

Relevance and Importance

California has serious and pervasive pollution problems, ecosystem degradation, and natural resource scarcity concerns. We need to empower and educate future generations about these issues. Project Amiga's **Youth/Community Environmental Career Training Program** will promote stewardship and help each student make informed decisions about their individual impact on the environment. Given that California is facing energy and water scarcity issues, and a host of other environmental concerns, it is imperative that our youth and communities learn about these issues. Our **Youth/Community Environmental Career Training Program** will expand upon the experience that Project Amiga has in serving the San Gabriel Valley and East Los Angeles communities for over ten years. We have provided support and direct services to veterans, low-income, disadvantaged at-risk youth, youth offenders, teen moms and dads, parents and their families, we will now focus our work on environmental career training for at-risk youth. Our **Youth/Community Environmental Career Training Program** will establish the building blocks for a statewide urban water use efficiency training and education plan. The program will serve youth from Los Angeles County focusing on the San Gabriel Valley and East Los Angeles/Boyle Heights as well as the local environment and residents of those areas. With a focus on the environmental needs of the Bay-Delta our main objective is to change the habits of its users through bilingual (English and Spanish) education and training, and although the immediate positive influences are difficult to gauge the future benefits to the Bay-Delta will be there as education and training filters out to the community.

As the focus of the program youth participants will be introduced to and identify Green Collar career paths while learning about water and environmental conservation. Our youth participants will research possible careers with a focus on the care and maintenance of the environment. An advisory committee of Green Collar Industry professionals and academics in the public and private sectors will serve as guest speakers and career awareness mentors. To further their professional capacity, youth participants will learn to translate their experience into professional skills and will be trained in job interviews. They will also be connected to higher education opportunities available to them in the Green Collar sector. As part of the research and learning Project Amiga's **Youth/Community Environmental Career Training Program** will also provide a bilingual (English and Spanish) computer training component that consists of three parts Introduction to Windows, Use of the Internet, and Job Readiness Training.

The five components of the **Youth/Community Environmental Career Training Program** are:

- Environment/Water Conservation Education
- Community Environment/Water Conservation Workshops
- Identification and Research of Green Collar Career Paths/Career Training
- Computer Training/Internet Research Development
- Job Readiness Training

Project Amiga's program fosters youth development into mature, responsible and successful adults by providing them with the life skills necessary to stay in school, obtain their high school diploma and become competitive in the world of work. Program participants will receive bilingual (English and Spanish) Environment/Water Conservation Education, Green Collar

Career Path Training, Computer Training and Job Readiness Training all of which enhances their development and understanding of the environment. Project Amiga supports the academic achievement of students by providing youth with a “safe haven” for homework assistance, career counseling, mentoring, skill building and computer skills with a future in the workforce. Constructive after-school activities can transform “prime time” for juvenile crime (hours between 2 pm and 6 pm) into a time of opportunity and promise.

In January 2004, *Fight Crime: Invest in Kids California* released a groundbreaking report finding, that due to insufficient funding, California is unable to meet the enormous demand for after-school programs for youth, denying the state's most at-risk teens the supervision and guidance proven to keep them away from crime. The new report is the first report in the nation to address the after school needs of youth and provides evidence that California after-school programs reduce crime, drug use and other risky teen behavior and improve academic achievement. Teens are far more likely than younger students to be currently involved in crime or engaged in other risky behavior. In a 2003 County-by-County Analysis by the US Department of Education and California Department of Education of California schools fail to take advantage of their own valuable resources after school. Within an hour after school lets out, 65 percent of high schools in California’s poorest neighborhoods close their computer labs, 73 percent close their libraries and 84 percent close their gyms for recreational use.

By increasing our program participants knowledge and understanding of technology, both hardware and software, and increasing literacy skills and knowledge of career paths we will be addressing needs within the community which include a high student drop out rate of 70%, low performing schools, and highest documented unemployment rates of over 12%. With an increased knowledge and understanding of technology we will also be addressing the Digital Divide. A *Nation Online* report released in 2001 stated that only 40% of Latinos had a computer in their home compared to the national average of 54%. When it came to internet use the difference was even larger, only 32% of Latinos used the internet compared to the national average of 51%. As youth successfully meet the program requirements and complete our **Youth/Community Environmental Career Training Program** we will be directly addressing the Digital Divide.

