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OA/ID Number: 13895
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Folder Title:
[Medal Citation Applications 1992-Education/Innovation]

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Application Summary

ID Number: E.040

Project: People for Community Recovery, Inc.

Contact: Ms. Cheryl Johnson
People for Community Recovery
13116 South Ellis Ave.
Chicago, IL 60627-

Telephone:
(312) 468-1645

Summary: People for Community Recovery is a grass roots community environmental education and advocacy organization serving the predominantly low-economic, African-American population of a highly toxic environment in Chicago. PCR assesses the level of hazards in the community, educates, and mobilizes its constituents to alleviate them.

NOTE: Some technical evaluators provided written opinions, based on their view of the criteria. The following is included for your background only.

Comments: Significant program in light of recent events that have focused public attention on the urban environment. Tremendous local impact that could serve as inspiration to others living in similar settings.

Significant accomplishments on local level. Strong individual efforts locally and internationally. Applicable and transferable to needed disadvantaged grass roots communities.

Question 5 -- Summary

People for Community Recovery is one of the nation's only environmental organizations whose grass roots are based in a public housing project where the residents are predominantly low-income African-Americans. The marked success that PCR has achieved in working with the State of Illinois, the Water Reclamation District of Metropolitan Chicago, and others is due to the strength of its educational program. Environmental consciousness has been raised among the people of Altgeld Gardens, so that they can take informed action in finding and changing the environmental causes of their health problems. As a national leader in the grassroots environmental movement among people of color, PCR's executive director and founder, Hazel Johnson, has been called the "black mother of the environmental movement."

PCR's home is Altgeld Gardens, a fifty-three year old Chicago Housing Authority project constructed on the former garbage dump of the Pullman Company. Located in the heart of the Calumet Industrial District, PCR's neighbors include at least fifty landfills and toxic waste sites, a sewage treatment plant, and a range of industries, including coke ovens, blast furnaces, refineries, and chemical plants. (See map) Many residents have experienced higher than normal rates of cancer and other diseases. Altgeld Gardens is the highest priority community to be examined in the Southeast Chicago Public Health Assessment, to be conducted by the Agency for Toxic Substance and Disease Registry (ATSDR). For the first time, an ATSDR will be conducted with the collaboration of community representatives.

PCR played a lead role in establishing a link between the environment and health issues by seeing that environmental education is an ongoing process of self-knowledge and self-improvement. By conducting its own extensive surveys of community health problems and convincing responsible authorities to conduct their own, by communicating information clearly and frequently to residents, by coordinating action programs to achieve do-able environmental goals, PCR has become a national model for community based environmental education and action.

Membership in PCR has soared from 12 to 969 in just ten years; 11,000 residents of Altgeld Gardens are directly effected by PCR's programming; and the 780,000 residents of Chicago's Far South Side and the communities of Calumet City, Burnham, Harvey, Phoenix, and South Holland who reside within the "Southeast Chicago" site as defined by the ATSDR, also receive direct benefit from PCR's programming. The mere fact of PCR's ability to bring people of color together to address environmental issues -- in spite of social and economic hard times -- is testimony to its fundamental dedication, commitment, and perserverance, and is an inspiration to environmental advocates everywhere.

Question 6D -- Education

6.D.1. People for Community Recovery is a grass roots, environmentally-oriented community organization that seeks "jobs, good health and a better community" for the people of Chicago's Altgeld Gardens. PCR understands that its goals can be accomplished only through self-education and self-reliance. Every action the organization takes to foster its environmental objectives fosters education; every effort to educate fosters action. Eighty-four volunteers now work in key areas -- environmental action groups, environmental laws and sites investigation, community communication bureau, office brigade, education workshops, volunteer/member recruiting, health survey task force, community pollution logs assessment, and media relations.

6.D.2. The program's audience is a key to its uniqueness. 45% of the 11,000 residents of Altgeld Gardens fall below the poverty line; median family income in the area is only half of Chicago's average. PCR's educational involvement is absolutely critical in an area where only 4% of the adults have completed more than four years of college. Many residents have experienced health problems, arising from the modern industrial environment that surrounds the neighborhood and the historic landfill on which it is built. Impact is measured both in rising membership in PCR and in the achievement of environmental objectives.

6.D.3. People for Community Recovery is a singular national example of the benefits of community self-reliance through self-education and partnership in an area with a predominantly poor, African-American population. Evidence of the uniqueness of the program is that Founder and Chief Executive Officer Hazel Johnson has spoken at three hundred seminars across the country over the past ten years.

6.D.4. PCR successes are measured in rising membership and project goals attained. From twelve in 1982, 969 people are now members. Educated and motivated members help PCR to accomplish its goals: nearby Maryland Manor now uses the city's water and sewer lines, instead of contaminated groundwater; PCR provides free legal services and a clearinghouse on health information such as cancer risks, lead poisoning and blood pressure measurement; at PCR insistence, the adjacent sewage treatment plant is enclosed with a landscaped berm, "fly" dumpers were prosecuted and another proposed landfill was stopped. The environmental ethic is alive and well in Altgeld Gardens.

6.D.5. People, Persistence, and Partnership are the keys to PCR. Persistent and knowledgeable leadership is supported, mobilized, educated volunteers and members. Persistence not only pays off in the achievement of definable short-run goals; the ongoing educational efforts ensure that PCR can sustain a long-term presence in the environmental clean-up of the Calumet Region. Partnership: as an organization stemming from the grass

Application Form-1992

Please read the application form carefully and provide all information requested. Please type or print clearly. Supplementary pages should follow the format of this form as closely as possible. Incomplete applications will not be considered.

1. Select the Award category for which you are competing:
(Note: A program may be entered in only one category. See descriptions of categories in Question 6.)

- (01) Partnership
- (02) Environmental Quality Management
- (03) Innovation
- (04) Education and Communication

2. Name of the project or program described in this application:

People for Community Recovery, Inc.

3. Name of Award Applicant(s): (Use separate sheet, if needed)

Mr. Mrs. Ms. Miss Dr.

Name: Hazel Johnson

Title: CEO/Founder

Organization: People for Community Recovery, Inc.

Street: 13116 South Ellis Avenue

City: Chicago State: IL Zip: 60627

Telephone: (312) 468-1645 Fax: (312) 468-8105

4. Program contact who can answer questions regarding the application:

Mr. Mrs. Ms. Miss Dr.

Name: Cheryl Johnson

Title: Administrative Assistant

Organization: People for Community Recovery, Inc.

Street: 13116 South Ellis Avenue

City: Chicago State: IL Zip: 60627

Telephone: (312) 468-1645 Fax: (312) 468-8105

NOTE: The Selection Committee will rely heavily on Questions 5-6 in determining how well the application meets the award criteria.

Please attach a one-page (not to exceed 500 words) summary, suitable for publication, which provides a complete overview of the application. The one-page response should be clear, concise, and should emphasize quantifiable results or benefits of the program.

6. A-D: Please answer *only* the following Award criteria questions pertaining to the specific Award category for which you are applying. (For example: Partnership category, answer questions A1-A5; EQM, B1-B7; Innovation, C1-C5; Education, D1-D5).

Answers should be clear, concise and *should emphasize quantifiable results or benefits* of the program. Each answer to a sub-question should not exceed 100 words. Taken as a whole, all answers to criteria questions should not exceed two pages.

A. PARTNERSHIP: awarded to diverse organizations or groups that have fostered cooperative approaches to environmental needs at the local, regional, or national level.

1. Who are the partnership's members? What are their roles? What resources do they bring to the partnership?

2. What are the partnership's specific environmental or conservation objectives? Has a sustainable plan of concerted action for meeting these needs been established?

3. How is the partnership distinctive or innovative? What obstacles, environmental or otherwise, does it overcome?

4. What measurable environmental or conservation benefits has the partnership produced?

5. What aspects of the partnership can be modeled by others and transferred to other settings?

B. ENVIRONMENTAL QUALITY MANAGEMENT: awarded to organizations which have demonstrated that environmental values can be integrated into sound management decisions and objectives. (Note: This category reflects broad-based organizational approaches. Special programs or projects may be more appropriate for entry in one of the other three award categories.)

1. What are the organization's environmental policies and objectives?

2. How has the organization's top management demonstrated commitment to these policies and objectives? Do the policies demonstrate commitment beyond legal compliance?

3. What are the organization's environmental standards for its product(s) and operations? (Explain how they go beyond legal constraints and how they relate to management control mechanisms.)

4. How are these policies and objectives incorporated in the: a) Day-to-day management of the organization; b) Organization's decision-making about research and development, long-range planning, capital, and operating budgets?

5. How are these policies and objectives reflected in the organization's relationships with employees, customers, suppliers, and the general public?

6. What are the organization's control mechanisms that give decision makers objective data to measure continuous performance improvement toward its short- and long-term environmental objectives?

7. What quantifiable, sustained environmental quality results in products and processes have resulted from the organization's environmental approach?

C. INNOVATION—awarded to individuals, organizations and groups who have demonstrated exceptional creativity or pioneered new approaches in the development and/or execution of technologies, programs, projects, or services that are environmentally sound and economically sensible?

1. What is the purpose of the technology, program, project or service?

2. How is the technology, program, project, or service distinctive or innovative? What obstacles, environmentally or otherwise, does it overcome?

3. How is the technology, program, project, or service superior to other approaches? Does it offer a viable alternative to a problem for which no solutions previously existed?

4. Can the technology, program, project or service be replicated in an economically feasible manner?

5. What are the measurable, net long-term environmental benefits or results of the technology, program, project, or service?

D. EDUCATION AND COMMUNICATION—awarded to individuals, organizations, or groups which have developed educational or informational programs that inspire respect for the environment and raise the public's environmental literacy.

1. What is the program? What are its environmental or conservation objectives?

2. Who is the program's audience? How large is the audience? How is the program's effect on the audience determined?

3. What is original or distinctive about the program?

4. What are the measurable results or benefits produced by the program? How does the program promote the development of an environmental ethic and make a positive contribution to environmental awareness?

5. How can the program be used or modeled by others?

NOTE: The following questions are for informational purposes.

7. How long has the technology, program, project or service been operational?

10 years (since 1982)

8. Which of the following most accurately describes the applicant(s)? (Check more than one, if applicable.)

- (01) National Business or Industry
- (02) Regional or Local Business or Industry
- (03) National Nonprofit Organization or Foundation
- (04) Regional or Local Nonprofit Organization
- (05) Local or State Government/Government Agency
- (06) Educational Organization
- (07) Voluntary Civic Organization
- (08) Trade or Professional Society
- (09) Youth Organization
- (10) Labor Organization
- (11) Individual
- (12) Other (Please describe): Community Organization

9. If business or industry, which of the following best describes the type of business or industry?

- (01) Agriculture/Forestry
- (02) Aerospace
- (03) Communications
- (04) Construction
- (05) Electronics/Computers
- (06) Energy
- (07) Engineering
- (08) Environmental Services
- (09) Financial Services/Insurance/Real Estate
- (10) Manufacturing—Chemical
- (11) Manufacturing—Other
- (12) Mining
- (13) Recreation
- (14) Trade—Wholesale
- (15) Transportation
- (16) Utilities—Electric, Gas or _____
- (17) Other (Please describe): _____

10. Which of the following most accurately describes the environmental program under consideration for an award? (Check more than one, if applicable.)

- (01) agriculture
- (02) air quality
- (03) conservation
- (04) education—general public
- (05) education—academic
- (06) energy
- (07) environmental quality management
- (08) forestry
- (09) hazardous waste remediation
- (10) international
- (11) natural resources

17. Please include 3 one-page letters of recommendation attached to the application when it is submitted for consideration. Letters should be addressed: "Attention: Award References." References should have first-hand knowledge of the environmental program, service, or technology and should offer a candid evaluation of its success or effectiveness. References may also include users or beneficiaries of your program.

NOTE: Letters of recommendation must accompany the application when it is submitted to CEQ. Letters sent directly to CEQ will not be considered. Please list the references in the spaces below.

Name: Clem Balanoff
Title: Ill. State Representative, 35th District
Street: 10100 S. Ewing Ave
City: Chicago State: IL Zip: 60617
Telephone: (312)978-1000 Fax: _____

Name: William H. Kurtis
Title: WBBM News Anchor
Address: 400 West Erie, Suite 301
City: Chicago State: IL Zip: 60610
Telephone: (312) 951-5700 Fax: (312) 951-8251

Name: Rev. Harry Meirose, S.J.
Title: Pastor, Our Lady of the Gardens Parish
Street: 13300 South Langley Avenue
City: Chicago State: IL Zip: 60627
Telephone: (312) 568-4098 Fax: _____

18. Please sign below to indicate that all applicants agree a) to abide by the rules and requirements of the awards competition, and b) that all information submitted is true and accurate to the best of their knowledge.

Signature: Harrel Johnson Date: _____
Title: CEO/Founder Organization: Recovery, Inc.
Telephone: (312) 468-1645

How to Apply

Completed applications must be postmarked by May 22, 1992 and mailed to the:

The President's Environment and
Conservation Challenge Awards
Council on Environmental Quality
The White House
722 Jackson Place, NW
Washington, DC 20503

All information submitted with the application should be considered public information and becomes property of the President's Challenge Awards program.

Award recipients will be notified in Fall 1992. Recipients must be willing to assist the President's Challenge Awards program in making nonproprietary information about their environmental programs available to others who wish to replicate their success.

Application Format

Please submit one original and four photocopies of your application. You may include up to 10 pages of supporting materials. (NOTE: Photocopying both sides of a sheet of paper will be considered two-pages.) Any oversized items must be reduced to fit a standard 8.5" x 11" page format.

Supporting materials may include items such as brochures, photographs, press clippings, and graphs depicting the program's results. The materials may not be used as a substitute for written responses to Questions 5 and 6.

The order of pages in the submitted application should be as follows:

1. 4-page application (Questions 1-20)
2. 500-word overview summary (Question 5)
3. 2-page responses to criteria questions (Question 6)
4. 10 pages of supporting materials
5. 3 letters of recommendation (Question 17)

NOTE: The entire package should be stapled in the upper, left-hand corner. Any items sent over the 10-page limit of supporting materials will be disregarded and not reviewed by the technical evaluators and selection committee. Do not put the application or backup materials into a binder, notebook or plastic cover.

OMB Control No. 0331-0002, (Exp. 2/95): As required by the Paperwork Reduction Act, CEQ estimates that completion of this application will take 10 hours. Send comments regarding the collection of this information, including suggestions for reducing the paperwork burden, to CEQ and also to: Paperwork Reduction Project, Office of Management and Budget, Office of Information and Regulatory Affairs, 725 17th Street, NW, Washington, D.C., 20503

Question 5 -- Summary

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11. Support Sources and Percentages

Source: John D. & Catherine T. MacArthur Foundation
Percentage: 43.9

Source: Chicago Community Trust
Percentage: 34.8

Source: Prince Charitable Trust
Percentage: 17.4

Source: Crossroads Fund
Percentage: 3.5

Source: Membership
Percentage: .87

12. Cost to develop program:

\$57,500

Approximate value of in-kind contributions of
goods and services:

\$19,750

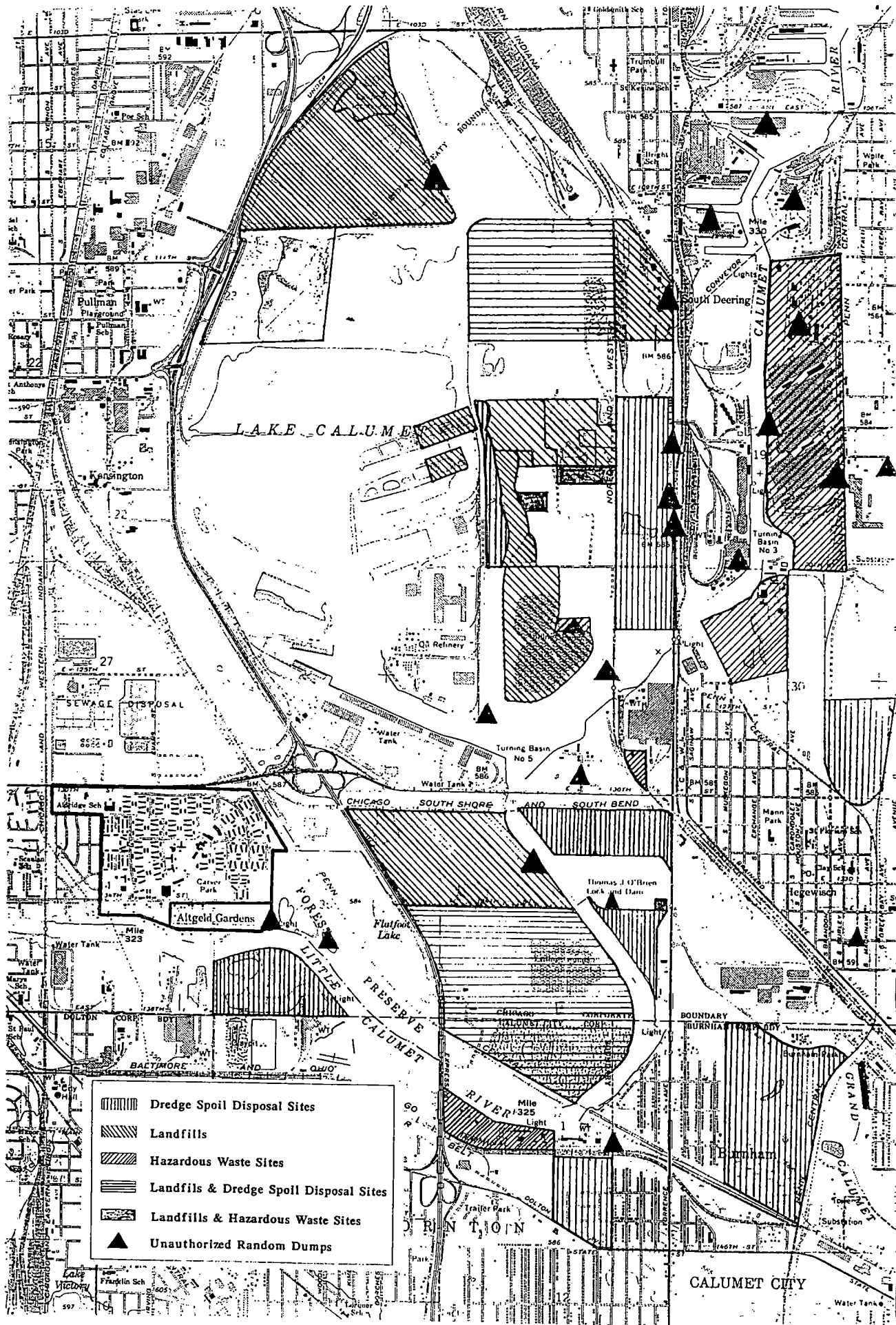
13. Ongoing annual cost:

\$77,250

16. Short Abstract

People for Community Recovery is a grass roots community environmental education and advocacy organization serving the predominantly low-income, African-American population of a highly toxic environment in Chicago. PCR assesses the level of hazards in the community, educates and mobilizes its constituents to alleviate them.

People for Community Recovery's Toxic Neighbors



SAVE YOUR LIFE
FROM
THE TOXIC TRAP



A publication of
**PEOPLE FOR
COMMUNITY RECOVERY, INC.**
13116 South Ellis Avenue
Chicago, Illinois 60627
Phone: 312/468-1645

DEADLY FACTS

- The Far South Side Area has an estimated of 126,000 pounds of toxic pollutants emitted into the air per day.
- There are dozens of abandoned industrial sites and an estimated 50 industrial landfills are contaminating area's soil and waterways.
- The Far South Side is the home of two (2) hazardous waste incinerators. These incinerators release unknown quantities of unknown chemicals, presenting health threats of unknown magnitude and unknown duration to the people of the south side communities.
- The magnitude of the pollution threat has not been acknowledged by Federal, State and City officials.
- An Illinois Public Health Department study has found the existence of excess cancer mortality in the Far South Side populations.
- The American Cancer Society has stated the Far South Side has the highest cancer rate in the city of Chicago.
- An estimated of 75% of the residents on the Far South Side have some type of respiratory problems.

FACTS ABOUT PCR

WHAT IS PCR?

- The first black community — environmental organization in the Midwest.
- An organization helping the residents on the Far South Side to become aware of the existing pollution problems which could be related to many families health problem such as skin rashes, respiratory problems, eye irritations, birth deformities, cancer and mental disorders.

WHAT HAS PCR ACCOMPLISHED?

- Helped the residents of Maryland Manor to get city's water hook-ups and sewage system due to highly contaminated well water supply the residents had been using for 20 years.
- Proved to the city's health department and the late Mayor, Harold Washington, the great need for a free comprehensive health clinic to be located on the south side.
- For the first time in Chicago history, PCR along with other environmental groups conducted a major protest in front of Waste Management's Plant and we turned around 57 dump trucks before being arrested.

WHAT ARE THE GOALS OF PCR?

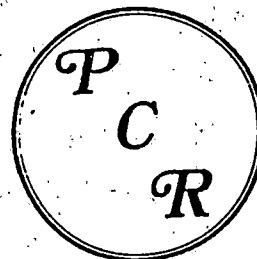
- To educate the communities on the Far South Side on environmental and health issues regarding the potential threat of landfilling in a residential area.
- To strengthen State and Federal standards and regulations on industrial companies on the Far South Side.

HOW PCR CAN HELP YOU?

- Providing for the residents of the south side free Lead Screening testing.
- Providing a free Cancer Prevention Program.
- Providing free blood pressure testing for residents.

**WHO ARE THE OTHER ORGANIZATIONS
WORKING WITH PCR FOR YOU?**

- Coalition for Appropriate Waste Disposal.
- Citizens United to Reclaim the Environment.
- Citizens for Better Environment.
- Health and Medicine Policy Research Group.
- Mayor's Lead Task Force.
- Roseland Coalition for Community Control.
- Mayor's Solid Waste Advisory Committee.
- Mayors Southeast Side Community Task Force.



For Further information,
contact

Hazel Johnson, Executive Director
People for Community Recovery
(P C R)



PEOPLE FOR COMMUNITY RECOVERY

13116 South Ellis Avenue
Chicago, Illinois 60627
(312) 468-1645

PCR'S FACT SHEETS

People for Community Recovery (PCR) is a grassroots community organization addressing the environmental pollution problem on the southeast side of Chicago for the past seven years.

Within the past seven years, PCR was able to accomplish the following from 1984 to 1989:

1989 ACCOMPLISHMENTS:

- January 17th, former Mayor Eugene Sawyer announced a one year extension on land-fill permits;
- additional fines (\$4.5 Million) were enforced on Chemical Waste Management's Incinerator for violations of its permit by the U.S. Environmental Protection Agency;
- stopped the creation of a landfill at the O'Brien Locks and Dams by the City of Chicago and Waste Management, Inc.;
- Paxton Landfill permit was revoked for landfilling operations by PCR organizing medical professionals and community residents to testify against this company;
- the Illinois Environmental Protection has announced to clean up three Paxton's abandoned lagoons which houses over 30,000 pounds of unknown contaminants; and
- PCR attended the ribbon-cutting ceremony for the completion of the Roseland Health Clinic.

.... FURTHERING MANKIND'S AWARENESS OF THE ENVIRONMENT

1988 ACCOMPLISHMENTS:

- stopped Water Reclamation District (WRD) transporting 80,000 cubic yards of sludge from Stickney, IL to our community. PCR organized 100 residents to testify at WRD Commissioner Hearing;
- under the court consent decree with Chemical Waste Management, community residents were hired to monitor the operations of this facility. This is the first time in IL Environmental Protection Agency's history that residents are involved in the monitoring of any chemical companies in the United States;
- PCR was responsible for getting Chicago Housing Authority to remove the asbestos from the homes in Altgeld Gardens;
- PCR and GreenPeace Organizations held a rally at Skipper's Marina in which GreenPeace's Beluga ship tested the drainpipes of CID Landfill, Land and Lakes Landfill and WRD and found excessive high levels of carcinogenic and toxic chemicals present in the Calumet River, and
- PCR sponsored a successful "Neighborhood Health Affair" whereas over one hundred children were inoculated and screened of lead, sickle cell, diabetes and protein deficiency.

1987 ACCOMPLISHMENTS:

- January 7th, 1987, Hazel Johnson was named one of the "People to Watch in '87," in the TRIBUNE NEWSPAPER;
- held a community meeting in January of 1987, attended by the late Mayor Harold Washington who promised to investigate the health problems within the community;
- March 23rd, 1987, Hazel Johnson participated in the ground-breaking ceremony for the new comprehensive health clinic that is located on 115th at Indiana;
- June of 1986, Hazel Johnson appeared in a SUN-TIMES NEWS six-days from June 7th through 12th, titled "Far Southside Toxic Trap,"
- July 28th, 1987, PCR held a demonstration rally against Waste Management, Inc. Residents of the Southeast Side, Calumet City and GreenPeace Organization participated in this rally. During the five and half hours of protesting, The demonstrators were able to halt 57 trucks from entering Waste Management's CID Landfill. In the course of this demonstration, 17 protestors were arrested, including Hazel Johnson;



Far South Side: OUR TOXIC TRAP

They can't escape sludge stench

By Deborah Nelson

Residents of the Altgeld Gardens public housing cannot escape the nauseating stench of sewage sludge.

They are cornered by the toxic-laced sludge from the Calumet Sewage Treatment Works that dries in beds just north of their homes and covers the daily collection of garbage at the CID landfill east of them.

The smell is noxious. But how much of a health and environmental danger the sludge poses is being debated.

In the meantime, Sanitary District sludge is being spread over hundreds of acres of the toxic-scarred Far South Side, where residents contend with a multitude of pollution woes.

Recent testing of sludge from the Calumet plant, 400 E. 130th, which handles heavy industrial sewage, found low levels of 20 toxic chemicals. The toxic substances, which tend to evaporate in the drying process, have raised toxic pollution concerns.

Earlier tests for toxic metals led state and Sanitary District officials to prohibit most uses of sludge as farmland fertilizer. Health-threatening levels of toxic metals were found in garden soil fertilized with the sewage by-product.

The Sanitary District also stopped distributing sludge as fertilizer for home gardeners for health reasons. It still is used as a topsoil substitute.

The air pollution threat worries residents of Altgeld Gardens, 940 E. 132nd.

"On certain days, when the Sanitary District puts out their sludge, it smells just like dead bodies," said Hazel Johnson, a

community organizer. "You feel so nauseated."

The U.S. Environmental Protection Agency hasn't adopted sludge regulations yet, as mandated by Congress. The Sanitary District has its own guidelines for sludge disposal.

Some environmentalists argue that the Sanitary District and other sewage authorities should not place sludge on open land until more is known about the risks.

"No one has looked at the question of whether there is a groundwater impact when you put sludge on golf courses and along highways," said Lee Bötts, a Chicago environmental consultant. "No one knows."

Sanitary District officials say they choose their sludge sites carefully to avoid creating a problem. Properly placed, the 230,000 cubic yards of sludge produced each year can be a benefit, said Carl Strohm, Sanitary District senior environmental planner.

"We feel the product is very viable as a nutrient resource," Strohm said. "It's a topsoil substitute for municipal parks; it's used for landscaping in the private sector. We've done several municipal parks. . . . We look at existing soil conditions first. We are very, very tight about where we put it."

All of the sludge dried at the Calumet plant is used for ground cover at the CID landfill, 134th and the Calumet Expy., or at the old 225-acre municipal dump at 103rd and Doty, Strohm said.

Some sludge from other Sanitary District plants is dried on 80 acres at 122nd and Stony Island and given to municipal and private projects, he said.



SUN-TIMES/Gene Peseek

Community organizer Hazel Johnson stands in front of the CID landfill, 134th and the Calumet Expy., where sludge dried at the Sanitary District Calumet plant is used for ground cover. "On certain days, when the Sanitary District puts out their sludge, it smells just like dead bodies," she said.

Dumping on The Poor

America's dispossessed have lived for decades with toxic wastes and garbage. Now they're fighting back.

By JOHN ELSON

The name Altgeld Gardens evokes images of brilliant flowers rampant in golden sunlight. But if you follow your nose into the black ghetto on the Far South Side of Chicago, it will lead you to a dilapidated housing project built atop a former landfill whose fetid odors still rise from the basements after more than 60 years. The plight of nearly 2,000 families is made worse by tons of pollutants from a nearby sludge plant, a steel mill, a paint company, a huge incinerator and an 80-ft.-high landfill. Only a few miles away is a lot that would be a playground. Instead it is a dump filled with 4-ft.-high mounds of trash, broken glass, rusty nails and construction debris.

In upstate New York, not far from the infamous Love Canal, you can follow your nose to Forest Glen, a trailer-park settlement built on heaps of foul-smelling hazardous waste that the Environmental Protection Agency says may contain as many as 150 toxic compounds. Under the streets of the densely populated semi-industrial section of Greenpoint, in Brooklyn, N.Y., the Mobil Corp. has begun recovering a sea of oil—17 million gals.—that for decades has been leaking from underground storage tanks and pipelines.

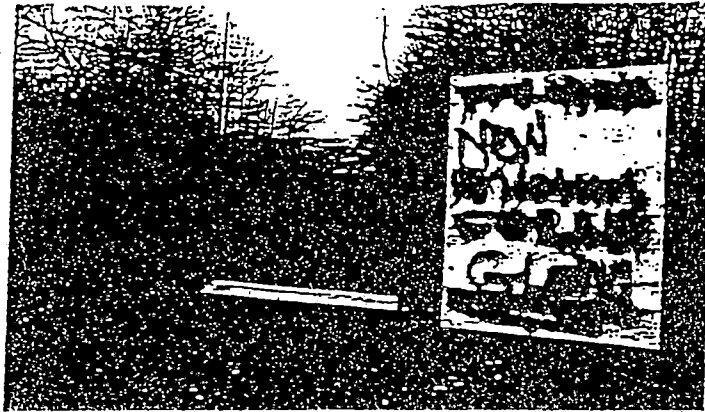
Tens of thousands of impoverished people—mainly blacks and other minorities—living in the countless Altgeld Gardens and Forest Glens in the inner cities and rural pockets of the nation are the victims of what critics call environmental racism. The victim-

izers are mainly waste-management firms and local politicians hoping to attract revenues to their towns. They need cheap land where they can dispose of garbage and build air-contaminating incinerators. That all too often means land in poor areas with large minority populations. And those people, burdened by drugs, poverty, crime, bad medical care and joblessness, have long been too powerless or apathetic to prevent their communities from becoming the repository of everybody else's detritus. The result, according to a landmark 1987 study by the United Church of Christ's Commission for Racial Justice, is that 3 of every 5 black and Hispanic Americans live in areas with uncontrolled toxic-waste sites. Many of the most notorious dumping grounds are located in the South. Among the worst is "cancer alley," a 75-mile stretch along the Mississippi River, from Baton Rouge to New Orleans, that is lined with oil refineries and petrochemi-

cal plants. The alley's abnormally high cancer rate has prompted one health worker to call it a massive human experiment. A big mess in Chicago is the work of "fly dumpers," unlicensed truckers who collect filth from affluent neighborhoods and deposit it in vacant lots in stealthy forays at night.

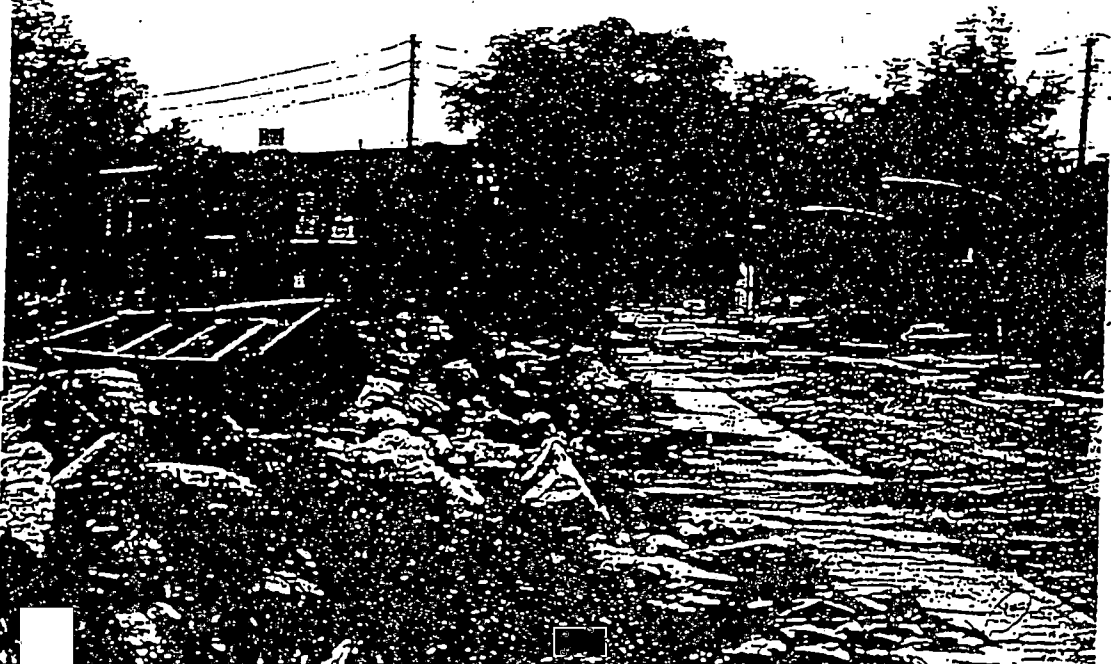
Fearing that this appalling state of affairs can only get worse, the victims at last have begun to strike back. Often with the backing of ecological watchdog groups, grass-roots organizations are taking on the waste managers, using public relations and the law as their major weapons:

► In Altgeld Gardens, Hazel Johnson has organized a movement called People for Community Recovery, which has successfully crusaded against the establishment of yet another neighborhood landfill.



WILLIAM CAMPBELL

CAMPBELL



END OF "FLY DUMPING"
Despite mounting protests from residents and summonses issued by Chicago authorities, illegal "fly dumpers" continue to use this one empty lot in a black neighborhood as receptacle for construction waste and other debris.



Chicago
HAZEL JOHNSON

Homesick — from the fumes

IT WAS A BLISTERING HOT day last summer when Hazel Johnson, 57, and her son Michael were walking through Altgeld Gardens, their public housing complex on Chicago's Far South Side. Suddenly Johnson heard it: Boop! She turned and then she saw it — there, in front of the community clinic, a patch of grass had caught fire. She and Michael stomped it out, but the image still burns in her mind. Is the ground so toxic that it can catch fire in the summer heat?

Probably. The Far South Side has the dubious distinction of being Chicago's most polluted area. Altgeld Gardens was built on a toxic landfill more than 50 years ago, and odors still rise from the basements of the town house-style homes. Johnson, mother of seven, calls the complex a "toxic doughnut," surrounded by hazardous-waste landfills, sludge plants, abandoned factories, steel mills and chemical plants.

It's an area in crisis: Many residents suffer from respiratory illnesses, birth defects and cancer. Johnson's husband, John, died of lung cancer in 1969, seven years after the couple moved in. She didn't link his illness to her neighborhood's toxicity until after his death. "The doctors couldn't understand what caused (his) lung cancer."

Ten years ago, fed up with the constant odors and stories of illnesses, Johnson; her

daughter Cheryl, 31; and several Altgeld residents formed the non-profit People for Community Recovery (PCR) to fight area pollution. The group has blocked proposed landfills, fought air pollution and pressured the city to either clean up Altgeld — nicknamed "Love Canal 2" by residents and environmentalists — or relocate

Johnson, the 'black mother of the environmental movement,' is attacking toxics in her own back yard

its 10,000 residents. Now Johnson holds seminars across the country to teach others how to fight similar problems.

Johnson's crusades have become so widely known that she was dubbed "the black mother of the environmental movement" at last October's National People of Color Environmental Leadership Summit, in Washington, D.C. It was the first conference of its kind, held to address "environmental racism." A 1987 study by the United Church of Christ's Commission for Racial Justice found that three of every five black and Hispanic Americans live in areas with uncontrolled toxic waste sites.

Johnson got started by reading as much as she could about environmental hazards, such as asbestos, a fire-resistant substance and known carcinogen used in most build-

Continued from Page 17

ings constructed after World War II and through the mid-'70s. PCR complained to the Chicago Housing Authority about asbestos in homes and schools until it was removed.

In 1983, her group went after the firms behind the foul fumes. Johnson testified at an Illinois Environmental Protection Agency hearing. The EPA gave her a dozen complaint forms; she filed more than 1,000 several weeks later. By going door-to-door, she learned that about 98 percent of the residents suffered respiratory problems, skin rashes or burning and watery eyes. Several had a rare form of lung disease, and many babies were born with deformities. Johnson now is working with county health experts to prove a toxic link.

