francisco for
\$6 (same price as bridge toll). Good organic food restaurant – East West Café (in
both Santa Rosa and Sebastopol).

The west county (Sonoma County) towns are really neat and have weird quirky arts,
crafts, and culture. Sebastopol, Forestville, Duncans Mills, Guerneville are neat little
pockets of interesting people, and definitely worth visiting. Sebastopol Community
Center has arts and dance classes, a Sunday farmers market, and Thursday night
performances on the plaza. Find live music and open mics at Jasper O' Farrel's in
Sebastopol, and Ace in the Hole Cider Co. in Graton.

Tube/ float/ kayak down the Russian River! Hang out with fellow AmeriCorps in Fort
Bragg, Forest Knolls and San Francisco!



Helpful Hints

Hopland site

Training Opportunities

Below are some opportunities members may find interesting and can be suggested to their mentors:

Help out at Warm Springs Hatchery in Healdsburg (watch them spawn at the Hatchery), Nimbus Hatchery in Sacramento (see the Chinook run), macro invertebrate sampling, V-Star and other sediment sampling, visit the Van Arsdale fish station, go to Landowner Workshops with Sara Nossosman-Pierce (UCCE), or join other AmeriCorps members or local groups (Pacific States Marine Fisheries Commission) to do things like snorkel surveys and spawner surveys. Also, contact the UC people in Santa Rosa to see if they need any help throughout the year. They are always thankful for a helping hand with trapping and spawner surveys. Last years members also connected with the Gold Ridge RCD (Sierra Cantor) to learn more about water quality and Storm Water monitoring, and with the Sonoma County state Parks volunteers' network to learn about the pinniped monitoring efforts of the Sonoma county Water agency.

Enjoy the time here and make the best of it. There's a lot to do, and time will pass much faster than members ever expected!

WSP Forms

Any forms that members may need throughout their year of service can be found on the WSP website (<http://www.ccc.ca.gov/work/programs/AmeriCorpsPrograms/wsp/Pages/wsp1.aspx>) under the Current Member_Forms section.



Attachments

Ed Logs & Information

| Watershed Stewards Project <i>Real Science</i> Education Log | |
|---|---|
| Section 1: Basic Education Info. Required | Member Name(s) <u>Chelsea Neill and Desiree Dela Vega</u> |
| | Dates of <i>Real Science</i> Visits <i>01/09/2012 to mm/dd/yyyy</i> |
| | School Name |
| | Teacher Name |
| | Grade Level |
| Section 2: Narrative Required | <u>Was teaching this class a positive experience?</u> If not, please include a note about the issues. (i.e the school uses WSP for consecutive years and the students already know our curriculum, teacher is difficult to work with, etc.) |
| | We were unable to finish this Real Science Series, due to scheduling conflicts. Sabine was not overly helpful in the class with management and in general the students were not very well behaved, due to their normal classroom management. |
| | Please include the lessons that you taught plus any information that will be helpful to next year's members: (i.e. this school is extremely sensitive about ranching issues, this teacher really likes the macro-invertebrate lesson, this teacher is hands on/hands off, etc.) |
| | Week 1: Water Cycle- Pre- test, name tags, Guided imagery of being a water drop, The incredible journey game with making bracelets. This class was fairly rowdy and difficult to manage. |
| | Week 2: Watersheds- Crumple paper watershed model and My Stream is your stream. The activities took a little bit longer than expected and we didn't get to discuss as much as we could have. The students liked the drawing activity a lot. This class is still hard to manage, but they were better today. Breaking them into small groups was positive and worked well. We need to budget more time for them, because they are harder to manage. |
| | Week 3: Salmon Life Cycle- Read Stream Sense, gave students life cycle coloring page, life cycle bracelets, and life cycle roshambo game. This lesson went pretty well. The students definitely understood the various life cycle stages. Repetition was helpful for their understanding. They are getting easier to manage, but still a struggle due to how the teacher manages her classroom. |
| | Week 4: Habitat- We split the class in half and each did habitat chat with the students. We then did Fred the Fish with the whole class and had them fill out the worksheet. They were extremely rowdy and hard to handle, despite all of our efforts with management. |
| | Week 5: |
| Week 6: | |
| Please complete this form and email it to: wsp.etl@ccc.ca.gov | |