The bilingual (English and Spanish) Environment/Water Conservation Education component of the program will have two levels of involvement. This first will be a forty-person Youth Environmental Services (YES) Team that will have weekly meetings after school and on Saturdays. The YES Team will receive a stipend and work directly with Green Collar Industry professionals and academics in the public and private sectors and be connected with career awareness mentors. The YES Team will participate in field trips and specialized trainings focusing on water conservation, the environment, green collar career paths, leadership, organizing, recruitment/outreach, public speaking, computer and job readiness training. The YES Team will receive a stipend for organizing, promoting, designing, and leading community Environment/Water Conservation workshops. As the youth become informed and knowledgeable of the needs of the Bay-Delta under the guidance and with participation of program staff they will be able to lead community trainings and share their newfound knowledge and understanding of the environment.

This is the second aspect of the Environment/Water Conservation Education; the youth lead workshops in the community and local schools. The program itself will lead to the empowerment and education of future generations about environmental issues. The **Youth/Community Environmental Career Training Program** will promote stewardship and help each student make informed decisions about their individual impact on the environment as well as train them on how to take a leadership role in their communities and pass on this information to their friends, family, and community. Under the guidance and with participation of program staff bilingual (English and Spanish) Community Environment/Water Conservation Workshops will be developed and held in local community centers, middle schools, and high schools by the Youth Environmental Services (YES) Team. We are projecting to have at least one community workshop per month and expect a minimum of 50 people attending thus allowing us to reach a minimum of 600 people per program year with the community workshops. We will be creating a youth and community education model that can be replicated throughout the state and nation.

Technical/Scientific Merit

The program is nationally significant in that it will provide job skills training and educational opportunities for youth in need of experience, thereby increasing the skilled labor market and providing opportunities for gainful employment. The participant will have an opportunity to deeply explore and consider Green Collar Career paths, an option that is not readily available to them in this time of scarce resources and major funding cuts in education. Participants of the **Youth/Community Environmental Career Training Program** will also learn about the environment and water conservation with a focus on the watershed approach to flood protection, which takes into account all the interrelated surface and subsurface water issues. Participants will learn and understand that a watershed approach to flood protection would provide wildlife habitat, parkland acquisition, and riverside bikeways for alternate transportation corridors, groundwater re-charge, and storm water clean up.

Additionally, the projects on which youth will be working will mitigate environmental degradation in a large metropolis by producing knowledgeable youth who will begin contributing to improved air and water quality. Improvements in air and water quality will reduce the incidence of severe respiratory ailments, asthma, and cancer rate for citizens, which will diminish health care costs and the burden borne by the federal government.

The bilingual (English and Spanish) Environment/Water Conservation Education component of the program will address key water and energy conservation questions with a focus on the Bay/Delta.

- What would a day be like without water or energy?
- How have you personally used water and energy today?
- Is there enough water and energy to last forever
- Where does the water you drink and use everyday come from?
- Is there a fixed supply of water?
- How much of the water from rain, and other precipitation is available for us to actually use?
- Do you waste any water?

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- Are the energy sources we depend on the same as those in the past?
- What can we do to have enough energy for the future?
- Do you waste any energy?

Presentations and trainings will include an introduction to aquatic life in the Bay/Delta and the flow of pollutants from local city streets to the coast. Participants will also begin to identify the various degradation times for different types of trash, and the participants will also learn about storm drain systems, which allow to understand how the release of various pollutants impact on their neighborhoods, as well as the path of these pollutants to the coast during a rainstorm. Participants will also take part in field trips to the Whittier Narrows Nature Center, the Department of Water and Power, Metropolitan Water District and other local water districts. They will also have a water field experience by going on a boat trip and experience marine life up close. Participants will also receive information on recycling and proper disposal of hazardous waste specifically for Los Angeles County. All activities will promote stewardship of the Bay/Delta and help each student make informed decisions about their individual impact on the environment. As part of the leadership and outreach training youth will also inform their families about an individuals impact on the environment, as the training is bilingual (English and Spanish) the youth will be able to share the information in their home language.

Since 1970, with the formation of the U.S. Environmental Protection Agency (EPA) as a regulatory agency and the continuous passage of new environmental laws and regulations, environmental employment opportunities have greatly expanded. These jobs span such industries as science, construction, education, business, and the private and public sectors. This growth has reached \$132 billion dollars and it is estimated that 2 million individuals are employed in this field in the United States. It has also been estimated that the clean up of known contaminated sites throughout the nation could reach up to 2 trillion dollars. Some of the career paths that will be explored are community planning, ecology, engineering, landscaping, irrigation, architecture, naturalist, biologists, and environmental science fields. Participants will also be introduced to entry-level career positions such as Safety Specialist, Consumer Safety Officer, Technical Information Specialist, and Environmental Protection Assistant.