In 1988, Johnson and 500 others protested plans to create yet another landfill in the neighborhood. Johnson was one of 17 jailed for a few hours. The landfill never was dug.

"The South Side has been Chicago's dumping ground for 100 years," says state Rep. Clem Balanoff, D-Chicago. He credits people like Johnson for trying to reverse the trend. "She also knows that if you don't want it in your back yard, you shouldn't put it in someone else's." Stories about Johnson have appeared in *Time* and in a *Chicago Sun-Times* series on the area's toxic risks.

Johnson, who now lives on public assistance, founded her group a year after she lost her job with a city-funded program for kids with disabilities. PCR is funded largely by grants from private foundations. Johnson and her daughter occasionally draw a salary — maybe \$600 to \$800 a month — but most of the money is used to keep the organization going. Last year, Johnson says, they went eight months without pay.

Sometimes she gets discouraged — not with what she's doing but with her "own people." So many other pressing concerns — housing, education, unemployment, crime — cloud the environmental issue for minorities, she says. At the October conference, "I saw all those people of color there and it made me feel very good."

She keeps motivated feeling that "this was what I was meant to do. I've always been outspoken, and now I'm too old for anybody to change me." ❖

To learn more, write: People for Community Recovery, 13116 S. Ellis Ave., Chicago, Ill. 60627.

Continued on Page 19



In Celebration of a Decade of
Funding Social Change
Crossroads Fund honors

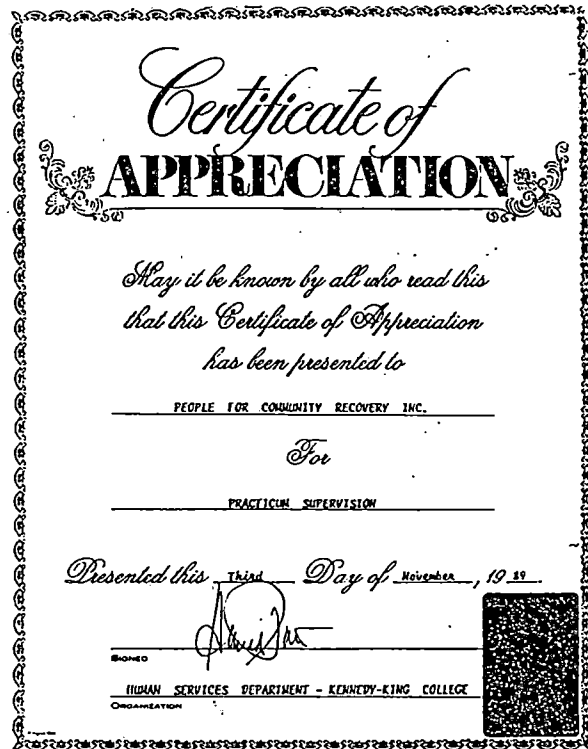
Hazel Johnson

for community leadership and tireless dedication
to environmental safety

"Philanthropy is no doubt commendable, but it must not cause the philanthropist to overlook the circumstances of economic injustice that make philanthropy necessary... now is the time to study real the promises of democracy." - Rev. Martin Luther King, Jr.

Matias Rico
Chairperson

Jacqueline J. Head
Executive Director



Certificate of
APPRECIATION

*May it be known by all who read this
that this Certificate of Appreciation
has been presented to*

PEOPLE FOR COMMUNITY RECOVERY INC.

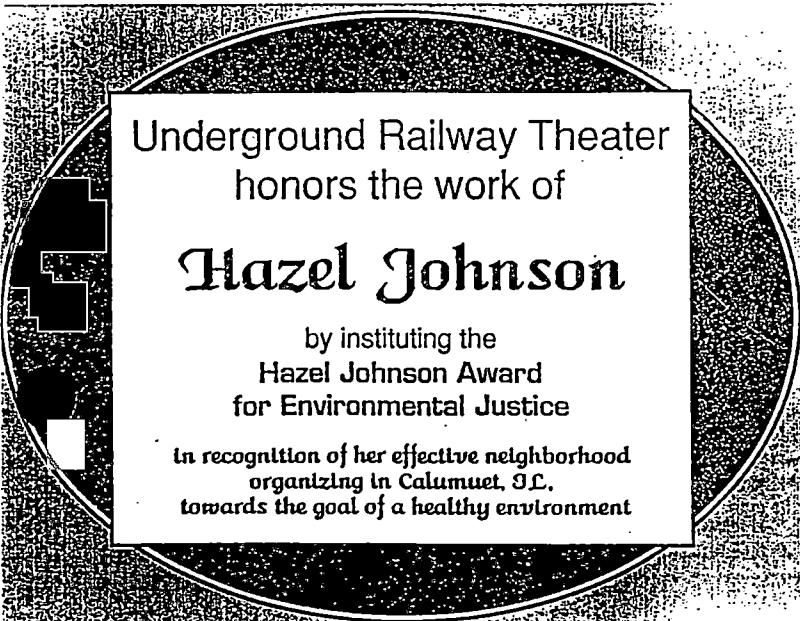
For

PRACTICUM SUPERVISION

Presented this third *Day of* November, 19 89

[Signature]

HUMAN SERVICES DEPARTMENT - KENNEDY-KING COLLEGE
ORGANIZATION

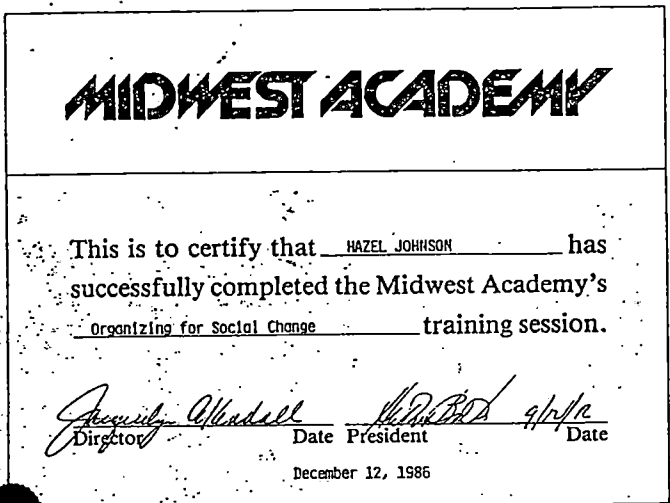


Underground Railway Theater
honors the work of

Hazel Johnson

by instituting the
Hazel Johnson Award
for Environmental Justice

In recognition of her effective neighborhood
organizing in Calumet, I.L.,
towards the goal of a healthy environment



MIDWEST ACADEMY

This is to certify that HAZEL JOHNSON has
successfully completed the Midwest Academy's
Organizing for Social Change training session.

Jacqueline Head Director
[Signature] Date President 9/1/88 Date
December 12, 1986



Certificate of Environmental Leadership

is hereby awarded to:

Hazel Johnson

for attending the

1988 Midwest Leadership Development Conference

August 26 - 28, 1988



[Signature]
Sue Greer
Executive Director, P A H L S

OUR LADY OF THE GARDENS PARISH

May 1, 1992

The President's 1992 Environment and Conservation Challenge Awards

Letter of Recommendation for Hazel Johnson

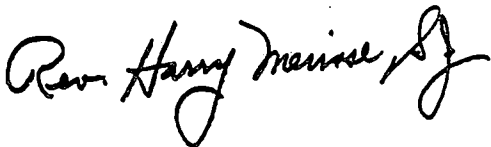
From the Rev. Harry Meirose, S.J.

Before I arrived here in Altgeld Gardens to be the pastor of Our Lady of the Gardens Catholic Parish, I knew of Hazel Johnson by reputation. No one has worked more tirelessly for the people in Altgeld Gardens. Hazel Johnson has always been the leader in awakening the city and state and country to the severe environmental problems and issues that plague this area of Cook County, Illinois.

For two years I was on her board of directors but had to resign because of meeting conflicts with parish activities. During that time, she awakened me to the many health problems of the people that have resulted from the garbage dumps and the toxic waste dumps that border this Chicago Housing Authority settlement and the surrounding areas. But because of the severe poverty of the area, the people are powerless. She, however, despite tremendous odds, has been the spokesperson and enabler for the people to come together to make their voices heard.

I give her my highest recommendation. She is a selfless, fearless and courageous woman. In so many ways, she has been prophetic. And she is deeply loved by the people.

Sincerely,



Rev. Harry Meirose, S.J.
Pastor, Our Lady of the Gardens Parish



Clem Balanoff

STATE REPRESENTATIVE - 35TH DISTRICT

District Office:
10100 S. Ewing Avenue
Chicago, IL 60617
312/978-1000

Capitol Office:
2032-J Stratton Bldg.
Springfield, IL 62706
217/782-6476

Committees:
Human Services
Appropriations
Consumer Protection
Environment & Energy
Vice-Chair
Labor & Commerce

May 14, 1992

Attention: Award References

I am writing to recommend Hazel Johnson for the President's Environment and Conservation Challenge Award. As someone who has known her for many years and has worked closely with her, I feel she deserves the country's highest honors.

Mrs. Johnson's personal experiences became the catalyst for her hard work to improve the environment. She lives at the Chicago Housing Authority's Altgeld Gardens development, where environmental dangers are only one of many problems residents face. Yet Mrs. Johnson galvanized her community by focusing on a single issue in the community, when so many problems oppressed Altgeld.

The organization she formed at Altgeld, People for Community Recovery, significantly improved the quality of people's lives there. Mrs. Johnson's group is a light of hope in a troubled community. Further, the leadership Mrs. Johnson provides as head of People for Community Recovery extends far beyond the confines of Altgeld Gardens.

She has been successful in enlisting outside resources from groups as diverse as Greenpeace and the 35th District Environmental Task Force, which operates out of my office. One of Mrs. Johnson's recent victories is the ongoing petitioned health assessment by the federal Agency for Toxic Substances and Disease Registry, to assess the health and life expectancy of people on the Southeast Side. People for Community Recovery spearheaded the effort to attract ATSDR's attention.

Hazel Johnson's success in the environmental battle and her success in Altgeld Gardens are commendable. Her name is a household word among Chicago environmentalists; it merits recognition from a still wider group.

If you have any questions about Mrs. Johnson, feel free to contact me at (312) 978-1000.

Sincerely,

Clem Balanoff

May 19, 1992

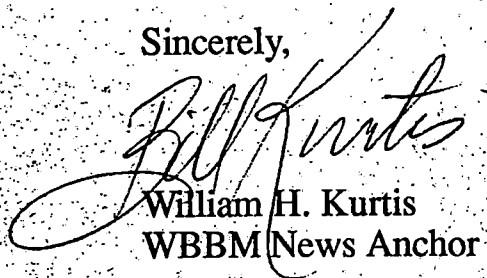
The President's Environment and
Conservation Challenge Awards
Council on Environmental Quality
The White House
722 Jackson Place, NW
Washington, DC 20503

To Whom it may concern,

I am writing regarding Hazel Johnson. As a reporter, I have watched her actively support environmental causes in her community for years. Her commitment is from the heart. Her actions have influenced hundreds, perhaps thousands of people in the community she serves.

I found her fearless, courageous, resourceful and productive. It's an honor to recommend her for the President's 1992 Environment and conservation Challenge Award for Education in Communication.

Sincerely,



William H. Kurtis
WBBM News Anchor

Application Summary

ID Number: E.060

Project: Environmental Education Program

Contact: Mr. Donald R. Baugh
Chesapeake Bay Foundation
162 Prince George Street
Annapolis, MD 21401-

Telephone:
(410) 268-8816

Summary: CBF's Environmental Education Program provides over 35,000 student-days of field instruction in estuarine education annually to students, teachers, and adults throughout the Chesapeake Bay watershed. The goal is to create a constituency who not only value and understand the Bay, but want to work actively for its restoration.

NOTE: Some technical evaluators provided written opinions, based on their view of the criteria. The following is included for your background only.

Comments: Long running. Large active audience. Multi-media.
Multi-state.

A well established, credible program.

Undoubtedly an award. Good as it gets. Exceptionally well qualified for Presidential recognition. These folks are real.



Chesapeake Bay Foundation

25th Anniversary

Environmental Defense - Environmental Education - Land Management

162 Prince George Street • Annapolis, Maryland 21401

(410) 268-8816 Fax (410) 268-6687

Application for The President's 1992 Environment
and Conservation Challenge Awards

E, 060

SUMMARY

The Chesapeake Bay Foundation's (CBF) outdoor environmental education program provides instruction in estuarine ecology for 35,000 student-days a year at 17 centers from the Susquehanna River to the Virginia Capes, east into the marshes of Maryland's Eastern Shore and west to the Piedmont and beyond. Students, teachers, and other adult groups participate in hands-on activities through the use of canoes, rowboats, skipjacks, diesel-powered Bay workboats, and even on a model low-input farm owned and operated by CBF. (At the Clagett Farm EPA, USDA, the University of Maryland, and the Maryland Department of Agriculture work cooperatively to monitor ground and surface water contamination as well as relative yields from different farming practices.)

Our program was the first of its kind on the Bay, beginning in 1971 with a borrowed Boston Whaler. Since then, it has grown to be one of the most sophisticated outdoor environmental education programs in the country. We are looked to as a model for the development and operation of other such programs nationwide. Our goal is to create a constituency who will value the Bay and its watershed as a living, connected system and who will act to restore clean water and insure a high quality of life for all inhabitants. Our objectives include the following: to create sensitivity to what is needed to cleanse and restore the Chesapeake as an ecosystem; to develop a sense of "ownership" of Bay issues in the individual; to empower people to feel they can make a difference; and to impart the knowledge that must underlie any meaningful and effective action on the Bay's behalf.

Teachers are required to complete a one-day workshop before bringing their classes on a field trip. In addition, many teachers also complete a one-week training program for which in-service credit is available. Because of this, the benefit to the students is far more than the short time spent on field trips. Using CBF materials, teachers work extensively with students before the trip and after, often weaving the concepts into their semester-long curricula.

Finally, CBF's Environmental Education Program is an integral component of the entire organization -- a characteristic that makes it a better program itself. Staff educators have full access to CBF's lawyers, scientists, agricultural experts, land planners, etc. In this way, the education staff are kept up to date with the latest science and policy of the overall Chesapeake Bay Program. They are able to work this information into their daily teaching. It is this capacity for a holistic approach that puts CBF's education program on the cutting edge.

Virginia Office: Heritage Building • 1001 E. Main Street • Richmond, Virginia 23219 • (804) 780-1392

Maryland Office: 14 Market Space • Annapolis, Maryland 21401 • (410) 268-8833

Pennsylvania Office: 214 State Street • Harrisburg, Pennsylvania 17101 • (717) 234-5550



Chesapeake Bay Foundation

25th Anniversary

Environmental Defense - Environmental Education - Land Management

162 Prince George Street • Annapolis, Maryland 21401
(410) 268-8816 Fax (410) 268-6687

Application for The President's 1992 Environment
and Conservation Challenge Awards

D. EDUCATION AND COMMUNICATION

1. What is the program? What are its environmental or conservation objectives?
The Chesapeake Bay Foundation provides in-the-field and on-the-water environmental education to students of all ages, teachers, and other adults throughout the entire watershed of the Chesapeake Bay, from the Susquehanna River to the Virginia Capes, from the marshes of Maryland and Virginia's Eastern Shore to the Piedmont and beyond. The goal of the Education Program is to create a constituency who will value the Bay and its watershed as a living, connected system and who will act to restore clean water and insure a high quality of life for all inhabitants.

2. Who is the program's audience? How large is the audience? How is the program's effect on the audience determined?

Although the primary audience consists of junior and senior high school students and their teachers, CBF also works with younger students as well as adult groups of all types. On an annual basis, we provide over 35,000 student-days of educational field trips. Trips vary in length from one day to two weeks; a two-day trip for 20 students equals 40 student-days. All field trips build in time for participant feedback, to discuss what was effective and what was not. In addition, group leaders are requested to fill out an evaluation at the completion of the trip.

3. What is original or distinctive about the program?

a) CBF's Education Program is but one component of an organization whose overall mission is to save the Bay. Lawyers, scientists, agricultural experts, land use planners, etc., are also on staff. The educators receive the benefit of constant and thorough interaction with other staff members, learning the latest science and policy about the Chesapeake Bay. In this way, findings of the EPA's Chesapeake Bay Program are immediately included in the curriculum for the students, teachers, and other adults.

b) CBF puts a strong emphasis on academic and safety training. Educators are employed twelve months a year, although they work in the field only nine months. The remaining three are used for academic and safety training. The safety training is the most vigorous of any similar program we know -- including a ten-day field training program conducted by Wilderness Medical Experts, a team of doctors that trains Outward Bound instructors. In addition, full water safety Red Cross training is mandatory. All instructors receive an annual three-day training refresher course.

c) CBF educators often move from one environmental center to another, so that an educator who runs field trips on the Susquehanna River may have worked in the salt marshes of the lower Bay in a previous year. In this way, educators have a thorough sense of the entire Chesapeake Bay watershed and are able to relate these concepts to the participants.

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Maryland Office: 14 Market Space • Annapolis, Maryland 21401 • (410) 268-8833

Pennsylvania Office: 214 State Street • Harrisburg, Pennsylvania 17101 • (717) 234-5550

d) CBF uses the most advanced facilities and equipment possible. These range from a state-of-the art residential facility at the Port Isobel Island Environmental Education Center (which includes composting toilets, solar hot water and space heating, stormwater collection, a no-discharge graywater system, etc.) to 42-foot custom Bay-built diesel vessels to modern scientific monitoring equipment that the students can use in the field.

e) The seventeen environmental education centers include canoe fleets that work in various locations near participants' schools, three residential island centers in the mid-Bay, a Low Input Sustainable Agriculture farm, and inner-city centers in Baltimore, Washington, and Hampton Roads among others.

4) What are the measurable results or benefits produced by the program? How does the program promote the development of an environmental ethic and make a positive contribution to environmental awareness?

It is difficult to describe specific and measurable results from an education program that does not include standardized testing of participants for comparative purposes. Feedback from teachers, the students themselves, and adult participants lead us to believe that the program is highly effective in instilling an environmental ethic and a sense of stewardship. We also believe that the program has value beyond the participants as news coverage of the trips in print and electronic media expands the "audience." In addition, a number of parents of student participants have described the impacts of the trips on them, as well. Exercises on the field trips demonstrate to the participants that they are part of an entire ecosystem, carefully and delicately balanced among competing uses. No other form of environmental education is more capable of providing this sort of response among participants than field work. By engaging students in conservation projects, there is tangible evidence of environmental enhancement. This serves to instill satisfaction in the participants, as well as improve water quality.

5) How can the program be used or modeled by others?

The program has been modeled repeatedly by others. Across the country and especially in the Chesapeake Bay area programs have developed based on CBF's model. We actively work to assist these programs, through the distribution of curriculum, recruiting methods, evaluation forms, etc. Also, CBF has encouraged staff exchanges and has been very active in training the staff of other organizations.

7) How long has the technology, program, project or service been operational?
The program has been in place since 1971.

15) Has the program been honored with any other environmental or conservation awards in the past five years?

"Environmental Enhancement Award" given by American Society of Landscape Architects - 1991.

16) In one paragraph (not to exceed 50 words), please summarize the program, its objectives and what it has accomplished.

The Chesapeake Bay Foundation's Environmental Education Program provides over 35,000 student-days of in-the-field and on-the-water instruction in estuarine education annually to students, teachers, and adults throughout the Chesapeake Bay watershed. The goal is to create a constituency who not only value and understand the Bay but also want to work actively for its restoration.

Application Form-1992

Please read the application form carefully and provide all information requested. Please type or print clearly. Supplementary pages should follow the format of this form as closely as possible. Incomplete applications will not be considered.

1. Select the Award category for which you are competing:
(Note: A program may be entered in only one category. See descriptions of categories in Question 6.)

- (01) ___ Partnership
(02) ___ Environmental Quality Management
(03) ___ Innovation
(04) Education and Communication

2. Name of the project or program described in this application:

ENVIRONMENTAL EDUCATION PROGRAM

3. Name of Award Applicant(s): (Use separate sheet, if needed)

Mr. ___ Mrs. ___ Ms. ___ Miss ___ Dr.

Name: William C. Baker

Title: President

Organization: Chesapeake Bay Foundation

Street: 162 Prince George Street

City: Annapolis State: MD Zip: 21401

Telephone: (410) 268-8816 Fax: (410) 268-6687

4. Program contact who can answer questions regarding the application:

Mr. ___ Mrs. ___ Ms. ___ Miss ___ Dr.

Name: Donald R. Baugh

Title: Director, Education Program

Organization: Chesapeake Bay Foundation

Street: 162 Prince George Street

City: Annapolis State: MD Zip: 21401

Telephone: (410) 268-8816 Fax: (410) 268-6687

NOTE: The Selection Committee will rely heavily on Questions 5-6 in judging how well the application meets the award criteria.

Please attach a one-page (not to exceed 500 words) summary, suitable for publication, which provides a complete overview of the application. The one-page response should be clear, concise, and should emphasize quantifiable results or benefits of the program.

E. 0600

6. A-D: Please answer *only* the following Award criteria questions pertaining to the specific Award category for which you are applying. (For example: Partnership category, answer questions A1-A5; EQM, B1-B7; Innovation, C1-C5; Education, D1-D5).

Answers should be clear, concise and *should emphasize quantifiable results or benefits* of the program. Each answer to a sub-question should not exceed 100 words. Taken as a whole, all answers to criteria questions should not exceed two pages.

A. PARTNERSHIP: awarded to diverse organizations or groups that have fostered cooperative approaches to environmental needs at the local, regional, or national level.

1. Who are the partnership's members? What are their roles? What resources do they bring to the partnership?

2. What are the partnership's specific environmental or conservation objectives? Has a sustainable plan of concerted action for meeting these needs been established?

3. How is the partnership distinctive or innovative? What obstacles, environmental or otherwise, does it overcome?

4. What measurable environmental or conservation benefits has the partnership produced?

5. What aspects of the partnership can be modeled by others and transferred to other settings?

B. ENVIRONMENTAL QUALITY MANAGEMENT: awarded to organizations which have demonstrated that environmental values can be integrated into sound management decisions and objectives. (Note: This category reflects broad-based organizational approaches. Special programs or projects may be more appropriate for entry in one of the other three award categories.)

1. What are the organization's environmental policies and objectives?

2. How has the organization's top management demonstrated commitment to these policies and objectives? Do the policies demonstrate commitment beyond legal compliance?

3. What are the organization's environmental standards for its product(s) and operations? (Explain how they go beyond legal constraints and how they relate to management control mechanisms.)

4. How are these policies and objectives incorporated in the: a) Day-to-day management of the organization; b) Organization's decision-making about research and development, long-range planning, capital, and operating budgets?

5. How are these policies and objectives reflected in the organization's relationships with employees, customers, suppliers, and the general public?

6. What are the organization's control mechanisms that give decision makers objective data to measure continuous performance improvement toward its short- and long-term environmental objectives?

7. What quantifiable, sustained environmental quality results in products and processes have resulted from the organization's environmental approach?

C. INNOVATION—awarded to individuals, organizations and groups who have demonstrated exceptional creativity or pioneered new approaches in the development and/or execution of technologies, programs, projects, or services that are environmentally sound and economically sensible?

1. What is the purpose of the technology, program, project or service?

2. How is the technology, program, project, or service distinctive or innovative? What obstacles, environmentally or otherwise, does it overcome?

3. How is the technology, program, project, or service superior to other approaches? Does it offer a viable alternative to a problem for which no solutions previously existed?

4. Can the technology, program, project or service be replicated in an economically feasible manner?

5. What are the measurable, net long-term environmental benefits or results of the technology, program, project, or service?

D. EDUCATION AND COMMUNICATION—awarded to individuals, organizations, or groups which have developed educational or informational programs that inspire respect for the environment and raise the public's environmental literacy.

1. What is the program? What are its environmental or conservation objectives? SEE ATTACHED

2. Who is the program's audience? How large is the audience? How is the program's effect on the audience determined? SEE ATTACHED

3. What is original or distinctive about the program? SEE ATTACHED

4. What are the measurable results or benefits produced by the program? How does the program promote the development of an environmental ethic and make a positive contribution to environmental awareness? SEE ATTACHED

5. How can the program be used or modeled by others? SEE ATTACHED

NOTE: The following questions are for informational purposes.

7. How long has the technology, program, project or service been operational?

Program in place since 1971

8. Which of the following most accurately describes the applicant(s)? (Check more than one, if applicable.)

- (01) ___ National Business or Industry
- (02) ___ Regional or Local Business or Industry
- (03) ___ National Nonprofit Organization or Foundation
- (04) Regional or Local Nonprofit Organization
- (05) ___ Local or State Government/Government Agency
- (06) Educational Organization
- (07) ___ Voluntary Civic Organization
- (08) ___ Trade or Professional Society
- (09) ___ Youth Organization
- (10) ___ Labor Organization
- (11) ___ Individual
- (12) ___ Other (Please describe): _____

9. If business or industry, which of the following best describes the type of business or industry?

- (01) ___ Agriculture/Forestry
- (02) ___ Aerospace
- (03) ___ Communications
- (04) ___ Construction
- (05) ___ Electronics/Computers
- (06) ___ Energy
- (07) ___ Engineering
- (08) ___ Environmental Services
- (09) ___ Financial Services/Insurance/Real Estate
- (10) ___ Manufacturing—Chemical
- (11) ___ Manufacturing—Other
- (12) ___ Mining
- (13) ___ Recreation
- (14) ___ Trade—Wholesale
- (15) ___ Transportation
- (16) ___ Utilities—Electric, Gas or _____
- (17) ___ Other (Please describe): _____

10. Which of the following most accurately describes the environmental program under consideration for an award? (Check more than one, if applicable.)

- (01) ___ agriculture
- (02) ___ air quality
- (03) ___ conservation
- (04) education—general public
- (05) ___ education—academic
- (06) ___ energy
- (07) ___ environmental quality management
- (08) ___ forestry
- (09) ___ hazardous waste remediation
- (10) ___ international
- (11) ___ natural resources

- (12) ___ pollution control
- 3) ___ recreation
- 4) ___ recycling
- (15) ___ solid waste
- (16) ___ source reduction/pollution prevention
- (17) ___ water quality
- (18) ___ wetlands
- (19) ___ wildlife and fish resources
- (20) ___ Other (Please describe): _____

11. If applicable, list the sources of the program's support and the percentage of support provided, including grants and in-kind contributions of goods and services. (Use separate sheet if needed).

Source Contracts & Tuition % 47

Source Grants & Contributions % 46

Source Endowment % 7

12. Please estimate the cost to develop the program or project, including approximate value of in-kind contributions of goods and services:

\$ N/A - Developed over several years

If the project is ongoing, what is the annual cost? ±\$1,900,000
 (operating only; exclusive of fixed asset additions)

14. Please indicate which of the following are the primary audiences, beneficiaries, or users of the program or service, and estimate how many persons are served: (Select up to 3 categories.)

| Type | FY'91 Figures | How Many People |
|---|---------------|-----------------|
| (01) ___ Business or Industry | | _____ |
| (02) ___ Trade or Professional Society | | _____ |
| (03) ___ Government | | _____ |
| (04) <u>X</u> Educational Organizations (Schools) | | <u>34,812</u> |
| (05) ___ Youth | | _____ |
| (06) ___ Community or Public Interest Groups | | _____ |
| (07) ___ Local Community or Local Public | | _____ |
| (08) <u>X</u> General Public | | <u>1,254</u> |
| (09) ___ Employees | | _____ |
| (10) ___ Customers or Clients | | _____ |
| (11) ___ Other (Please describe): _____ | | _____ |

15. Has the program been honored with any other environmental or conservation awards in the past five years?
"Environmental Enhancement Awards" -
Given by American Society of Landscape
Architects - 1991

16. In one paragraph (not to exceed 50 words), please summarize the program, its objectives and what it has accomplished. Use space provided below. This paragraph should be suitable for use in a catalog, database or brochure.

CBF's Environmental Education Program provides over 35,000 student-days of field instruction in estuarine education annually to students, teachers, and adults throughout the Chesapeake Bay watershed. The goal is to create a constituency who not only value and understand the Bay but want to work actively for its restoration.



17. Please include 3 one-page letters of recommendation attached to the application when it is submitted for consideration. Letters should be addressed: "Attention: Award References." References should have first-hand knowledge of the environmental program, service, or technology and should offer a candid evaluation of its success or effectiveness. References may also include users or beneficiaries of your program.


NOTE: Letters of recommendation must accompany the application when it is submitted to CEQ. Letters sent directly to CEQ will not be considered. Please list the references in the spaces below.

Name: Kristen Davis
Title: Student, Broadneck High School
Street: 1265 Green Holly Drive
City: Annapolis State: MD Zip: 21401
Telephone: (410) 757-1300 Fax: --

Name: Mary Anne Stevens
Title: Gifted Coordinator/Amherst County High School
Street: P. O. Box 410
City: Amherst State: VA Zip: 24521
Telephone: (804) 946-9391 Fax: ----

Name: David Royer
Title: Associate Professor of Biology, Lincoln University
Street: Grim Hall
City: Lincoln University State: PA Zip: 19352
Telephone: (215) 932-8300 Fax: ----
ext. 512

18. Please sign below to indicate that all applicants agree a) to abide by the rules and requirements of the awards competition, and b) that all information submitted is true and accurate to the best of their knowledge

Signature:  Date: 5-21-92
Title: President Organization: Chesapeake Bay Foundation
Telephone: (410) 268-8816

How to Apply

Completed applications must be postmarked by May 22, 1992 and mailed to the:

The President's Environment and
Conservation Challenge Awards
Council on Environmental Quality
The White House
722 Jackson Place, NW
Washington, DC 20503

All information submitted with the application should be considered public information and becomes property of the President's Challenge Awards program.

Award recipients will be notified in Fall 1992. Recipients must be willing to assist the President's Challenge Awards program in making nonproprietary information about their environmental programs available to others who wish to replicate their success.

Application Format

Please submit one original and four photocopies of your application. You may include up to 10 pages of supporting materials. (NOTE: Photocopying both sides of a sheet of paper will be considered two-pages.) Any oversized items must be reduced to fit a standard 8.5" x 11" page format.

Supporting materials may include items such as brochures, photographs, press clippings, and graphs depicting the program's results. The materials may not be used as a substitute for written responses to Questions 5 and 6.

The order of pages in the submitted application should be as follows:

1. 4-page application (Questions 1-20)
2. 500-word overview summary (Question 5)
3. 2-page responses to criteria questions (Question 6)
4. 10 pages of supporting materials
5. 3 letters of recommendation (Question 17)

NOTE: The entire package should be stapled in the upper, left-hand corner. Any items sent over the 10-page limit of supporting materials will be disregarded and not reviewed by the technical evaluators and selection committee. Do not put the application or backup materials into a binder, notebook or plastic cover.

OMB Control No. 0331-0002, (Exp. 2/95): As required by the Paperwork Reduction Act, CEQ estimates that completion of this application will take 10 hours. Send comments regarding the collection of this information, including suggestions for reducing the paperwork burden, to CEQ and also to: Paperwork Reduction Project, Office of Management and Budget, Office of Information and Regulatory Affairs, 725 17th Street, NW, Washington, D.C., 20503

d) CBF uses the most advanced facilities and equipment possible. These range from a state-of-the art residential facility at the Port Isobel Island Environmental Education Center (which includes composting toilets, solar hot water and space heating, stormwater collection, a no-discharge graywater system, etc.) to 42-foot custom Bay-built diesel vessels to modern scientific monitoring equipment that the students can use in the field.

e) The seventeen environmental education centers include canoe fleets that work in various locations near participants' schools, three residential island centers in the mid-Bay, a Low Input Sustainable Agriculture farm, and inner-city centers in Baltimore, Washington, and Hampton Roads among others.

4) What are the measurable results or benefits produced by the program? How does the program promote the development of an environmental ethic and make a positive contribution to environmental awareness?

It is difficult to describe specific and measurable results from an education program that does not include standardized testing of participants for comparative purposes. Feedback from teachers, the students themselves, and adult participants lead us to believe that the program is highly effective in instilling an environmental ethic and a sense of stewardship. We also believe that the program has value beyond the participants as news coverage of the trips in print and electronic media expands the "audience." In addition, a number of parents of student participants have described the impacts of the trips on them, as well.

Exercises on the field trips demonstrate to the participants that they are part of an entire ecosystem, carefully and delicately balanced among competing uses. No other form of environmental education is more capable of providing this sort of response among participants than field work. By engaging students in conservation projects, there is tangible evidence of environmental enhancement. This serves to instill satisfaction in the participants, as well as improve water quality.

5) How can the program be used or modeled by others?

The program has been modeled repeatedly by others. Across the country and especially in the Chesapeake Bay area programs have developed based on CBF's model. We actively work to assist these programs, through the distribution of curriculum, recruiting methods, evaluation forms, etc. Also, CBF has encouraged staff exchanges and has been very active in training the staff of other organizations.

7) How long has the technology, program, project or service been operational?

The program has been in place since 1971.

15) Has the program been honored with any other environmental or conservation awards in the past five years?

"Environmental Enhancement Award" given by American Society of Landscape Architects - 1991.

16) In one paragraph (not to exceed 50 words), please summarize the program, its objectives and what it has accomplished.

The Chesapeake Bay Foundation's Environmental Education Program provides over 35,000 student-days of in-the-field and on-the-water instruction in estuarine education annually to students, teachers, and adults throughout the Chesapeake Bay watershed. The goal is to create a constituency who not only value and understand the Bay but also want to work actively for its restoration.

Supporting Materials

CHESAPEAKE BAY FOUNDATION

Application for The President's 1992 Environment
and Conservation Challenge Awards

The following represent selected entries in the group journal maintained at the Chesapeake Bay Foundation's Isobel Island Education Center. These entries were made during field trips occurring in the fall of 1990 by student participants from the following schools:

Nelson County High School, Nelson County, Virginia
Spotsylvania High School, Spotsylvania County, Virginia
Varina Senior High, Henrico County, Virginia
Redland Middle School, Montgomery County, Maryland
Grundy Senior High, Buchanan County, Virginia
The Potomac School, Fairfax County, Virginia

"You are a wonderful teacher, and besides teaching us to like and love nature, you also taught us to love each other and work as a team."

"I never imagined this trip would be this fun when I signed up for it. I have learned a lot here, probably more than what I could learn in school for a month."

"I had a great time. I believe in what you are doing. We played a lot of games. I will try to do something at home. That's all that matters, right?"

"All the education I have received was worth giving up my Spring Break. I would do it again in a heartbeat."

"This weekend I met a place and people that I will never forget. When I was first invited to come to Port Isobel, I was really excited, but I never imagined it could be this great!! I've never met 3 people and a dog who live what they preach as much as you!!"

"I have also learned a new respect for the Chesapeake Bay Foundation and its dedicated employees... I know you have changed my future with the Bay as you have probably done with so many others."

"Steve - you are an inspiration to others - an environmental 'whiz"! If one person can make a difference, it is you."

"What I also liked about this trip is that you can be yourself and that is something I can't do everyday."

"It enabled me to become more aware of the environmental problems and what I could do to help. One person can make a difference."

"The main goal I have set for myself, is to bring back my experiences and share them with others."

To be touched by the natural world, you must first touch it. The Education Program of the Chesapeake Bay Foundation involves people, their dreams and their souls in an experience that will motivate them to a lifetime of concerned and active citizenship.

Last year CBF took over 20,000 students to the Bay on educational research bases on Skipjack, oysters, and to study coastal Bay life.

By Patricia Palk, Council and William, assistant fishing fish farm, the Foundation, Skips, July 29, 1989

WEDNESDAY, AUGUST 16, 1989

The Virginian-Pilot

ESTABLISHED 1865

LETTERS

Chesapeake Bay can be saved

To the Editor:

Few people have an opportunity to experience the Chesapeake Bay as I have just done with 13 other teachers from Virginia. For five days we canoed, camped, pulled nets and crab pots and talked to citizens and watermen along Dragon Run, the Piankatank River and Chesapeake Bay.

Sponsored by the Chesapeake Bay Foundation and planned by Georgia Yamaki, this "hands on" field trip brought a group of strangers together for a week to learn about and experience one of the few remaining pristine rivers in the Bay system. We are no longer strangers after our experience. We are a group

bound together by a newfound love and respect for one of our most precious resources . . . the Chesapeake Bay.

But eel grass which once flourished along the banks of Hampton Roads has almost disappeared, causing drastic declines in the populations of waterfowl, fish and shellfish. Oysters have all but disappeared from the Bay. What has been described as "the largest and most biologically productive estuary in North America" is severely threatened.