Watershed Stewards Project *Real Science* Education Log

| | | |
|---|---|---|
| Section 1: Basic Education Info. Required | Member Name(s) | <u>Chelsea Neill and Desiree Dela Vega</u> |
| | Dates of <i>Real Science</i> Visits <i>01/09/2012 to mm/dd/yyyy</i> | 1/12/12- 3/1/12 |
| | School Name | <i>Calpella Elementary</i> |
| | Teacher Name | <i>Kathy Merritt</i> |
| | Grade Level | 3rd |
| Section 2: Narrative Required | <u>Was teaching this class a positive experience?</u> If not, please include a note about the issues. (i.e the school uses WSP for consecutive years and the students already know our curriculum, teacher is difficult to work with, etc.) | |
| | | |
| | Please include the lessons that you taught plus any information that will be helpful to next year's members: (i.e. this school is extremely sensitive about ranching issues, this teacher really likes the macro-invertebrate lesson, this teacher is hands on/hands off, etc.) | |
| | Week 1: Water Cycle- Pre- test, name tags, Guided imagery of being a water drop, lesson on Water Cycle, students drew their own version of the water cycle. Kathy Merritt is a phenomenal teacher and the students were very well behaved and engaged. They were late to class and we didn't have time to play the game. | |
| | Week 2: Field Trip to Coyote Dam Hatchery. The interpretive rangers did not do a good job of explaining what the students were watching. There was general disorganization among the rangers. I was not impressed with their program. We spoke to the head ranger at the end and were assured it would be better next week. | |
| | Week 3: Watershed- We did my stream is your stream with the class and let them draw their property, present to the class, and then discuss the aspects of a watershed and looked at a map of the Russian River. They really enjoyed this activity and learned a lot. | |
| | Week 4: Habitat- We began our lesson with habitat chat activity in which students were able to explain different components And influencing factors on a salmon's habitat. After we discussed the journey of a fish through the multiple habitats it may Encounter in its life and the struggle many fish have to survive it's life journey. We ended the class with Hook and Ladders, an Activity in which students ran through an obstacle course which represented the challenges of a fish's journey throughout its Life. The 3 rd graders needed more a more structured explanation of the games rules and propose. They enjoyed the activity. | |
| | Week 5: Life-Cycle- We began our lesson with the Smell your Stream Activity in which student were able to smell a certain Scent and were then asked later to try and distinguish that same scent from the many others. This activity represented how Fish imprint the smell of their natal stream as an instinctual drive. We then discussed the life stages of a salmon and how it Moves through multiple habitats throughout it's life. After our discussion about the salmon life-cycle we had a salmon pageant Show in which student could act out the behavior of a salmon within each life-stage. The students really enjoyed this activity! | |
| Week 6: Anatomy- We began our lesson with a discussion about endangered species and the respect scientist give to the Dead wildlife that may be used as a learning tool. The rest of class followed with the salmon dissection in which students had The opportunity to learn about and touch the different internal and external parts of a salmon. We ended class with our Post-Tests. Students really enjoyed the dissection! | | |



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Watershed Stewards Project *Real Science* Education Log

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|--|---|--|
| Section 1: Basic Education Info. Required | Member Name(s) | <u>Chelsea Neill and Desiree Dela Vega</u> |
| | Dates of <i>Real Science</i> Visits <i>01/09/2012 to mm/dd/yyyy</i> | 1/12/12- 3/1/12 |
| | School Name | <i>Calpella Elementary</i> |
| | Teacher Name | <i>Mr. Metzger</i> |
| | Grade Level | 4th |
| Section 2: Narrative Required | <u>Was teaching this class a positive experience?</u> If not, please include a note about the issues. (i.e the school uses WSP for consecutive years and the students already know our curriculum, teacher is difficult to work with, etc.) | |
| | Please include the lessons that you taught plus any information that will be helpful to next year's members: (i.e. this school is extremely sensitive about ranching issues, this teacher really likes the macro-invertebrate lesson, this teacher is hands on/hands off, etc.) | |
| | Week 1: Water Cycle- Pre- test, name tags, Guided imagery of being a water drop, lesson on <u>Water Cycle, the incredible journey game. The students were very well behaved and engaged.</u> | |
| | Week 2: Coyote Dam Hatchery Visit- Interpreters did a significantly better job this week with their interactions. Students got to watch spawning and play the jeopardy game. There was still chaos at the end of field trip and the rangers could have taken a more pro-active role. In the future schedule <u>the field trip early (October or early Nov.) and try to schedule it for later in the season.</u> | |
| | Week 3: Watershed- We did my stream is your stream with the class and let them draw their property, present to the class, and then discuss the aspects of a watershed and looked at a map of the Russian River. They really enjoyed this activity and learned a lot. We also did the watershed crumple. This activity went well, but we decided to put all the papers together and it turned out to be rather messy in the end. | |
| | Week 4: Habitat- We began our lesson with habitat chat activity in which students were able to explain different components And influencing factors on a salmon's habitat. After we discussed the journey of a fish through the multiple habitats it may Encounter in its life and the struggle many fish have to survive it's life journey. We ended the class with Hook and Ladders, an Activity in which students ran through an obstacle course which represented the challenges of a fish's journey throughout its Life. The students enjoyed the activity a lot, but needed a full detailed explanation of game rules and reason. | |
| | Week 5: Life-Cycle- We began our lesson with the Smell your Stream Activity in which student were able to smell a certain Scent and were then asked later to try and distinguish that same scent from the many others. This activity represented how Fish imprint the smell of their natal stream as an instinctual drive. We then discussed the life stages of a salmon and how it Moves through multiple habitats throughout it's life. After our discussion about the salmon life-cycle we had a salmon pageant Show in which student could act out the behavior of a salmon within each life-stage. The students really enjoyed this activity! | |
| Week 6: Anatomy- We began our lesson with a discussion about endangered species and the respect scientist give to the Dead wildlife that may be used as a learning tool. The rest of class followed with the salmon dissection in which students had The opportunity to learn about and touch the different internal and external parts of a salmon. We ended class with our Post-Tests. Students <u>really enjoyed the dissection!</u> | | |