Monitoring and Assessment

The Executive Director oversees the overall operation of programs and events including budget and program development. The Intake Specialist is responsible for oversight of staff and volunteers such as intake and case management. The Intake Specialist reports to the Executive Director and both the Executive Director and Advisory Board report to the Governing Board of Directors. Project Amiga's staff attends quarterly workshops, conferences and in-service training classes to develop leadership skills focusing on administrative procedures, learning new software, learning to deal with various populations (i.e. conflict resolution) and basic team building.

Our Executive Director will also be responsible for oversight of the Facilitators/Instructors and the design and implementation of the evaluations. The evaluation design for Project Amiga will be summative and formative. It will assess the degree to which Project Amiga accomplished its four program components.

Project Amiga's mission is to provide participants an introduction to Green Collar career paths while learning about water and environmental conservation. Our youth participants will research possible careers with a focus on the care and maintenance of the environment. Participants will also receive basic and advanced computer skills training, literacy in reading and comprehension and work readiness skills, and develop organizing and leadership skills that will enable them to obtain employment and acquire high paying jobs. The goals of Project Amiga's **Youth/Community Environmental Career Training Program** are:

1. Environment/Water Conservation Education
2. Community Environment/Water Conservation Education
3. Identification and Research of Green Collar Career Paths/Career Training
4. Computer Training/Internet Research Development
5. Job Readiness Training

Objective #1

40 individuals will receive orientation and enroll **Environment/Water Conservation Education Youth Environmental Services (YES) Team/Leadership**

Measure #1

85% of the will successfully complete water/environmental conservation trainings

Objective #2

600 individuals will be reached and informed in the Community Environment/Water Conservation Workshops

Measure #2

Workshop agendas and sign in sheets will track workshop participation

Objective #3

40 individuals will research of Green Collar Career Paths and be connected with a mentor

Measure #3

85% of the will successfully participate in the Green Collar Career Paths mentor connections.

Objective #4

40 YES Team participants will be assessed for their reading and comprehension level and those students reading under 7th grade reading level will obtain literacy instruction by credentialed teachers

Measure #4

85% of the YES Team participants reading under the 7th grade reading level will receive literacy instruction and increase their reading and comprehension skills up to 7th grade. As will be determined by the administration of a post-test.

Objective #5

40 YES Team participants will receive job readiness training

Measure #5

85% of the YES Team participants will successfully complete the training on job search skills

The program evaluator will be Dr. Monte E. Perez, Vice President of Student Services at Golden West College. Dr. Perez is a recognized evaluator on a number of U.S. Department of Education, Department of Labor, and Housing and Urban Development grants. Dr. Perez has provided expertise on curriculum development, instruction, assessment, and evaluation for out of school youth and also managed data collection efforts. Dr. Perez is a graduate of James A. Garfield High School in Los Angeles, California, received his Bachelor of Arts in Political Science from California State University, Master of Public Administration from University of Southern California and Doctor of Philosophy in Public Administration from University of Southern California. Dr. Perez will be the lead evaluator following the evaluation design described above. Under the guidance of Dr. Monte Perez, the evaluator, Project Amiga's program supervisor, case manager and intake specialist will collect data that will assess the progress of the project in meeting its four program components.

Qualifications of the Applicants and Cooperators

Project Amiga is a nonprofit 501(c) 3, community-based organization founded in 1989. We have over ten years experience providing direct and support services to low-income, disadvantaged at-risk youth, youth offenders, teen moms and dads, veterans, parents and their families in areas with the highest documented unemployment rate (12%), highest dropout rates (70%) and highest low-income population. Project Amiga's mission is empowerment through education and training. Project Amiga offers a comprehensive educational program by providing direct and support services, which include parenting classes, bilingual prenatal care education workshops, intake, assessment, computer training, men's health workshops, employment placement assistance, career counseling, and transportation assistance.

Project Amiga has a consistent record of serving the community with action oriented and community sensitive programs of a very diverse nature. Project Amiga for the last four years is part of the collaborative with the City of Los Angeles Youth Opportunity Movement, Los Angeles County Probation Department and the City of Los Angeles Roybal Youth & Family Center along with other community based organizations to provide computer training and gang-prevention services to youth living in the Boyle Heights and East Los Angeles communities. As part of that collaborative the City of Los Angeles Roybal Youth & Family Center continuously provides us with office space, access to a telephone, and fax machine. In collaboration with the American GI forum, Project Amiga provides computer training to eligible veterans. The California State and Veterans Administration recognizes us as an education and training provider. Due to our experience, existing facilities, established partnerships and collaboratives we are able to begin recruiting youth and offer training and support services immediately.