Unlike many environmental problems currently in the news, this is not someone else's problem. We all must make the health of the Chesapeake Bay our environmental priority.

As a teacher, one of the things I try to stress to my children is that each one of us can make a difference. We hear that an awful lot these days, but I experienced it firsthand during my trip.

Through education programs sponsored by the Chesapeake Bay Foundation, people in the Bay watershed are realizing that we each have a part to play in the fight to save the Bay. I would hope that everyone who cares about the future of our Bay will find a way to become involved, to become informed, to educate, to become a member of the Chesapeake Bay Foundation. This is an environmental problem that's close to home and one that affects all of us in this area. We can make a difference.

SUSAN B. COFER
Virginia Beach, July 29, 1989



Takoma Park Intermediate School

7611 Piney Branch Road
Silver Spring, Maryland 20910-5199
(301) 589-7170



November 21, 1988

Mr. William Baker, President
Chesapeake Bay Foundation
162 Prince Georges Street
Annapolis, MD 21401

Dear Mr. Baker:

Enclosed is a copy of a letter I received first thing this morning. The program offered by the Chesapeake Bay Foundatin had a significant impact on the Edwards family.

Sincerely,

A handwritten signature in cursive script, appearing to read "Stephen Lanham Tarason".

Stephen Lanham Tarason
Principal

112 Sunnyside Rd.
Silver Spring, Md. 20910

21 November 1988

Dear Mr. Tarason,

Thank you, your staff and the knowledgeable people at the Chesapeake Bay Foundation for the wonderful learning experience you offered my daughter. The science club expedition to Fox Island was education at its best. Kathy came home using all kinds of words (benthos, precipitation, constellation, marshlands etc.) as if that type of vocabulary was used everyday. Her understanding of the relations between groups of animals and plants sharing a habitat was certainly increased.

Everything from solar-water-heating to bike-power-pumping of water was relayed to us at home with enthusiasm. She learned more there at Fox Island in three days than she probably would learn in three years in the class room.

What is more-my often quiet, primarily observing child, came home with tales of performing and even singing. (I would appreciate it if you would relay my thanks to Josh of the staff who drew her out and even helped her and two others to write a song about Fox Island.) Kathy also came home with two new friends--not easy for an introverted student in an outgoing, extroverted group.

This experience has had a fine impact on my daughter. When the happiness fades and the high disappears, I think there will be a song about Fox Island still running through her head and a store of knowledge and appreciation for an exciting environment.

Thank you all for supporting such an opportunity.

Sincerely,

A handwritten signature in cursive script, appearing to read "Anne S. Edwards".
Anne S. Edwards

The CBF Education Program teaches tens of thousands of students annually — on creeks and streams in the Allegheny highlands, at urban study sites, at our Clagett Farm Education Center, and on the open Bay.



September 18, 1990

Chesapeake Bay Foundation
162 Prince George Street
Annapolis, MD 21401

To whom it may concern:

On September 12 through 15, 1990, I accompanied my daughter, Lisa, and her 9th grade class at the Bryn Mawr School in Baltimore as they took part in an educational and fun trip. The girls visited Clagett Farm near Upper Marlboro, sailed on a skipjack out of Solomons, and canoed through Chesapeake Bay marshland. I personally found this trip to be extremely educational and enjoyable, and I know that the girls found it to be a most rewarding trip.

I would like to most highly commend Michael Heller, manager of Clagett Farm, for his leadership, environmental teaching and kindness. I would also like to thank all the rest who played a major role in making this a great learning and enjoyable experience; Holly, Brendon, Captain Jack, Ron, Tom, Arnold, and Serge, our Soviet friend; and especially Bo, the senior CBF educator at Clagett Farm, who did an outstanding job as program director, activity leader, and environmental role model. I know there are others that I did not mention by name.

I want to congratulate the CBF for offering such an outstanding program for our young people, and for providing such an excellent staff of caring individuals who made this experience so worthwhile. I personally have learned a tremendous amount about the Chesapeake Bay, the problems the Bay faces, and the ways that the Bay can be made a better place for everyone and everything that lives in or around it. Keep up the good work!

Very truly yours,

Ronald P. Byank, M.D.

Ronald P. Byank, M.D., F.A.C.S.
Chairman, Department of Orthopaedic Surgery
Francis Scott Key Medical Center

Assistant Professor, Orthopaedic Surgery
John Hopkins University, School of Medicine

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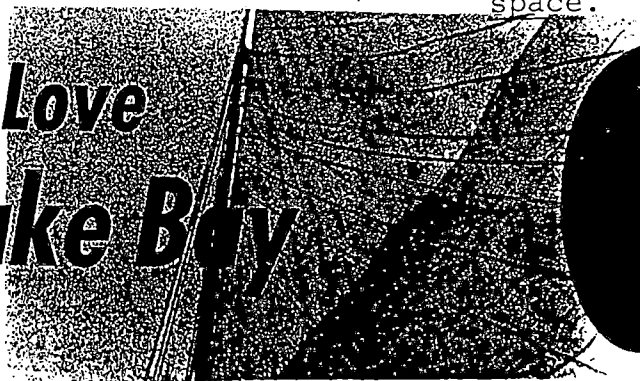
Absolutely, without question, the trips are worth every minute that are spent on them. There is just no way these students could get the same kind of experience in a classroom.

—Biology teacher Beth Triplett

”

Learning To Love Chesapeake Bay

by Rasa Gustaltis



Chesapeake Bay is the largest and most productive estuary in the continental United States, but it is also the catch basin for almost all the treated sewage, agricultural runoff, and waterborne industrial waste in its 64,000-square-mile watershed. The degradation in water quality had been apparent for years in algae blooms, unexplained fish kills, disappearance of underwater grasses, and the condition of oysters, rockfish, and shad. In 1983 the Environmental Protection Agency published the results of its five-year study, confirming with hard data what had been feared or suspected: Drastic measures were needed to save the bay.

Four years later, the governors of Maryland, Virginia, and Pennsylvania and the mayor of the District of Columbia signed the Chesapeake Bay Agreement, pledging to work together to stop the abuse of the estuary and to repair the damage. The document included a management plan for the bay, listed specific goals, and committed the signatories to reducing the amount of nitrogen and phosphorus entering the main body of the bay by at least 40 percent over the next dozen years. "The agreement makes it very clear that every citizen, every level of government and every private organization or special interest group has a role to play in our campaign to protect the Chesapeake," according to Maryland Governor Donald Schaefer.

In 1988, a blue-ribbon task force con-

sidered expected population growth and development to the year 2020 and found "disturbing trends that will slowly overtake the gains being made in improving environmental quality" unless "prompt and forceful action is taken" to manage the expected growth. The Year 2020 Panel strongly recommended statewide land-use planning and other measures sure to arouse powerful opposition in all the bay states.

Strangers to the Bay

How to accomplish what was necessary to save the Chesapeake? The number of people who earned their living from the bay was shrinking. Bans had been imposed on fishing for rockfish and shad. Only a few of the graceful skipjacks still dredged for oysters—the last sailing workboats in the country, remnants of a fleet that had numbered hundreds. Oyster beds had succumbed to pollution, overharvesting, and disease, and some people suggested that it would be cheaper to put the idled watermen on welfare than to bring back the oyster beds.

Clearly, many local residents were now divorced from the estuary that had supported human life on its shores for more than 10,000 years. They had to learn to appreciate it again as a precious commons.

With this goal in mind, government and citizen leaders undertook a major public education campaign to reintroduce the people of the watershed to Chesapeake Bay. One of the major components of this campaign is the environmental studies program operated by the Chesapeake Bay Foundation in cooperation with schools, especially those in Maryland and Virginia. This is a regional program, conducted at 75 locations on the water, on islands, along the shore, and along streams. It is probably the largest and most comprehensive watershed education program in the country.

At a time when many California schools have sharply cut down or eliminated outdoor study programs, the Chesapeake Bay Foundation has been leading expeditions for tens of thousands of schoolchildren and hundreds of teachers

each year in skipjacks, crabboats, and other traditional bay workboats. The carefully planned study trips—which are preceded and followed by classroom work—usually start near home and move out to wider waters. Excursions are designed to allow everyone aboard to experience life on the bay, to perceive both problems and solutions. Students pull up oysters with tongs and dredges, examine them, and find that many are diseased. They gather samples of other marine life in plankton nets, crab pots, eel traps, and by other traditional methods. They test water for dissolved oxygen, metals, nutrients, and turbidity. They learn about the watershed, and about their place in it. A teacher from Roanoke, Virginia, who regularly takes classes on these trips, says: "It's like going to Disneyland. You're having so much fun you don't realize you're learning."

Last year, 32,000 schoolchildren and teachers participated; this year 35,000 are expected to take part. Most came for day trips. Some, however, spend up to two weeks studying the bay while camping or staying in a lodge on an island.

"Our purpose is not education," says Donald R. Baugh, education program director for the Foundation. "We're trying to get water quality improvement, and that's the only way we can do it." State contributions to the program come from bay clean-up funds. The aim is "to develop constituents for the bay who are informed decision-makers and who are motivated to take action" by "carefully crafted direct exposure to the bay."

Gathering Data the Easy Way

Sally Kutzer, a science teacher at Roland Park Middle School in Baltimore, who has taken children on the Foundation's trips for 11 years, likes to show them the inner harbor of Baltimore, "a very stressed area," and also Meredith Creek, one of the prettiest undisturbed creeks in the upper Chesapeake. There they step in with hip waders and gather organisms in seine nets near the shore. "This is especially great for inner-city kids who have never experienced anything like this," she says. The trips provide data that can be used in the classroom and "help them to understand the significance of quantitative data and to

"I grew up here, in Baltimore. I walked to school—and to college. I didn't even know the harbor was here. I was landlocked."

Myrtha Allen

interpret it," Kutzer says. Up to 90 percent of her students have gone on a trip. "My goal is to get all to go," she says. There are long waiting lists.

Whether children get to go depends in large part on teachers' willingness to put out special effort. The Foundation requires that they spend at least a day at a teachers' workshop or, preferably, participate in a one- to two-week session. Some teachers must, in addition, overcome major logistical and other obstacles.

Clearing the Way

Myrtha Allen teaches science in Baltimore's Patterson High School, where about half the students drop out before the 12th grade. Above the blackboard in her classroom hangs a sign: "Failure comes not from lack of ability but from lack of effort." The effort required, however, is often far greater than most young people are required to—or are able to—manage. "There's a girl whose mother just threw her out—she has to find a place to live. There are kids who won't come to school; the job has taken first priority. We have pregnancy, poor attendance, students in the 10th grade for the second time. We have those I call 'deliberate failures.' We're competing against stress at home, peer pressure, and money."

Allen tries hard to get as many of her students as possible out, however, because she knows from personal experience what that can mean.

"I grew up here, in Baltimore," she says. "I walked to school—and to college. I didn't even know the harbor was here. I was landlocked." Then she enrolled in a two-week CBF summer teachers' workshop held on one of the bay islands, and her world expanded. "I had never slept in a tent or anywhere outside. I got bit by mosquitoes. I got stuck up to my hips in the mud, and this man had to pull me out. It was awful, it was great. A lot of people in that workshop left before the two weeks were up. But now you can't get me away from camping." She has since gone back summers to volunteer for the Foundation on the island, has participated in a Sea Grant program at the University of Delaware, writing a class program titled "Marsh Plants Are More than Obnoxious Weeds,"

and has spent summer vacation time as a naturalist at a day care center.

Most of her students are "landlocked" as she was. Because she usually teaches five classes a day but can take only one at a time on a trip, she must provide a substitute for the four others—and no funds for that are available. She has paid a substitute teacher out of her own pocket, asked her students to chip in, and planned trips for weekends. However, "a lot of the students are parents, some are working, and they are just plain uninterested in weekends," she has found. To entice them, she has gone so far as to take a video camera on some of the trips so she could show those who did not come what they are missing. "These are students who have never scaled a fish, never stepped into a stream," she explains.

Inner-city children are not the only ones "landlocked," however. Those from inland farm communities within the watershed are also often surprised that they have any relationship to the bay. Yet agricultural pesticides, fertilizer, and sediment contribute heavily to bay pollution.

Preparing for Citizen Action

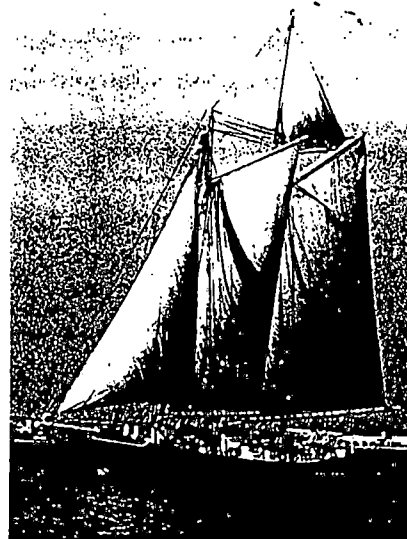
One of the Foundation's new programs is in social studies, meant to prepare students to make decisions on the social issues they will face, such as conflicts between economic profit and clean water. This program is in keeping with a state of Maryland board of education mandate adopted last year, requiring that environmental education in the schools be designed "to enable students to make decisions and take actions that create and maintain optimal relationships between themselves and the environment, and to preserve and protect the unique natural resources of Maryland, particularly those of the Chesapeake Bay and its watershed."

"We did an assessment three years ago and found that a lot of kids know about nuclear war, the population crisis, and have a sense generally that things are getting worse and are out of control," said Cary Heath, Chesapeake Bay education coordinator for the state of Maryland Department of Education. "We are trying to address that feeling."

To sample this day-long program, half

The Lady Maryland Foundation also conducts environmental education programs on the Chesapeake. Its graceful schooner is a full-sized replica of a traditional "pungy" boat, developed to carry perishable cargo such as oysters and melons. It now carries groups of students and others on trips that focus on the Port of Baltimore, and also travel to many other harbors, stressing the fragility of Chesapeake Bay and the estuary's rich history.

COURTESY LADY MARYLAND FOUNDATION



of Maryland's county social studies supervisors gathered in Annapolis one fine spring morning, to board a skipjack.

The boat was leased from Ed Farley, who had been using it for oyster dredging in the winter and for charter trips other times. The other crewmen were Earl White, a waterman since 1939; Earl Williams, who maintains wooden vessels for the Navy; and Polly Chandler, a former teacher who is now one of more than 40 full-time people on the Foundation's environmental education staff.

For five hours, as the boat drifted, the school administrators learned about their bay. They heard how the bay came to be 18,000 years ago, when glaciers began to melt and drowned the river now known as the Susquehanna. They heard firsthand stories of life on the water when you could simply drift—as they were drifting—to make the legal limit of oysters in an hour. They saw the sick condition of the oysters a dredge pulled up. Facts they already had from news reports assumed a different meaning. They heard that parts

of the bay are anoxic (without oxygen) because phosphorus and nitrogen pollution have encouraged algae blooms that shut out sunlight. Algae and sediment have killed underwater plants and thus deprived fish of food and shelter.

They discussed the cost of removing nitrogen from sewage outflow, ways to stop agricultural chemicals from reaching the bay (a tree-planting program is under way), and they heard that one in ten jobs in the regional economy was dependent on the bay. They talked of the implications of "Boswash," (the creeping urban sprawl that would eventually join Washington and Baltimore into a single megalopolis).

They did all that, but they also looked over the water, tried to follow Earl Williams' knot-tying demonstrations, laughed, relaxed. They considered the bay while drifting with the gentle breeze, on open water, in the open air, where hope flourishes far more readily than does despair:

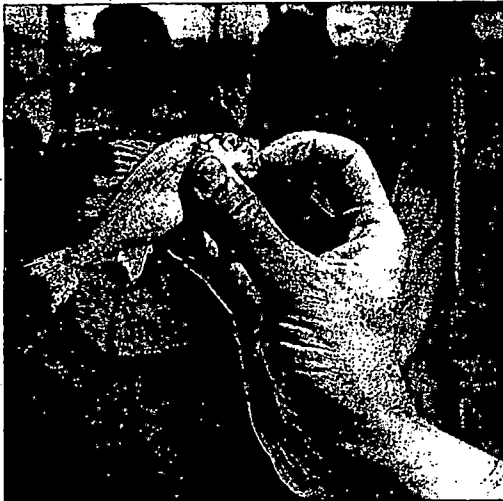
One Day Could Free the Mind

One intense day on the bay does not seem like much, perhaps, but it can be an eye-opening experience. It can have a ripple effect that may be hard to trace, but that, in the long run, is essential if high-minded goals and policy statements are to be translated into actions that will, together, reverse the processes of degradation and save Chesapeake Bay. For some, as for Myrtha Allen, this kind of experience could reveal new possibilities in life, suggesting that it may not be necessary to earn a living by strapping yourself into an automobile and joining the harried mob that creeps along the Washington Beltway to some windowless office where you spend the day glazed-eyed in front of a computer; that you could, given a healthy bay, live like this, on the water, feeling the wind on your face, hauling in food for the community to eat, as people have been doing for centuries. One "carefully crafted" day on the bay can free a landlocked spirit so that, waterborne and airborne, imagination freshens, and we manage to change course—toward life.

Rosa Gustaitis is editor of California Waterfront Age.



Robert Rhodes gets a closer look at a crayfish that was pulled out of the Potomac River during the D.C. students' tour of the Potomac and the Anacostia.



Bruce Penland, using a catch from the nets, demonstrates how white perch eat.

Water Courses

Day on the River Helps Promote the Bay

By Pat Durkin
Special to The Washington Post

Tameka Lee eyed the oily-looking blob of gray mud from the Anacostia River bottom as it settled on the deck of the Susquehanna like chewing gum on a hot sidewalk.

"Disgusting," she said, wrinkling up her face and turning away.

The lump of clay was one of many lessons that students from Anacostia High School learned on a recent school cruise of their neighborhood river.

The mud sample told of a river too full of silt runoff and too starved for oxygen and light to sustain much vegetation or animal life.

But there's hope, they learned, even for the Anacostia.

"A lot of the damage can be reversed," said instructor Bruce Penland.

Bundled in sweats and jackets against the spring morning wind, the students set out on their trip in the small fishing boat refitted as a research vessel by the Chesapeake Bay Foundation.

The nonprofit conservation group runs cruises for public schools within the bay's six-state drainage area to give students "a better idea of how their neighborhoods are connected to the waters of the bay," said Donald R. Baugh, director of foundation education programs.

Students from many Fairfax County, Montgomery County and

See BAY, Page 8, Col. 1



Exploring A River

BAY, From Page 7

Prince George's County schools have gone on similar trips during this school year.

The voyage starts with a hard look at the many storm drains set at intervals along the waterfront. Whenever it rains, these outlets disgorge a torrent of rainwater runoff—and with it debris and chemical contaminants—into the river.

"Everything on the streets winds up right here," Penland said.

The swirl of garbage, automobile residue, pesticides and other chemicals pollutes the river, as does waste-water overflow from the Blue Plains sewage treatment plant.

The unsavory stew flows into the Potomac and eventually into the Chesapeake, where it contributes to the bay's pollution problems.

The Potomac has gotten cleaner over the years, the result of a long-running campaign to make the river swimmable again. But until recently, the Anacostia has been largely ignored.

The difference that cleanup efforts can make was obvious in water samples the students drew from the two rivers. The Potomac's water was nearly clear. The Anacostia's was coffee-colored.

"I knew it was filthy, but I didn't think it was this bad," said Adrienne Thompson.

The Anacostia's problems began two centuries ago, when the river was still used by oceangoing vessels to get to the old port of Bladensburg. About that time, farmers began clearing the fields around the river for crops.

Over the years, runoff from those



Students, from left, Antonio Smith, Robert Rhodes and Daryl Frierson are at the front of the pack for net-pulling duty during the Chesapeake Bay Foundation cruise.

fields filled in the shipping channel. Today, the river is barely deep enough for small pleasure boats.

All but the hardiest fish avoid the cloudy, shallow waterway, particularly in summer when warm weather activates bacteria that use up what little oxygen there is.

"The water's still cool, so let's see if we can catch some fish," Penland said. A large net was cast into

the water and towed till a flock of seagulls overhead signaled a catch.

"Haul it up," Penland shouted.

Pulling together, the students brought on deck the heavy net with a bounty of 32 fish, mostly catfish; white perch and tiny orange fish called pumpkin seeds.

"Not bad for the Anacostia," Penland said. "But when it warms up, the Anacostia will be a dead river again."

There in the net was an opportunity for a lesson in fish anatomy: Fish with mouths that point downward feed on the bottom. A mouth that points up is the sign of a predator.

"Who's brave?" Penland asked, holding up a postcard-sized predator.

"Me," said Denise Jefferson. "Okay, put your finger in the fish's mouth and feel its teeth."

Jefferson extended her finger

gingerly, closed her eyes, then timidly ran her fingers around the predator's bite.

"Feels like sandpaper," she squealed, inspiring classmates Daryl Frierson and Antonio Smith to rap:

*Your soul starts to shiver
Your heart starts to beat as
your pumpkin seed
Takes a chunk out your
meat.*

So, what could they do to help save the Anacostia?

Some vowed to get more involved in activities such as those that were organized around Earth Day. Several said they would help organize cleanups on their own.

"We should take better care of our water," said LaCretia Gray. "We need it to live. We should find some way to clean it up."

BY ANDRE CHANG FOR THE WASHINGTON POST



Staff photo by Sam Yu

About 15 students in the "Chemistry in the Community" class at Walkersville High School got their feet wet during a class project assessing the water quality of Glade Creek near Walkersville. In front, from left, are Tim Onizuk, Rob McDonald, Shelly Shadoe and Claudia Donegan, manager of the Chesapeake Bay Foundation stream restoration program, which sponsored the field trip.

Creek gives kids view of bay

By RICHARD KERNS
News-Post Staff

WALKERSVILLE — Chemistry students from Walkersville High School went on a field trip to gauge the effects of pollution on the Chesapeake Bay and learn how they can help to clean up the vital body of water.

The class didn't charter a bus or arrange a car pool for a trip to the Eastern Shore, though. They walked out to the school's back yard.

About 15 students from Gary Hedge's "Chemistry in the Community" class trudged through the water and muck of Glade Creek in hip waders, studying the condition of the stream. Throughout the day, the white-brick walls of Walkersville High, less than a mile away, were never far from sight.

Although the little stream is barely 5 feet wide in places, it empties into the Monocacy River, which empties into the Potomac River, which empties into the Chesapeake Bay.

"What we're trying to show the kids is that you don't have to be right on the bay to have an impact on its water quality," Mr. Hedges said.

The daylong Monday field trip was conducted by members of the Chesapeake Bay Foundation, a private, non-profit organization funded primarily through donations from its 80,000 members. The group also receives educational grants from the Maryland State Department of Education, and the Chesapeake Bay Trust, which is funded through the state's "Treasure the Chesapeake" license plates.

Students collected samples of insect life in and around the stream to determine the water quality and overall health of Glade Creek. Steve Fletcher, one of three foundation experts on the trip, said small organisms and bugs in the larvae stage are particularly susceptible to

changes in the stream's condition, providing an indicator of its health.

According to Mr. Fletcher, the stream contains a "low diversity" of insect life, consisting mostly of sow bugs and leeches. He grades the stream's overall health as "fair to poor," due to in part to runoff from farms and developments.

As part of the program, the foundation team drilled students in environmentally healthy practices such as recycling. The foundation

also donated four trees, which were planted on the school grounds to help deter soil erosion into the creek.

The students pledged to monitor Glade Creek through the "Adopt A Stream" program. Foundation officials said the students will monitor the stream monthly and record different conditions such as oxygen level, looking for changes in the creek's condition that might indicate an unseen environmental problem.

Student finds trip valuable

To the editor:

Today I had the most fun I've had on a school trip since I went to the circus in kindergarten.

This trip wasn't like the others we tend to go on. We didn't have to pay \$50 to cross the bridge, ride a bus for hours, be quiet for long, listen to long boring lectures, or look at things of no interest to us or that didn't directly relate to us. We went out on the Chesapeake Bay with the Chesapeake Foundation.

Twenty of my classmates and I left Cape Charles just before 8:30 a.m. with Capt. Jack McCready, his partner Ron Saackie, and our teacher, Sally Richardson. We rode the boat to the old concrete ships near the old ferry station.

There we put out the net to catch different specimens and talked about them; we tested the water's pH, chlorine, turbidity, oxygen levels on the surface and the bottom, and salinity, and then talked about the results. We talked about how someone in Blacksburg could have an effect on the bay. We learned that the healthiest part of the bay is right beside us, why it's healthy here and things we can do to keep it that way.

After eating lunch and "playing" with (but learning about)

mud, we all sat quietly around the boat. No one made a noise; we listened to the beautiful sounds around us, hearing everything from people talking in a nearby boat, to birds singing to the small waves hitting the boat beneath us.

Unfortunately, the time for us to leave had arrived. Our assignment for the ride back to the dock was to write a poem or song about our day. After arriving back at the dock and hearing all the poems, it was evident that everyone had learned a great deal and had lots of fun doing it — something we can't say about museums.

Before departing the boat, we found out that this program was almost cut by the Chesapeake Bay Foundation due to a loss in funds by the state and lack of interest on the Shore; fortunately, it was saved. But even so, other students at Northampton High School may not be able to experience what we did today when it's their turn next year. Due to drastic budget cuts by the Northampton County Board of Supervisors, we may not be going on many trips or doing anything outside of class.

I hope the higher authorities in our county will realize their budget cuts are ridiculous and think things through a whole lot more before they put educational trips like this one in jeopardy for us students.

To the Chesapeake Bay Foundation, and especially Capt. Jack and Ron, thanks for the fun and educational experience. Keep up the excellent work.

Beth Buckner, sophomore
Northampton High School

Anne Arundel County Public Schools

Quality - Creativity - Commitment

Dr. Larry L. Lorton
Superintendent of Schools

May 21, 1992

Attention: Award References

The President's Environmental and Conservation
Challenge Award
Council on Environmental Quality
The White House
722 Jackson Place, N. W.
Washington, D. C. 20503

Dear Sir:

In September of last year, I was a member of a group of students from Broadneck High School who were fortunate enough to experience the wonders of Fox Island and the Chesapeake. Our Outdoor Science Club has taken advantage of this and other Chesapeake Bay Foundation trips offered over the years. I represent our club in fully supporting the Chesapeake Bay Foundation for the Challenge Award.

Our action-packed weekend at Fox Island, one of the outdoor stations run by the C.B.F., included night canoeing under an incredible starry sky and dancing with thousands of monarchs that flutter in their yearly migration over the salt marsh. We learned to conserve resources in numerous ways--one of which was using only the amount of water that could be pumped by riding a bike. We dug for mussels, set out crab pots, and fished for eels--all in preparation for our fabulous feast! Afternoon "marsh mucking" was followed by a peaceful rest in the tall marsh grasses.

More important than the fun, we learned about the history and ecology of the Bay. We learned the importance of the Bay's resources and its wetlands. Finally, we gained knowledge of how we can "Save the Bay" -- as individuals and in groups. The rare beauty and splendor and wildness of the eastern Chesapeake as experienced on Fox Island reminded us of how the entire Bay used to be and how it could be again with the help of eager, enlightened citizens.

A weekend at Fox Island is an experience that sparks students' appreciation for our great Chesapeake Bay, as well as for the rest of our beautiful planet. Between intense 5:30 a.m. sunrises and 8:00 p.m. sunsets, the ordinary Fox Island day was jam packed with first time learning experiences and adventures of all sorts. Experiencing the beauty of the Bay's wildlife in an unspoiled surrounding changed the way we all look at and treat the Bay. It is that appreciation that leads to motivation and then in turn, to activism. I was one of a group of enthusiastic club members that led Project Wild activities designed to educate elementary school classes at Chesapeake Appreciation Days. We wanted to share what we knew. Some of us will be involved in a project this summer in which we will be replanting marsh grasses on Wye Island. C.B.F. will insure that the "next generation" will take on the enormous responsibility of protecting our environment by providing our children with the opportunity to get close to nature.

Sincerely,

Kristen Davis
Senior
Broadneck High School
Outdoor Science Club

KD/jbd

Broadneck Senior High School

1265 Green Holly Drive • Annapolis, Maryland 21401 • Telephone: (410) 757-1300

AMHERST COUNTY HIGH SCHOOL

"COMMITTED TO EXCELLENCE"

May 15, 1992

Attention: Award References

President's Environmental & Conservation Challenge Award
Council on Environmental Quality
The White House
22 Jackson Place, N.W.
Washington, D. C. 20503

POST OFFICE BOX 412
AMHERST, VIRGINIA 24521

I would like to write to you to support the work that the Chesapeake Bay Foundation does in the area of Environmental Education. I am a Math Teacher and a coordinator for gifted students at Amherst County High School. We are located in the foothills of the Blue Ridge Mountains. That waters that flow into the James River empty into the Chesapeake Bay.

Each school year, the Chesapeake Bay Foundation offers our students the opportunity to see the effects of pollution in Amherst County on the plant and animal life of the Bay. We are able to offer our 9th and 10th grade students two one day boat trips to the Bay area. The work the CBF does is a wonderful extension of the teaching being done in the Biology and Earth space science classes. They spend the entire day on a CBF boat collecting animal and plant samples, identifying types of fish and studying the ecology of the Bay. The students return from the trip with a real concern for their environment. They are able to learn tremendously from the hands-on experiments. The CBF staff allows students to learn at their own pace. They are there to explain anything that the students do not understand.

The 2nd opportunity for environmental study is for our 11th and 12th grade students. This trip is a three day field study on Port Isobel Island located in the Chesapeake Bay. It offers the students a direct hands-on field experience. The students get very close to their natural environment. Most of the daylight hours are spent outside. Even in 40 degree temperatures and high winds, there is much to be learned and observed from the aquatic vegetation and marshlands. The students become very angry when they find plastic bottles and other pollution washing ashore. The beauty of the plant and animal life on this island is so peaceful, it makes you want to do everything possible to preserve it.

As a result of the educational programs that the CBF offers our students, we have a large recycling effort underway at A.C.H.S.. When the students are exposed to the changing conditions of the Chesapeake Bay, they become the concerned citizens of tomorrow. The CBF plays a large role in educating the public through school age children. The Chesapeake Bay is beautiful and unique. Through the efforts of the CBF much has been done to clean up the pollution and to educate the public to prevent continued pollution into the waters of the Bay.

Sincerely,



Mary Anne Stevens
Gifted Coordinator, 9th grade



Lincoln University

Lincoln University, Pennsylvania 19352
215 / 932-8300

May 20, 1992

President's Environment and Conservation Challenge Awards
Council on Environmental Quality
The White House
722 Jackson Place, NW
Washington, D.C. 20503

ATTN: Award References:

It is my pleasure to write to recommend The Chesapeake Bay Foundation as a recipient for an Environment and Conservation Challenge Award on the basis of its environmental education program. Over the past several years I have taken my students on several field trips conducted by the Bay Foundation staff, and I feel I am qualified to write concerning the quality of their programs.

Since Lincoln is in the watershed of the Chesapeake Bay, I have chosen the Foundation's Susquehanna Watershed field trip for my Ecology and Environmental Science classes. These trips have been conducted in an exceptional manner; the Foundation provides numerous materials prior to the trips to ensure that the students are prepared. During the trips, the students are given extensive "hands-on" experience with biological, physical, and chemical sampling procedures which is the best way to stimulate learning and generate enthusiasm. The staff on the trips have been cooperative, friendly, knowledgeable, and flexible; it has been a pleasure to see the students and staff interact so well and easily. One of the most important outcomes of these trips is the knowledge gained by the students; they learn about the larger issues and problems affecting the Bay and its watershed, and they also learn how they as individuals can influence issues and help to solve the problems. This is particularly important as many people view environmental problems as beyond their control or influence.

It is safe to say that without the Bay Foundation I could never conduct these trips, and there is another important value in this experience. Lincoln is a Historically Black University, and I believe these field trips have contributed to increased interest in environmental careers and/or environmental issues on the part of the students who have participated (approximately 80 over the past three years). Blacks are poorly represented among environmental professionals and among the memberships of environmental organizations even though blacks are often disproportionately affected by environmental problems. While these field trips do not stimulate a large number of students to alter their career plans to become environmental professionals, I do believe that nearly all of them now view their environment with greater appreciation and concern and are more likely to support environmental organizations and to speak out on environmental issues.

In conclusion, I recommend the Chesapeake Bay Foundation without reservation for this award; their programs contribute greatly to environmental literacy and concern. If I can provide any additional information, please feel free to contact me.

Sincerely,

David F. Royer, Ph.D.

Associate Professor of Biology

Application Summary

ID Number: E.010

Project: Save Our Streams

Contact: Ms. Barbara Taylor
Save Our Streams
258 Scotts Manor Drive
Glen Burnie, MD 21061-

Telephone:
(410) 969-0084

Summary: Save Our Stream is a volunteer advocacy group that assists citizens in identifying and correcting any water-related problems on Maryland's waterways through hands-on water quality testing and local activism. Save Our Stream's 7,000 volunteers strive to educate citizens, businesses, industries, and government agencies to develop and provide a range of educational materials, tools, and techniques for stream monitoring; to organize communities to develop and strengthen leadership focused on a common goal; and to build bridges between communities, businesses and government.

NOTE: Some technical evaluators provided written opinions, based on their view of the criteria. The following is included for your background only.

Comments: Strength of program would seem to be coordination and effective use of citizen action groups, representing business, academia, industry and government, to preserve the more than 17,000 miles of MD streams. Of significance, has been training thousands of volunteers to clean up/monitor streams. Since 1970, it, obviously, has been effective in maintaining momentum in its educational/volunteer programs. Not focused on one activity, but several, such as streams surveys and clean-ups, storm drain painting, tree plantings and erosion control, with programs, specifically, designed for individual communities and situations.

"Save Our Streams" has been around for a long time and has involved a lot of people. The organization has grown impressively in budget and staff size since 1987, which suggests heightened commitment to the efforts it promotes. The emphasis on grass-roots activities is very commendable.

5. SUMMARY

Since 1970, Save Our Streams (SOS) has been the leading advocate protecting and restoring Maryland's 17,000 miles of waterways. Save Our Streams educates citizen volunteers and community organizations to clean, monitor, and protect these waterways. SOS addresses the root causes of stream pollution by educating and supporting people to perform common-sense projects to solve them.

In 1991, Save Our Streams saw success in each of its three main projects. The combined projects involved over 6,000 volunteers in stream restoration activities, increasing statewide understanding of Maryland's fragile ecosystem.

- A. BALTIMORE COUNTY CITIZENS FOR STREAM RESTORATION CAMPAIGN sponsored approximately 50 community-based participation activities including stream and watershed surveys, tree plantings, storm drain paintings, stream cleanups, sediment and erosion control monitoring, and the 100 Points Of Stream Monitoring. These activities involved over 1,500 volunteers including members of more than 70 schools, churches, community associations, and youth groups, the 100 Points of Stream Monitoring program is currently the only citizen program to employ a modified version of the federal EPA Protocol II for Rapid Bioassessment.
- B. STATEWIDE ADOPT-A-STREAM PROJECT introduced or supported ongoing activities in 21 counties, including Baltimore City. More than 4,400 volunteers and 110 businesses and organizations participated in these activities. Attesting to the project's success, seven states (including the District of Columbia) requested information for designing programs or activities similar to Adopt-A-Stream.
- C. SEVERN RIVER PROJECT is a three year pilot program in its second year. The goal of the project is to increase awareness of the problems facing the Severn and to encourage neighborhood participation in the solutions. 1991 was marked by the "Great Severn River Survey" in which 230 volunteers surveyed approximately 140 miles of shoreline and stream bank.

6 D.

1. Save Our Streams is a citizen action group started in 1970 whose goal is to preserve, protect and enhance Maryland's 17,000 miles of streams which flow into the Chesapeake Bay. Save Our Streams recruits and trains volunteers and volunteer leaders to protect and care for Maryland's waterways. Save Our Streams projects include: stream cleanups, water quality monitoring, stream surveys, watershed surveys, storm drain stenciling, tree planting, construction site monitoring, and youth activities.
2. Save Our Streams attracts an audience statewide. The organization has strong Adopt-A-Stream volunteer projects throughout Maryland with 4,477 individuals in 1991 (including 1,583 group leaders and 110 business leaders) from 21 counties and Baltimore City performing Save Our Streams activities on a regular basis. Organizations involved in Save Our Streams activities range from Girl Scout troops to the Westinghouse Corporation.
3. Save Our Streams addresses the root causes of stream pollution by educating and supporting people to perform common-sense projects to solve them. Save Our Streams also helps to build bridges between community organizations, government, and businesses.
4. As of 1991, Save Our Streams has activated and trained 7,000 volunteers. Of these volunteers, 4,477 are now cleaning, protecting, and monitoring 8,000 miles of Maryland waterways. Each volunteer provides an average of 15 service hours per year, and saves state and county governments millions of cleanup and biological monitoring dollars.