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Watershed Stewards Project *Real Science* Education Log

| | | |
|---|---|--|
| Section 1: Basic Education Info. Required | Member Name(s) | <u>Chelsea Neill and Desiree Dela Vega</u> |
| | Dates of <i>Real Science</i> Visits <i>01/09/2012 to mm/dd/yyyy</i> | 1/12/12- 3/1/12 |
| | School Name | <i>Calpella Elementary</i> |
| | Teacher Name | <i>Van Patten</i> |
| | Grade Level | 3 rd and 4th |
| Section 2: Narrative Required | <u>Was teaching this class a positive experience?</u> If not, please include a note about the issues. (i.e the school uses WSP for consecutive years and the students already know our curriculum, teacher is difficult to work with, etc.) | |
| | Please include the lessons that you taught plus any information that will be helpful to next year's members: (i.e. this school is extremely sensitive about ranching issues, this teacher really likes the macro-invertebrate lesson, this teacher is hands on/hands off, etc.) | |
| | Week 1: Water Cycle- Pre- test, name tags, Guided imagery of being a water drop, lesson on Water Cycle, the incredible journey game. The students were very well behaved and engaged. The teacher forgot and they were late to class. | |
| | Week 2: Coyote Dam Hatchery Visit- Interpreters did a significantly better job this week with their interactions. Students got to watch spawning and play the jeopardy game. There was still chaos at the end of field trip and the rangers could have taken a more pro-active role. In the future schedule the field trip early (October or early Nov.) and try to schedule it for later in the season. | |
| | Week 3: Watershed- We did my stream is your stream with the class and let them draw their property, present to the class, and then discuss the aspects of a watershed and looked at a map of the Russian River. They really enjoyed this activity and learned a lot. | |
| | Week 4: Habitat- We began our lesson with habitat chat activity in which students were able to explain different components And influencing factors on a salmon's habitat. After we discussed the journey of a fish through the multiple habitats it may Encounter in its life and the struggle many fish have to survive it's life journey. We ended the class with Hook and Ladders, an Activity in which students ran through an obstacle course which represented the challenges of a fish's journey throughout its Life. The students enjoyed the activity a lot but needed a full detailed description of game rules and reason. | |
| | Week 5: Life-Cycle- We began our lesson with the Smell your Stream Activity in which student were able to smell a certain Scent and were then asked later to try and distinguish that same scent from the many others. This activity represented how Fish imprint the smell of their natal stream as an instinctual drive. We then discussed the life stages of a salmon and how it Moves through multiple habitats throughout it's life. After our discussion about the salmon life-cycle we had a salmon pageant Show in which student could act out the behavior of a salmon within each life-stage. The students really enjoyed this activity! | |
| Week 6: Anatomy- We began our lesson with a discussion about endangered species and the respect scientist give to the Dead wildlife that may be used as a learning tool. The rest of class followed with the salmon dissection in which students had The opportunity to learn about and touch the different internal and external parts of a salmon. We ended class with our Post-Tests. Students really enjoyed the dissection! | | |



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Watershed Stewards Project *Real Science* Education Log

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|---|---|--|
| Section 1: Basic Education Info. Required | Member Name(s) | <u>Chelsea Neill and Desiree Dela Vega</u> |
| | Dates of <i>Real Science</i> Visits <i>01/09/2012 to mm/dd/yyyy</i> | 1/12/12- 3/1/12 |
| | School Name | <i>Calpella Elementary</i> |
| | Teacher Name | <i>Ms. Phenenie</i> |
| | Grade Level | 3rd |
| Section 2: Narrative Required | <u>Was teaching this class a positive experience?</u> If not, please include a note about the issues. (i.e the school uses WSP for consecutive years and the students already know our curriculum, teacher is difficult to work with, etc.) | |
| | Please include the lessons that you taught plus any information that will be helpful to next year's members: (i.e. this school is extremely sensitive about ranching issues, this teacher really likes the macro-invertebrate lesson, this teacher is hands on/hands off, etc.) | |
| | Week 1: Water Cycle- Week 1: - Pre- test, name tags, Guided imagery of being a water drop, lesson on Water Cycle, the incredible journey game. | |
| | Week 2: Field Trip to Coyote Dam Hatchery. The interpretive rangers did not do a good job of explaining what the students were watching. There was general disorganization among the rangers. I was not impressed with their program. We spoke to the head ranger at the end and were assured it would be better next week. | |
| | Week 3: Watershed- We did my stream is your stream with the class and let them draw their property, present to the class, and then discuss the aspects of a watershed and looked at a map of the Russian River. They really enjoyed this activity and learned a lot. | |
| | Week 4: Habitat- We began our lesson with habitat chat activity in which students were able to explain different components And influencing factors on a salmon's habitat. After we discussed the journey of a fish through the multiple habitats it may Encounter in its life and the struggle many fish have to survive it's life journey. We ended the class with Hook and Ladders, an Activity in which students ran through an obstacle course which represented the challenges of a fish's journey throughout its Life. The 3 rd graders needed more a more structured explanation of the games rules and propose. They enjoyed the activity. | |
| | Week 5: Life-Cycle- We began our lesson with the Smell your Stream Activity in which student were able to smell a certain Scent and were then asked later to try and distinguish that same scent from the many others. This activity represented how Fish imprint the smell of their natal stream as an instinctual drive. We then discussed the life stages of a salmon and how it Moves through multiple habitats throughout it's life. After our discussion about the salmon life-cycle we had a salmon pageant Show in which student could act out the behavior of a salmon within each life-stage. The students really enjoyed this activity! | |
| Week 6: Anatomy- We began our lesson with a discussion about endangered species and the respect scientist give to the Dead wildlife that may be used as a learning tool. The rest of class followed with the salmon dissection in which students had The opportunity to learn about and touch the different internal and external parts of a salmon. We ended class with our Post-Tests. Students really enjoyed the dissection! | | |