Our partnership with Amigos De Los Rios has provided us with experience and resources for community environmental education. In our funded partnership with Amigos De Los Rios we work with youth training in park development, parkland creation, and environmental service projects to enhance community livability. Our role in the partnership is to provide computer training to the program participants.

Project Amiga is comprised of a Volunteer Board of Directors, Advisory Board, Executive Director, Intake Specialist and staff. Project Amiga's leadership is representative of its immediate constituency and surrounding community, it is bilingual (English and Spanish), and is also culturally sensitive to the clients served by Project Amiga. The Board is a working board, representing both the private and public sector, and conducts community outreach to procure volunteers for Project Amiga's fundraising events, resource fairs and speakers for various community programs including motivational workshops.

Outreach, Community Involvement, and Acceptance

We will recruit and outreach to potential program participants by tapping into our already existing relationships with local city and community organizations. Project Amiga will focus its recruitment and services to the San Gabriel Valley, Eastern and Northern portion of Los Angeles County, including the cities and adjacent areas of East Los Angeles, Boyle Heights, Rosemead, Baldwin Park, La Puente, Whittier, Downey, Norwalk, Montebello, El Monte, South El Monte, Alhambra, Covina, El Serreno, and West Covina.

Project Amiga for the last four years is part of the collaborative with the City of Los Angeles Youth Opportunity Movement and the City of Los Angeles Roybal Youth & Family Center along with other community based organizations to provide computer training and gang-prevention services to youth living in the San Gabriel Valley, Boyle Heights and East Los Angeles communities. As part of that collaborative the City of Los Angeles Roybal Youth & Family Center continuously provides us with office space since they believe in our mission and the positive impact that we have on the community. The technology incubator between the many organizations that collaborate with one another provides information, education, advocacy and networking resources to bring excellence to the process of providing direct and support services to our communities. Project Amiga's computer skills classes are recognized as being a **five elective credit** course toward high school graduation.

Along with working with County of Los Angeles Probation Officers we are part of the County and City of Los Angeles Office of Criminal Justice Planning Focus Group to which we have brought our program participants to be part of the assessment of youth gang activity in the Boyle Heights Community. We are also members of the Temple City Advisory Council Gang Group as well as being partnered with the County of Los Angeles and the cities of El Monte and South El Monte Probation Department, City of Los Angeles Youth Opportunity Movement, Roybal Youth & Family Center, East Los Angeles Skills Center, Los Angeles Trade Technical College, Mexican American Opportunity Foundation, El Monte/South El Monte Unified School District, Roosevelt High School, Boyle Heights Continuation School, Garfield High School, Wilson High School, Boyle Heights High School, Valle Lindo High School, and Hollenbeck Middle School.

We have two training centers in the San Gabriel Valley and in East Los Angeles that will be the locations of our trainings for our youth environmental leadership team. Our already established relationships and contacts will help and facilitate in the outreach and recruitment of our youth team. Our partner organizations will also be resources for providing trainings and contacts for our YES Team and us. They will be instrumental in the promotion and organization of our bilingual (English and Spanish) Community Environment/Water Conservation Workshops.

Innovation

The program promotes youth leadership development with a focus on water and environmental conservation tied to Green Collar Career Paths Training. With our focus on environmental and leadership training Project Amiga's **Youth/Community Environmental Career Training Program** will promote stewardship and help each student make informed decisions about their individual impact on the environment. They will also put into practice the knowledge and skills they learn by organizing and taking the lead in community information workshops. Participants will also further their professional capacity, they will learn to translate their experience into professional skills and be trained for job interviews by working directly with Green Collar Industry professionals and academics in the public and private sectors and be connected with career awareness mentors.

Costs and Benefits

Community Environment/Water Conservation Education

For successful outreach to the community will need funding for the creation of educational and promotion material.

Youth Environmental Services (YES) Team

We will create and purchase t-shirts for the youth as one way of creating unity and fostering group development. We will also incur cost for the creation of educational and outreach material for both the training and recruitment of the youth. All these are required for successful promotion of stewardship and to help each participant make more informed decisions about their individual impact on the environment. We will also be providing scholarship/stipends for the youth participants as an added incentive for their time and participation and to promote Green Collar Career paths. We will need funds to rent transportation for the leadership team field trips.