Save Our Streams' programs promote environmental stewardship in volunteers by helping communities develop and strengthen leadership focused on a common goal -- cleaning up Maryland's waterways and improving the environment. In addition, these programs help build bridges between communities, businesses, and government.

5. Save Our Streams programs can be easily modeled by other groups. Save Our Streams educates communities about programs in stream enhancement and waterway improvement and helps foster partnerships between state and county government and citizens to achieve remedies to pollution problems. By working with potential and existing volunteer leadership, Save Our Streams promotes, trains, and maintains strong and active community coalitions that include civic, youth, and business components.

Application Form-1992

Please read the application form carefully and provide all information requested. Please type or print clearly. Supplementary pages should follow the format of this form as closely as possible. Incomplete applications will not be considered.

1. Select the Award category for which you are competing:
(Note: A program may be entered in only one category. See descriptions of categories in Question 6.)

- (01) Partnership
 (02) Environmental Quality Management
 (03) Innovation
 (04) Education and Communication

2. Name of the project or program described in this application:

Save Our Streams

3. Name of Award Applicant(s): (Use separate sheet, if needed)

Mr. Mrs. Ms. Miss Dr.

Name: William Donald Schaefer

Title: Governor

Organization: State of Maryland

Street: State House

City: Annapolis State: MD Zip: 21401

Telephone: 410-974-5300 Fax: 410-974-5328

4. Program contact who can answer questions regarding the application:

Mr. Mrs. Ms. Miss Dr.

Name: Barbara Taylor

Title: Director

Organization: Save Our Streams

Street: 258 Scotts Manor Drive

City: Glen Burnie State: MD Zip: 21061

Telephone: 410-969-0084 Fax: 410-969-0135

NOTE: The Selection Committee will rely heavily on Questions 5-6 in determining how well the application meets the award criteria.

Please attach a one-page (not to exceed 500 words) summary, suitable for publication, which provides a complete overview of the application. The one-page response should be clear, concise, and should emphasize quantifiable results or benefits of the program.

6. A-D: Please answer *only* the following Award criteria questions pertaining to the specific Award category for which you are applying. (For example: Partnership category, answer questions A1-A5; EQM, B1-B7; Innovation, C1-C5; Education, D1-D5).

Answers should be clear, concise and *should emphasize quantifiable results or benefits* of the program. Each answer to a sub-question should not exceed 100 words. Taken as a whole, all answers to criteria questions should not exceed two pages.

A. PARTNERSHIP: awarded to diverse organizations or groups that have fostered cooperative approaches to environmental needs at the local, regional, or national level.

1. Who are the partnership's members? What are their roles? What resources do they bring to the partnership?

2. What are the partnership's specific environmental or conservation objectives? Has a sustainable plan of concerted action for meeting these needs been established?

3. How is the partnership distinctive or innovative? What obstacles, environmental or otherwise, does it overcome?

4. What measurable environmental or conservation benefits has the partnership produced?

5. What aspects of the partnership can be modeled by others and transferred to other settings?

B. ENVIRONMENTAL QUALITY MANAGEMENT: awarded to organizations which have demonstrated that environmental values can be integrated into sound management decisions and objectives. (Note: This category reflects broad-based organizational approaches. Special programs or projects may be more appropriate for entry in one of the other three award categories.)

1. What are the organization's environmental policies and objectives?

2. How has the organization's top management demonstrated commitment to these policies and objectives? Do the policies demonstrate commitment beyond legal compliance?

3. What are the organization's environmental standards for its product(s) and operations? (Explain how they go beyond legal constraints and how they relate to management control mechanisms.)

4. How are these policies and objectives incorporated in the: a) Day-to-day management of the organization; b) Organization's decision-making about research and development, long-range planning, capital, and operating budgets?

5. How are these policies and objectives reflected in the organization's relationships with employees, customers, suppliers, and the general public?

6. What are the organization's control mechanisms that give decision makers objective data to measure continuous performance improvement toward its short- and long-term environmental objectives?

7. What quantifiable, sustained environmental quality results in products and processes have resulted from the organization's environmental approach?

C. INNOVATION—awarded to individuals, organizations and groups who have demonstrated exceptional creativity or pioneered new approaches in the development and/or execution of technologies, programs, projects, or services that are environmentally sound and economically sensible?

1. What is the purpose of the technology, program, project or service?

2. How is the technology, program, project, or service distinctive or innovative? What obstacles, environmentally or otherwise, does it overcome?

3. How is the technology, program, project, or service superior to other approaches? Does it offer a viable alternative to a problem for which no solutions previously existed?

4. Can the technology, program, project or service be replicated in an economically feasible manner?

5. What are the measurable, net long-term environmental benefits or results of the technology, program, project, or service?

D. EDUCATION AND COMMUNICATION—awarded to individuals, organizations, or groups which have developed educational or informational programs that inspire respect for the environment and raise the public's environmental literacy.

1. What is the program? What are its environmental or conservation objectives?

2. Who is the program's audience? How large is the audience? How is the program's effect on the audience determined?

3. What is original or distinctive about the program?

4. What are the measurable results or benefits produced by the program? How does the program promote the development of an environmental ethic and make a positive contribution to environmental awareness?

5. How can the program be used or modeled by others?

NOTE: The following questions are for informational purposes.

7. How long has the technology, program, project or service been operational?

Save Our Streams was founded
11/1970.

8. Which of the following most accurately describes the applicant(s)? (Check more than one, if applicable.)

- (01) ___ National Business or Industry
- (02) ___ Regional or Local Business or Industry
- (03) ___ National Nonprofit Organization or Foundation
- (04) Regional or Local Nonprofit Organization
- (05) ___ Local or State Government/Government Agency
- (06) Educational Organization
- (07) ___ Voluntary Civic Organization
- (08) ___ Trade or Professional Society
- (09) ___ Youth Organization
- (10) ___ Labor Organization
- (11) ___ Individual
- (12) ___ Other (Please describe): _____

9. If business or industry, which of the following best describes the type of business or industry?

- (01) ___ Agriculture/Forestry
- (02) ___ Aerospace
- (03) ___ Communications
- (04) ___ Construction
- (05) ___ Electronics/Computers
- (06) ___ Energy
- (07) ___ Engineering
- (08) ___ Environmental Services
- (09) ___ Financial Services/Insurance/Real Estate
- (10) ___ Manufacturing—Chemical
- (11) ___ Manufacturing—Other
- (12) ___ Mining
- (13) ___ Recreation
- (14) ___ Trade—Wholesale
- (15) ___ Transportation
- (16) ___ Utilities—Electric, Gas or _____
- (17) ___ Other (Please describe): _____

10. Which of the following most accurately describes the environmental program under consideration for an award? (Check more than one, if applicable.)

- (01) ___ agriculture
- (02) ___ air quality
- (03) conservation
- (04) education—general public
- (05) ___ education—academic
- (06) ___ energy
- (07) environmental quality management
- (08) ___ forestry
- (09) ___ hazardous waste remediation
- (10) ___ international
- (11) natural resources

- (12) ___ pollution control
- (13) ___ recreation
- (14) ___ recycling
- (15) ___ solid waste
- (16) ___ source reduction/pollution prevention
- (17) water quality
- (18) ___ wetlands
- (19) ___ wildlife and fish resources
- (20) ___ Other (Please describe): _____

11. If applicable, list the sources of the program's support and the percentage of support provided, including grants and in-kind contributions of goods and services. (Use separate sheet if needed).

Source Grassroots % 50

Source Government % 35

Source Corporation/Foundation % 15

12. Please estimate the cost to develop the program or project, including approximate value of in-kind contributions of goods and services:

\$ 250,000 per year

13. If the project is ongoing, what is the annual cost?

500,000 per year.

16. In one paragraph (not to exceed 50 words), please summarize the program, its objectives and what it has accomplished. Use space provided below. This paragraph should be suitable for use in a catalog, database or brochure.

Save Our Streams is a volunteer advocacy group that assists citizens in identifying and correcting any water-related problems through hands-on water quality testing and local activism. Save Our Streams strives to educate citizens, businesses, industries, and government agencies to develop and provide a range of educational materials, tools, and techniques for stream monitoring; to organize communities to develop and strengthen leadership focused on a common goal; and to build bridges between communities, businesses and government. Save Our Streams has successfully trained over 7,000 volunteers to clean up, monitor, and protect Maryland's waterways.

14. Please indicate which of the following are the primary audiences, beneficiaries, or users of the program or service, and estimate how many persons are served: (Select up to 3 categories.)

| Type | How Many People |
|--|-----------------------|
| (01) <input checked="" type="checkbox"/> Business or Industry | <u>110 businesses</u> |
| (02) ___ Trade or Professional Society | _____ |
| (03) ___ Government | _____ |
| (04) ___ Educational Organizations | _____ |
| (05) ___ Youth | _____ |
| (06) ___ Community or Public Interest Groups | _____ |
| (07) <input checked="" type="checkbox"/> Local Community or Local Public | <u>4,500</u> |
| (08) <input checked="" type="checkbox"/> General Public | <u>40,000</u> |
| (09) ___ Employees | _____ |
| (10) ___ Customers or Clients | _____ |
| (11) ___ Other (Please describe): _____ | _____ |

15. Has the program been honored with any other environmental or conservation awards in the past five years?

US EPA Administrator's Award for Pollution Prevention, Region III (1992)

Renew America - "Searching for Success" (1991)

Izaak Walton League Chesapeake Bay Conservation Award for Construction and Land Development (1986)

17. Please include 3 one-page letters of recommendation attached to the application when it is submitted for consideration. Letters should be addressed: "Attention: Award References." References should have first-hand knowledge of the environmental program, service, or technology and should offer a candid evaluation of its success or effectiveness. References may also include users or beneficiaries of your program.

NOTE: Letters of recommendation must accompany the application when it is submitted to CEQ. Letters sent directly to CEQ will not be considered. Please list the references in the spaces below.

Name: Frances Flanigan
Title: Executive Director
Street: 6600 York Road
City: Baltimore State: MD Zip: 21212
Telephone: 301-377-6270 Fax: 377-7144

Name: Jack McNish
Title: Oceanic Division Programs Mgr
Street: P.O. Box 1488
City: Annapolis State: MD Zip: 21404
Telephone: 410-260-5592 Fax: 410-260-5842

Name: Thomas Blenke
Title: Director
Street: State House
City: Annapolis State: MD Zip: 21401
Telephone: 410-974-5300 Fax: 410-974-5328

18. Please sign below to indicate that all applicants agree a) to abide by the rules and requirements of the awards competition, and b) that all information submitted is true and accurate to the best of their knowledge.

Signature: [Signature] Date: 5/21/92
Title: Governor Organization: State of MD
Telephone: 410-974-5300

How to Apply

Completed applications must be postmarked by May 22, 1992 and mailed to the:

The President's Environment and
Conservation Challenge Awards
Council on Environmental Quality
The White House
722 Jackson Place, NW
Washington, DC 20503

All information submitted with the application should be considered public information and becomes property of the President's Challenge Awards program.

Award recipients will be notified in Fall 1992. Recipients must be willing to assist the President's Challenge Awards program in making nonproprietary information about their environmental programs available to others who wish to replicate their success.

Application Format

Please submit one original and four photocopies of your application. You may include up to 10 pages of supporting materials. (NOTE: Photocopying both sides of a sheet of paper will be considered two-pages.) Any oversized items must be reduced to fit a standard 8.5" x 11" page format.

Supporting materials may include items such as brochures, photographs, press clippings, and graphs depicting the program's results. The materials may not be used as a substitute for written responses to Questions 5 and 6.

The order of pages in the submitted application should be as follows:

1. 4-page application (Questions 1-20)
2. 500-word overview summary (Question 5)
3. 2-page responses to criteria questions (Question 6)
4. 10 pages of supporting materials
5. 3 letters of recommendation (Question 17)

NOTE: The entire package should be stapled in the upper, left-hand corner. Any items sent over the 10-page limit of supporting materials will be disregarded and not reviewed by the technical evaluators and selection committee. Do not put the application or backup materials into a binder, notebook or plastic cover.

OMB Control No. 0331-0002, (Exp. 2/95): As required by the Paperwork Reduction Act, CEQ estimates that completion of this application will take 10 hours. Send comments regarding the collection of this information, including suggestions for reducing the paperwork burden, to CEQ and also to: Paperwork Reduction Project, Office of Management and Budget, Office of Information and Regulatory Affairs, 725 17th Street, NW, Washington, D.C., 20503

5. SUMMARY

Since 1970, Save Our Streams (SOS) has been the leading advocate protecting and restoring Maryland's 17,000 miles of waterways. Save Our Streams educates citizen volunteers and community organizations to clean, monitor, and protect these waterways. SOS addresses the root causes of stream pollution by educating and supporting people to perform common-sense projects to solve them.

In 1991, Save Our Streams saw success in each of its three main projects. The combined projects involved over 6,000 volunteers in stream restoration activities, increasing statewide understanding of Maryland's fragile ecosystem.

- A. BALTIMORE COUNTY CITIZENS FOR STREAM RESTORATION CAMPAIGN sponsored approximately 50 community-based participation activities including stream and watershed surveys, tree plantings, storm drain paintings, stream cleanups, sediment and erosion control monitoring, and the 100 Points Of Stream Monitoring. These activities involved over 1,500 volunteers including members of more than 70 schools, churches, community associations, and youth groups, the 100 Points of Stream Monitoring program is currently the only citizen program to employ a modified version of the federal EPA Protocol II for Rapid Bioassessment.
- B. STATEWIDE ADOPT-A-STREAM PROJECT introduced or supported ongoing activities in 21 counties, including Baltimore City. More than 4,400 volunteers and 110 businesses and organizations participated in these activities. Attesting to the project's success, seven states (including the District of Columbia) requested information for designing programs or activities similar to Adopt-A-Stream.
- C. SEVERN RIVER PROJECT is a three year pilot program in its second year. The goal of the project is to increase awareness of the problems facing the Severn and to encourage neighborhood participation in the solutions. 1991 was marked by the "Great Severn River Survey" in which 230 volunteers surveyed approximately 140 miles of shoreline and stream bank.

6 D.

1. Save Our Streams is a citizen action group started in 1970 whose goal is to preserve, protect and enhance Maryland's 17,000 miles of streams which flow into the Chesapeake Bay. Save Our Streams recruits and trains volunteers and volunteer leaders to protect and care for Maryland's waterways. Save Our Streams projects include: stream cleanups, water quality monitoring, stream surveys, watershed surveys, storm drain stenciling, tree planting, construction site monitoring, and youth activities.
2. Save Our Streams attracts an audience statewide. The organization has strong Adopt-A-Stream volunteer projects throughout Maryland with 4,477 individuals in 1991 (including 1,583 group leaders and 110 business leaders) from 21 counties and Baltimore City performing Save Our Streams activities on a regular basis. Organizations involved in Save Our Streams activities range from Girl Scout troops to the Westinghouse Corporation.
3. Save Our Streams addresses the root causes of stream pollution by educating and supporting people to perform common-sense projects to solve them. Save Our Streams also helps to build bridges between community organizations, government, and businesses.
4. As of 1991, Save Our Streams has activated and trained 7,000 volunteers. Of these volunteers, 4,477 are now cleaning, protecting, and monitoring 8,000 miles of Maryland waterways. Each volunteer provides an average of 15 service hours per year, and saves state and county governments millions of cleanup and biological monitoring dollars.

Save Our Streams' programs promote environmental stewardship in volunteers by helping communities develop and strengthen leadership focused on a common goal -- cleaning up Maryland's waterways and improving the environment. In addition, these programs help build bridges between communities, businesses, and government.

5. Save Our Streams programs can be easily modeled by other groups. Save Our Streams educates communities about programs in stream enhancement and waterway improvement and helps foster partnerships between state and county government and citizens to achieve remedies to pollution problems. By working with potential and existing volunteer leadership, Save Our Streams promotes, trains, and maintains strong and active community coalitions that include civic, youth, and business components.

Save Our Streams' Mission Statement

To preserve, protect, and enhance Maryland's 17,000 miles of streams which flow into the Chesapeake Bay.

Background Information

Since 1970, Save Our Streams has been the leading advocate protecting and restoring Maryland's 17,000 miles of waterways.

As of now, the quality of only 10 percent of Maryland's streams can be considered excellent (swimmable and fishable); the other 90 percent are seriously stressed. These damaged streams adversely affect their immediate and downstream environments and the Chesapeake Bay.

Save Our Streams educates citizen volunteers and community organizations to clean, monitor, and protect these waterways. SOS addresses the root causes of stream pollution by educating and supporting people to perform common-sense projects to solve them. Save Our Streams also helps to build bridges between community organizations, government, and businesses.

Save Our Streams has three basic goals:

- **To educate citizens;** to develop and provide a range of educational materials, tools, and techniques for stream monitoring; to also educate businesses, industries, and government agencies.
- **To organize communities;** to help communities develop and strengthen leadership focused on a common goal; to build bridges between communities, businesses, and government.
- **To organize environmental direct action;** to use Adopt-A-Stream, Project Heartbeat, and other Save Our Streams programs and projects to achieve hands-on restoration and protection of streams.

Save Our Streams Programs

Adopt-A-Stream

At the heart of Save Our Streams is its Adopt-A-Stream Project. Adopt-A-Stream is simple, inexpensive, and **it works**.

Adopt-A-Stream appeals to concerned citizens who are willing to adopt a stretch of their community's stream and take care of it. A section of stream is usually adopted by a neighborhood group, scout troop or other youth group, school, church, civic association, or business.

Once a group has adopted part of a stream, Save Our Streams offers and supports a number of optional activities:

- **Water Quality Assessment** -- An introductory way to rate water quality and to bring new volunteers into the stream adoption process.
- **Storm Drain Painting** -- A stencil-painted reminder that storm drains connect neighborhoods with streams and with the Bay.
- **Watershed Survey** -- A land use search to determine potential sources of pollution or other problems which can trouble a waterway.
- **Stream Clean-up** -- An organized trash and debris removal.
- **Construction Site Monitoring** -- Identification, evaluation, and resolution of erosion control problems on building sites to prevent mud pollution and silting.
- **Stream Survey** -- Identification of potential in-stream problems such as barriers to fish, sewage outfalls, and unshaded areas which stress a stream.
- **Heartbeat Monitoring** -- Volunteers conduct biological stream monitoring to establish baseline data on water quality trends and to pinpoint specific sources of pollution. Through work in the field and the laboratory, volunteers sample and analyze specimens in conformity with EPA's "Rapid Bioassessment Protocol Number Two." SOS' is the only program in the country where non-scientists monitor at this level of specificity.

Adopt-A-Stream also organizes and supports tree plantings, trout streams restoration, and special youth and educational projects. **During the past year, 4,400 citizen volunteers provided these services. Nearly 8,000 miles of Maryland Streams benefitted directly through SOS' Adopt-A-Stream activities.**

Adopt-A-Stream is funded in part by a contract with the State's Department of Natural Resources.

Baltimore County Program

Save Our Streams community organizers work directly with community-based organizations such as schools, senior centers, service clubs, civic associations, and small businesses to educate citizens about their natural stream environments. Acting as a bridge between neighborhoods, businesses, and local government, SOS involves the total community in cooperative problem solving.

SOS 'builds "stream committees." Through networking these and other active community organizations and teaching them basic coalition building techniques, SOS has established the formation of "Baltimore County Citizens for Stream Restoration." As a result, **Baltimore County citizen volunteers are now actively protecting virtually every stream in the county.** The Baltimore County Program is funded in part by the Baltimore County Department of Environmental Protection (DEPRM).

Baltimore City

Maryland Save Our Streams organizers, funded in part by the Abell Foundation and the Jim Rouse Foundation, have launched the initial stages of Heartbeat in Baltimore City. The Heartbeat Project, successfully piloted in Baltimore County, as the 100 Points of Stream Monitoring, educates citizens on more complex (yet still inexpensive) stream monitoring techniques.

This Heartbeat Project brings people back to their stream sites regularly throughout the year and invites them to participate in professional laboratory analysis of monitoring samples directed by biologist volunteers currently stationed at the University of Maryland. The Baltimore City Project focuses on the three major urban watersheds, Gwynns Falls, Jones Falls, and Herring Run. SOS efforts are focused on recruiting volunteers from the minority and poor urban neighborhoods to strengthen and widen the SOS' advocacy and educational programs.

Severn River

The goal of the Severn River Project is to develop an active citizens campaign to restore and protect the entire watershed of fresh, tidal, and estuarine waters. The Project's beginnings were highlighted by a comprehensive one-day citizen survey of the watershed. Westinghouse Electric Corporation and Maryland Save Our Streams co-sponsored the survey which was conducted by 230 Anne Arundel County volunteers. The day's work produced a full data report. The community education, recruitment, and survey also resulted in permanent stream adoptions, building the citizens campaign network.

SOS is continuing to guide and support this growing campaign, and is encouraging a regular series of clean-up and restoration activities focused on targetted sections of the Severn River. Staff and volunteers are also implementing boater education publications and activities. SOS organizers are currently working within the watershed to increase the visibility of the organization, the project, and the role being played by corporate partners, specifically by the Westinghouse Electric Corporation. They are inviting the participation of other business groups.

This project is funded in part by a contract with the Anne Arundel County Government, and supported by the Westinghouse Oceanic Division in Annapolis and the State's Department of Natural Resources.

Sawmill Creek Project

This project's goal is to focus attention on and resuscitate this severely stressed urban/suburban stream which is one of the state's targetted watersheds. Sawmill Creek is one of Maryland's targetted watersheds. It is engaging community and corporate participation and interest through education programs, community group and leadership development, and stream adoption activities, all supported by a series of workshops, presentations, brochures, and a slide show. This project is partially funded by a grant from the Chesapeake Bay Trust.

Other Projects

Other Save Our Streams noteworthy projects of interest include:

- New Adopt-A-Stream activities in Great Seneca Falls and Rock Creek in Montgomery County, Columbia New Town in Howard County, and hundreds of adoption packages distributed in other counties in Maryland, other states, and other countries.

- Research activities to refine citizens' procedures for sampling and analyzing benthic (bottom-dwelling) insects to meet the EPA's Rapid Bioassessment Procedure Number Two.
- Sediment and erosion control workshops which teach citizens how to monitor construction sites; graduates may be awarded a "green card" by the state which certifies their proficiency.
- SOS helps to develop environmental policy through its participation on the Johns Hopkins Institute for Policy Studies Environmental Working Group, and helped to organize the Citizens Bay Lobby (later Citizens Campaign) to help lobby for strong environmental protection in the state legislature.

Save Our Streams' Organizational Structure

Save Our Streams holds both 501-C(3) and a 501-C(4) non-profit designations and corporate status in Maryland. Although both corporations have appointed boards of directors, at present, only the 501-C(3) is active.

SOS is guided and supervised by its board of directors, comprised of citizen activists, regional delegates, and representatives of business and industry, academia, and government. Save Our Streams staff works both state-wide and in specific counties and watersheds. The staff is supervised by SOS' executive director, who reports to the board.

Save Our Streams Corporate Advisory Board

Save Our Streams also benefits from the participation of a corporate advisory board. The board was initially convened to provide organizational, financial, public and corporate relations support and expertise to the organization. The advisory board is now developing membership and planning from within. The corporate advisory board is engaging in fundraising, public, and corporate relations activities and campaigns.

A Brief Fiscal Statement

In 1987, the 16-year old organization had an annual budget of \$10,000 and a government-appointed staff of three. SOS supported the work of 600 volunteers. In 1991, with a annual budget of \$500,000, and a full-time and contract staff of 18, SOS has activated and trained 7,000 volunteers. Of these volunteers, 4,400 have already overshot SOS' 1991 adoption goal by 3,000 miles, and are now cleaning, protecting, and monitoring 8,000 miles of Maryland waterways. Each volunteer provides an average of 15 service hours per year, and save state and county governments millions of clean-up and biological monitoring dollars.

ews brief

stinghouse
opts' Severn

stinghouse's Oceanic Division has taken the lead by being the first business in Anne Arundel County to pledge its support to the Adopt-A-Stream program.

Adopt-A-Stream is a statewide partnership between citizens and businesses to restore Maryland's streams and rivers.

Oceanic Division has announced its 1990 focus on environmental awareness and conservation.

stinghouse's participation was announced by Walt Dunkel, manager of the Oceanic Division, who also named Program Manager Jack McNish to lead the group's efforts.

"Each of us can do our share in saving the bay and its resources," said McNish.

stinghouse held an Adopt-A-Stream community meeting and discovered how I could personally have an impact on Maryland's waterways.

Adopt-A-Stream is a statewide program dedicated to preserving and enhancing the health of Mary-

land's waterways through combined government and grass roots efforts.

The Adopt-A-Stream program is a joint project of Maryland Save Our Streams and the Tidewater Administration of the Department of Natural Resources in conjunction with One Million Marylanders for the Bay.

One of Maryland's designated scenic rivers, the Severn River watershed sits at the crossroads of the rapidly developing Washington D.C.-Annapolis-Baltimore corridor and is a key target of the Adopt-A-Stream program.

Adopt-A-Stream activities in the Severn River area, which stretches from Lake Marlon to Sandy Point, are being organized with the help of the Severn River Project, a joint undertaking of Maryland Save Our Streams, Anne Arundel county and the Tidewater Administration of the Department of Natural Resources.

The project's main goals are to increase awareness of the problems facing the Severn and its tributaries and to encourage participation in the solutions by communities, businesses, schools and other groups throughout the watershed.

In its role as an adoptive parent to the Severn River, Oceanic will be supporting other community

endeavors in the restoration effort as well as conducting internal educational programs and offering opportunities for employees and their families to take part in a series of hands-on activities to reduce water pollution.

The Oceanic Division of Westinghouse joins a diverse group of concerned organizations already active throughout the Severn River watershed.

Students and teachers of Ar-

lington Echo Outdoor center have adopted Indian Creek and Indian Creek Branch.

Andy Hall is monitoring the Severn River from the Route 3 bridge to Brooksby's Point.

The Sherwood Forest Naturalist Program will monitor Arthur's Run and Howard's Branch.

St. John's College students have adopted College Creek and will carry out several activities to aid Spa Creek and Back Creek.

The Severn River Project is also assisting other community associations, scout troops, youth groups, schools and civic organizations to choose and organize Adopt-A-Stream projects, which will benefit their local stream or creek.

For more information on how your group or organization can join the statewide Adopt-A-Stream program, call Maryland Save Our Streams at 969-0084 or 1-800-448-5826.

Survey discovers sources of Severn's contamination

By SCOTT HARPER
Staff Writer

In a casual, hourlong walk along Spa Creek yesterday, Jason Klein found a sewage leak, a trash dump and about 30 abandoned tires blocking a small stream feeding the Annapolis waterway.

It was an eye-opening experience for the Annapolis High School senior, one of about 150 volunteers who documented pollution in the Severn River as part of a unique, one-day environmental inventory.

"It just shows how poorly our water and surrounding environment really is, on these back creeks," the 18-year-old said after finishing his survey of the creek's headwaters.

"I didn't ever expect to find all this stuff, especially on less than a half-mile of shoreline. I'm very surprised," he added.

The Great Severn River Stream Survey — as its sponsors, Save Our Streams and Westinghouse Oceanic Division, dubbed the event — is intended to help government and communities identify trouble spots through first-hand reporting.

Then later, remedies can more easily be designed and carried out for the Severn, a river facing especially harsh pressures from urban development.

In this first-ever examination, volunteers were to document pollution sources at 79 sites along the river — from Lake Marion near Jessup in the west to Moss Pond near Sandy Point State in the east.

They received a morning training seminar from experts with Save Our Streams, a national environmental group, before heading out onto the river in boats, canoes and on foot.

Their narratives and mapping of pollution sources such as exposed sewage lines, illegal dumping grounds and sediment violations will be fed into a Save Our Streams computer. State and local government have free access to the information.

"We want to make sure this isn't just more information put on the shelf," said Jonathan

(See STREAM, Page D6)

STREAM

(Continued from Page D1)

Pearson, director of the county's Severn River Project, which Save Our Streams runs. "We want to identify problems we can address later, things the community can do or that government can handle."

Organizers said they hoped participants saw that when the environment is studied closely, it's apparent people still treat nature shabbily.

That realization wasn't lost on Mr. Klein. Two minutes into his survey, he noticed an old sewage outfall leaking waste into wetlands behind Bates Middle School.

Closer to Spa Creek, he noted a small pond of orange, rusty water that smelled of more sewage.

While tromping through dense brush, Mr. Klein found a pile of old tables, chairs, plywood, buckets and government signs, including one reading, "Recycle your glass here."

Near the WYRE radio tower, he found at least 30 old tires dumped into a stream feeding Spa Creek.

County Executive Robert R. Neall was part of an earlier survey aboard a boat and praised the program and its participants at a seminar.

After he left, organizers gave out leaflets urging other volunteers to lobby him to restore half of the Severn River Project's 1982 budget, which he has proposed cutting.

Dundalk Eagle 12-28-89

Waterway Projects Require Time--Not Money

Residents Asked To Join Adopt-A-Stream Program

by Pat Williams

In a cooperative effort to insure the restoration of county waterways, Maryland Save Our Streams (SOS) & the Baltimore County Department of Environmental Protection & Resource Management (DEPRM) will kick off another new program—Adopt-A-Stream. The goal for Baltimore County is to have every stream in the county adopted by Earth Day on April 22, 1990. The statewide Adopt-A-Stream campaign is jointly sponsored by SOS & the Maryland Department of Natural Resources through the Tidewater Administration, in conjunction with the Million Marylanders for the Chesapeake Bay.

The project was designed to reclaim local streams & restore them to health & beauty. According to Baltimore County officials, there is a strong focus on Baltimore County waterways because of the administration's emphasis on water restoration.

"The county is providing funds to SOS in excess of \$60,000 to hire staff, develop & implement a countywide stream monitoring network," said DEPRM spokeswoman Candi Szabad. "Adopt-A-Stream is a hands-on program & people are asked to pledge time, not money."

In order to help protect & preserve the 1000 miles of Baltimore County streams,

officials are looking for community support in programs that involve the major watersheds, prioritizing areas where dredging projects have recently taken place.

Residents working to recover the county's waterways will receive assistance from the Adopt-A-Stream program in identifying causes of local water pollution, selecting appropriate solutions to reduce or eliminate pollution & performing activities that will implement pollution solutions.

Nine initial adoption activities for individual & group participation will include stream clean ups, sediment & erosion control monitoring, water quality monitoring, stream surveys, storm drain painting, reforestation projects & watershed inventories.

Those who participate in watershed inventories will survey the land area that drains into a particular waterway & identify potential pollution sources, such as sewage pumping stations & areas of eroding shorelines that need to be stabilized.

In addition to specific "how to" instructions, adoption packages will contain an adoption application, a map showing the stream system adopted, a standard activity participant sign-up sheet, an activity reporting form, an adoption certificate & background information on the adopted waterway.

Projects throughout the

Maryland watershed will actively involve thousands of citizens in restoring & adopting 5000 miles of Maryland streams by Earth Day.

Earth Day 1970 attracted 20 million Americans, who held demonstrations on streets & in school classrooms. The enormous undertaking evolved into a major environmental movement across the nation to clean the air & water of toxic chemicals.

During Earth Day 1990, the emphasis will be placed on protecting the earth from the warming trend, the ozone layer depletion & the destruction of rain forests.

In Maryland, some of the week-long Earth Day activities will include tree plantings, recycling projects & school programs. Groups interested in taking part in the Adopt-A-Stream program should call SOS, 1-800-448-5826.



Westinghouse
Electric Corporation

Electronic Systems Group

Box 1488
Annapolis Maryland 21404

May 19, 1992

The President's Environment and Conservation Challenge Awards
Council on Environmental Quality
The White House
722 Jackson Place, NW
Washington, DC 20503

Attention: Award References

Save Our Streams, with 20 or more years of history behind it, has built a reputation for motivating community groups to get involved in their environment -- one stream at a time. Their ability to inspire people to take an interest in their own neighborhood through hands-on projects like the Adopt-A-Stream program has made them one of the most effective volunteer-based organizations I have ever encountered. Their outreach programs and leadership style has brought credibility to any organization who has joined forces with them as Westinghouse did in 1990 by joining the Adopt-A-Stream program.

More recently, Westinghouse joined forces with Save Our Streams to conduct "The Great Severn River Stream Survey." Under Save Our Streams leadership, Westinghouse and Save Our Stream volunteers coordinated the 140-mile survey via boat, canoe, or on foot -- a first for Maryland. More than 230 volunteers came out to support the event which identified more than 1,000 potential pollution sources. All feedback surveys indicate that the event was a success, not only in coordination of the event, but in the education these volunteers received about pollution and its sources.

However, the greatest asset Save Our Streams brings to the Maryland community is in their ability to follow through. With the myriad of problems uncovered in our survey of the Severn, I have been impressed with how successful they have been in getting responsible government organizations or volunteer groups to solve a good percentage of these problems.

They have also been very effective in making the complex issue of "non-source" pollution known to the public and their environmental messages are hitting home -- one volunteer at a time.

On behalf of Westinghouse and as sponsor of the Oceanic Division Save Our Streams Volunteer Committee, I am pleased to offer my strong endorsement of Maryland Save Our Streams and the Adopt-A-Stream program. They are making a difference.

Sincerely,

A handwritten signature in dark ink, appearing to read "Jack E. McNish". The signature is fluid and cursive, with a large loop at the end.

Jack E. McNish
Oceanic Division Programs Manager

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for the Chesapeake Bay

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George B. Wolff

Pennsylvania Association of
Conservation Districts

May 18, 1992

The President's Environment and
Conservation Challenge Awards
Council on Environmental Quality
The White House
722 Jackson Place, NW
Washington DC 20503

Attention: Award References

On behalf of the Alliance for the Chesapeake Bay, I would like to nominate Save Our Streams for The President's Environment and Conservation Challenge Awards.

Save Our Streams programs encourage group and individual participation in activities designed to protect Maryland's waterways. Save Our Streams' employees and volunteers work with people to teach them to take responsibility for cleaning up the environment through the adoption of their neighborhood streams. Save Our Streams involves citizens in hands-on restoration activities, including planting streamside vegetation, painting storm drains with a special "Don't Dump" message, assessing water quality of local waterways, and monitoring construction sites for sediment and erosion control violations.

The businesses, government agencies, community groups and individual citizens who work with Save Our Streams develop a sense of stewardship toward the environment as they participate in activities that directly benefit Maryland's waterways. For these reasons and more, I urge your consideration of this nomination.

Sincerely,

Frances H. Flanigan
Executive Director
Alliance for the Chesapeake Bay, Inc.

FHF/ab

EXECUTIVE DIRECTOR
Frances H. Flanigan

6600 York Road
Baltimore, MD 21212
301-377-6270

225 Pine Street
Harrisburg, PA 17101
717-236-8825

P.O. Box 1981
Richmond, VA 23216
804-775-0951

6110 Executive Boulevard
Rockville, MD 20852
1-800-662-CRIS



May 21, 1992

The President's Environment and
Conservation Challenge Awards
Council on Environmental Quality
The White House
722 Jackson Place, NW
Washington DC 20503

Attention: Award References

It is my pleasure to recommend Save Our Streams for the 1992 President's Environment and Conservation Challenge Awards. Save Our Streams programs help protect and restore the state's water resources by creating a strong partnership between citizens, non-profits, businesses, and government.

I have participated in many Save Our Stream's workshops and volunteer events to train citizens to search for and record potential instream pollution sources such as pipe outfalls, fish migration barriers, and eroding banks. Because of the dedication of Save Our Streams, volunteers are able to correct many of the problems that they identify and take constructive actions to protect their local waterways.

Save Our Streams motivates and trains Maryland's citizenry to monitor streams, provides reliable water quality data, and most importantly, teaches citizens how to take constructive actions to help the environment. I hope you will consider Save Our Streams as a worthy candidate of the President's Environment and Conservation Challenge Awards.

Sincerely,

Thomas W. Burke
Director
Governor's Chesapeake Bay Communications Office



STATE OF MARYLAND
OFFICE OF THE GOVERNOR



IN REPLY REFER TO

WILLIAM DONALD SCHAEFER
GOVERNOR

ANNAPOLIS OFFICE
STATE HOUSE
ANNAPOLIS, MARYLAND 21401
(301) 974-3901

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(202) 638-2215

TDD (301) 333-3098

May 21, 1992

The President's Environment and
Conservation Challenge Awards
Council on Environmental Quality
The White House
722 Jackson Place, NW
Washington DC 20503

Attention: Award References

With this letter I am enclosing materials to nominate Save Our Streams for the President's Environment and Conservation Challenge Awards.