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ISP Logs & Information

AMERICORPS WATERSHED STEWARDS PROJECT

Individual Service Project Proposal Form

Please complete the following information electronically and submit to both the WSP Project Manager and Volunteer/Media Team Leader via email at least three weeks prior to proposed ISP event. Approval will be granted by the WSP Project Manager based on satisfactory completion of the form and project appropriateness. Supplementary materials such as photos and maps are encouraged and may be submitted as attachments.

| Summary Information: | |
|---|---|
| 1. Member name(s) Include all co-coordinators | Chelsea Neill |
| 2. Date submitted | 2/17/12 |
| 3. Project type <i>(e.g., bank stabilization, stream clean-up, etc.)</i> | Bank Stabilization (Willow Wall), replacing plastic tarp with weed cloth, invasive removal/maintenance |
| 4. Project title Include location and/or stream | Gibson Creek Restoration |
| 5. Project date | April 14th |
| 6. Project timeframe | Saturday from 10 am to 2 pm |
| 7. Project location <i>Include directions or a physical address</i> | Gibson Creek at the Spring St Culvert, near the intersection of Smith St and Spring St in Ukiah CA |
| 8. Project location landowner(s) | Hilda Vanderbosch, Barry Vogel, Virgilia Dakin |
| 9. Project partners <i>Also include what each partner will be providing for the project or its development</i> | Friends of Gibson Creek- they are helping to provide some tools, a volunteer base, dumpsters, and lunch |
| 10. Mentor approval obtained | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

| Watershed Information: | |
|---|-------------------------|
| 11. Stream name | Gibson Creek |
| 12. Watershed name | Russian River Watershed |
| 13. Salmonids present <i>Indicate species of salmonid present and historical</i> | Steelhead |

| Project Objectives: | |
|--|--|
| 14. Project need Clearly describe how the project will improve salmonid habitat and how the need for | Along the south bank of Gibson Creek there is an extremely large erosion site falling into the creek, especially during large storms or flows. The creation of a willow wall will help to stop the erosion and the influx of sediment into the channel, improving the water quality for fish, as well as bank stabilization for the property owners. |



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| the project was identified | <p>There is another property owner that has some plastic lining under some rocks, this has been degrading and ending up in the stream. We would be replacing the plastic lining with weed cloth to prevent future pollution to Gibson Creek in this area.</p> <p>Along this stretch of creek there is an abundance of invasive species, including Himalayan blackberry, English ivy, and vinka. There would be some efforts to cut back some of the invasives from the creek and perhaps clear some areas where native plants could be transplanted.</p> | | |
| 15. Limiting factors to salmonids remediated by proposed project | <input type="checkbox"/> Water quantity <input checked="" type="checkbox"/> Water quality <input checked="" type="checkbox"/> Riparian dysfunction <input checked="" type="checkbox"/> Excessive sediment yield <input type="checkbox"/> Spawning requirements <input type="checkbox"/> Rearing requirements <input type="checkbox"/> Estuary/ lagoon issues <input type="checkbox"/> Fish passage | (lack of flow, diversion, runoff) (temperature, chemistry, turbidity) (lack of shade, excessive nutrients, roughness elements) (pool and gravel quality) (gravel, resting areas-pools) (velocity, lack of shelter, pools) (closure during migration periods) (emigration and immigration) | |
| 16. Potential project volunteers | <input type="checkbox"/> All <input type="checkbox"/> Adults Only | <input checked="" type="checkbox"/> Adults and youth <input type="checkbox"/> Persons with disabilities | Comments: |
| 17. Volunteer recruitment venues | Friends of Gibson Creek, CCC- Ukiah center, Ukiah Americorps, Residents | | |