Program Staff

Project Supervisor: This position delegates responsibility and assignments to the staff. The Project Supervisor is responsible for evaluating the performance and progress of the program and verifying all tasks assigned by approving all student progress reports and marketing materials before they are distributed. This position also prepares proposals for obtaining training funds.

The Project Supervisor is responsible for the hiring and firing of all personnel. The Project Supervisor approves all pay raises and is responsible for payroll. The Project Supervisor signs all employee evaluations. The Project Supervisor interacts with private and public sector, prospective students, students and vendors in order to conduct community outreach. This position is responsible for both the Accounts Payable and Receivable functions.

The Project Supervisor meets with Board of Directors for updates and program review. The Project Supervisor is the final decision maker in regards to the budget planning and approval. The Project Supervisor develops all short-term and long-term business plans.

MIS: This individual reports directly to the Project Supervisor. Responsible for answering phones, taking messages, outgoing/incoming distribution of mail, use and maintenance of office equipment such as: fax machine, copier, typewriter. Prepare invoices, review progress reports for changes or corrections, keep track of attendance and report absences to counselors and case managers. Responsible for placement follow-up and job leads, filing, and the security of student files, administrative files and closed student files. Daily public contact regarding general information on Project Amiga, its programs and other services offered.

This person is responsible for developing budgets, keeping record of all expenditures, receipts and invoices and maintaining all correspondence between Project Amiga and funding sources. All work is discussed verbally and follow-up is conducted using office memos.

Instructors: These individuals' reports directly to the Project Supervisor. The instructor is responsible for performing teaching and reporting functions. All report work is based on schedules, which the MIS/Intake Specialist prepares. A schedule of participant progress reports due dates is given to this individual.

Responsible for assisting students, introducing students in the various programs, grading tests and assignments, prepare handouts and develop curriculum. Responsible for preparing student progress report, preparing transcripts for students, and installing new software programs and fixing the computers. The instructor will also perform other duties as assigned by the Project Supervisor.

Youth Environmental Services (YES) Team Outreach Coordinator: The YES Team Coordinator will be responsible for the recruitment, motivation, and training of YES Team participants. The Outreach Coordinator will take the lead in publicity and maintaining contact with our project collaborators. The coordinator will also be responsible for maintaining and sustaining community support and youth participation in the project as well as setting dates and agendas for community presentations

Case Manager: The Case Manager reports to the Executive Director. Case manager is responsible for counseling individuals and providing educational and vocational services. Case manager collects, organizes and analyzes information about individuals through their records, tests, interviews and professional sources to appraise their interests, aptitudes, abilities and personality characteristics for vocational and educational planning. Case manager refers students for placement services, documents files accordingly and provides updates for the Executive Director.

Evaluator: The Evaluator reports to the Project Supervisor. The Data Collector/Evaluator is responsible for collecting, recording and evaluating all required data for training projects. The Evaluator contacts training participants to schedule interviews. Obtains responses to

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questionnaires and codes these responses according to established format. Interacts with other data collectors, project leaders, investigators and other members of the project team. Gathers data for planning training programs and assists in planning training programs for volunteers. May be required to calibrate and operate equipment involved in study. Also may involve occasional travel to homes or places of business to obtain information from participants in research and training projects. Performs related duties as required.

Equipment

We will be purchasing computers and monitors to conduct out computer and career training. Software (i.e. Auto CAD) will also be purchased to provide appropriate training to our youth participants.

THE TABLES ARE FORMATTED WITH FORMULAS: FILL IN THE SHADED AREAS ONLY

Section A projects must complete Life of investment, column VII and Capital Recovery Factor Column VIII. Do not use 0.