Save Our Streams sponsors activities to encourage citizen participation in stream monitoring and cleanup activities designed to increase the environmental stewardship ethic among Marylanders. The efforts of Save Our Streams have allowed thousands of citizens to help preserve over 8,000 miles of streams, creeks, and rivers, as well as our precious Chesapeake Bay. Save Our Streams successfully trains citizens and community-based organizations to take responsibility to improve the health of local waters by adopting local streams, and to develop a sense of "ownership" of community streams and the problems that affect them.

As you will see from the supporting materials, Save Our Streams truly has become an integral part of Maryland conservation efforts. Thank you for your consideration of this nomination.

Sincerely,

Handwritten signature of William Donald Schaefer in cursive script.
Governor

Enclosures

Application Summary

ID Number: E.017

Project: Earth Matters (TM)

Contact: Mr. Ted Brown
Hannaford Bros. Co.
145 Pleasant Hill Road
Scarborough, ME 04074-

Telephone:
(207) 883-2911

Summary: "Our Earth Matters" (TM) programs focus on working in partnership with customers, associates, and suppliers. The company raises awareness of environmental issues, increases community involvement in environmental programs, and encourages recycling, reuse of materials, and reduced use of resources. Local communities recognize and value the company's high recycling rates and its effective programs.

NOTE: Some technical evaluators provided written opinions, based on their view of the criteria. The following is included for your background only.

Comments: Seems to be good recycling and waste-reduction program on the part of a major chain. Fact that over the past 3 years this company has reduced the quantity of waste sent to landfills by 25% attests to its measurable success. Refund program for bag use seems to be, relatively, unique in that it provides a reward for customer participation. Commendable that 40% of its total retail solid waste has been diverted by recycling cardboard, plastics, and other materials. Program is worthy of a Citation for its leadership role in educating customers about waste reduction and its pro-active stance within its own ranks on solving environmental problems.

Appears to be a successful and significant conservation program, in terms of both amounts recycled and also enhancement of public awareness of environmental issues. Weakness of proposal: not until the third page of the application is it revealed that the applicants are a supermarket chain.

Earth Matters™ Mission Statement

Hannaford Bros. Co. is committed to preserving our environment. Through our Earth Matters™ programs, we are working in partnership with our customers, associates, and suppliers. We are raising awareness of environmental issues, increasing community involvement in environmental programs, and encouraging recycling, reuse of materials, and reduced use of natural resources. These efforts will benefit our communities – and our business – by maintaining an environment in which we can all thrive.

Background

Hannaford's Earth Matters™ environmental programs emphasize responsible waste management and consumer education. Over the last three years, changes in our waste disposal practices and retraining our associates has reduced by at least 25% the quantity of solid waste we send to landfills and incinerators. We also educate Hannaford employees – and over one million customers a week – about how they can help improve our environment.

Hannaford began recycling in 1975, sending corrugated cardboard to be remade into new products. Since that time, our recycling efforts have grown to include pallet stretch wrap, scrap wood, unsaleable products, HDPE pill bottles, office paper, and paper and plastic shopping bags. Composting and shopping bag recycling are now among our most successful and innovative programs. Our composting program diverts from landfills 70% of 13 stores' solid waste. Our Product Recovery Center sends 3-4 tons of unsaleable dry food returned from retail stores to a farm for composting each week. The Product Recovery Center also salvages over 100,000 cases of damaged but consumable product to be sent to a Maine food bank.

Our shopping bag recycling program is complemented by a refund program for bag reuse. Since April 1990, customers have reused over 6.7 million bags in our stores, and received over \$284,000 in refunds. Recycling has diverted 20 million plastic bags, weighing over 232 tons, from the waste stream. Paper bag recycling has also been successful; millions of paper bags have been returned to our stores for recycling. Our bags are widely recognized as a medium for environmental education messages for our customers.

Long-term

Hannaford currently diverts in excess of 40% of its retail solid waste from the waste stream by recycling corrugated cardboard, plastics, and other materials. By expanding recycling and composting, we plan to increase that figure to 60% by 1993 and 80% by 1995. Hannaford will continue to work with businesses and municipal officials to develop their environmental programs, and with legislators on meeting state and federal waste management goals. We will also continue to strengthen our partnership through educational efforts with the over 1 million customers that visit our stores each week and help make our environmental programs succeed.

3. What is original or distinctive about the program?

Hannaford was the first company in the U.S. to begin supermarket-based environmental programs. We were the first to recycle plastic bags and helped introduce environmental bag messages to other supermarkets. Our series of "environmental thoughts" described to customers ways to compost and recycle, as well as reasons for our concern for the environment. Green "shelf talker" tags in our supermarket aisle also let customers know about packaging they can recycle or products that may contain recycled materials. They have been well-received by our customers.

Hannaford has also brought special seasonal messages to our customers; our colorful paper holiday bags were reusable as gift wrap. Plastic holiday bags had special tips for getting through the holidays with a minimum negative impact on the environment.

By bringing all our environmental programs under an umbrella name, Earth Matters™, we have been able to give our customers a way to easily identify our environmental programs. The Earth Matters™ logo appears frequently in our advertising flyers, on our environmental shelf tags, and on our brochures and shopping bags.

4. What are the measurable results or benefits produced by the program? How does the program promote the development of an environmental ethic and make a positive contribution to environmental awareness?

As mentioned above (see answer to question two), the large amounts of materials we recycle are the most quantifiable measure of the success of the educational aspects of Earth Matters™. Only through education could we raise public awareness about our international waste disposal problems. Our materials helped our customers find alternate ways to dispose of their trash.

Earth Matters™ is supported by Hannaford's own efforts to reduce its waste and recycle. We periodically let our customers know about the quantities of corrugated cardboard and stretch wrap we have recycled. We also thank our customers for their efforts in bringing bags to us for recycling. Many of our programs – including our new CFC-free store and our composting – have received wide regional and national media attention. Our customers know our environmental advice is grounded in our own experience. Public work, in the form of clean ups for Earth Day, has also aided in letting our communities know we care about the cleanliness of their rivers and roadsides.

5. How can the program be used or modeled by others?

Hannaford has already worked with several noncompeting supermarket chains to help them develop environmental programs. Most American supermarkets now recycle their bags and provide environmental information to their customers. Many recycling programs have low cost because they can sell recyclable materials like corrugated cardboard; low cost helps increase replicability of recycling programs.

Hannaford also works through the Food Marketing Institute of Washington, D.C. We willingly share our experience and knowledge to enable others to start up similar programs. Schools use our environmental education advertising flyers and brochures in their classrooms. By speaking to children at local schools we have helped students develop their own recycling programs. We support municipal curbside and drop-off recycling programs.

Hannaford Bros. Co. – Education and Communication
D. Education and Communication – Hannaford Bros. Co.

1. What is the program? What are its environmental or conservation objectives?

Hannaford's Earth Matters™ program covers all our environmental efforts, including environmental education, composting, customer, and retail and corporate recycling. Our education efforts underlie the other programs: most employees and customers want to understand complex environmental issues before they use our recycling programs. Hannaford values environmental education so highly that it was the theme of our 1991 Annual Report to Shareholders.

Hannaford began its formal customer education programs in 1989. The educational part of Earth Matters™ concentrates on teaching our customers and employees about composting, reducing waste, and recycling. We have also featured water and energy conservation and our own Clean It Up! community clean up programs. We provide both factual background information and specific-how-to information.

Customers can pick up environmental information at any of our supermarkets; community recycling centers are listed on bulletin boards. Each store also has a set of collection bins for paper and plastic bags. The bag bins also have racks which hold brochures about SPI plastic recycling codes, composting, energy conservation, and recycling. Additional information appears on our award-winning bags, often with colorful designs, and in our advertising flyers. Our most recent bag design, Earth Quiz, tests customers' knowledge of various environmental issues.

2. Who is the program's audience? How large is the audience? How is the program's effect on the audience determined?

Over one million customers visit our stores each week. They – and others visiting our stores or reading our advertising flyers and brochures – are our audience. We also educate our 15,000 employees about how they can use our programs and change their home waste disposal habits.

Although it is difficult to quantify the effect that Earth Matters™ has had on our customers, we have observed trends. Hannaford's efforts have been recognized with many state and national awards, including the 1991 Keep America Beautiful National Recycling Award, the New Hampshire Resource Recovery Award for recycling, the State of Maine Governor's Environmental Award. Hannaford also received an award from the American Lung Association of New York for accepting the "clean air challenge" by testing new CFC-free refrigeration systems in Glens Falls, NY.

The number of customer comment cards asking for environmental information has decreased since 1989, when we began offering environmental education information. When we do receive comment cards with environmental questions, we answer them with comprehensive information about the topics. State waste management and waste recovery agencies have noted that Hannaford has created more public awareness about the importance of environmental issues and recycling than any other single organization.

Educating our customers on how to recycle paper and plastic bags has also shown results: our customers have brought us millions of bags to be recycled.

Application Form-1992

Please read the application form carefully and provide all information requested. Please type or print clearly. Supplementary pages should follow the format of this form as closely as possible. Incomplete applications will not be considered.

1. Select the Award category for which you are competing:
(Note: A program may be entered in only one category. See descriptions of categories in Question 6.)

- (01) Partnership
- (02) Environmental Quality Management
- (03) Innovation
- (04) Education and Communication

2. Name of the project or program described in this application:

Earth MattersTM

3. Name of Award Applicant(s): (Use separate sheet, if needed)

Mr. Mrs. Ms. Miss Dr.

Name: Ted Brown

Title: Environmental Affairs Manager

Organization: Hannaford Bros. Co.

Street: 145 Pleasant Hill Road

City: Scarborough State: ME Zip: 04074

Telephone: (207) 883-2911 Fax: (207) 883-2911 X3508

4. Program contact who can answer questions regarding the application:

Mr. Mrs. Ms. Miss Dr.

Name: Ted Brown

Title: Environmental Affairs Manager

Organization: Hannaford Bros. Co.

Street: 145 Pleasant Hill Road

City: Scarborough State: ME Zip: 04074

Telephone: (207) 883-2911 Fax: (207) 883-2911 X3508

NOTE: The Selection Committee will rely heavily on Questions 5-6 in determining how well the application meets the award criteria.

Please attach a one-page (not to exceed 500 words) summary, suitable for publication, which provides a complete overview of the application. The one-page response should be clear, concise, and should emphasize quantifiable results or benefits of the program.

6. A-D: Please answer *only* the following Award criteria questions pertaining to the specific Award category for which you are applying. (For example: Partnership category, answer questions A1-A5; EQM, B1-B7; Innovation, C1-C5; Education, D1-D5).

Answers should be clear, concise and *should emphasize quantifiable results or benefits* of the program. Each answer to a sub-question should not exceed 100 words. Taken as a whole, all answers to criteria questions should not exceed two pages.

A. PARTNERSHIP: awarded to diverse organizations or groups that have fostered cooperative approaches to environmental needs at the local, regional, or national level.

1. Who are the partnership's members? What are their roles? What resources do they bring to the partnership?

2. What are the partnership's specific environmental or conservation objectives? Has a sustainable plan of concerted action for meeting these needs been established?

3. How is the partnership distinctive or innovative? What obstacles, environmental or otherwise, does it overcome?

4. What measurable environmental or conservation benefits has the partnership produced?

5. What aspects of the partnership can be modeled by others and transferred to other settings?

B. ENVIRONMENTAL QUALITY MANAGEMENT: awarded to organizations which have demonstrated that environmental values can be integrated into sound management decisions and objectives. (Note: This category reflects broad-based organizational approaches. Special programs or projects may be more appropriate for entry in one of the other three award categories.)

1. What are the organization's environmental policies and objectives?

2. How has the organization's top management demonstrated commitment to these policies and objectives? Do the policies demonstrate commitment beyond legal compliance?

3. What are the organization's environmental standards for its product(s) and operations? (Explain how they go beyond legal constraints and how they relate to management control mechanisms.)

4. How are these policies and objectives incorporated in the: a) Day-to-day management of the organization; b) Organization's decision-making about research and development, long-range planning, capital, and operating budgets?

5. How are these policies and objectives reflected in the organization's relationships with employees, customers, suppliers, and the general public?

6. What are the organization's control mechanisms that give decision makers objective data to measure continuous performance improvement toward its short- and long-term environmental objectives?

7. What quantifiable, sustained environmental quality results in products and processes have resulted from the organization's environmental approach?

C. INNOVATION—awarded to individuals, organizations and groups who have demonstrated exceptional creativity or pioneered new approaches in the development and/or execution of technologies, programs, projects, or services that are environmentally sound and economically sensible?

1. What is the purpose of the technology, program, project or service?

2. How is the technology, program, project, or service distinctive or innovative? What obstacles, environmentally or otherwise, does it overcome?

3. How is the technology, program, project, or service superior to other approaches? Does it offer a viable alternative to a problem for which no solutions previously existed?

4. Can the technology, program, project or service be replicated in an economically feasible manner?

5. What are the measurable, net long-term environmental benefits or results of the technology, program, project, or service?

D. EDUCATION AND COMMUNICATION—awarded to individuals, organizations, or groups which have developed educational or informational programs that inspire respect for the environment and raise the public's environmental literacy.

1. What is the program? What are its environmental or conservation objectives?

2. Who is the program's audience? How large is the audience? How is the program's effect on the audience determined?

3. What is original or distinctive about the program?

4. What are the measurable results or benefits produced by the program? How does the program promote the development of an environmental ethic and make a positive contribution to environmental awareness?

5. How can the program be used or modeled by others?

NOTE: The following questions are for informational purposes.

7. How long has the technology, program, project or service been operational?

1989 - 1992

8. Which of the following most accurately describes the applicant(s)? (Check more than one, if applicable.)

- (01) ___ National Business or Industry
- (02) Regional or Local Business or Industry
- (03) ___ National Nonprofit Organization or Foundation
- (04) ___ Regional or Local Nonprofit Organization
- (05) ___ Local or State Government/Government Agency
- (06) ___ Educational Organization
- (07) ___ Voluntary Civic Organization
- (08) ___ Trade or Professional Society
- (09) ___ Youth Organization
- (10) ___ Labor Organization
- (11) ___ Individual
- (12) Other (Please describe): Supermarkets

9. If business or industry, which of the following best describes the type of business or industry?

- (01) ___ Agriculture/Forestry
- (02) ___ Aerospace
- (03) ___ Communications
- (04) ___ Construction
- (05) ___ Electronics/Computers
- (06) ___ Energy
- (07) ___ Engineering
- (08) ___ Environmental Services
- (09) ___ Financial Services/Insurance/Real Estate
- (10) ___ Manufacturing—Chemical
- (11) ___ Manufacturing—Other
- (12) ___ Mining
- (13) ___ Recreation
- (14) ___ Trade—Wholesale
- (15) ___ Transportation
- (16) ___ Utilities—Electric, Gas or _____
- (17) Other (Please describe): Trade - Retail

10. Which of the following most accurately describes the environmental program under consideration for an award? (Check more than one, if applicable.)

- (01) ___ agriculture
- (02) ___ air quality
- (03) ___ conservation
- (04) education—general public
- (05) ___ education—academic
- (06) ___ energy
- (07) ___ environmental quality management
- (08) ___ forestry
- (09) ___ hazardous waste remediation
- (10) ___ international
- (11) ___ natural resources

- (12) ___ pollution control
- (13) ___ recreation
- (14) recycling
- (15) ___ solid waste
- (16) ___ source reduction/pollution prevention
- (17) ___ water quality
- (18) ___ wetlands
- (19) ___ wildlife and fish resources
- (20) ___ Other (Please describe): _____

14. Please indicate which of the following are the primary audiences, beneficiaries, or users of the program or service, and estimate how many persons are served: (Select up to 3 categories.)

| Type | How Many People |
|--|-------------------|
| (01) ___ Business or Industry | _____ |
| (02) ___ Trade or Professional Society | _____ |
| (03) ___ Government | _____ |
| (04) ___ Educational Organizations | _____ |
| (05) ___ Youth | _____ |
| (06) ___ Community or Public Interest Groups | _____ |
| (07) <input checked="" type="checkbox"/> Local Community or Local Public | <u>4 million+</u> |
| (08) ___ General Public | _____ |
| (09) <input checked="" type="checkbox"/> Employees | <u>15,000</u> |
| (10) <input checked="" type="checkbox"/> Customers or Clients | <u>1 million</u> |
| (11) ___ Other (Please describe): _____ | _____ |

11. If applicable, list the sources of the program's support and the percentage of support provided, including grants and in-kind contributions of goods and services. (Use separate sheet if needed).

Source Hannaford Funded % 100

Source _____ % _____

Source _____ % _____

12. Please estimate the cost to develop the program or project, including approximate value of in-kind contributions of goods and services:

\$ 10,000

13. If the project is ongoing, what is the annual cost?

5,500 Annually

15. Has the program been honored with any other environmental or conservation awards in the past five years?

Please refer to attachment.

16. In one paragraph (not to exceed 50 words), please summarize the program, its objectives and what it has accomplished. Use space provided below. This paragraph should be suitable for use in a catalog, database or brochure.

Our Earth Matters™ programs focus on working in partnership with customers, associates, and suppliers. We raise awareness of environmental issues, increase community involvement in environmental programs, and encourage recycling, reuse of materials, and reduced use of resources. Our communities recognize and value our high recycling rates and our effective programs.

17. Please include 3 one-page letters of recommendation attached to the application when it is submitted for consideration. Letters should be addressed: "Attention: Award References." References should have first-hand knowledge of the environmental program, service, or technology and should offer a candid evaluation of its success or effectiveness. References may also include users or beneficiaries of your program.

NOTE: Letters of recommendation must accompany the application when it is submitted to CEQ. Letters sent directly to CEQ will not be considered. Please list the references in the spaces below.

Name: John R. McKernan, Jr.

Title: Governor, State of Maine

Street: Office of the Governor

City: Augusta State: ME Zip: 04333

Telephone: 207-289-3531 Fax: 207-289-1034

Name: Howard Dean, M.D.

Title: Governor, State of Vermont

Street: The Pavilion Building
109 State Street

City: Montpelier State: VT Zip: 05090-0301

Telephone: 802-828-3326 Fax: 802-828-3339

Name: Thomas Millar

Title: President, PCL Eastern Packaging, Ltd.

Street: P.O. Box 910, 291 Industrial Drive

City: Saint John State: N.B. Zip: E2L4C3

Telephone: 506-633-8101 Fax: 506-633-3031

18. Please sign below to indicate that all applicants agree a) to abide by the rules and requirements of the awards competition, and b) that all information submitted is true and accurate to the best of their knowledge.

Signature: Frederick Brown Date: 5/22/92

Title: Manager Organization: Bros. Co.

Telephone: 207-883-2911

How to Apply

Completed applications must be postmarked by May 22, 1992 and mailed to the:

The President's Environment and
Conservation Challenge Awards
Council on Environmental Quality
The White House
722 Jackson Place, NW
Washington, DC 20503

All information submitted with the application should be considered public information and becomes property of the President's Challenge Awards program.

Award recipients will be notified in Fall 1992. Recipients must be willing to assist the President's Challenge Awards program in making nonproprietary information about their environmental programs available to others who wish to replicate their success.

Application Format

Please submit one original and four photocopies of your application. You may include up to 10 pages of supporting materials. (NOTE: Photocopying both sides of a sheet of paper will be considered two-pages.) Any oversized items must be reduced to fit a standard 8.5" x 11" page format.

Supporting materials may include items such as brochures, photographs, press clippings, and graphs depicting the program's results. The materials may not be used as a substitute for written responses to Questions 5 and 6.

The order of pages in the submitted application should be as follows:

1. 4-page application (Questions 1-20)
2. 500-word overview summary (Question 5)
3. 2-page responses to criteria questions (Question 6)
4. 10 pages of supporting materials
5. 3 letters of recommendation (Question 17)

NOTE: The entire package should be stapled in the upper, left-hand corner. Any items sent over the 10-page limit of supporting materials will be disregarded and not reviewed by the technical evaluators and selection committee. Do not put the application or backup materials into a binder, notebook or plastic cover.

OMB Control No. 0331-0002, (Exp. 2/95): As required by the Paperwork Reduction Act, CEQ estimates that completion of this application will take 10 hours. Send comments regarding the collection of this information, including suggestions for reducing the paperwork burden, to CEQ and also to: Paperwork Reduction Project, Office of Management and Budget, Office of Information and Regulatory Affairs, 725 17th Street, NW, Washington, D.C., 20503

5. Overview of the Program

Earth Matters™ Mission Statement

Hannaford Bros. Co. is committed to preserving our environment. Through our Earth Matters™ programs, we are working in partnership with our customers, associates, and suppliers. We are raising awareness of environmental issues, increasing community involvement in environmental programs, and encouraging recycling, reuse of materials, and reduced use of natural resources. These efforts will benefit our communities – and our business – by maintaining an environment in which we can all thrive.

Background

Hannaford's Earth Matters™ environmental programs emphasize responsible waste management and consumer education. Over the last three years, changes in our waste disposal practices and retraining our associates has reduced by at least 25% the quantity of solid waste we send to landfills and incinerators. We also educate Hannaford employees – and over one million customers a week – about how they can help improve our environment.

Hannaford began recycling in 1975, sending corrugated cardboard to be remade into new products. Since that time, our recycling efforts have grown to include pallet stretch wrap, scrap wood, unsaleable products, HDPE pill bottles, office paper, and paper and plastic shopping bags. Composting and shopping bag recycling are now among our most successful and innovative programs. Our composting program diverts from landfills 70% of 13 stores' solid waste. Our Product Recovery Center sends 3-4 tons of unsaleable dry food returned from retail stores to a farm for composting each week. The Product Recovery Center also salvages over 100,000 cases of damaged but consumable product to be sent to a Maine food bank.

Our shopping bag recycling program is complemented by a refund program for bag reuse. Since April 1990, customers have reused over 6.7 million bags in our stores, and received over \$284,000 in refunds. Recycling has diverted 20 million plastic bags, weighing over 232 tons, from the waste stream. Paper bag recycling has also been successful; millions of paper bags have been returned to our stores for recycling. Our bags are widely recognized as a medium for environmental education messages for our customers.

Long-term

Hannaford currently diverts in excess of 40% of its retail solid waste from the waste stream by recycling corrugated cardboard, plastics, and other materials. By expanding recycling and composting, we plan to increase that figure to 60% by 1993 and 80% by 1995. Hannaford will continue to work with businesses and municipal officials to develop their environmental programs, and with legislators on meeting state and federal waste management goals. We will also continue to strengthen our partnership through educational efforts with the over 1 million customers that visit our stores each week and help make our environmental programs succeed.

Hannaford Bros. Co. – Education and Communication

D. Education and Communication – Hannaford Bros. Co.

1. What is the program? What are its environmental or conservation objectives?

Hannaford's Earth Matters™ program covers all our environmental efforts, including environmental education, composting, customer, and retail and corporate recycling. Our education efforts underlie the other programs: most employees and customers want to understand complex environmental issues before they use our recycling programs. Hannaford values environmental education so highly that it was the theme of our 1991 Annual Report to Shareholders.

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The number of customer comment cards asking for environmental information has decreased since 1989; when we began offering environmental education information. When we do receive comment cards with environmental questions, we answer them with comprehensive information about the topics. State waste management and waste recovery agencies have noted that Hannaford has created more public awareness about the importance of environmental issues and recycling than any other single organization.

Educating our customers on how to recycle paper and plastic bags has also shown results; our customers have brought us millions of bags to be recycled.

Hannaford Bros. Co. – Education and Communication

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Schools use our environmental education advertising flyers and brochures in their classrooms. By speaking to children at local schools we have helped students develop their own recycling programs. We support municipal curbside and drop-off recycling programs.



As a concerned company, Shop 'n Save associates are involved in the following activities to protect and improve our environment:

EFFORTS TO REDUCE

- New computer printers saved 250 miles of paper in January of 1992.
- Introduced 5+1 Shop 'n Save Orange Juice using 28% less packaging material than ordinary frozen juice concentrates.
- Developed Green Meadow paper products containing 100% recycled fiber.
- Use egg cartons made from 100% recycled material.
- Use 100% recycled post-consumer newsprint and domestic soybean oil-based colored inks in weekly flyers.
- Eliminated use of polystyrene foam produced with chloroflourocarbons.
- Make all polyethylene shopping bags from recycled plastic.
- Encourage manufacturers and suppliers to reduce packaging and use recycled/recyclable materials.
- Convey customer requests for package reduction to manufacturers.
- Increased use of recycled or recyclable materials for private label packaging.

EFFORTS TO REUSE

- Issue refunds for 4.4 million grocery bags reused by customers annually.
- Offer 100% cotton tote bags and net totes for groceries.
- Designed paper bags for Christmas wrapping and book covers.
- Use refilled photocopier toner cartridges.
- Return floral buckets for reuse.
- Offer 100% cotton lunch bags, "Returnables" bottle bags.
- Use refilled laser printer toner cartridges.
- Use durable utensils and dishes in main office cafeteria.
- Use scrap paper for scratch pads.
- Center cores of stretch wrap rolls.

EFFORTS TO RECYCLE

Food Waste Recycling & Composting:

- Tons of food shipped to food bank weekly.
- Save unsalable produce (from distribution centers) for use as animal feed.
- Compost 30 tons of supermarket food waste each week.
- Send meat trimmings to fertilizer and pet food processors.
- Composting food waste from Product Recovery Center.

Plastic Recycling:

- 438 tons of stretch wrap from supermarkets and distribution facilities annually.
- Plastic six-pack rings.
- HDPE plastic trays.

Paper and Wood Recycling:

- 22,000 tons of cardboard boxes from all supermarkets and distribution centers annually.
- 75% of corporate office paper and computer paper waste.
- Wood pallets from stores and warehouses.

Bag Recycling:

- 9.2 million plastic shopping bags returned by customers annually.
- Customers return millions of paper shopping bags for recycling annually.

Deposit Container Return:

- Where required by law, collection of deposit beverage containers.

EFFORTS TO CONSERVE ENERGY AND REDUCE OZONE DAMAGE

In Our Buildings:

- Opened the first store in the U.S. with refrigeration and air conditioning systems free of CFC's and HCFC's.
- Install high-pressure sodium lighting systems.
- Dim lights automatically at night.
- Replaced doors on dairy cases and freezers saving 60% on energy.
- Heat water and air with waste heat from our refrigerators.
- Install heating, ventilation and air conditioning systems with efficient computer-controlled systems.

Our Trucks:

- Shut down automatically after five minutes of idling.
- Use electronic fuel injection.
- Limit speed electronically and use cruise control.
- Reduce wind resistance with air shields.
- Reduce friction with radial tires.
- Map routes with computers to ensure that trucks travel a minimum number of miles.

ENVIRONMENTAL EDUCATION PROGRAMS

Company Programs:

- Store manager information notebooks.
- Regular articles in company newspapers.
- FYE - environmental information bulletin issued quarterly.

Community Efforts:

- Grade school educational programs.
- Environmental store tours.

Customer Programs:

- Brochures on recycling, composting and energy conservation.
- Recycling information boards.
- Consumer environmental discussion groups.
- Environmental shelf messages.
- Environmental messages on paper and plastic bags and our weekly flyers.

SOLID WASTE MANAGEMENT PROGRAMS

- Conduct solid waste flow analysis at corporate, retail and distribution center locations.
- Supermarket and distribution center facilities compost waste at local farms.

- Work with local, state and national organizations and associates to develop solid waste reduction and recycling plans.
- Conduct environmental seminars, workshops and conferences.

ASSOCIATE PARTICIPATION

- Environmental committees plan community and company waste reduction action and programs.
- All associates participate in company recycling programs.

- "Clean It Up" program - volunteer associates work cooperatively with local organizations on spring and fall clean-up projects.

**Earth Matters™
Mission Statement**

Hannaford Bros. Co. is committed to improving our environment. Through our Earth Matters programs, we are working in partnership with our customers, communities, associates, and suppliers. We are raising awareness of environmental issues and increasing community involvement in environmental programs. We are encouraging and practicing recycling, reuse of materials, and reduced use of natural resources. These efforts will benefit our communities, our business, and our associates by maintaining an environment in which we can all thrive.

Composting

What is
Composting

Recycling

**Recycling
Plastics**

HOW IT WORKS

...ing system specifies seven
of plastics:

...nthalate)
... and salad dressing bottles, peanut

toys, trash cans

**Earth Day 1991/2
Brochure Series:
Recycling Plastics
Recycling
Energy Conservation
Composting**

Energy Conservation

BIG SAVINGS

What is energy conservation?

When you conserve energy, you use less energy to do the same things. This means you can save money on your utility bills. It also means you are helping to protect our environment by reducing the amount of energy that is used to generate electricity.

Why conserve energy?

Conserving energy helps to reduce air pollution and global warming. It also helps to save money on your utility bills. By using energy more efficiently, you can help to reduce the amount of energy that is used to generate electricity.

How to conserve energy:

1. Turn off lights when you leave a room.

2. Use energy-efficient light bulbs.

3. Turn off the TV when you are not watching it.

4. Mix it up. Turn it off, the more.

5. Use it! Use your energy in the garden. Cut plants healthy.

REDUCE • REUSE • RECYCLE

Printed on recycled paper © 1992 Hannaford Bros. Co.

USE RECYCLE

Press Clippings About Earth Matters™ Programs

BURLINGTON FREE PRESS
BURLINGTON, VT
D. 51,601

SARATOGIAN

SARATOGA SPRINGS, NY
DAILY 12,777

ST. JOHN VALLEY TIMES
HADAWASKA, ME
WEEKLY 6,259

COURIER-GAZETTE

ROCKLAND, ME
8,372

MAR 28 1991

NEW ENGLAND NEWSCLIP AGENCY, INC.

TUESDAY

MAR 24 1991

APR 24 1991
NEW ENGLAND NEWSCLIP AGENCY, INC.
103
KT

JUL 6 1991

COMMUNITY

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BURRELLI

Shop 'n Save's 'Clean it up'

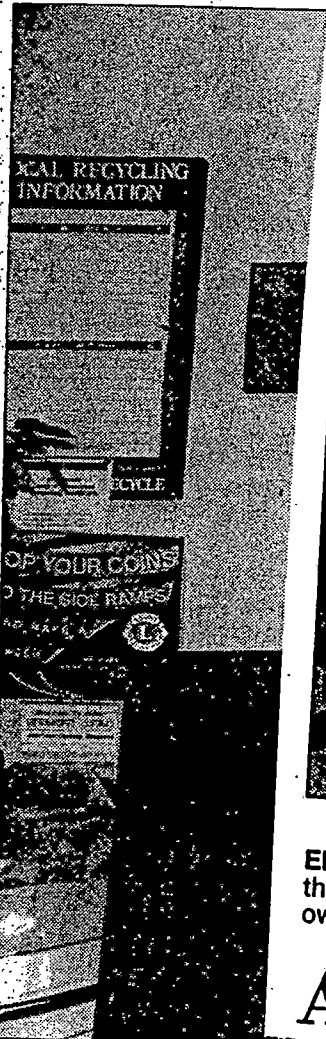
Hannaford
FORT KENT - Shop 'n Save Supermarkets will be supporting community-based "Clean It Up" programs during Earth Week as part of Earth Matters (SM), the company's on-going commitment to the environment.

"Through the Clean It Up projects, we will be able to provide support for community groups involved in hands-on environmental work such as clearing trash from a section of highway or cleaning up a beach or park," said Ted Brown, Environmental Affairs manager for Hannaford Bros. Co., parent firm.

environmental program in which Hannaford Bros. Co. has been actively involved for several years and which is now being called, "The name Earth Matters is intended to say we believe concern for the environment must be a daily part of our lives," Brown said. Other components of the on-going environmental program are:

- The plastic shopping bag recycling program begun in January of last year
- 8 million bags
- A paper shop

LOCAL RECYCLING INFORMATION



615
e d.

ENVIRONMENTALLY SOUND — Tom Matthews, energy manager for Hannaford Bros., owner of Shop N' Save Supermarkets, stands

Area supermarket

Hannaford
Award-winning recycling

Kim Hansen, a shift leader at Martin's Foods on Dors bags to be recycled. The store has been awarded the Regional Solid Waste Management District for its e and recycling. This is the award's first year.

SARATOGIAN

SARATOGA SPRINGS, NY
DAILY 12,777

MONDAY

MAR 30 1992

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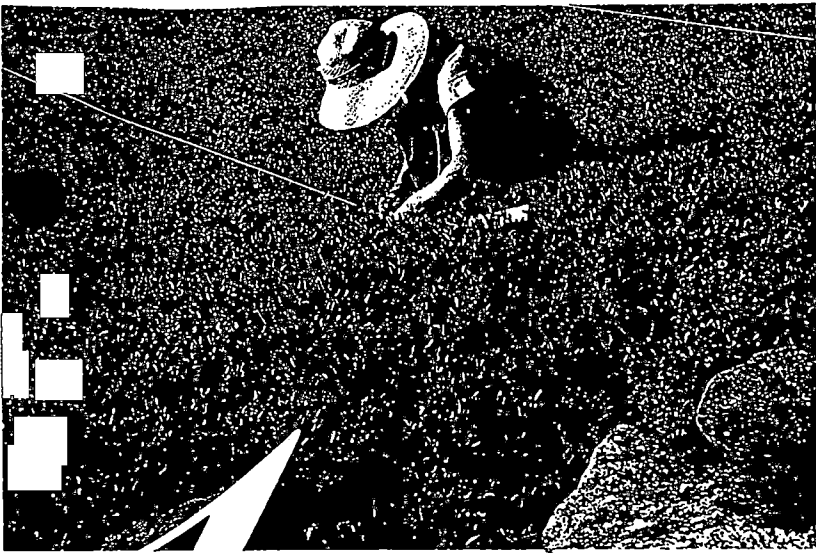
BURRELLI'S

QR

Shop 'n Save
EDITORIAL
helps saves ozone
E OCB

It may not look like much, but the maze of pipes and wires that make up the refrigeration and air conditioning system in the new Shop 'n Save supermarket on Broad Street in Glens Falls deserves a thumbs up. The store became the first in

PEACHES FOR PIGGIES — A program to reduce



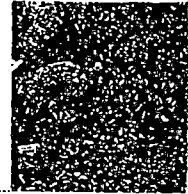
LAND

Land is abundant, but it's part of a fragile ecosystem. We depend on our soil for sustenance. Fruits and vegetables grow in our gardens and livestock graze in our fields. But we need to enrich and clean the earth: it is nature's legacy to our children.

We can all help prevent costly cleanups along our waterways. Don't pour toxic chemicals down the drain or on the ground - they can damage water and soil. Careful trash disposal also helps. Litter can harm birds, fish and other wildlife, upsetting the food chain and the balance of nature.

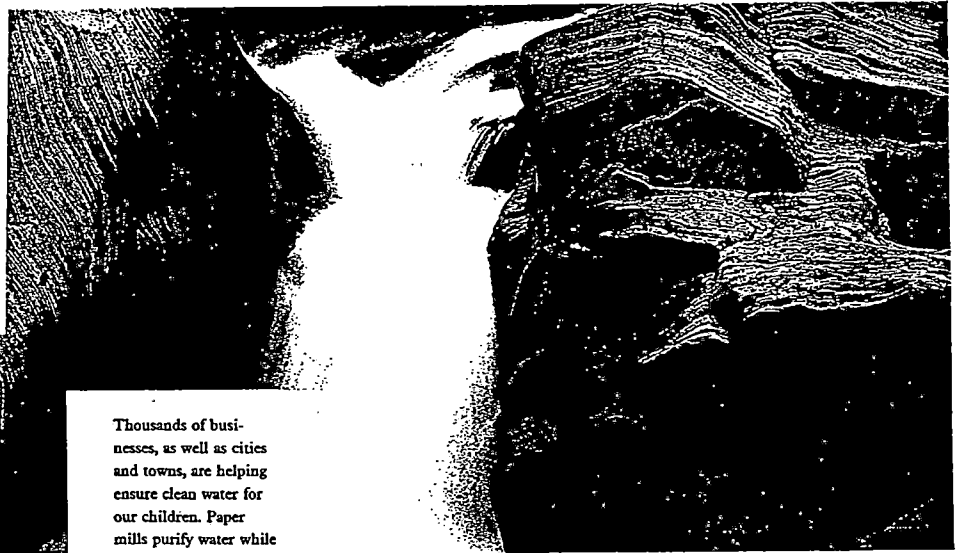


Composting recycles organic wastes into rich yard fill. Here's how to compost: Build an enclosure using scrap wood or chicken wire. Save fruit and vegetable scraps, egg shells, yard waste and coffee grounds and put them on the pile. Turn it at least once a week so oxygen can speed decomposition. When compost looks like dirt, it's ready for use.