Media Outreach:

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|---|--|---|--|
| 18. Intended media outreach <i>A minimum of one of the following is required: PSA, Press Release, Post Press Release or Media Advisory is required</i> <i>Flyers are not required but are recommended as a supplemental publicity tool.</i> | <i>Explanation of Media:</i> PSA: Inviting the public to attend the event. Is used on TV and radio. Media advisory: Informs the media that the event is taking place and invites them to attend. Press release: Tells about the event. Distributed to print media, radio and TV. | <u>Pre-Project:</u> <input checked="" type="checkbox"/> PSA <input type="checkbox"/> Media Advisory <input checked="" type="checkbox"/> Press Release <input type="checkbox"/> Interviews <input checked="" type="checkbox"/> Flyers <input type="checkbox"/> Community Calendars | <u>Post-Project:</u> *deadline for post-event media is 48 hours after completion of the ISP <input type="checkbox"/> Press Release <input type="checkbox"/> Interviews |
| 19. Building a publicity campaign <i>Please outline name and location of media outlets you plan to target for your publicity campaign.</i> | <u>Radio or TV stations:</u> KZYZ Mendocino Public Radio 91.5 FM- Radio Interview s Mon. Feb 27 th , Radio Curious Program during event | <u>Print media:</u> Ukiah Daily Journal | <u>Bulletin board spaces for flyer posting:</u> Ukiah Natural foods, Downtown bulletin boards |

Project Tasks and Results:

| | |
|---|---|
| 20. Site Preparation <i>Describe any work that will be done to prepare the site prior to the volunteer project.</i> | Harvesting willow 1 to 2 days before project, collecting tools, making a path in and out of the site, and having dumpsters available for any invasives that are removed. |
|---|---|



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| <p>21. Detailed project tasks <i>Include specifically what you will have volunteers do. Describe the choice of activities, equipment used, and any refreshments that will be provided.</i></p> | <p>-A few people will remove rocks from the retaining wall to remove the plastic lining, put down weed cloth, and then put rocks back into the wall.</p> <p>-The willow wall will be constructed by digging holes at the base of the bank. Willow poles will be put in here approximately 3-4 feet in the ground. From there the base layer will have live willow, with leaves, that will be laid down and spread out, then sprigs will be woven in between the willow poles. After a few layers sediment will be packed in around the willow. The willow will be compressed down, and the whole process of weaving will continue until it is tall enough.</p> <p>- A few people will be trimming or cutting back invasives along the creek. This is something that was desired by the friends of Gibson Creek and they requested removal of blackberry from the channel.</p> <p>- Necessary tools will include: loppers, gloves, post hole digger, shovel, tarps, garbage bags, and bow saw.</p> |
| <p>22. Expected deliverables <i>Include specific quantitative results of you expect to accomplish (e.g., plant 500 trees, clean up 1 mile of stream, remove 200 sq. ft of invasive species, etc). Also include a description of how this will improve salmonid habitat.</i></p> | <p>The Willow Wall will provide salmon habitat, reduce sediment in the creek, and help prevent erosion. This wall will be approximately 35-40 ft. in length and 2-3 ft high.</p> <p>The removal of plastic will help to reduce pollution in the stream. Though it is a small amount of plastic, it is definitely a source that is contributing directly to pollution in the stream.</p> |
| <p>23. Project Impacts to the Watershed <i>Identify any negative impacts your project may have on the watershed (ex: erosion into stream, trampling native species, other disturbance). What will you do to mitigate those impacts?</i></p> | <p>The primary concerns for this project includes erosion into the stream and trampling of plants. I spoke with Wes Stokes of the Department of Fish and Game about potential impacts and how to minimize some of the threats to the watershed. This includes using rock material from the floodplain, not from the creek, putting sediment where it won't wash into the creek, removing any plant material that may destabilize the bank, being as fast as possible in the creek while still doing the best job possible and in a safe manner, covering any areas where plant material was removed, limiting the number of people at the worksite at one time, and properly disposing of all invasive species.</p> <p>Furthermore, when taking willow cuttings for the project I will not take any willow with birds nest, or that appears to be inhabited. The cutting will also be done so that no more than 10% of any one tree will be used and will be cut in a manner that will allow the willow to easily re-grow.</p> |
| <p>24. Safety training / issues <i>Include potential safety hazards and what training / equipment you will provide to volunteers prior to beginning work as a preventative safety measure</i></p> | <p>Some safety hazards include working with tools, improper storing of tools while they are not being used, working near water, slipping, tripping, falling, etc. At the very beginning I will be giving a safety talk about potential hazards at the work site. This includes the proper way to use all of the tools, the proper place and way to store tools while they are not in use, any concerns and cautions that are necessary in moving around the site.</p> |

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| Additional Project Information: | |
| 25. WSP assistance needed | |



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|--------------------------|--|
| 26. Comments/info/photos | Images of the eroded bank. Willow wall would be at the base. |
|--------------------------|--|