Table C-1: Project Costs (Budget) in Dollars

	Category (I)	Project Costs \$ (II)	Contingency % (ex. 5 or 10) (III)	Project Cost + Contingency \$ (IV)	Applicant Share \$ (V)	State Share Grant \$ (VI)	Life of investment (years) (VII)	Capital Recovery Factor (VIII)	Annualized Costs \$ (IX)
	Administration ¹								
	Salaries, wages	\$282,880	10	\$311,168	\$0	\$311,168	0	0.0000	\$0
	Fringe benefits	\$32,673	10	\$35,940	\$0	\$35,940	0	0.0000	\$0
	Supplies	\$49,332	10	\$54,265	\$0	\$54,265	0	0.0000	\$0
	Equipment	\$126,700	10	\$139,370	\$0	\$139,370	0	0.0000	\$0
	Consulting services	\$49,000	10	\$53,900	\$0	\$53,900	0	0.0000	\$0
	Travel	\$7,891	10	\$8,680	\$0	\$8,680	0	0.0000	\$0
	Other	\$39,888	10	\$43,877	\$0	\$43,877	0	0.0000	\$0
(a)	Total Administration Costs	\$588,364		\$647,200	\$0	\$647,200			\$0
(b)	Planning/Design/Engineering	\$0	0	\$0	\$0	\$0	0	0.0000	\$0
(c)	Equipment Purchases/Rentals/Rebates/ ouchers	\$18,000	10	\$19,800	\$0	\$19,800	0	0.0000	\$0
(d)	Materials/Installation/Impleme ntation	\$0	0	\$0	\$0	\$0	0	0.0000	\$0
(e)	Implementation Verification	\$0	0	\$0	\$0	\$0	0	0.0000	\$0
(f)	Project Legal/License Fees	\$0	0	\$0	\$0	\$0	0	0.0000	\$0
(g)	Structures	\$0	0	\$0	\$0	\$0	0	0.0000	\$0
(h)	Land Purchase/Easement	\$0	0	\$0	\$0	\$0	0	0.0000	\$0
(i)	Environmental Compliance/Mitigation/Enhanc ement	\$0	0	\$0	\$0	\$0	0	0.0000	\$0
(j)	Construction	\$0	0	\$0	\$0	\$0	0	0.0000	\$0
(k)	Other (Specify)	\$0	0	\$0	\$0	\$0	0	0.0000	\$0
(l)	Monitoring and Assessment	\$15,000	10	\$16,500	\$0	\$16,500	0	0.0000	\$0
(m)	Report Preparation	\$15,000	10	\$16,500	\$0	\$16,500	0	0.0000	\$0
(n)	TOTAL	\$636,364		\$700,000	\$0	\$700,000			\$0
(o)	Cost Share -Percentage				0	100			

1- excludes administration O&M.

Applicant:

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Table C-2: Annual Operations and Maintenance Costs

Operations (1) (I)	Maintenance (II)	Other (III)	Total (IV) (I + II + III)
\$0	\$0	\$0	\$0

(1) Include annual O & M administration costs here.

Table C-3: Total Annual Project Costs

Annual Project Costs (1) (I)	Annual O&M Costs (2) (II)	Total Annual Project Costs (III) (I + II)
\$0	\$0	\$0

(1) From Table C-1, row (n) column (IX)

(2) From Table C-2, column (IV)

Table C- 4: Capital Recovery Table (1)

Life of Project (in years)	Capital Recovery Factor
1	1.0600
2	0.5454
3	0.3741
4	0.2886
5	0.2374
6	0.2034
7	0.1791
8	0.1610
9	0.1470
10	0.1359
11	0.1268
12	0.1193
13	0.1130
14	0.1076
15	0.1030
16	0.0990
17	0.0954
18	0.0924
19	0.0896
20	0.0872
21	0.0850
22	0.0830
23	0.0813
24	0.0797
25	0.0782
26	0.0769
27	0.0757
28	0.0746
29	0.0736
30	0.0726
31	0.0718
32	0.0710
33	0.0703
34	0.0696
35	0.0690
36	0.0684
37	0.0679
38	0.0674
39	0.0669
40	0.0665
41	0.0661
42	0.0657
43	0.0653
44	0.0650
45	0.0647
46	0.0644
47	0.0641
48	0.0639
49	0.0637
50	0.0634

(1) Based on 6% discount rate.

Applicant: _____

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Table C-5 Project Annual Physical Benefits (Quantitative and Qualitative Description of Benefits)

	Qualitative Description - Required of all applicants ¹				Quantitative Benefits - where data are available ²
	Description of physical benefits (in-stream flow and timing, water quantity and water quality) for:	Time pattern and Location of Benefit	Project Life: Duration of Benefits	State Why Project Bay Delta benefit is Direct ³ Indirect ⁴ or Both	Quantified Benefits (in-stream flow and timing, water quantity and water quality)
Bay Delta					0
Local				Not applicable.	

¹ The qualitative benefits should be provided in a narrative description. Use additional sheet.

² Direct benefits are project outcomes that contribute to a CALFED objective within the Bay-Delta system during the life of the project.

³ Indirect benefits are project outcomes that help to reduce dependency on the Bay-Delta system. Indirect benefits may be realized over time.

⁴ The project benefits that can be quantified (i.e. volume of water saved or mass of constituents reduced) should be provided.