WATER

Rivers, lakes, oceans, rain and snow. Water is everywhere, sometimes even as a destructive force of floods and hurricanes. But pollution has reduced the volume of the earth's water we can use safely for drinking. By conserving water and protecting our water supply from toxic chemicals, we can continue to have clean water for cooking, swimming, fishing and drinking.



Thousands of businesses, as well as cities and towns, are helping ensure clean water for our children. Paper mills purify water while using its natural energy. At Hannaford we thoroughly research every piece of land we develop so we don't damage the water table or endanger wildlife. When we build new stores, we minimize environmental impact on nearby bodies of water by using special systems to filter storm runoff water.

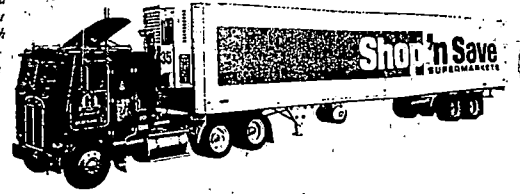
Composting makes a natural soil conditioner and mulch. It reduces the need for chemicals that can contaminate ground and surface waters. It also retains water and allows soil to drain.



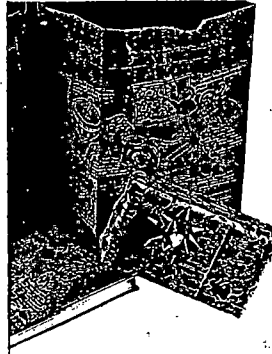
All of us can help the environment by cleaning our yards, streets and neighborhoods, and teaching our children to respect the earth. By getting involved in local projects, our collective work makes a big difference. Whether it's picking up a piece of litter or recycling household and office waste, your effort can mean a lifetime to nature.



Hannaford's trucks limit emissions by shutting down after idling five minutes. Ideas for clean air extend to our stores; we opened the country's first supermarket with refrigeration systems running on R134A, a new non-CFC refrigerant.



Hannaford's award-winning grocery bags are fun for customers and good for the environment. Book cover bags protect books and teach children about conservation and recycling. And with a little ribbon, our holiday bags make great gift wrap!



A I R .

It's easy to forget we depend on clean air for survival. But we're part of an interdependent chain that purifies our air. We exhale carbon dioxide that plants need, and plants generate oxygen that we breathe. These gases are components of a special balance in the atmosphere helping to protect us from the sun's damaging rays.

QUALITY OF LIFE

Everything we do affects the quality of human, animal and marine life. Each of us hold life in a delicate balance: as human beings, we have the greatest control over nature's legacy. It's easy to celebrate nature each day by helping protect and improve our natural surroundings.

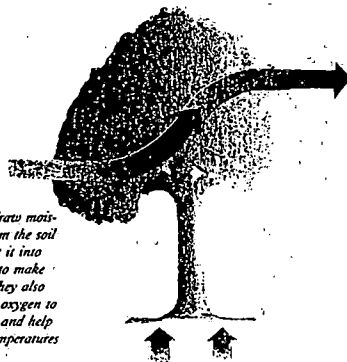


The choices we make for our air today determine its future quality. We can all help by using latex paints, composting instead of burning leaves and not letting engines idle. We need to be careful not to let CFC refrigerants from freezers and refrigerators leak into the air where they damage the protective ozone layer.



Hannaford's Earth MattersSM environmental education programs have reached millions of people. Our efforts have helped our customers learn how to compost, conserve natural resources and recycle. Thousands take advantage of our bag recycling programs, keeping tons of plastic and paper from landfills.

Trees draw moisture from the soil and put it into the air to make rain. They also give us oxygen to breathe and help keep temperatures stable.



Planting trees is a beautiful way to keep our air healthy. And it's a fun nature lesson for our children!



Earth Matters™ Awards

- 1990 **New Hampshire Resource Recovery Association**
Corporate Recycling Award “for outstanding leadership in advancing community materials recycling.”
- 1990 **The Vermont Chittenden Regional Solid Waste Management District**
Waste Reduction Award “for reduction and recycling efforts serving as a model to our customers and the community.”
- 1991 **The Sierra Club Monadnock Group**
Recognition Award for “sincere and consistent efforts to lessen the impact on the environment and to educate the consumer.”
- 1991 **Rotary International**
Rumford, Maine, Area Rotary Club Annual Business Award for Community Environmental Service.
- 1991 **Keep America Beautiful, Inc.**
National Recycling Award for exceptional recycling rates and educational achievements.
- 1992 **State of Maine Governor’s Recycling Award**
For outstanding community awareness programs and corporate recycling progress.
- 1992 **American Lung Association of New York**
Award for accepting the “Clean Air Challenge” by testing a new CFC-free refrigeration system in the Glens Falls, NY, Shop ‘n Save.

EARTH QUIZ



Test your
environmental knowledge on

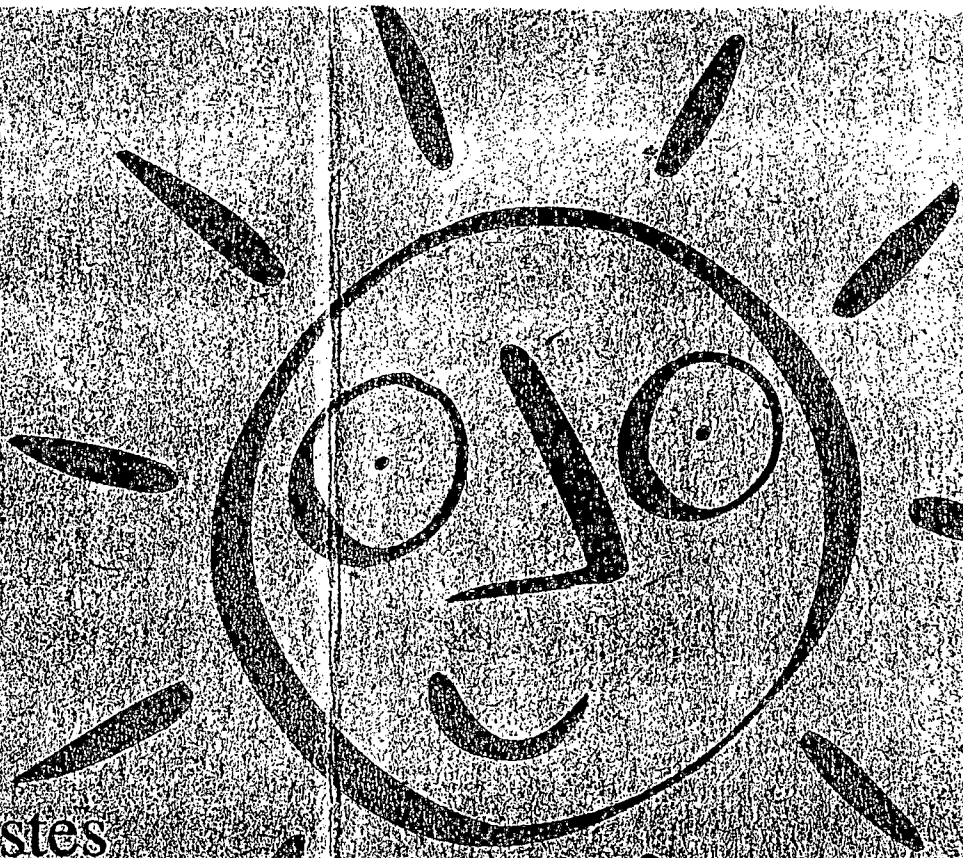
Answers on
bottom of bag

Conservation in the back yard

1.

How often should you turn
backyard compost pile?

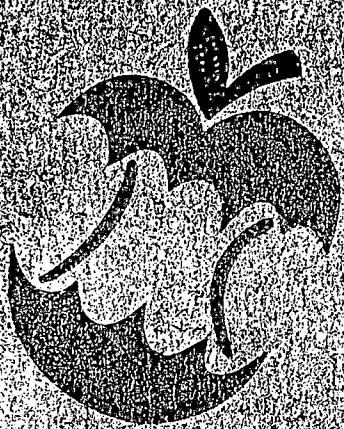
a) every other month



of yard wastes composted in back yard?

True or false: Toxic chemicals poured down the drain can end up in your groundwater.

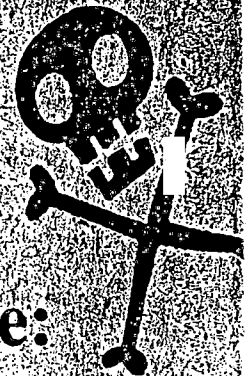
This bag has been manufactured with 20% recycled post-consumer newsprint. Please recycle at any of our stores.



these food would not be put in a pile?

10

True or false: Natural methods - like fertilizing in early spring and not cutting grass too short - can help control lawn weeds without chemicals.



Answers on bottom of bag

Lb.

1 Lb. Pkg.

Shop 'n Save Wieners

79¢

EARTH MATTERS

**CLEAN
IT UP!**



Large - Heavyweight,
100% Cotton, Reusable

**Canvas
Bags**

\$4²⁸

Help celebrate Earth Day,
April 22, by joining in a
"clean up" project in your
community. The event, date
and time is posted at many
Shop 'n Save stores.

Large - Versatile,
Durable, Reusable

**Net
Bags**

\$3²⁸



Calif

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SHOP 'N SAVE BRAND SAVINGS

**LOWER
PRICES**

all the time!

Shop 'n Save prices all
its grocery, dairy, frozen
and general merchandise
products at prices that
will remain consistently
low every week.

DOUBLE YOUR

We guarantee you'll be

Gallon

**Shop
2% M**

16 Oz.

**Shop
White**



STATE OF MAINE
OFFICE OF THE GOVERNOR
AUGUSTA, MAINE
04333

JOHN R. MCKERNAN, JR.
GOVERNOR

May 12, 1992

President's Environmental & Conservation Challenge Awards
Council on Environmental Quality
The White House
772 Jackson Place N.W.
Washington, D.C. 20503

Attention: Awards References

I am pleased to endorse the nomination of Hannaford Bros. Company as a candidate for the 1992 President's Environmental & Conservation Challenge Award, Education & Communication category.

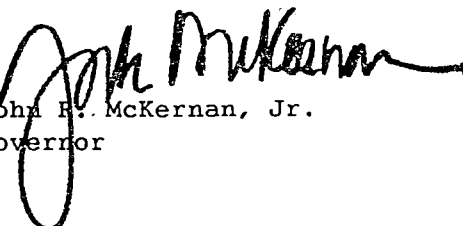
As the largest grocery store chain in Maine, Hannaford Bros. has responded to state environmental mandates with remarkable enthusiasm and responsibility by pioneering a comprehensive recycling and education program entitled "Earth Matters". The enclosed material describes these efforts in detail, for your consideration.

The company's leadership has clearly had a positive impact on Shop and Save customers that will set the standard for consumer conservation efforts for years to come.

At a time when the business community and environmental groups are often at odds with each other, it is most gratifying to see how Hannaford Bros. is meeting the challenge of resolving waste management problems and educating the public about short-term and long-term measures to reduce environmental pollution.

I urge your favorable consideration of this outstanding candidate for this year's award.

Sincerely,


John R. McKernan, Jr.
Governor

JRM/hrd



Howard Dean, M.D.
Governor



State of Vermont
Office of the Governor
Pavilion Office Building
Montpelier, Vermont 05609
(802) 828-3333

May 22, 1992

The President's Environmental and
Conservation Challenge Awards
Council on Environmental Quality
The White House
722 Jackson Place, NW
Washington, DC 20503

Attention: Awards References:

I am pleased to endorse Hannaford Bros. Co. for nomination as a candidate for the 1992 President's Environmental and Conservation Challenge Award.

Hannaford Bros. and their Vermont chain of Martin's Foods are one of Vermont's largest retailers. They have demonstrated unique progress in solid waste reduction and recycling within their own operations and have adopted broadly recognized community-based environmental educational programs.

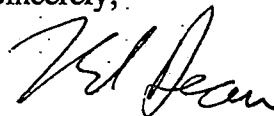
Ted Brown, Hannaford's Environmental Affairs Manager, has been appointed by me to serve on Vermont's Technical Advisory Committee on Solid Waste, which represents an important corporate commitment for this company.

Hannaford and Martin's supermarkets have helped Vermont consumers become more environmentally aware through their many corporate educational programs, including refunds for bag reuse, helpful recycling and environmental tips on bags, community bag recycling programs and local recycling information boards.

The Hannaford management team has been very involved with various local and State efforts to help consumers and their employees better manage household wastes including the development and implementation of Vermont's Household Hazardous waste shelf labeling program.

Please recognize Hannaford Bros. Co. for their outstanding achievements and corporate commitment as a candidate for the 1992 President's Award. Their Earth Matters program is a most creative and effective communication and educational effort.

Sincerely,

A handwritten signature in black ink, appearing to read "Howard Dean". The signature is fluid and cursive, with the first name "Howard" and last name "Dean" clearly distinguishable.

Howard Dean, M. D.
Governor

HD:jb

May 19, 1992

The President's Environment and
Conservation Challenge Award
Council on Environmental Quality
The White House
772 Jackson Place, N.W.
Washington, DC 20503

Attention: Awards References

I am pleased to endorse Hannaford Bros. Co. as a recipient of the President's Environment and Conservation Challenge Award.

The outstanding tangible results of their Earth Matters program have been well documented with literally thousands of tons of various materials being diverted from the nation's landfills. However, these documented results perhaps represent only the "tip of the iceberg". As communicators and educators, Hannaford Bros. have instilled an environmental ethic in their employees, customers, suppliers and the communities in which they operate.

While many less dedicated retailers in the country rushed to "cash in" on society's heightened environmental concern, Hannaford, evaluated possible roles it could assume to achieve environmental betterment. It was in their chosen roles as communicators and educators that they recognized a basic truth of environmental stewardship----that progress would flow out of accurate information and motivation. The Earth Matters Program is the embodiment of this philosophy.

To consumers, Earth Matters has meant information enabling them to see through rhetoric and exaggerated claims. To manufacturers, Earth Matters has provided incentive to develop innovative products and programs. To communities and governments, Earth Matters has provided a vital link to reach retailers, consumers and manufacturers.

Hannaford Bros. have distinguished themselves with a number of innovative in-house environmental programs that have communicated leadership by example.

Underlying all Earth Matters activities is honesty, integrity, courage, intelligence and determination. I heartily recommend Hannaford Bros. Co. as winners of this important award.

Yours sincerely,



Thomas Millar
President

Stanley T. Bennett, II
President



E.017

May 20, 1992

The President's Environment and
Conservation Challenge Awards
Council on Environmental Quality
The White House
722 Jackson Place, NW
Washington DC 20503

Attention: Awards References

It gives me great pleasure to endorse Hannaford Bros. Company for nomination as a candidate for the most important 1992 President's Environment and Conservation Challenge Award.

Hannaford Bros. and their chain of Shop 'n Save supermarkets are one of Maine's largest retailers. They have demonstrated unique progress in solid waste reduction and recycling within their own operations and have adopted broadly recognized community-based environmental educational programs.

Hannaford and Shop 'n Save supermarkets have helped Maine consumers become more environmentally aware through their many corporate educational programs, including refunds for bag reuse, helpful recycling and environmental tips on bags, community bag recycling programs, and local recycling information boards.

Please recognize Hannaford Bros. Company for their outstanding achievements and corporate commitment as a candidate for the 1992 President's Award. Their Earth Matters program is a most creative and effective communication and educational effort.

Very truly yours,

Stanley T. Bennett II

STB/nja

E.017



STATE OF NEW YORK
EXECUTIVE CHAMBER
ALBANY 12224

May 22, 1992

MARIO M. CUOMO
GOVERNOR

Gentlemen:

I enthusiastically recommend Hannaford Bros. Co. as a candidate for the 1992 President's Environment & Conservation Challenge Award in the education and communication category.

As a fast-growing company doing business in the northeast region and Capitol District of New York State, Hannaford and Shop 'n Save supermarkets have clearly taken a very proactive position to educate the public on environmental issues and have created a high level of consumer awareness to the importance of recycling and waste reduction.

For several years, the company's management team has worked closely with the New York State Department of Environmental Conservation in developing definitions for the regulation of environmental packaging terms. Hannaford recently opened the country's first supermarket operating refrigeration and air conditioning systems that are free of CFC's and HCFC's.

Many helpful environmental education programs are offered in Hannaford supermarkets enabling consumers to participate in real waste reduction and community driven recycling initiatives.

Through its Shop 'n Save supermarket team, Hannaford has consistently offered assistance to local communities and state waste reduction agencies to accelerate recycling of many materials and promote the use of recyclable and recycled products. This type of cooperative effort helps build solid support for joint consumer and industry action.

I applaud Hannaford for its corporate environmental commitment and especially for its most effective educational and community communications programs they call Earth Matters.

Sincerely,

A handwritten signature in black ink that reads "Mario M. Cuomo".

The President's Environment and
Conservation Challenge Awards
Council on Environmental Quality
The White House
722 Jackson Place, NW
Washington, D.C. 20503

Application Summary

ID Number: E.047

Project: Chesapeake Bay License Plate Program

Contact: Ms. Eleanor Falk
Office of the Governor
State House
Annapolis, MD 21401-

Telephone:
(410) 974-5300

Summary: The State of Maryland's Chesapeake Bay Plate Program has raised more than \$3.5 million for Bay education and restoration projects while increasing public awareness of the Bay among the 4.5 million citizens of Maryland and throughout the Bay region.

NOTE: Some technical evaluators provided written opinions, based on their view of the criteria. The following is included for your background only.

Comments: Exciting program to raise consciousness about and significant funds (\$3.5 Million) for helping clean up the Chesapeake Bay. License plates are constant reminders about the Bay. Program pays for itself while gaining the participation of hundreds of thousands and increasing the awareness of millions.

Large audience, provides resources for high visibility environmental needs. Applicable and transferable to other 49 states. Consumes limited resources while providing important benefits.

Question No. 5

Summary

Maryland's Chesapeake Bay commemorative license plate program was initiated by Governor William Donald Schaefer on behalf of the State government to increase public awareness of and participation in the restoration of the Chesapeake Bay.

Under the Governor's program, motorists have the option to purchase the commemorative Bay series as an alternative to the standard license plate. To underscore the objective of helping to revitalize the Chesapeake Bay, Governor Schaefer directed that proceeds from plate sales be earmarked for the Chesapeake Bay Trust, a nonprofit organization which funds Bay education and restoration activities.

As a result, the Governor's program has focused widespread attention on the importance of the Bay program in two important ways: 1) it provides Marylanders a convenient way to communicate their personal commitment to the care of the nation's greatest estuary; and 2) it makes possible hundreds of vital citizen action projects and education activities which are supported by Bay plate sales.

The Governor's initiative has generated important funding for the Trust's mission to promote public awareness and participation in the Bay clean-up - \$3.5 million to date. And more than 350,000 vehicles today carry the message to citizens of the region and the nation to "Treasure the Chesapeake." In short, the Bay plate is turning concern for the Bay into action.

The program did not occur overnight. The Governor first submitted legislation to create a commemorative Bay plate in 1987, but the measure was declined. On his second attempt in 1990, the measure was enacted and the Governor then oversaw the design process, the marketing campaign and the sales effort of the Motor Vehicle Administration which ensured the Bay plate's success.

The Bay plate features Maryland's Great Blue Heron and the slogan "Treasure the Chesapeake." The Blue Heron was selected as a symbol of conservation. The program began in December 1990 and will continue through December 31, 1994.

Passenger cars, multi-purpose vehicles, light trucks, vans, taxis, limousines, and boat trailers are eligible for commemorative plates as are vehicles with handicap or personalized plates.

ATTACHMENT A.

Page 2

The Chesapeake Bay license plate is assisting hundreds of community and volunteer organizations who share in Trust grants for Bay restoration projects, including stream cleanups, tree and marsh grass plantings, erosion control projects, water quality studies, habitat restoration and the development of environmental awareness and education programs to instill in people of all ages a better understanding of the Bay and the need to protect it for the future.

The program has already prompted scores of inquiries from other states and localities seeking to adapt the program to areas of local concern. ant contribution to the restoration of the Bay and will benefit the entire region for years to come.

ATTACHMENT B.

Question No. 6. D. EDUCATION AND COMMUNICATION

1. What is the program? What are its environmental or conservation objectives?

The Bay plate program initiated by Governor Schaefer involves the sale by the Motor Vehicle Administration of Chesapeake Bay commemorative license plates as an alternative to the standard Maryland license plate. It enables Marylanders to communicate their commitment to the care of the nation's greatest estuary; and 2) provides vital funding for hundreds of citizen action projects and Bay education activities.

2. Who is the program's audience? How large is the audience? How is the program's effect on the audience determined?

The program audience is each of the 4.5 million citizens of Maryland, people of all ages who travel the streets and highways; the 2.8 million owners of vehicles in the state who are eligible to purchase Bay plates; and the citizens of the Bay region and the nation. The purpose of the program is to increase visibility for the Bay restoration program and at the same time raise needed funds for Bay education and restoration activity. The Bay plate is a catalyst for those who are willing to help and an opportunity to participate in a meaningful way. An important aspect of the program is the advancement of pride in the Bay.

3. What is original or distinctive about the program?

The program is distinctive in that it has produced the most successful commemorative plate in the nation's history. More than 355,000 plates have been purchased, representing 12.5 percent of the registered vehicle population in Maryland. California, with environmental plates on seven percent of eligible vehicles, is a distant second.

4. What are the measurable results or benefits produced by the program? How does the program promote the development of an environmental ethic and make a positive contribution to environmental awareness.

Bay plates serve as attractive and mobile messages on streets and highways throughout the region and convey the important reminder to "Treasure the Chesapeake." The impact is measurable in terms of the numbers of citizens who elect to purchase the plate. Of lasting significance are the public education and awareness projects supported with proceeds from plate sales.

5. How can the program be used or modeled by others?

The program is easily adaptable for worthy public causes in other states. The State of Virginia has since developed its own version of the Bay plate to aid the Chesapeake, and numerous other states have called to inquire about the Maryland program for application in their own states. (See Attachment A.)

E. 047

Application Form - 1002

Please read the application form carefully and provide all information requested. Please type or print clearly. Supplementary pages should follow the format of this form as closely as possible. Incomplete applications will not be considered.

1. Select the Award category for which you are competing:
(Note: A program may be entered in only one category. See descriptions of categories in Question 6.)

- (01) ___ Partnership
- (02) ___ Environmental Quality Management
- (03) ___ Innovation
- (04) X Education and Communication

2. Name of the project or program described in this application:

Chesapeake Bay License Plate Program

3. Name of Award Applicant(s): (Use separate sheet, if needed)

X Mr. ___ Mrs. ___ Ms. ___ Miss ___ Dr.

Name: The Honorable William Donald Schaefer

Title: Governor of Maryland

Organization: State of Maryland

Street: State House

City: Annapolis State: MD Zip: 21401

Telephone: 410/974-5300 Fax: 410/974-5328

4. Program contact who can answer questions regarding the application:

___ Mr. ___ Mrs. X Ms. ___ Miss ___ Dr.

Name: Eleanor Falk

Title: Deputy Director, Chesapeake Bay Communications Office

Organization: Office of the Governor

Street: State House

City: Annapolis State: MD Zip: 21401

Telephone: 410/974-5300 Fax: 410/974-5328

NOTE: The Selection Committee will rely heavily on Questions 5-6 in determining how well the application meets the award criteria.

Please attach a one-page (not to exceed 500 words) summary, suitable for publication, which provides a complete overview of the application. The one-page response should be clear, concise, and should emphasize quantifiable results or benefits of the program.

SEE ATTACHMENT A

6. A-D: Please answer *only* the following Award criteria questions pertaining to the specific Award category for which you are applying. (For example: Partnership category: answer questions A1-A5; EQM, B1-B7; Innovation, C1-C5; Education, D1-D5).

Answers should be clear, concise and *should emphasize quantifiable results or benefits* of the program. Each answer to a sub-question should not exceed 100 words. Taken as a whole, all answers to criteria questions should not exceed two pages.

A. PARTNERSHIP: awarded to diverse organizations or groups that have fostered cooperative approaches to environmental needs at the local, regional, or national level.

1. Who are the partnership's members? What are their roles? What resources do they bring to the partnership?

2. What are the partnership's specific environmental or conservation objectives? Has a sustainable plan of concerted action for meeting these needs been established?

3. How is the partnership distinctive or innovative? What obstacles, environmental or otherwise, does it overcome?

4. What measurable environmental or conservation benefits has the partnership produced?

5. What aspects of the partnership can be modeled by others and transferred to other settings?

B. ENVIRONMENTAL QUALITY MANAGEMENT: awarded to organizations which have demonstrated that environmental values can be integrated into sound management decisions and objectives. (Note: This category reflects broad-based organizational approaches. Special programs or projects may be more appropriate for entry in one of the other three award categories.)

1. What are the organization's environmental policies and objectives?

2. How has the organization's top management demonstrated commitment to these policies and objectives? Do the policies demonstrate commitment beyond legal compliance?

3. What are the organization's environmental standards for its product(s) and operations? Explain how they go beyond legal constraints and how they relate to management control mechanisms.

4. How are these policies and objectives incorporated in the: a) Day-to-day management of the organization; b) Organization's decision-making about research and development, long-range planning, capital, and operating budgets?

5. How are these policies and objectives reflected in the organization's relationships with employees, customers, suppliers, and the general public?

6. What are the organization's control mechanisms that give decision makers objective data to measure continuous performance improvement toward its short- and long-term environmental objectives?

7. What quantifiable, sustained environmental quality results in products and processes have resulted from the organization's environmental approach?

C. INNOVATION—awarded to individuals, organizations and groups who have demonstrated exceptional creativity or pioneered new approaches in the development and/or execution of technologies, programs, projects, or services that are environmentally sound and economically sensible?

1. What is the purpose of the technology, program, project or service?

2. How is the technology, program, project, or service distinctive or innovative? What obstacles, environmentally or otherwise, does it overcome?

3. How is the technology, program, project, or service superior to other approaches? Does it offer a viable alternative to a problem for which no solutions previously existed?

4. Can the technology, program, project or service be replicated in an economically feasible manner?

5. What are the measurable, net long-term environmental benefits or results of the technology, program, project, or service?

D. EDUCATION AND COMMUNICATION—awarded to individuals, organizations, or groups which have developed educational or informational programs that inspire respect for the environment and raise the public's environmental literacy.

SEE ATTACHMENT B

1. What is the program? What are its environmental or conservation objectives?

2. Who is the program's audience? How large is the audience? How is the program's effect on the audience determined?

3. What is original or distinctive about the program?

4. What are the measurable results or benefits produced by the program? How does the program promote the development of an environmental ethic and make a positive contribution to environmental awareness?

5. How can the program be used or modeled by others?

NOTE: The following questions are for informational purposes.

7. How long has the technology, program, project or service been operational?

18 months

8. Which of the following most accurately describes the applicant(s)? (Check more than one, if applicable.)

- (01) National Business or Industry
- (02) Regional or Local Business or Industry
- (03) National Nonprofit Organization or Foundation
- (04) Regional or Local Nonprofit Organization
- (05) Local or State Government/Government Agency
- (06) Educational Organization
- (07) Voluntary Civic Organization
- (08) Trade or Professional Society
- (09) Youth Organization
- (10) Labor Organization
- (11) Individual
- (12) Other (Please describe): _____

9. If business or industry, which of the following best describes the type of business or industry?

- (01) Agriculture/Forestry
- (02) Aerospace
- (03) Communications
- (04) Construction
- (05) Electronics/Computers
- (06) Energy
- (07) Engineering
- (08) Environmental Services
- (09) Financial Services/Insurance/Real Estate
- (10) Manufacturing—Chemical
- (11) Manufacturing—Other
- (12) Mining
- (13) Recreation
- (14) Trade—Wholesale
- (15) Transportation
- (16) Utilities—Electric, Gas or _____
- (17) Other (Please describe): _____

10. Which of the following most accurately describes the environmental program under consideration for an award? (Check more than one, if applicable.)

- (01) agriculture
- (02) air quality
- (03) conservation
- (04) education—general public
- (05) education—academic
- (06) energy
- (07) environmental quality management
- (08) forestry
- (09) hazardous waste remediation
- (10) international
- (11) natural resources

- (12) pollution control
- (13) recreation
- (14) recycling
- (15) solid waste
- (16) source reduction/pollution prevention
- (17) water quality
- (18) wetlands
- (19) wildlife and fish resources
- (20) Other (Please describe): All areas related to the health of the Chesapeake Bay.

11. If applicable, list the sources of the program's support and the percentage of support provided, including grants and in-kind contributions of goods and services. (Use separate sheet if needed).

Source Private Sector (Ches. Bay % .4 Trust, 3M Corp.) to help market the license plate.

Source Md. State Government (Motor % 99.6 Vehicle Administration) See #13 below.

12. Please estimate the cost to develop the program or project, including approximate value of in-kind contributions of goods and services:

\$5,000.00 to design license plate

13. If the project is ongoing, what is the annual cost?

Program is self-supporting. Half of fee for the Ches. Bay license plate benefits the Bay cleanup. The other half allows Motor Vehicle Adm to recover its costs.

16. In one paragraph (not to exceed 50 words), please summarize the program, its objectives and what it has accomplished. Use space provided below. This paragraph should be suitable for use in a catalog, database or brochure.

Governor Schaefer's Chesapeake Bay Plate Program has raised more than \$3.5 million for Bay education and restoration projects while increasing public awareness of the Bay among the 4.5 million citizens of Maryland and throughout the Bay region.

14. Please indicate which of the following are the primary audiences, beneficiaries, or users of the program or service, and estimate how many persons are served: (Select up to 3 categories.)

| Type | How Many People |
|---|--------------------|
| (01) <input type="checkbox"/> Business or Industry | _____ |
| (02) <input type="checkbox"/> Trade or Professional Society | _____ |
| (03) <input type="checkbox"/> Government | _____ |
| (04) <input type="checkbox"/> Educational Organizations | _____ |
| (05) <input type="checkbox"/> Youth | _____ |
| (06) <input type="checkbox"/> Community or Public Interest Groups | _____ |
| (07) <input type="checkbox"/> Local Community or Local Public | _____ |
| (08) <input checked="" type="checkbox"/> General Public | <u>4.5 million</u> |
| (09) <input type="checkbox"/> Employees | _____ |
| (10) <input type="checkbox"/> Customers or Clients | _____ |
| (11) <input type="checkbox"/> Other (Please describe): _____ | _____ |

15. Has the program been honored with any other environmental or conservation awards in the past five years?

No. Program is 18 months old.

17. Please include 3 one-page letters of recommendation attached to the application when it is submitted for consideration. Letters should be addressed: "Attention: Award References." References should have first-hand knowledge of the environmental program, service, or technology and should offer a candid evaluation of its success or effectiveness. References may also include users or beneficiaries of your program.

NOTE: Letters of recommendation must accompany the application when it is submitted to CEQ. Letters sent directly to CEQ will not be considered. Please list the references in the spaces below.

Name: Mr. Gary R. Fuhrman
Baltimore Gas & Electric Company
Title: Director, Corporate Administrative
Services
Street: P.O. Box 1475, G & E Building
City: Baltimore State: MD Zip: 21203
Telephone: 410/234-5311 Fax: 410/234-5999

Name: Ms. Frances H. Flanigan
Alliance for the Chesapeake Bay
Title: Executive Director
Street: 6600 York Road
City: Baltimore State: MD Zip: 21212
Telephone: 410/377-6270 Fax: 410/377-7144

Name: Ms. Barbara Taylor
Maryland Save Our Streams
Title: Executive Director
Street: 258 Scotts Manor Drive
City: Glen Burnie State: MD Zip: 21061
Telephone: 410/969-0084 Fax: 410/969-0135

18. Please sign below to indicate that all applicants agree a) to abide by the rules and requirements of the awards competition, and b) that all information submitted is true and accurate to the best of their knowledge.

Signature: [Handwritten Signature] Date: 5/11/92
Title: EXECUTIVE DIRECTOR Organization: CHESAPEAKE BAY TRUST
Telephone: (410) 974-2941

How to Apply

Completed applications must be postmarked by May 22, 1992 and mailed to the:

The President's Environment and
Conservation Challenge Awards
Council on Environmental Quality
The White House
722 Jackson Place, NW
Washington, DC 20503

All information submitted with the application should be considered public information and becomes property of the President's Challenge Awards program.

Award recipients will be notified in Fall 1992. Recipients must be willing to assist the President's Challenge Awards program in making nonproprietary information about their environmental programs available to others who wish to replicate their success.

Application Format

Please submit one original and four photocopies of your application. You may include up to 10 pages of supporting materials. (NOTE: Photocopying both sides of a sheet of paper will be considered two-pages.) Any oversized items must be reduced to fit a standard 8.5" x 11" page format.

Supporting materials may include items such as brochures, photographs, press clippings, and graphs depicting the program's results. The materials may not be used as a substitute for written responses to Questions 5 and 6.

The order of pages in the submitted application should be as follows:

1. 4-page application (Questions 1-20)
2. 500-word overview summary (Question 5)
3. 2-page responses to criteria questions (Question 6)
4. 10 pages of supporting materials
5. 3 letters of recommendation (Question 17)

NOTE: The entire package should be stapled in the upper, left-hand corner. Any items sent over the 10-page limit of supporting materials will be disregarded and not reviewed by the technical evaluators and selection committee. Do not put the application or backup materials into a binder, notebook or plastic cover.

OMB Control No. 0331-0002, (Exp. 2/95): As required by the Paperwork Reduction Act, CEQ estimates that completion of this application will take 10 hours. Send comments regarding the collection of this information, including suggestions for reducing the paperwork burden, to CEQ and also to: Paperwork Reduction Project, Office of Management and Budget, Office of Information and Regulatory Affairs, 725 17th Street, NW, Washington, D.C. 20503

ATTACHMENT A.

Question No. 5

Summary

Maryland's Chesapeake Bay commemorative license plate program was initiated by Governor William Donald Schaefer on behalf of the State government to increase public awareness of and participation in the restoration of the Chesapeake Bay.

Under the Governor's program, motorists have the option to purchase the commemorative Bay series as an alternative to the standard license plate. To underscore the objective of helping to revitalize the Chesapeake Bay, Governor Schaefer directed that proceeds from plate sales be earmarked for the Chesapeake Bay Trust, a nonprofit organization which funds Bay education and restoration activities.

As a result, the Governor's program has focused widespread attention on the importance of the Bay program in two important ways: 1) it provides Marylanders a convenient way to communicate their personal commitment to the care of the nation's greatest estuary; and 2) it makes possible hundreds of vital citizen action projects and education activities which are supported by Bay plate sales.

The Governor's initiative has generated important funding for the Trust's mission to promote public awareness and participation in the Bay clean-up - \$3.5 million to date. And more than 350,000 vehicles today carry the message to citizens of the region and the nation to "Treasure the Chesapeake." In short, the Bay plate is turning concern for the Bay into action.

The program did not occur overnight. The Governor first submitted legislation to create a commemorative Bay plate in 1987, but the measure was declined. On his second attempt in 1990, the measure was enacted and the Governor then oversaw the design process, the marketing campaign and the sales effort of the Motor Vehicle Administration which ensured the Bay plate's success.

The Bay plate features Maryland's Great Blue Heron and the slogan "Treasure the Chesapeake." The Blue Heron was selected as a symbol of conservation. The program began in December 1990 and will continue through December 31, 1994.

Passenger cars, multi-purpose vehicles, light trucks, vans, taxis, limousines, and boat trailers are eligible for commemorative plates as are vehicles with handicap or personalized plates.

The Chesapeake Bay license plate is assisting hundreds of community and volunteer organizations who share in Trust grants for Bay restoration projects, including stream cleanups, tree and marsh grass plantings, erosion control projects, water quality studies, habitat restoration and the development of environmental awareness and education programs to instill in people of all ages a better understanding of the Bay and the need to protect it for the future.

The program has already prompted scores of inquiries from other states and localities seeking to adapt the program to areas of local concern. ant contribution to the restoration of the Bay and will benefit the entire region for years to come.

ATTACHMENT B.

Question No. 6. D. EDUCATION AND COMMUNICATION

1. What is the program? What are its environmental or conservation objectives?

The Bay plate program initiated by Governor Schaefer involves the sale by the Motor Vehicle Administration of Chesapeake Bay commemorative license plates as an alternative to the standard Maryland license plate. It enables Marylanders to communicate their commitment to the care of the nation's greatest estuary; and 2) provides vital funding for hundreds of citizen action projects and Bay education activities.