AMERICORPS WATERSHED STEWARDS PROJECT

Individual Service Project Proposal Form

Please complete the following information electronically and submit to both the WSP Project Manager and Volunteer/Media Team Leader via email at least three weeks prior to proposed ISP event. Approval will be granted by the WSP Project Manager based on satisfactory completion of the form and project appropriateness. Supplementary materials such as photos and maps are encouraged and may be submitted as attachments.

| Summary Information: | |
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| 1. Member name(s) Include all co-coordinators | Desiree Dela Vega |
| 2. Date submitted | 29 February 2012 |
| 3. Project type <i>(e.g., bank stabilization, stream clean-up, etc.)</i> | Riparian Restoration Project- Invasive Blackberry removal and Native willow Sprigging along undercut banks |
| 4. Project title Include location and/or stream | Heron Creek Restoration Project: Phase 2 |
| 5. Project date | 21 April 2012 |
| 6. Project timeframe | 10 am – 2 pm |
| 7. Project location <i>Include directions or a physical address</i> | Heron Creek Reach- located on Cloverdale High School and Cloverdale Library Properties |
| 8. Project location landowner(s) | Cloverdale High School |
| 9. Project partners <i>Also include what each partner will be providing for the project or its development</i> | Cloverdale High School City of Cloverdale Library Russian River Keeper CCC- Ukiah Center DFG- Hopland Office |
| 10. Mentor approval obtained | X Yes <input type="checkbox"/> No |

| Watershed Information: | |
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| 11. Stream name | Heron Creek |
| 12. Watershed name | Cloverdale Creek- Russian River |
| 13. Salmonids present <i>Indicate species of salmonid present and historical</i> | Salmonid present downstream- Steelhead |

| Project Objectives: | |
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| 14. Project need Clearly describe how the project will improve salmonid | Further Invasive plant removal from this section of Heron Creek will ensure longevity of habitat restoration. Follow-up removal and placement of new willow sprigs will help to improve bank stability and water quality, and potentially over-run invasive |



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| habitat and how the need for the project was identified | plants in down-slope riparian area. | |
| 15. Limiting factors to salmonids remediated by proposed project | <input type="checkbox"/> Water quantity <input checked="" type="checkbox"/> Water quality <input checked="" type="checkbox"/> Riparian dysfunction <input checked="" type="checkbox"/> Excessive sediment yield <input type="checkbox"/> Spawning requirements <input type="checkbox"/> Rearing requirements <input type="checkbox"/> Estuary/ lagoon issues <input type="checkbox"/> Fish passage | (lack of flow, diversion, runoff) (temperature, chemistry, turbidity) (lack of shade, excessive nutrients, roughness elements) (pool and gravel quality) (gravel, resting areas-pools) (velocity, lack of shelter, pools) (closure during migration periods) (emigration and immigration) |
| 16. Potential project volunteers | <input type="checkbox"/> All <input type="checkbox"/> Adults Only | <input checked="" type="checkbox"/> Adults and youth <input type="checkbox"/> Persons with disabilities Comments: |
| 17. Volunteer recruitment venues | Russian River Keeper CCC-Ukiah Cloverdale High School Students | |

Media Outreach:

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| 18. Intended media outreach <i>A minimum of one of the following is required: PSA, Press Release, Post Press Release or Media Advisory is required</i> <i>Flyers are not required but are recommended as a supplemental publicity tool.</i> | Explanation of Media: PSA: Inviting the public to attend the event. Is used on TV and radio. Media advisory: Informs the media that the event is taking place and invites them to attend. Press release: Tells about the event. Distributed to print media, radio and TV. | Pre-Project: <input type="checkbox"/> PSA <input type="checkbox"/> Media Advisory <input checked="" type="checkbox"/> Press Release <input type="checkbox"/> Interviews <input checked="" type="checkbox"/> Flyers <input type="checkbox"/> Community Calendars | Post-Project: *deadline for post-event media is 48 hours after completion of the ISP <input checked="" type="checkbox"/> Press Release <input type="checkbox"/> Interviews |
| | | 19. Building a publicity campaign <i>Please outline name and location of media outlets you plan to target for your publicity campaign.</i> | Radio or TV stations: Example: KHSU, KIEM TV |

Project Tasks and Results:

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| 20. Site Preparation <i>Describe any work that will be done to prepare the site prior to the volunteer project.</i> | Materials needed for Event include tools, snacks and water, safety and prep talk. A first aid kit and CPR and First Aid certified Americorps will be present. Work/prep prior to event will include harvesting willow sprigs from nearby sites (day before event), and retrieving snacks from volunteer library group, and collect and maintain tool supplies. |
| 21. Detailed project tasks <i>Include specifically what you will</i> | 1. Split volunteers based on interests/ability - hand-augger (with metal |