2. Who is the program's audience? How large is the audience? How is the program's effect on the audience determined?

The program audience is each of the 4.5 million citizens of Maryland, people of all ages who travel the streets and highways; the 2.8 million owners of vehicles in the state who are eligible to purchase Bay plates; and the citizens of the Bay region and the nation. The purpose of the program is to increase visibility for the Bay restoration program and at the same time raise needed funds for Bay education and restoration activity. The Bay plate is a catalyst for those who are willing to help and an opportunity to participate in a meaningful way. An important aspect of the program is the advancement of pride in the Bay.

3. What is original or distinctive about the program?

The program is distinctive in that it has produced the most successful commemorative plate in the nation's history. More than 355,000 plates have been purchased, representing 12.5 percent of the registered vehicle population in Maryland. California, with environmental plates on seven percent of eligible vehicles, is a distant second.

4. What are the measurable results or benefits produced by the program? How does the program promote the development of an environmental ethic and make a positive contribution to environmental awareness.

Bay plates serve as attractive and mobile messages on streets and highways throughout the region and convey the important reminder to "Treasure the Chesapeake." The impact is measurable in terms of the numbers of citizens who elect to purchase the plate. Of lasting significance are the public education and awareness projects supported with proceeds from plate sales.

5. How can the program be used or modeled by others?


The program is easily adaptable for worthy public causes in other states. The State of Virginia has since developed its own version of the Bay plate to aid the Chesapeake, and numerous other states have called to inquire about the Maryland program for application in their own states. (See Attachment A.)

VR-279 (3-92)

MVA USE ONLY

I/WE HEREBY CERTIFY, UNDER PENALTY OF PERJURY, THAT THE STATEMENTS MADE
 HEREIN ARE TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE, INFORMATION
 AND BELIEF.

SIGNATURE OF OWNER _____ DATE _____
 SIGNATURE OF CO-OWNER _____ DATE _____

| | | | | | | | |
|--|-----------------|----------------------|------|--|-------------|-------------------------|--|
| NAME OF INSURANCE COMPANY | | POLICY OR BINDER NO. | | NAME OF AGENT OR BROKER | | INSURANCE CERTIFICATION | |
| TITLE NO. | MAKE OF VEHICLE | VEHICLE ID NUMBER | YEAR | PRESENT TAG NO. | STICKER NO. | EXPIRATION MO./YR. | |
| STREET ADDRESS | | | | | | | |
| CITY OR TOWN | | COUNTY | | STATE | | ZIP CODE | |
| FULL NAME OF VEHICLE OWNER | | | | FULL NAME OF CO-OWNER | | | |
|  <p>Maryland Department of Transportation MOTOR VEHICLE ADMINISTRATION 6601 RITCHIE HIGHWAY, NE GLEN BURNIE, MARYLAND 21062</p> | | | | <p>APPLICATION FOR CHESAPEAKE BAY LICENSE PLATES \$20.00 SEE INSIDE FOR INSTRUCTIONS</p> | | | |



HELP SAVE THE CHESAPEAKE BAY

Now, more than ever before, your help is crucial to the success of the Chesapeake Bay cleanup effort.

Purchase the \$20.00 Commemorative Bay License Plate and your dollars will immediately go to work saving the Bay. Ten dollars benefits the Chesapeake Bay Trust, a non-profit organization dedicated to restoring the Chesapeake Bay, and the remaining ten dollars covers the cost to manufacture and issue the Bay Plate.

Help plant marsh grasses, protect the Great Blue Heron, and restore the Chesapeake Bay's water quality by purchasing the Commemorative Bay Plate. Best of all, you can keep your plates for years to come!

FOLLOW THESE EASY STEPS

1. Check your eligibility: Class A, passenger cars; Class M, multi-purpose vehicle; Class EPO, trucks up to ¾ ton; Class G, trailer; and Class B, for hire. Vehicles with handicap plates or personalized plates can be issued modified Bay Plates that include everything but the Blue Heron symbol.
2. Complete and sign the application on the reverse side of this form.
3. To obtain your Commemorative Bay Plates in person, take your completed application and the one-time \$20.00 fee to any Full Service Motor Vehicle Administration (MVA) office.
4. To receive them by mail, send your completed application and \$20.00 check or money order to the MVA address noted on the application. **If you are renewing your annual registration at the same time, please be sure to include your renewal notice and annual registration fee.** (Make check payable to MVA.)
5. Complete a separate application for each set of plates requested.
6. Upon receipt of your Commemorative Bay Plates, you must **immediately** return the license plate(s) presently displayed on your vehicle to any MVA office for cancellation.

IMPORTANT: The \$20.00 fee is a one-time charge, paid when the original set of these plates is issued. It is not in lieu of your annual registration fee. A substitute set will cost \$10.00

CALL 950-1MVA IF YOU HAVE ANY QUESTIONS.

William Donald Schaefer
Governor

O. James Lighthizer
Secretary Of Transportation



W. Marshall Rickert
Administrator VR-279 (3-92)

AUG 19 1991

Opinion

Money well spent

Like 200,000 other Marylanders, we dutifully ponied up \$20 a few months ago for those special blue-and-white "Treasure the Chesapeake" license plates and put them on our car. We felt good about it, but occasionally, we wondered where the money went. Thanks to the Associated Press, we now know.

Half the cost of the plates goes to the Chesapeake Bay Trust, a non-profit organization committed to saving the Chesapeake Bay. (The other half covers the cost of producing the plates.)

According to an AP article, the trust distributes most of the money it gets (it also receives voluntary contributions) to pay for small, grass-roots, bay-related projects by schools, civic groups and government and non-profit agencies.

A group of Harford County Boy Scouts, for example, received \$135 to help build nature trails and reduce erosion at an environmental center. The Wicomico County League of Women Voters got \$125 to put on a clean water seminar. An Anne Arundel County middle school was given \$250 for restoration projects on a creek.

The trust handed out larger grants as well, and a huge chunk of money, \$1.5 million, went to the state Department of Natural Resources to protect endangered plants and animals.

Thomas L. Burden, executive director of the trust, told the AP that the trust's major goal is to "do what we can to build interest at the neighborhood level. We are trying to instill in people a better understanding of the bay environment. to help them understand why the bay is worth protecting."

Now that we know where our money went, we also know that we'd be happy to buy the bay plates again if we had to. And, we'd be happy to recommend the plates to anyone who doesn't yet have them.

License for the Bay

Those Chesapeake Bay license tags have proved surprisingly popular, which is especially good news for those who care about the health of this fragile and endangered estuary.

Only six months after they were issued, the commemorative license plates have generated \$1.75 million for the Chesapeake Bay Trust Fund. Add this to the more than \$1 million earned from the state's "chickadee check-off" on the Maryland income tax form to help the bay, and it is clear more and more citizens are now willing to put their own money into a Chesapeake cleanup.

The bay trust fund funnels money to community-based environmental groups that run volunteer bay clean-up and tree-planting programs. The increased donations generated by the special license tags enabled the trust to allocate \$571,000 to 130 groups this year as opposed to \$265,000 to 60 groups last year.

Initially, the General Assembly resisted efforts to issue an "environmental" license plate. Lawmakers reluctantly changed their tune, though, as concern over the plight of the Chesapeake mounted among constituents. Now the Motor Vehicle Administra-

tion is taking in an average of \$5,000 to \$7,000 per week selling these license plates — all this, only six months after they were first issued.

The commemorative license tag, which displays a great blue heron among marsh grass, costs an extra \$20 but is far more attractive than the state's regular black and white plate. Demand for the special tags show no sign of ebbing, either.

Meanwhile, the trust fund has a welcome problem: it received and reviewed more grant applications at its last meeting than it had in its entire three years of operation. Marylanders are sending a strong environmental message to Annapolis. Is anyone in the legislature listening?



THE
SUN

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Pennsylvania Association of
Conservation Districts

May 21, 1992

The President's Committee and
Conservation Challenge Awards
Council on Environmental Quality
The White House
722 Jackson Place, N.W.
Washington, D.C. 20503

Dear Members of the Selection Committee:

On behalf of the Alliance for the Chesapeake Bay, please know how delighted we are to endorse the nomination of Maryland State Government and the Honorable William Donald Schaefer, Governor of Maryland, for the 1992 President's Environmental Conservation Challenge Award. The "Treasure the Chesapeake" commemorative license plate program has played a significant role of bringing attention to the restoration of our priceless Chesapeake Bay and has allowed thousands of Marylanders the opportunity to help spread this message. Governor Schaefer and the State of Maryland government are to be commended for the development and implementation of a worthwhile and creative plan to raise public awareness.

While the license plates serve as a daily reminder to care for the Chesapeake Bay, the funds generated by their sales support many creative programs for public education and involvement in the restoration effort. Thankfully, the Alliance for the Chesapeake Bay has been the recipient of grants from the Chesapeake Bay Trust for programs such as our toll free hotline, an information service available to all residents of the Bay region.

Once again, on behalf of the members of the Alliance for the Chesapeake Bay, we wholeheartedly support the nomination of Governor William Donald Schaefer and the Maryland State government for this distinguished honor.

Sincerely,
Frances H. Flanigan
Frances H. Flanigan
Executive Director

FHF/pmg

EXECUTIVE DIRECTOR

Frances H. Flanigan

6600 York Road
Baltimore, MD 21212
301-377-6270

225 Pine Street
Harrisburg, PA 17101
717-236-8825

P.O. Box 1981
Richmond, VA 23216
804-775-0951

6110 Executive Boulevard
Rockville, MD 20852
1-800-662-CRIS



SAVE OUR STREAMS

258 Scotts Manor Drive * Glen Burnie, MD 21061
(301) 969-0084 * (800) 448-5826 * Fax (301) 969-0135

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May 20, 1992

President's Environmental and
Conservation Challenge Awards
Council on Environmental Quality
The White House
722 Jackson Place, NW
Washington, DC 20503

Dear Members of the Selection Committee:

On behalf of Maryland Save Our Streams (SOS), I am pleased to recommend the Maryland State Government and Governor William Donald Schaefer for the 1992 President's Environmental and Conservation Challenge Award.

This recommendation is submitted for the Education and Communication category in recognition of the Governor's role in initiating the commemorative Chesapeake Bay license plate to further Bay education, protection, and restoration programs.

Over 350,000 Maryland motorists publicly announce their commitment to "Treasure the Chesapeake," and remind others to do the same, by sporting these license plates. Proceeds from the sale of these license plates go to the Chesapeake Bay Trust (CBT), a non-profit organization dedicated to supporting public education, protection, and restoration projects to benefit the Bay and its tributaries.

Since implementation of this program in 1990, the efforts of thousands of schools, community groups, scouts, service and other organizations have been supported by the Bay plate initiative.

As an organization committed to the protection of Maryland's over 17,000 miles of waters that feed the Bay, SOS applauds the vision of Governor Schaefer and the state to implement this program. Thousands of SOS volunteers and programs have been enhanced through access to the resources of the Bay plate initiative.

Again, on behalf of SOS we are delighted to be able to recommend the Governor and the state for the President's 1992 Environmental and Conservation Challenge Award.

Please feel free to contact me with any questions regarding SOS and this letter of support.

Sincerely,


Barbara Taylor, Executive Director
Maryland Save Our Streams

Community Streams...Community Choices
Established 1970

The Governor's initiative has been remarkably successful in generating funds for the Trust's mission to promote public awareness and participation in the Bay clean-up - \$3.5 million to date. In short, the Bay plate is turning concern for the Bay into action.

Governor Schaefer has supported the Trust in many ways, but none is more conspicuous or meaningful than the license plate program which has received nationwide attention, resulting in scores of inquiries from other states and localities seeking to extend his concept to areas of local concern.

This innovative program did not occur overnight. Governor Schaefer first submitted legislation for the creation of a commemorative Bay plate in 1987, but the measure was declined. Fortunately, the Governor persisted in his effort and resubmitted the legislation in 1990. The measure was enacted and Governor Schaefer then oversaw the design process, the marketing campaign and the day to day work of the Motor Vehicle Administration which ensured the Bay plate's success.

The Chesapeake Bay license plate has assisted - and will continue to help in the future - hundreds of community and volunteer organizations who share in Trust grants for Bay restoration projects. These include stream cleanups, tree and marsh grass plantings, erosion control projects, water quality studies, habitat restoration and the development of environmental awareness and education programs to instill in people of all ages a better understanding of the Bay and the need to protect it for the future.

We believe Governor Schaefer's efforts in bringing this program into existence and ensuring its success clearly meet the criteria for this award and exemplify the spirit of the President's Challenge. Further, we believe his initiative demonstrates a significant contribution to the restoration of the Bay and will benefit the entire region for years to come.

On behalf of the Trust, we commend to you the outstanding public service of Governor William Donald Schaefer in advancing the cause of environmental education and building a brighter future for the Chesapeake Bay.

Sincerely,

Gary F. Fuhrman

Gary F. Fuhrman
Chairman

CHESAPEAKE BAY TRUST

60 WEST STREET, SUITE 200-A
ANNAPOLIS, MARYLAND 21401
(301) 974-2941

May 13, 1992

The President's Environment and
Conservation Challenge Awards
Council on Environmental Quality
The White House
722 Jackson Place, N.W.
Washington, D.C. 20503

Dear Members of the Selection Committee:

On behalf of the Board of Trustees of the Chesapeake Bay Trust, I am delighted to nominate Maryland State Government and the Honorable William Donald Schaefer, Governor of Maryland, for the 1992 President's Environment and Conservation Challenge Award.

This nomination is submitted for the Education and Communication category in recognition of Governor Schaefer's personal role, on behalf of Maryland government, in initiating the commemorative Chesapeake Bay license plate to assist Bay education and restoration efforts.

We note with interest the criteria upon which applications are to be judged and are pleased that this nomination addresses each of them. Governor Schaefer has performed an outstanding public service in developing the Chesapeake Bay plate which has focused widespread attention on the importance of the Bay restoration. Over 350,000 license plates today serve as attractive miniature message, seen daily on streets and highways throughout the region and reminding citizens of the region to "Treasure the Chesapeake." Equally significant are the public education and awareness projects supported with proceeds from plate sales. It was Governor Schaefer who saw to it that plate proceeds were directed to the Chesapeake Bay Trust.

The Bay plate program involves direct citizen action in two important ways: 1) it provides Marylanders a convenient way to communicate their personal commitment to the care of the nation's greatest estuary; and 2) it makes possible hundreds of vital citizen action projects which - along with education and awareness activities - are being supported by Bay plate sales.

Client

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Maryland Gazette
Glen Burnie, Md.

APR 18 1992

350,000th boost for bay



Kimberly Kraft, who purchased the 350,000th Chesapeake Bay license tags from the state on Thursday, gets an assist from Gov. William Donald Schaefer in putting the new plates on her car. She received a free guided tour of the Great Blue Heron nesting grounds in Black Swamp Creek, Prince Georges County, and a bag of bay educational materials, cooking products, a cookbook, bay music and a crab mallet. The special license plates, now purchased for 12.5 percent of the vehicles in the state, have raised \$3.5 million for the Chesapeake Bay Trust and environmental cleanup projects throughout the state. The program has been extended to December 1994.

Client

66

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Baltimore, Maryland

Mo. Co. Journal
Rockville, Md.

APR 17 1992

Chesapeake Bay license plates — 350,000 served

If there's a great blue heron — or an artist's rendering of one — on the car in front of you today, don't be surprised.

Maryland's Chesapeake Bay license plates — the ones emblazoned with great blue herons — are selling like hotcakes.

Yesterday, the state sold its 350,000th such plate. The plates have raised \$3.5 million for environmental projects across the state to date, state officials say.

"Tens of thousands of Marylanders have rallied together to show their support for the restoration of the Bay by purchasing a Bay license plate," Gov. William Donald Schaefer said yesterday at Motor Vehicle Administration

headquarters in Glen Burnie.

Since January 1991, the MVA has sold commemorative Bay tags for \$20 each. Limited-edition plates, which feature the word "BAY" or use popular numbers like "001," cost more.

The tags have raised money for the Chesapeake Bay Trust, a non-profit, state-managed organization that awards grants for environmental cleanup, research and educational programs in Maryland.

The Associated Press contributed to this story.

Bay plates have raised \$3.5 million for environmental projects.



Bay plates big success on 350,000 bumpers

ANNAPOLIS (AP) — The state sold its 350,000th Chesapeake Bay license plate yesterday, officials said.

Since January 1991, the Motor Vehicle Administration has sold commemorative bay tags for \$20 each. Limited edition plates, which feature the letters "BAY" or use popular numbers such as "001," cost more.

The tags have raised \$3.5 million for the Chesapeake Bay Trust, a non-profit, state-managed organization that awards grants for environmental cleanup, research and educational programs in Maryland.

About one in eight eligible vehicles — commercial vehicles and heavy trucks are exempt — now bear Chesapeake Bay tags, officials said.

MVA officials said four other states have commemorative license plates that benefit environmental projects, but none can claim a rate of participation higher than Maryland's 12.5 percent.

California comes the closest with a 7.3 percent participation rate. The other states are Florida, South Carolina and Virginia.

"It's given us a tremendous opportunity to expand our base of support," said Thomas L. Burden, the Chesapeake Bay Trust's executive director. "I think it reflects the strong attachment of the people of Maryland to the Chesapeake Bay. We're unique because of that."

Most of the grants are for small, community-based projects. A tree planting project at Rocky Point Park in Baltimore County recently received \$1,000, for example. Production of a conservation video at Elkton High School was granted \$1,400.

The 350,000th customer was being chosen at random yesterday from those buying Bay tags at the MVA's Glen Burnie headquarters.

That person will receive a free guided tour of a great blue heron nesting ground in Prince George's County and a gift bag, which includes educational materials, Old Bay seasoning, a cookbook and Chesapeake Bay folk music.

Similar gift bags were to be distributed randomly to customers at all MVA branch offices yesterday, officials said.

The commemorative plates, which feature a great blue heron and dark-green lettering, are more attractive to many than Maryland's standard plate, which has black lettering on an off-white background.

"Some people consider our regular plate plain," said W. Marshall Rickert, MVA administrator. "I like it, but I guess it's all in the eyes of the beholder."

The General Assembly approved a bill this year that extends the two-year bay license

News
Frederick, Md.

APR 15 1992

SERVING THE COMMUNITIES OF LAKE LINGANORE • NEW MARKET & MOUNT AIRY

A Sanctuary Grows Outside Mt. Airy

by Laura Beck

Spring has been a busy time at the Audrey Carroll Wildlife Sanctuary on Old Annapolis Road northwest of Mt. Airy.

The Audubon Society of Central Maryland received the deed to the 129-acre farm last December, after inheriting the property from Audrey Carroll Fichter, who also went by her maiden name, Audrey Carroll.

After weeks of work by volunteers, the place is well on its way to becoming a secure haven for birds and other wildlife, according to Bill Becraft, of Mt. Airy, chairman of the Audubon Society committee that is managing the sanctuary.

"It's a perfect example of a beautiful space in excellent condition as a sanctuary because this lady [Carroll] designed it that way. I guess," Becraft said of the farm, which is just west of Woodville Road.

"A lot of people are helping us" improve the site, he said. "A group of Audubon volunteers is spending a fair number of hours there on Saturdays. We're still in the formative stages as far as cleaning up junk," such as abandoned cars and dilapidated buildings, Becraft said.

"Our main concern was to get the places secured," said Becraft, adding that a double farm gate has been installed at the entrance. "There was a lot of cruising traffic, four wheel drives, kids and other people," he said. A parking pad will be installed near the gate for groups and individuals touring the sanctuary.

Becraft said the sanctuary will be open to Audubon Society members anytime for walking and observation. Other people are welcome by appointment. "We don't want two large groups at the same time," he said. No hunting, fishing or collecting will be allowed.

Society volunteers recently finished planting about 700 trees across the farm's Old Annapolis Road frontage. The trees are "sort of a mixture" of pine and hardwood, including oak, hazelnut and dogwood, Becraft said. There were already pine trees along the sides of the farm, but the front lacked screening. About 75 more trees will be planted, after being donated by the Soil Conservation Service, Becraft said. "Eventually the fields will be encroached upon," making them more hospitable for wildlife, he said. He added that the society is interested in introducing American Chestnut trees to the site. The American Chestnut was once one of the most common trees east of the Mississippi River, but most in the U.S. were killed by a blight.

The farm has three fields that have been cultivated in the past, but "we're going to farm a much reduced area," Becraft said. One field, on which corn

with borders to provide wildlife food between the fields and the wooded areas. A 50-foot wide strip of foraging and seed grass will be planted, including alfalfa and clover. Next to that, a 40-foot wide strip of corn and sorghum, which has a big seed head, will be planted and left standing throughout the winter, Becraft said.

That project has already been approved for reimbursement by the Maryland Department of Natural Resources. After the plantings have been finished, a state representative will visit the site before forwarding the funds to the Audubon Society.

Last week a kestrel box was installed, to be used as a nesting house by sparrow hawks, Becraft said. The kestrel, a small hawk that eats mice and large insects, is the logo on the sanctuary's newsletter.

Bluebirds have also been singled out for housing assistance on the farm. A local Boy Scout troop is interested in doing a bluebird trail project. The scouts would assemble bluebird houses and mount them on posts. The houses can't be too close together because the birds are territorial during mating season. The Audubon Society is applying for a \$200 grant from the Chesapeake Bay Trust to pay for the birdhouses as an educational project. Becraft said representatives of the trust have already been out to see the sanctuary.

Besides serving as a wildlife habitat, the farm will be used for monitoring the environmental quality in the area, Becraft said. Members of Maryland Save Our Streams will periodically monitor the quality of the water in the Woodville branch stream that runs through the farm. The stream quality will be measured by checking for the presence of three types of insect larvae under and around rocks



Land deeded to the Audubon Society has created the Audrey Carroll Wildlife Sanctuary.

in the stream. If one type is not found, there would be cause for concern, he said. If two or three types are not found, there would be even more concern, because that would mean the stream was not fit for them to inhabit.

The sanctuary is on the fringes of a residential area, and Becraft noted that the farm across the road is for sale. He commented that within a few years, "I think the whole area will be surrounded by houses." He said wildlife need far more space than the small park areas that go with typical housing development.

Becraft wants county officials to require developers to leave large open areas, with the homes built on smaller lots in one portion of the site. "There is nothing worse than seeing a house on a five-acre site with no plantings. They shouldn't allow it," he said. "Unless the people who make the zoning laws get in gear, there will be no contiguous green spaces. The wildlife need them to connect somehow. Unless someone starts planning, it won't exist." **TNY**

Maryland Gazette
Glen Burnie, Md.

APR 15 1992

Seniors adopt newly planted trees

By ERIN COLOMB
Staff Writer

Pascal Senior Center members yesterday adopted 11 red maple and pin oak trees and 50 seedlings planted by volunteers over the weekend.

Jonathan Pearson, a community organizer for Maryland Save Our Streams which organized the tree planting, met with five center members yesterday to show them the trees and the 8-inch seedlings which have been marked with red survey tape. The group will water and maintain the newly-planted trees.

Forty-seven people spent a sunny Saturday morning learning the best types of trees to plant and how to plant them. The participants in the tree planting included members of the Girl Scout Troops 1014 from Linthicum, and 1630 from Glen Burnie. McDonald's donated drinks for the participants.

The large trees which were balled and burlapped and 50 evergreen seedlings were planted behind the baseball fields in Sawmill Creek Park on Dorsey Road in Glen Burnie.

The trees were donated by Tremendous Maryland — a program established in 1989 by Gov. William Donald Schaefer to expand tree planting efforts throughout the state.

The workshop, sponsored by Maryland Save Our Streams and the Chesapeake Bay Trust, began with a morning training session at the Pascal Senior Center. Participants were welcomed by Save Our Streams volunteers Lynn Cegelski and Dave Belford.

Patrick Kelly, a horticulturist with the Anne Arundel County Department of Recreation and Parks, spoke on the various questions people need to consider before deciding where and what kinds of trees to plant.

He explained that it is best to use trees native to Maryland and native to the area in which you are planting. In addition, you should look for possible future obstructions such as overhead wires, sewage pipes which might interfere with the root system, and buildings or fences near by.

Laura Donaldson, a Park Ranger for the State Department of Natural Resources, pro-

vided information on how workshop participants can obtain trees.

Community groups interested in planting trees on community or public property should contact Tremendous Maryland at 974-3776.

Mr. Pearson encouraged the participants to continue their involvement to protect the Sawmill Creek Watershed. He also asked interested watershed residents to join a volunteer committee which is helping to plan and organize activities like the tree planting workshop.

The volunteer committee will be meeting tonight at Save Our Stream offices at 8080 New Cut Road in Severn, behind Archbishop Spalding High School in an annex behind the school on the second floor above Woods Day Care Center above. For other information about volunteering, call 969-0084.

Mr. Pearson said the tree planting marked the conclusion of a series of workshops offered by Maryland Save Our Streams during its first year of The Sawmill Creek Project. SOS has

(Continued on Page A16)

...Adopt trees

(Continued from Page A1)

applied for grant money through the Chesapeake Bay Trust to continue its work in Sawmill Creek, one of four identified regions under the State Targeted Watershed Program.

The other three targeted areas include German Branch in Queen Anne's County, Piney/Alloway Branch in Carroll County, and Bird River in Baltimore County.

A

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APR 23 1992

350,000th Bay License Plate Sold By MVA

Governor William Donald Schaefer has announced that 350,000 Chesapeake Bay license plates have been sold, raising \$3.5 million for the Chesapeake Bay Trust and environmental cleanup projects statewide. Of the state's 2.8 million eligible vehicles, 12.5 percent now display Bay plates, making Maryland the state with the largest percentage of environmental plates sold. The governor also announced that because of Marylanders' support of the commemorative Bay plate, the General Assembly has extended the program through 1994.

The governor, joined by Maryland Department of Transportation Secretary O. James Lighthizer and Motor Vehicle Administrator Marshall Rickert, presented Kimberly Kraft of Glen Burnie, the citizen who purchased the 350,000th Bay plate, with a special environmental prize: a free guided tour of Great Blue Heron nesting grounds around Black Swamp Creek in Prince George's County. In addition, the winner received a Chesapeake Bay gift bag filled with Bay educational materials, cooking products donated by Old Bay Seasoning, a Chesapeake Bay cookbook, Bay Folk Chesapeake Bay music, and a crab mallet. Chesapeake Bay gift bags were also given to random citizens who purchase Bay plates April 16 at all MVA branch offices.

"Tens of thousands of Marylanders have rallied together to show their support for the restoration of the Bay by purchasing a Bay license plate," the governor said. "The \$3.5 million raised for the Chesapeake Bay Trust is being used to restore wetlands, plant trees to prevent erosion, restore shoreline areas, create environmental education centers, and more. The Bay plate program has been so popular that General Assembly members have extended it for two more years."

"The Chesapeake Bay license plate program has been a resounding success, thanks to the Marylanders who bought the plates and the enthusiastic support of MDOT employees who made it possible," Secretary Lighthizer said. "In the past 15 months, the MVA has donated \$3.5 million to the Chesapeake Bay Trust, more than triple the original goal for the entire two-year program."

Administrator Rickert presented citations to the top three MVA offices who have sold the largest percentage of Chesapeake Bay license plates. He also introduced MVA's new Bay license plate T-shirt, to be worn every Friday by frontline salespeople in all MVA offices to help promote the continued sales of Bay license plates.

The Chesapeake Bay Trust is a state-initiated non-profit organization which

grants funds for Bay restoration projects to community groups, civic organizations, scouting troops, schools, and businesses. Since its inception in 1985, the Chesapeake Bay Trust has disseminated 418 grants worth over \$3.5 million. The Trust has raised an additional \$72,790 through the sales of the limited edition "BAY" plates.

The Chesapeake Bay license plate program began in January 1991 after legislation was passed in the spring of 1990 authorizing the Motor Vehicle Administration to

initiate a commemorative license plate. The Chesapeake Bay was chosen as the theme for Maryland's commemorative plate because of its rich cultural and historical value to Maryland. By purchasing a Bay plate, Marylanders can participate in the statewide effort to restore the Bay.

Citizens can purchase the Bay license plate through December 1994. For information, persons may call the Motor Vehicle Administration information line at 950-1MVA.

Application Summary

ID Number: E.072

Project: Project CENTS

Contact: Mr. Anthony J. Campbell
Tennessee Conservation League
300 Orlando Ave.
Nashville, TN 37209-3200

Telephone:
(615) 353-1133

Summary: Project CENTS, an interdisciplinary program using basic skills in reading and math to teach natural resource concepts. Provides students with knowledge to understand and evaluate their actions in relation to the environment. Since 1983 over 19,000 K-12 teachers and over 300,000 Tennessee students have benefitted.

NOTE: Some technical evaluators provided written opinions, based on their view of the criteria. The following is included for your background only.

Comments: Operating since 1983. State partnership with NWF affiliate to facilitate resource and conservation solutions. Hard to tell from this application, but appears to be a state-funded program for the teaching of its teachers in a particular subject (in this case, "wildlife, habitat and natural resources.") It's not particularly innovative and seems directed towards making its audience better teachers.

Another state environmental education program!

Impressive, comprehensive, partnership oriented public education effort; breadth of involvement by various institutions speaks well of program; seems to have support from key places.

Introduction to CENTS

E. O. T. 2

Project CENTS (Conservation Education Now for Tennessee Students) was founded in April 1983 as a cooperative venture among the Tennessee Conservation League, Tennessee Department of Education, and Tennessee Wildlife Resources Agency. These partners envisioned a program utilizing basic skills curricula such as reading and mathematics to introduce students to natural resource conservation and environmental themes. (EPA has begun using the phrase "adding 2 Es to 3 Rs".) The purpose of CENTS is to provide students with the knowledge to understand and evaluate the consequences of their actions in relation to the natural world.

Over the years, CENTS has become an umbrella project currently offering the following conservation education programs:

- **Project Learning Tree**, which teaches about forest resources and interdependence with nature;
- **Project WILD**, which uses wildlife and the environment as themes for its activities;
- **Aquatic Project WILD**, which explores the world of water and the aquatic habitat it provides;
- **CLASS Project**, which was developed for science and social studies teachers, and
- **Energy Sourcebook**, which teaches about physical sciences. However, CENTS is not limited to these programs. The steering committee continually seeks to broaden CENTS and add new materials and programs as the resources and capabilities become available.

Elaborate and complex projects are not necessary to teach about wildlife, habitat and the importance of preserving natural resources. CENTS interdisciplinary activities and teaching tools are hands-on, inexpensive (or free), easy-to-implement and fun. They are designed to improve basic conservation and environmental literacy of students, provide factual information, stimulate discussion, and move students from awareness to action.

A total of 19,065 teachers and youth leaders have been trained in the use of CENTS materials and concepts since the effort was begun in 1983!!

In 1991, Project CENTS:

- trained more than 2,000 educators in workshops for educators, classroom teachers, youth leaders, resource professionals, college students, and others;
- held three one-week educator camps, where about 100 educators were trained to use the environment in teaching major subject and skill areas;
- provided about 30 scholarships to educators attending summer training;
- worked with 32 Tennessee Students Against Pollution Chapters in Tennessee to provide information, materials, and guidance;
- worked with the Governor's Planning Office to compile and evaluate solid waste/recycling education materials;
- trained 60 new CENTS facilitators from education and natural resources backgrounds;
- cooperated with Tennessee universities to train pre-service teachers in the use of CENTS materials and awareness of natural resources;
- wrote and distributed CENTS News newsletters to more than 14,000 people four times;
- consulted with groups in developing outdoor classrooms;
- implemented the **Tree Trunk** program, where 20 trunks of teaching materials focusing on trees and forest resources are loaned out to teachers for classroom use;

— participated in ReLeaf Tennessee, National Wildlife Week, and other conservation awareness and education projects;

— surveyed more than 2,000 educators on the use of Project Learning Tree materials; and much more. This amazing statewide conservation education program is reaching thousands of Tennessee teachers and students everyday.

Sponsors include the Tennessee Conservation League, Tennessee Division of Forestry, Tennessee Department of Education, Tennessee Wildlife Resources Agency, Tennessee Forestry Association, and Tennessee Valley Authority. Each sponsor contributes various cash and non-cash components. This collaboration minimizes duplication and waste, and capitalizes on the respective strengths and agendas of the parties. Project CENTS itself has only one paid full-time staff.

D. EDUCATION AND COMMUNICATION — *awarded to individuals, organizations, or groups which have developed educational or informational programs that inspire respect for the environment and raise the public's environmental literacy.*

1. Because of its success in instituting an effective educational process affecting Tennessee students statewide, through an interdisciplinary training program reaching thousands of K-12 teachers and their students, the Nashville District, U.S. Army Corps of Engineers nominates Tennessee Conservation League's leadership in Project CENTS (Conservation Education Now for Tennessee Students) for this award. Project CENTS uses basic curriculum such as reading or math to introduce students to natural resource conservation and environmental themes.

The purpose of CENTS is to provide students with the knowledge to understand and evaluate the consequences of their actions in relation to the natural world.

2. Workshops are marketed to a primary audience K-12 teachers and youth leaders. Participants receive a quarterly newsletter, containing new activities and related information. About 2,500 teachers attend workshops annually; more than 19,000 have been trained to implement CENTS activities in the classroom. It is estimated that more than 300,000 students, the secondary audience, have studied under CENTS trained teachers. The effect on these groups is determined by evaluations, requests for additional resources, repeat attendance at other offerings, follow-up surveys and student test scores.

Another indicator is that current demand for this training exceeds the ability of the program to satisfy the demand.

3. The distinctive aspect of this program is two fold. Several interdisciplinary education offerings are available through CENTS, making the program multi-dimensional. Activities are interactive and hands-on. Workshop materials are cross-referenced to several textbook series used in Tennessee, and to state-established teaching objectives. CENTS is easy to learn, easy to implement, and fun. Teachers with limited exposure to natural resources concepts can adapt this material for classroom use. Second, the project is unique in the public-private linkage. Workshops pair an educator and natural resources professional as co-facilitators ensuring that curriculum values as well as scientific information are accurate.

4. Benefits are measured through surveys. Of Tennessee students trained by Project WILD certified teachers 67% have a greater awareness of their environment; 71% have a greater awareness of wildlife and environment; 75% have improved academic skills; 100% know the importance of habitat; 79% know how a healthy environment functions; teachers spend 96% more time teaching about conservation. Through participation and discussion youth become aware of natural resource concepts, learn the importance of quality environment

for animals and people, and retain and understand the message. When good information is provided, attitudes can be changed or formed, leading to responsible behavior.

5. Project CENTS is a model that can be readily adapted by other states or environmental education groups. The CENTS concept can be easily replicated with cooperative support from appropriate partners who share certain goals. The public-private linkage can be adapted to a variety of situations. Strategies for developing a program can be shared by the CENTS director.

Sponsors Estimated/Budgeted Support For 1992

| | |
|---|------------|
| TN Dept. of Education..... | \$129,300* |
| TWRA..... | 40,250 |
| TVA | 20,000 |
| TCL..... | 13,500 |
| TN Division of Forestry | 6,050 |
| TN Forestry Association..... | 6,000 |
| Corporate in-kind support..... | 3,000 |
| Value of volunteer facilitators' time..... | 5,250 |
| Total cash and in-kind support for CENTS..... | \$223,350* |

*Does not include value of three budgeted positions and support for the Solid Waste Education segment of CENTS, to be implemented shortly. This program will be funded through tipping fees enacted as part of the state's solid waste management plan.

Application Form-1992

Please read the application form carefully and provide all information requested. Please type or print clearly. Supplementary pages should follow the format of this form as closely as possible. Incomplete applications will not be considered.

1. Select the Award category for which you are competing:
(Note: A program may be entered in only one category. See descriptions of categories in Question 6.)

- (01) Partnership
- (02) Environmental Quality Management
- (03) Innovation
- (04) Education and Communication

2. Name of the project or program described in this application:
Project CENTS

3. Name of Award Applicant(s): (Use separate sheet, if needed)
Mr. Mrs. Ms. Miss Dr.

Name: Tennessee Conservation League

Title: Affiliate of Nat'l Wildlife Federation

Organization: Conservation

Street: 300 Orlando Ave

City: Nashville State: Tennessee Zip: 37209-3200

Telephone: 615-353-1133 Fax: 615-353-0083

4. Program contact who can answer questions regarding the application:
 Mr. Mrs. Ms. Miss Dr.

Name: Anthony J. Campbell

Title: Executive Director

Organization: Tennessee Conservation League

Street: 300 Orlando Ave

City: Nashville State: Tennessee Zip: 37209-3200

Telephone: 615-353-1133 Fax: 615-353-0083

NOTE: The Selection Committee will rely heavily on Questions 5-6 in determining how well the application meets the award criteria.