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| <p><i>have volunteers do. Describe the choice of activities, equipment used, and any refreshments that will be provided.</i></p> | <p>stakes) and sprig willow in bank, hand remove blackberry and vinca sections, hauling excess plant material.</p> |
| <p>22. Expected deliverables <i>Include specific quantitative results of you expect to accomplish (e.g., plant 500 trees, clean up 1 mile of stream, remove 200 sq. ft of invasive species, etc). Also include a description of how this will improve salmonid habitat.</i></p> | <p>Remove invasive blackberry and vinca species from 24440sq.area within Heron Creek. Sprig willow along first 3ft upslope of undercut bank throughout section of creek(~335ft from upstream to downstream end in project site)</p> |
| <p>23. Project Impacts to the Watershed <i>Identify any negative impacts your project may have on the watershed (ex: erosion into stream, trampling native species, other disturbance). What will you do to mitigate those impacts?</i></p> | <p>Water Turbidity and sediment yield will increase do to foot traffic through creek and from intensive plant removal during event.</p> |
| <p>24. Safety training / issues <i>Include potential safety hazards and what training / equipment you will provide to volunteers prior to beginning work as a preventative safety measure</i></p> | <p>First Aid and CPR certified person will be at site during event Preliminary discussion of possible hazards in site Training of hand tools/equipment prior to volunteer use</p> |

| <u>Additional Project Information:</u> | |
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| 25. WSP assistance needed | |
| 26. Comments/info/photos | |



Outreach Summaries & Information

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| Section 1: Basic Outreach Info. <i>Required</i> | Name of Member Completing Form | Chelsea Neill |
| | Date of Event | October 19, 2011 |
| | Type of Activity <i>Please select from list</i> | National Service Day |
| | Title of Event | |
| | Location of Event | McDonald Ranch |
| | Community Contacts (Name, Email, Phone) Teachers, Event Coordinator, etc. | Linda McDonald, info@mcdonaldranch.org, 707-537-0955 |
| | Main WSP Activity <i>School tree planting, hatchery tours, presentation at conference, etc.</i> | Working with Animals, cleaning stalls |
| | # Of Hours Worked | 4 |
| | Placement Site | DFG Hopland |
| Section 2: Outreach Tracking <i>Required</i> | Was this event led or created by current WSP members? | No |
| | # of Community Volunteers recruited for a particular project | 0 |
| | How much did WSP members accomplish? <i># of trees planted, people served, lbs of trash cleaned up, feet of streambank restored, etc.</i> | 2 Goat stalls and pen, 1 Duck coop, and 11 Horse stalls cleaned |
| | Did members educate the public about salmon and/or watersheds? | No |
| | If yes, # of Natural Resource Professionals educated | |
| | If yes, # of community members educated | |
| | If yes, # of students educated | |
| | # of students educated not completing pre/post tests | |
| | Total # of People Served | |
| | Other WSP members involved? <i>Please list last names</i> | Desiree Dela Vega |
| What were the intended goals/outcomes of the project/event? | National Service Day, Help local non-profit ranch | |
| Section 3: Narrative <i>Required</i> | # of WSP members present | 2 |
| | Please give a detailed description of | 2 WSP members contacted McDonald |



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| | <p>the event and helpful hints to make it run more smoothly...</p> <p>For Example: "15 WSP members educated 500+ Community members over the 2 day Yreka Salmon Festival..."</p> | <p>Ranch to come out and help for the day. It was not an event, but an organization and working ranch that needs help to keep it running. We helped with daily chores, primarily cleaning out all of the animals' stalls.</p> |
| <p>Please fill out and email to the Outreach Team Leader at WSP.OTL@CCC.CA.GOV.</p> | | |



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| Section 1: Basic Outreach Info. Required | Name of Member Completing Form | Chelsea Neill |
| | Date of Event | January 16, 2012 |
| | Type of Activity Please select from list | MLK National Service Day |
| | Title of Event | Community Food Consumption |
| | Location of Event | Ukiah, CA |
| | Community Contacts (Name, Email, Phone) Teachers, Event Coordinator, etc. | Belinda Judelman, belindajudelman@gmail.com, 707-462-1958 |
| | Main WSP Activity School tree planting, hatchery tours, presentation at conference, etc. | Conducted Surveys, Watched movie, and participated in discussion about food stamps and healthy diets |
| | # Of Hours Worked | 4 |
| | Placement Site | Hopland |
| Section 2: Outreach Tracking Required | Was this event led or created by current WSP members? | No |
| | # of Community Volunteers recruited for a particular project | Approx. 10 Americorps Members (Vista and Health Corps) |
| | How much did WSP members accomplish? # of trees planted, people served, lbs of trash cleaned up, feet of streambank restored, etc. | Numerous Surveys collected |
| | Did members educate the public about salmon and/or watersheds? | No |
| | If yes, # of Natural Resource Professionals educated | |
| | If yes, # of community members educated | |
| | If yes, # of students educated | |
| | # of students educated not completing pre/post tests | |
| | Total # of People Served | |
| | Other WSP members involved? Please list last names | Desiree Dela Vega |
| What were the intended goals/outcomes of the project/event? | To gain a better understanding of where people in Mendocino County purchase their food and what opportunities or disadvantages people have in the community to get fresh local food | |
| # of WSP members present | 2 | |
| Section 3: | <p>Please give a detailed description of the event and helpful hints to make it run more smoothly...</p> <p>For Example:</p> <p>"15 WSP members educated 500+ Community members over the 2 day Yreka Salmon Festival..."</p> | <p>The event went pretty well on the whole. It would have been beneficial to have a survey that was only one page (front side) and not front and back. Also it would have been nice to try and get more community members to the movie and discussion about food stamps and how challenging it is to eat a well-balanced diet on this budget. Overall, a very good service project.</p> |



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| Name of Member Completing Form | Chelsea Neil |
| Date of Event | March 28, 2012 |
| Type of Activity <i>Please select from list</i> | National Service Day |
| Title of Event | Volunteering at Solar Living Institute |
| Location of Event | Solar Living Institute, Hopland |
| Community Contacts (Name, Email, Phone) Teachers, Event Coordinator, etc. | Nop Panitchpakdi, nop.panitchpakdi@solarliving.org, 707-472-5458 |
| Main WSP Activity <i>School tree planting, hatchery tours, presentation at conference, etc.</i> | sorting recycling and reusable paper |
| # Of Hours Worked | 4 |
| Placement Site | DFG Hopland |

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| Was this event led or created by current WSP members? | No |
| # of Community Volunteers recruited for a particular project | N/A |
| How much did WSP members accomplish? <i># of trees planted, people served, lbs of trash cleaned up, feet of streambank restored, etc.</i> | |
| Did members educate the public about salmon and/or watersheds? | No |
| If yes, # of Natural Resource Professionals educated | |
| If yes, # of community members educated | |
| If yes, # of students educated | |
| # of students educated not completing pre/post tests | |
| Total # of People Served | |
| Other WSP members involved? <i>Please list last names</i> | Desiree Dela Vega |
| What were the intended goals/outcomes of the project/event? | Volunteering in the local community |
| # of WSP members present | 2 |

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| <p>Please give a detailed description of the event and helpful hints to make it run more smoothly... For Example: "15 WSP members educated 500+ Community members over the 2 day Yreka Salmon Festival..."</p> | <p>We were supposed to go and help do some gardening work, however due to the storms it was too wet to be outside working. We sat in the administrative office and sorted through old mail to reuse envelopes and one sided paper. We also received a tour of the facility and learned about available internships, workshops, and other volunteer opportunities. It was definitely a good contact to make in the community. However, the day of service could have been a little more productive or gone to helping someone</p> |
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| | <p>more in need. We also would have been able to do more if it had not been raining.</p> |
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| Section 1: Basic Outreach Info. <i>Required</i> | Name of Member Completing Form | Chelsea Neill |
| | Date of Event | April 19, 2012 |
| | Type of Activity <i>Please select from list</i> | National Service Day |
| | Title of Event | Plowshares Volunteering |
| | Location of Event | Plowshares, Ukiah |
| | Community Contacts (Name, Email, Phone) Teachers, Event Coordinator, etc. | Rhonda, plowshares@pacific.net, 707-462-8582 |
| | Main WSP Activity <i>School tree planting, hatchery tours, presentation at conference, etc.</i> | Preping, Serving, and Cleaning for Lunch |
| | # Of Hours Worked | 4 |
| | Placement Site | DFG Hopland |
| Section 2: Outreach Tracking <i>Required</i> | Was this event led or created by current WSP members? | No |
| | # of Community Volunteers recruited for a particular project | N/A |
| | How much did WSP members accomplish? <i># of trees planted, people served, lbs of trash cleaned up, feet of streambank restored, etc.</i> | About 60-70 community members came for lunch |
| | Did members educate the public about salmon and/or watersheds? | No |
| | If yes, # of Natural Resource Professionals educated | |
| | If yes, # of community members educated | |
| | If yes, # of students educated | |
| | # of students educated not completing pre/post tests | |
| | Total # of People Served | 60-70 |
| | Other WSP members involved? <i>Please list last names</i> | Desiree Dela Vega |
| | What were the intended goals/outcomes of the project/event? | Feed local community who are in need |
| Section 3: Narrative <i>Required</i> | # of WSP members present | 2 |
| | Please give a detailed description of the event and helpful hints to make it run more smoothly... For Example: "15 WSP members educated 500+ Community members over the 2 day Yreka Salmon Festival..." | Plowshares is a non-profit that is a community center, that also provides free lunch and dinner to the community. They also have a large garden, where a portion of their food comes from. This is a wonderful organization that is |



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| | | <p>always in need of volunteers. There are numerous tasks to take care of: serving food, cleaning, sweeping, mopping, and preping food. This is an excellent volunteer location and is always in need of help.</p> |
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| <p>Please fill out and email to the Outreach Team Leader at WSP.OTL@CCC.CA.GOV.</p> | | |