Please attach a one-page (not to exceed 500 words) summary, suitable for publication, which provides a complete overview of the application. The one-page response should be clear, concise, and should emphasize quantifiable results or benefits of the program.

6. A-D: Please answer *only* the following Award criteria questions pertaining to the specific Award category for which you are applying. (For example: Partnership category, answer questions A1-A5; EQM, B1-B7; Innovation, C1-C5; Education, D1-D5).

Answers should be clear, concise and *should emphasize quantifiable results or benefits* of the program. Each answer to a sub-question should not exceed 100 words. Taken as a whole, all answers to criteria questions should not exceed two pages.

A. PARTNERSHIP: awarded to diverse organizations or groups that have fostered cooperative approaches to environmental needs at the local, regional, or national level.

1. Who are the partnership's members? What are their roles? What resources do they bring to the partnership?

2. What are the partnership's specific environmental or conservation objectives? Has a sustainable plan of concerted action for meeting these needs been established?

3. How is the partnership distinctive or innovative? What obstacles, environmental or otherwise, does it overcome?

4. What measurable environmental or conservation benefits has the partnership produced?

5. What aspects of the partnership can be modeled by others and transferred to other settings?

B. ENVIRONMENTAL QUALITY MANAGEMENT: awarded to organizations which have demonstrated that environmental values can be integrated into sound management decisions and objectives. (Note: This category reflects broad-based organizational approaches. Special programs or projects may be more appropriate for entry in one of the other three award categories.)

1. What are the organization's environmental policies and objectives?

2. How has the organization's top management demonstrated commitment to these policies and objectives? Do the policies demonstrate commitment beyond legal compliance?

3. What are the organization's environmental standards for its product(s) and operations? (Explain how they go beyond legal constraints and how they relate to management control mechanisms.)

4. How are these policies and objectives incorporated in the: a) Day-to-day management of the organization; b) Organization's decision-making about research and development; long-range planning, capital, and operating budgets?

5. How are these policies and objectives reflected in the organization's relationships with employees, customers, suppliers, and the general public?

6. What are the organization's control mechanisms that give decision makers objective data to measure continuous performance improvement toward its short- and long-term environmental objectives?

7. What quantifiable, sustained environmental quality results in products and processes have resulted from the organization's environmental approach?

C. INNOVATION—awarded to individuals, organizations and groups who have demonstrated exceptional creativity or pioneered new approaches in the development and/or execution of technologies, programs, projects, or services that are environmentally sound and economically sensible?

1. What is the purpose of the technology, program, project or service?

2. How is the technology, program, project, or service distinctive or innovative? What obstacles, environmentally or otherwise, does it overcome?

3. How is the technology, program, project, or service superior to other approaches? Does it offer a viable alternative to a problem for which no solutions previously existed?

4. Can the technology, program, project or service be replicated in an economically feasible manner?

5. What are the measurable, net long-term environmental benefits or results of the technology, program, project, or service?

D. EDUCATION AND COMMUNICATION—awarded to individuals, organizations, or groups which have developed educational or informational programs that inspire respect for the environment and raise the public's environmental literacy.

1. What is the program? What are its environmental or conservation objectives?

2. Who is the program's audience? How large is the audience? How is the program's effect on the audience determined?

3. What is original or distinctive about the program?

4. What are the measurable results or benefits produced by the program? How does the program promote the development of an environmental ethic and make a positive contribution to environmental awareness?

5. How can the program be used or modeled by others?

NOTE: The following questions are for informational purposes.

7. How long has the technology, program, project or service been operational?

1983

8. Which of the following most accurately describes the applicant(s)? (Check more than one, if applicable.)

- (01) ___ National Business or Industry
- (02) ___ Regional or Local Business or Industry
- (03) ___ National Nonprofit Organization or Foundation
- (04) Regional or Local Nonprofit Organization
- (05) ___ Local or State Government/Government Agency
- (06) ___ Educational Organization
- (07) ___ Voluntary Civic Organization
- (08) ___ Trade or Professional Society
- (09) ___ Youth Organization
- (10) ___ Labor Organization
- (11) ___ Individual
- (12) ___ Other (Please describe): _____

9. If business or industry, which of the following best describes the type of business or industry?

- (01) ___ Agriculture/Forestry
- (02) ___ Aerospace
- (03) ___ Communications
- (04) ___ Construction
- (05) ___ Electronics/Computers
- (06) ___ Energy
- (07) ___ Engineering
- (08) ___ Environmental Services
- (09) ___ Financial Services/Insurance/Real Estate
- (10) ___ Manufacturing—Chemical
- (11) ___ Manufacturing—Other
- (12) ___ Mining
- (13) ___ Recreation
- (14) ___ Trade—Wholesale
- (15) ___ Transportation
- (16) ___ Utilities—Electric, Gas or _____
- (17) ___ Other (Please describe): _____

10. Which of the following most accurately describes the environmental program under consideration for an award? (Check more than one, if applicable.)

- (01) ___ agriculture
- (02) ___ air quality
- (03) conservation
- (04) education—general public
- (05) education—academic
- (06) ___ energy
- (07) ___ environmental quality management
- (08) ___ forestry
- (09) ___ hazardous waste remediation
- (10) ___ international
- (11) natural resources

- (12) pollution control
- (13) recreation
- (14) recycling
- (15) solid waste
- (16) source reduction/pollution prevention
- (17) water quality
- (18) wetlands
- (19) wildlife and fish resources
- (20) Other (Please describe): _____

11. If applicable, list the sources of the program's support and the percentage of support provided, including grants and in-kind contributions of goods and services. (Use separate sheet if needed).

Source See attached sheet % _____

Source _____ % _____

Source _____ % _____

12. Please estimate the cost to develop the program or project, including approximate value of in-kind contributions of goods and services:

\$ 41,755 Original start up costs.

If the project is ongoing, what is the annual cost?

\$ 25,000 depending on various activities.

14. Please indicate which of the following are the primary audiences, beneficiaries, or users of the program or service, and estimate how many persons are served: (Select up to 3 categories.)

| Type | How Many People/Yr |
|---|--------------------|
| (01) <input type="checkbox"/> Business or Industry | _____ |
| (02) <input type="checkbox"/> Trade or Professional Society | _____ |
| (03) <input type="checkbox"/> Government | _____ |
| (04) <input type="checkbox"/> Educational Organizations | <u>30</u> |
| (05) <input type="checkbox"/> Youth | <u>50,000 +</u> |
| (06) <input type="checkbox"/> Community or Public Interest Groups | _____ |
| (07) <input type="checkbox"/> Local Community or Local Public | _____ |
| (08) <input type="checkbox"/> General Public | _____ |
| (09) <input type="checkbox"/> Employees | _____ |
| (10) <input type="checkbox"/> Customers or Clients (Teachers) | <u>14,000 +</u> |
| (11) <input type="checkbox"/> Other (Please describe): _____ | _____ |

15. Has the program been honored with any other environmental or conservation awards in the past five years?

The Director for Project CENTS received Tennessee Conservation League's 1990 Environmental Educator of the Year Award for Project CENTS.

16. In one paragraph (not to exceed 50 words), please summarize the program, its objectives and what it has accomplished. Use space provided below. This paragraph should be suitable for use in a catalog, database or brochure.

Project CENTS, an interdisciplinary program using basic skills in reading and math to teach natural resource concepts, provides students with knowledge to understand and evaluate their actions in relation to the environment. Since 1983 over 19,000 K-12 teachers and over 300,000 Tennessee students have benefitted.

17. Please include 3 one-page letters of recommendation attached to the application when it is submitted for consideration. Letters should be addressed: "Attention: Award References." References should have first-hand knowledge of the environmental program, service, or technology and should offer a candid evaluation of its success or effectiveness. References may also include users or beneficiaries of your program.

NOTE: Letters of recommendation must accompany the application when it is submitted to CEQ. Letters sent directly to CEQ will not be considered. Please list the references in the spaces below.

Name: J. Padgett Kelly, PhD.
Title: Professor of Biology, Middle Tn. St. Univ.
Street: P.O. Box 60
City: Murfreesboro State: Tn. Zip: 37132
Telephone: 615-898-2847 Fax: 615-898-5538

Name: Ms. Karen Hargrove
Title: Teacher
Street: P.O. Box 840
City: Murfreesboro State: Tn Zip: 37133
Telephone: 615-890-0314 Fax: n/a

Name: Ned McWherter
Title: Governor State of Tennessee
Street: State Capitol
City: Nashville State: Tn Zip: 37202
Telephone: 615-741-1676 Fax: 615-741-2883

18. Please sign below to indicate that all applicants agree a) to abide by the rules and requirements of the awards competition, and b) that all information submitted is true and accurate to the best of their knowledge.

Signature: Charles A. Joyner Date: 20 May 1992
Title: LTC Charles A. Joyner
Organization: Deputy Dist Eng Corps of Engrs
Telephone: 615-736-5626
P.O. Box 1070
Nashville, Tennessee 37202-1070

How to Apply

Completed applications must be postmarked by May 22, 1992 and mailed to the:

The President's Environment and
Conservation Challenge Awards
Council on Environmental Quality
The White House
722 Jackson Place, NW
Washington, DC 20503

All information submitted with the application should be considered public information and becomes property of the President's Challenge Awards program.

Award recipients will be notified in Fall 1992. Recipients must be willing to assist the President's Challenge Awards program in making nonproprietary information about their environmental programs available to others who wish to replicate their success.

Application Format

Please submit one original and four photocopies of your application. You may include up to 10 pages of supporting materials. (NOTE: Photocopying both sides of a sheet of paper will be considered two-pages.) Any oversized items must be reduced to fit a standard 8.5" x 11" page format.

Supporting materials may include items such as brochures, photographs, press clippings, and graphs depicting the program's results. The materials may not be used as a substitute for written responses to Questions 5 and 6.

The order of pages in the submitted application should be as follows:

1. 4-page application (Questions 1-20)
2. 500-word overview summary (Question 5)
3. 2-page responses to criteria questions (Question 6)
4. 10 pages of supporting materials
5. 3 letters of recommendation (Question 17)

NOTE: The entire package should be stapled in the upper, left-hand corner. Any items sent over the 10-page limit of supporting materials will be disregarded and not reviewed by the technical evaluators and selection committee. Do not put the application or backup materials into a binder, notebook or plastic cover.

OMB Control No. 0331-0002, (Exp. 2/95): As required by the Paperwork Reduction Act, CEQ estimates that completion of this application will take 10 hours. Send comments regarding the collection of this information, including suggestions for reducing the paperwork burden, to CEQ and also to: Paperwork Reduction Project, Office of Management and Budget, Office of Information and Regulatory Affairs, 725 17th Street, NW, Washington, D.C., 20503

Elaborate and complex projects are not necessary to teach about wildlife, habitat and the importance of preserving natural resources. Project CENTS activities are designed to improve basic conservation and environmental literacy of students; provide factual information, stimulate discussion, and move students from awareness to action.



The President's 1992
Environment and Conservation
Challenge Awards

Introduction to CENTS

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- **CLASS Project**, which was developed for science and social studies teachers, and
- **Energy Sourcebook**, which teaches about physical sciences. However, CENTS is not limited to these programs. The steering committee continually seeks to broaden CENTS and add new materials and programs as the resources and capabilities become available.

Elaborate and complex projects are not necessary to teach about wildlife, habitat and the importance of preserving natural resources. CENTS interdisciplinary activities and teaching tools are hands-on, inexpensive (or free), easy-to-implement and fun. They are designed to improve basic conservation and environmental literacy of students, provide factual information, stimulate discussion, and move students from awareness to action.

A total of 19,065 teachers and youth leaders have been trained in the use of CENTS materials and concepts since the effort was begun in 1983!!

In 1991, Project CENTS:

- trained more than 2,000 educators in workshops for educators, classroom teachers, youth leaders, resource professionals, college students, and others;
- held three one-week educator camps, where about 100 educators were trained to use the environment in teaching major subject and skill areas;
- provided about 30 scholarships to educators attending summer training;
- worked with 32 Tennessee Students Against Pollution Chapters in Tennessee to provide information, materials, and guidance;
- worked with the Governor's Planning Office to compile and evaluate solid waste/recycling education materials;
- trained 60 new CENTS facilitators from education and natural resources backgrounds;
- cooperated with Tennessee universities to train pre-service teachers in the use of CENTS materials and awareness of natural resources;
- wrote and distributed CENTS News newsletters to more than 14,000 people four times;
- consulted with groups in developing outdoor classrooms;
- implemented the **Tree Trunk** program, where 20 trunks of teaching materials focusing on trees and forest resources are loaned out to teachers for classroom use;

— participated in ReLeaf Tennessee, National Wildlife Week, and other conservation awareness and education projects;

— surveyed more than 2,000 educators on the use of Project Learning Tree materials; and much more. This amazing statewide conservation education program is reaching thousands of Tennessee teachers and students everyday.

Sponsors include the Tennessee Conservation League, Tennessee Division of Forestry, Tennessee Department of Education, Tennessee Wildlife Resources Agency, Tennessee Forestry Association, and Tennessee Valley Authority. Each sponsor contributes various cash and non-cash components. This collaboration minimizes duplication and waste, and capitalizes on the respective strengths and agendas of the parties. Project CENTS itself has only one paid full-time staff.

D. EDUCATION AND COMMUNICATION — *awarded to individuals, organizations, or groups which have developed educational or informational programs that inspire respect for the environment and raise the public's environmental literacy.*

1. Because of its success in instituting an effective educational process affecting Tennessee students statewide, through an interdisciplinary training program reaching thousands of K-12 teachers and their students, the Nashville District, U.S. Army Corps of Engineers nominates Tennessee Conservation League's leadership in Project CENTS (Conservation Education Now for Tennessee Students) for this award. Project CENTS uses basic curriculum such as reading or math to introduce students to natural resource conservation and environmental themes.

The purpose of CENTS is to provide students with the knowledge to understand and evaluate the consequences of their actions in relation to the natural world.

2. Workshops are marketed to a primary audience K-12 teachers and youth leaders. Participants receive a quarterly newsletter, containing new activities and related information. About 2,500 teachers attend workshops annually; more than 19,000 have been trained to implement CENTS activities in the classroom. It is estimated that more than 300,000 students, the secondary audience, have studied under CENTS trained teachers. The effect on these groups is determined by evaluations, requests for additional resources, repeat attendance at other offerings, follow-up surveys and student test scores.

Another indicator is that current demand for this training exceeds the ability of the program to satisfy the demand.

3. The distinctive aspect of this program is two fold. Several interdisciplinary education offerings are available through CENTS, making the program multi-dimensional. Activities are interactive and hands-on. Workshop materials are cross-referenced to several textbook series used in Tennessee, and to state-established teaching objectives. CENTS is easy to learn, easy to implement, and fun. Teachers with limited exposure to natural resources concepts can adapt this material for classroom use. Second, the project is unique in the public-private linkage. Workshops pair an educator and natural resources professional as co-facilitators ensuring that curriculum values as well as scientific information are accurate.

4. Benefits are measured through surveys. Of Tennessee students trained by Project WILD certified teachers 67% have a greater awareness of their environment; 71% have a greater awareness of wildlife and environment; 75% have improved academic skills; 100% know the importance of habitat; 79% know how a healthy environment functions; teachers spend 96% more time teaching about conservation. Through participation and discussion youth become aware of natural resource concepts, learn the importance of quality environment

for animals and people, and retain and understand the message. When good information is provided, attitudes can be changed or formed, leading to responsible behavior.

5. Project CENTS is a model that can be readily adapted by other states or environmental education groups. The CENTS concept can be easily replicated with cooperative support from appropriate partners who share certain goals. The public-private linkage can be adapted to a variety of situations. Strategies for developing a program can be shared by the CENTS director.

Sponsors Estimated/Budgeted Support For 1992

| | |
|---|------------|
| TN Dept. of Education..... | \$129,300* |
| TWRA..... | 40,250 |
| TVA | 20,000 |
| TCL..... | 13,500 |
| TN Division of Forestry | 6,050 |
| TN Forestry Association..... | 6,000 |
| Corporate in-kind support..... | 3,000 |
| Value of volunteer facilitators' time..... | 5,250 |
| Total cash and in-kind support for CENTS..... | \$223,350* |

*Does not include value of three budgeted positions and support for the Solid Waste Education segment of CENTS, to be implemented shortly. This program will be funded through tipping fees enacted as part of the state's solid waste management plan.

WHAT IS PROJECT CENTS?

CENTS is the acronym for CONSERVATION EDUCATION NOW for TENNESSEE STUDENTS. Unique to Tennessee, CENTS is an umbrella under which several award winning environmental education programs are offered to teachers and youth leaders. The materials were designed as supplements to existing curricula and involve students in ALL traditional subject and skill areas using wildlife and natural resources as a central theme.

These are the tested conservation education materials in CENTS:

- 1) PROJECT LEARNING TREE (PLT) interdisciplinary, K-12, an elementary (K-6) and secondary (7-12) guide. PLT uses forests as a window to the world of nature and teaches about the forest resource and our interdependence with nature.
- 2) PROJECT WILD (wildlife in Learning Design) interdisciplinary, K-12, with K-8 & 6-12 grade activity guides. Wild uses wildlife to help develop skills, awareness, knowledge, and commitment to result in informed decisions and responsible actions concerning wildlife and the environment.
- 3) AQUATIC PROJECT WILD a new addition to CENTS, K-12 activity guide, interdisciplinary. Aquatic WILD serves as a way to explore and understand the fascinating world of water and the habitat it supports. 40 new activities!

Each of the activity guides contain lesson plans complete with objectives, method, background information, references available and materials. The lessons may be used as the basis for a course in study or as a supplement to existing curricula. CENTS materials help educators incorporate environmental education into day to day instruction.

HOW WERE THE MATERIALS DEVELOPED?

Developed jointly by classroom teachers, private conservation groups, wildlife experts, forestry professionals, and representatives of state and federal agencies. They were then tested in classrooms across the U.S. They continue to be updated and revised.

HOW IS CENTS IMPLEMENTED?

The CENTS partners consist of the TN Dept. of Education, TN Forestry Association, TN Wildlife Resources Agency, TN Valley Authority, TN Conservation League, & TN Division of Forestry. We all work together to implement the project in classrooms, nature centers, state parks, and other places adults and students meet to learn about the environment.

All CENTS partners have certified educators, naturalists, and resource professionals who conduct workshops to train teachers and youth leaders to use the materials.

HOW CAN I GET THE MATERIALS?

Materials are available through 4-6 hour training workshops held throughout the state. Provided free-of-charge they are designed to explain the philosophy of CENTS, provide hands-on learning for educators, and allow resource professionals to meet with and answer questions of participants.


CENTS facilitators can conduct in-service workshops for a minimum of 20 participants on any of the 3 workshop offerings. The training can be held for individual schools, school districts, or youth leader organizations. Requests are filled on a first come, first served basis. For in-service we provide materials and leaders, the school (nature center, park, etc.) provides facilities and logistics. Workshops can also be held at camps, state parks, etc. upon request.

If you would like more information or would like to schedule a workshop for teachers and/or youth leaders please contact:

Dr. Cindi Smith-Walters
CENTS
Cordell Hull 4th FL N
Nashville, TN 37243-0379
615/741-5774

Deborah Patton
TN Wildlife Res Agy
PO Box 40747
Nashville TN 37204
615/781-6541

CENTS



CONSERVATION EDUCATION NOW FOR TENNESSEE STUDENTS

NEWS

SPRING 1992

Have you had an address or name change in the not so distant past? Do you want to stay current with C.E.N.T.S. News? If so, you'll need to send us your new "habitat" address and the mailing label from this newsletter (we need the computer number above your name from the mailing label). Send them to:

C.E.N.T.S.

Cordell Hull 4th FL N., Nashville, TN 37243-0379
We'll keep you up to date!



Department of Tennessee Wildlife Resources, Authorization No. 328120, 13,000 copies, April, 1991. This public document was promulgated at a cost of \$.18 per copy.

TENNESSEE'S RARE & ENDANGERED WILDLIFE

Whenever a bald eagle is shot and killed in Tennessee attention from across the state is focused on the plight of this endangered species. The bald eagle is our national symbol and you would think Americans wouldn't allow its population to shrink to dangerously low levels, but we have. Closer to home is the eastern cougar, our state's biggest and strongest native cat. You would think it could hold its own, but it hasn't.

Unfortunately, human beings have been the primary culprits in causing wildlife to become endangered. On the positive side, we are also the key to their future survival. We are beginning to realize that whatever affects one part of an ecosystem or natural community, affects all other parts, including us.

Tennessee has 49 wildlife species listed as endangered and 24 as threatened. A third classification, "Wildlife in Need of Management" has 79 species listed in our state that could become threat-

ened unless special care is taken.

All the news isn't grim. The colorful wood duck is a great success story. Loss of habitat threatened extinction, but after the installation of millions of nesting boxes the population of this spectacular water bird is being restored. The giant Canada goose is another example of how an animal can be rescued from the verge of extinction. Good management has prompted their recovery, with over 12,000 now living year-round in Tennessee.

Our wide variety of stream habitats supports at least 323 fish species, of which 23 were listed by the TWRA as endangered or threatened. Major threats are: soil erosion, coal mine acid pollution, channelization and impoundment of vital stream habitats.

Tennessee has 25 federally endangered mussels, which face the same threats as fish. Since mussels serve as filters of water pollution, they are good indicators of water quality. Several of the more common mussel species support a multi-million dollar artificial pearl culture industry here. Mussels and snails also contain mercenene. It has been proven to prevent or delay two types of cancer in mice, and has produced no side effects when tested on humans.

Many people care for our rare and endangered species while others find different ways to help. It is too late for some animals, they are already gone. But with our help populations of other species are beginning to show progress, although much more work is needed. For more information and a list of Tennessee's Endangered and Threatened Species, contact the state TWRA office at Deborah's address listed on this page or call 615/781-6670.

CHANGES IN CENTS!

WILD things are happening with CENTS this spring. As a former school teacher of 10 years, I'm calling the roll to let each of you know that I will be working closely with Dr. Cindi Smith-Walters, Director of Project CENTS. With Cindi in the Department of Education and me as the Wildlife Education Program Coordinator for TWRA (TN Wildlife Resources Agency), we are hoping to better meet your needs.

Please feel free to contact me, Deborah Patton, at TWRA, PO Box 40747, Nashville, TN 37204 or call 615/781-6538. Remember you can still access Cindi at the Dept. of Ed., Cordell Hull, 4th FL. N Wing, Nashville, TN 37243 or 615/741-5774. Lastly, you can always contact the Tennessee Conservation League Office (the return address on this newsletter) and they will get your message to one of us. Thanks!

PROJECT WILD

NATIONAL WILDLIFE WEEK

National Wildlife Week is celebrated nationwide during Earth Action Month. The theme for April 19-25, **ENDANGERED SPECIES; WE'RE ALL IN THIS TOGETHER**, will focus on endangered animals from across the world and will include an educator's guide, two posters, NWF Stamps, and more. In addition, packets distributed in Tennessee will contain information about endangered species in our state.

Because of the overwhelming demand for wildlife week kits you **MUST** request one. These packets are not automatically mailed to you. One name per form please. Feel free to duplicate forms and mail several in one envelope. One kit (K-12) will serve regardless of the number of classes or pupils taught.

Kits will be mailed in early March so make your request **NOW!**

Please detach and mail to: TN Conservation League, 300 Orlando Avenue, Nashville, TN 37209-3200.

Please send me ONE National Wildlife Week Kit for 1992

Name _____

School _____

(mailing address)

(city, state, ZIP)

Number of students with whom you will use the materials: _____

For Official Use Only: Date received: _____

AN ENDANGERED SPECIES PLANNER

When the entire population of a species is in danger of becoming extinct, it is classified as "endangered." To bring greater awareness to this problem Endangered Species is the theme for National Wildlife Week in 1992. To assist in teaching about those species found in Tennessee special reports on these plants and animals (for that often-needed extra credit!) can be assigned. Arrange field trips to a Wildlife Observation Area or

contact TWRA's film library at 615/781-6544 for free films and catalog.

Listed below are some suggested **WILD** and **AQUATIC WILD** activities for the coming year. Try one or more each month!

WILD Activities

Elem & Sec Activities: What's Wild, Animal Charades, Interview a Spider, Habitat Lap Sit, How Many Bears?, Oh Deer!, Shrinking Habitat, Deadly Links, Here Today, Gone Tomorrow, Planting Animals.

Aquatic Activity

Turtle Hurdles

HELPING WILDLIFE BY IGNORING TEMPTATIONS

Each spring with the birth of young wildlife, an outpouring of big-heartedness by people appears in the form of baby animal rescue. This desire to help Mother Nature actually does more harm than good. "We get hundreds of calls across the state each year from people who want to know how to feed a certain bird or how to care for a certain animal they believe has been orphaned," said Don Miller, regional nongame and endangered species coordinator for TWRA. "We try to help, but the best advice we can give people is to leave the animal where they got it. Having been handled by humans will not cause wild animals to reject their young."

Raising an animal in captivity is very difficult, and even in those instances where an animal lives to adulthood, its chances of survival after being released back to the wild are small. Animals become imprinted and lose some of their natural instincts for survival.

"One of the most common reasons young animals are picked up is that we believe the animal has been abandoned. People would be surprised if they knew how often the parent animal is in the area within seeing distance of the young," Miller noted. By leaving the animal alone, its chance for survival is increased while you are protected from parasites, disease and the laws protecting possession of certain animals."

Other ways to help wildlife during the "baby season" is to avoid felling trees. Remember old timber provides homes for many cavity-nesting animals and habitat is critical to squirrels, songbirds, raccoons, opossums, and raptors. When cutting grass, check the area for well-hidden rabbit nests. Whenever possible, allow areas to overgrow and provide habitat for wildlife who are rapidly losing their homes to man's development projects.

Hay fields make an ideal bed for does to hide their young fawns. Use caution when you have machinery in the fields. Also, watch your pets during these months to make sure their hunting doesn't involve those wild babies. Young animals' survival depends on our learning more about wildlife habitat.

PROJECT LEARNING TREE

TN PLT SURVEY RESULTS

Thanks to the 365 of you who returned the PLT survey last summer. We learned much about the program in Tennessee. The most enlightening information was in the large number of people involved and the high level of education PLT users share. Some facts about PLT in Tennessee:

- over 2,000 educators received the guides between 1985 and '90
 - 79.2% have used the guides
 - over 127,000 students are exposed to PLT each year (approximately 14.4% of the annual enrollment in TN public schools)
 - the average PLT educator attended 16.7 years of school
 - 69.5% of PLT educators have taken at least one college level natural resource course
- For details of the survey, results, and recommendations contact the CENTS office.*

SUGGESTED PLT ACTIVITIES TO TEACH ABOUT ENDANGERED SPECIES

To go hand-in-hand with Project WILD activities that teach about endangered species we are also adding some from PLT. Try teaching one or two of these each month to keep students thinking about the importance of natural systems and native animals.

- | | | |
|-------|---|-----------------------|
| Elem. | #65 Web of Life | |
| | #41 The Native Way, A Natural Lifestyle | |
| Sec. | #6 Johnny Appleseed on Mars | #22 A Day In The Life |
| | #43 Value of Wildlife | #52 Hard Choices |
| | #59 Endangered Species | #67 Impact Statements |

REVISIONS OF PLT MATERIALS



National PLT is looking for a few good folks. Folks who want to pilot test newly developed activities that is. Pilot testing will help in selecting and fine-tuning new lessons. Keep in mind pilot testing is different from the field-test and formal evaluation that will take place later. Pilot testing is going on now and through the spring. If you are interested in pilot testing and/or field testing contact CENTS or Andy Pasternak at the National PLT office, 202/463-2475.

SCHEDULE NOW FOR TREE TRUNKS

We're beginning to schedule tree trunks for use in the summer and next school year. Evaluations from teachers and youth leaders have been very good and aside from a few minor conflicts on delivery and pick-up the loan program is going well. If you have used a trunk and want to reserve one for next year, or if you have never used these free teaching materials but would like to give them a try contact CENTS. We'll send you a fact sheet about the trunk, a reservation form, and an addressed return envelope for your convenience.

A RECIPE

FOR SUGARED VIOLETS

This is a neat project to try in the spring. Have fun! You'll need:

- 2 egg whites beaten with a wire whip until frothy
- 2 cups of granulated sugar (preferably superfine)
- fresh violets with stems 1 inch or longer
- (wild roses, cosmos and pansies can also be used)

Classroom Method: make a day in advance to allow for drying

1. pick up violets one at a time by the stem and dip into beaten egg covering all surfaces, then dip into sugar. Be sure all petals are sugared, top and bottom. Shake excess sugar into the bowl to be used again.

2. place each in turn on a cookie sheet covered with wax paper and cut off the stem. Open petals to their original shape by using a toothpick and sprinkle flowers again with sugar if any spots are uncoated.

3. when dry, store in a single layer in an air-tight container (they will keep indefinitely if stored properly).

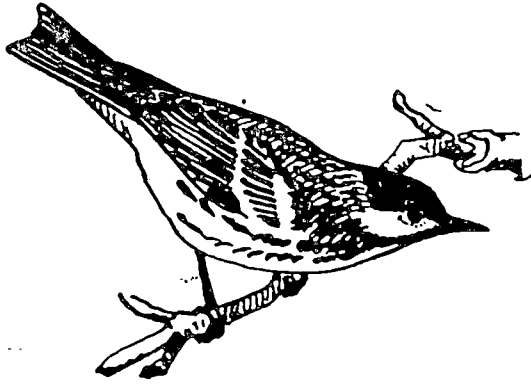
Kitchen Method: after following steps 1 and 2 above

3. dry in a 200 degree oven for 30-40 minutes or until sugar crystallizes.

4. gently lift from cookie sheet with a fork or spatula. Sprinkle again if violets appear syrupy to any degree. Cool on racks and store in air tight container. Be sure to put wax paper between layers of violets when you store them. They shouldn't touch each other.

NOTE: any non-toxic flowers can be substituted for violets. Select flowers with only a few petals since they are easier to cut and dry. Flowers from a florist may have been sprayed with insecticide and **SHOULD NOT** be eaten.

SOUNDS OF SPRING



As spring begins, air temperature rises and trees send out green shoots. Then all of a sudden, spring seems to explode, tackling all of our senses full force. Dogwoods burst into blossom, sweet fragrances waft on the breeze and thousands of voices sing out at night and through the day.

Spring's visual aspect is so spectacular we tend to forget its musical accompaniment. But the rasp, grunt, and warble of spring is unmistakable. Crickets chirp,

cicadas drone, frogs peep, and mockingbirds mock. The sounds of spring can be deafening.

Though animals differ in the sounds they make, the themes are surprisingly similar. Songs and calls (usually made by males) send these two messages to other members of their species: 1) this is my territory, males STAY OUT! and/or 2) I'm ready for a female to visit! A male's courting song has a very distinctive rhythm and pitch that discloses his species and

sometimes advertises his size.

Cicadas, oldest members of the spring orchestra, are a primitive insect. We most often see their shed exoskeletons clinging to leaves and trees. For the past 300 million years they have used their bodies like drums. Lacking the vocal apparatus of more complex animals they use internal muscles to make an elastic membrane in their abdomen vibrate, either vigorously or gently, in a rhythm tailored to its message.

Crickets file their wings against teeth on their hind legs the way we would rub our fingers across the top of a comb. Some species differ in that they have the teeth on their wings instead of on their legs.

What about frogs? We've all heard them on a spring night. A chorus of grunts and peeps across a pond, bog or marsh. With all this racket you would think a female frog would have a hard time hearing one of her own kind over the uproar. Biologists have found both male and female frogs and toads have evolved the capacity to hear only a narrow range of high frequency sound, a range that includes the frequency of their specific call. So, a female listening for a voice from the throng can only choose among the voices of her own species, because she can't hear the rest.

The vocalizations of birds are much more complex than those of the above mentioned animals. Where frogs and toads force air from their lungs through their larynx and then vocal cords to resonate the vocal sacs beneath their mouth or behind their cheeks, birds have more elaborate equipment. They use a syrinx, a resonating chamber at the place where the windpipe divides to go to each lung as their soundbox. The syrinx contains vibrating membranes (tympana) and birds control the tension and position of the tympana with special muscles. They not only have a wider vocabulary, using sound to keep their flock together or to signal alarm, they can specialize their songs.

Though avian music may be more complex than that of insects, frogs, and toads, the spring themes are familiar. "This space is MINE, MINE, MINE," and "Let's MATE, MATE, MATE." As you listen to the sounds of spring this year remember what nature is really saying!

CARETAKER CLASSROOMS

Caretaker Classrooms (CC), what are they? They are a highly successful project initiated by the Education Department of the *Commercial Appeal* in an effort to increase student awareness of environmental concerns. Through this program students from 2nd to 9th grade became involved with activities promoting environmental issues.

In the spring of 1991 Memphis State University conducted a study to assess the impact of this program on students and their parents. Students in 11 classes from five schools were compared with nonparticipating "control classes" in the same grades at the same schools. All 22 classes completed surveys measuring attitudes towards and knowledge of a number of environmental issues. The parents of the students were also asked to complete both an environmental attitude survey and a checklist of environmentally relevant behaviors. Finally, the 11 teachers of the Caretaker Classrooms were surveyed.

A few of the results are:

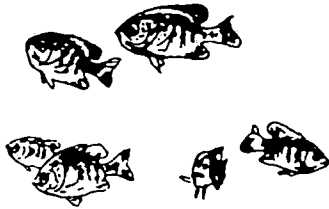
- students from CC were more environmentally conscious, and had a greater knowledge of environmental issues
- CC parents were affected by the program too. They generally showed a greater awareness and were more likely to report acting according to these concerns than the other parents
- CC teachers reported students spent 5-9 hours outside of class working on a Caretaker project
- CC teachers predicted more than half of their students will continue their activities beyond the school year

Some activities reported to be most successful were recycling of paper and aluminum, tree adoption/planting, writing government officials on environmental concerns, skits and videos allowing students to THINK and ACT, encouraging parent involvement by students, current events projects and ecology fairs on Earth Day.

For more information about the Caretaker Classroom project contact: Jill Norvell, MSU, 901/678-2545 or Kathryn McCoy, TN Energy Ed Network 901/424-3520.

FREEBIES & CHEAPIES

FREEBIES



TN Conservation League's **WATER QUALITY, NON-POINT VIDEO** is a good intro to *Dragonfly Pond* an Aquatic WILD activity. A loan is available upon request. Contact: TCL, 300 Orlando Ave. Nashville, TN 37209, 615/353-1133.

Poaching is a serious problem in the U.S. Lessons are available to help students become aware of this hidden issue. A free lesson plan and information from National Geographic are available through CENTS. Contact TWRA, P.O. Box 40747, Nashville, TN 37204.

Discover **HOT SPOTS FOR VIEWING WILDLIFE** from the TWRA. Information about observing wildlife in its natural habitat with 39 Wildlife Observation Areas in Tennessee is available in a colorful brochure. Call TWRA at 615/781-6670.

ENVIRONMENTAL ED MATERIALS FOR TEACHERS AND YOUNG PEOPLE (K-12) is a catalog of resources available from the EPA in Washington. Contact Melba Meador, US/EPA, 401 M St. SW, A-108, Washington, DC 20460.

Activities and Information about **Kemp's Ridley Sea Turtle** (the most endangered sea turtle in the world) are available from Utah Project WILD. For copies contact CENTS.

FREE WORKSHOPS to provide teachers of grades 3-5 with TVA's *Energy Sourcebook*. A three ring binder of activities, worksheets and background information to teach science, math, language arts, social studies, art and other subjects. Call the CENTS office for information on how to set up a workshop and get materials.

CHEAPIES

WILDLIFE HABITAT CONSERVATION TEACHER'S PAC SERIES. Eleven different titles for teaching grades 4-7. Each "Pac" contains a two-sided color poster, lesson plans, student activity pages and a teacher overview. Titles include: Urban Areas, Rivers & Streams, Migratory Birds, Hunting & Wildlife Management, Wildlife Conflicts, Endangered Species. \$7.00 each. For more info: Nat'l Institute for Urban Wildlife, 10921 Trotting Ridge Way, Columbia, MD 21044 or 301/596-3311.



OUTDOOR ED GUIDE from the Addison-Wesley Publishing Co., is a supplementary booklet which includes strategies, activities, and blackline masters for developing elementary education units. Cost is \$15.00. Call 1-800-447-2226.



NATURE STUDY AIDS VIDEO CATALOG & OUTDOOR PRODUCTS AND PROGRAMS CATALOG are available from Outdoor Products, PO Bx 1492, Oxford, MS 38655, (601/234-8387). The catalogs are free and resources listed are inexpensive.

NATURE'S PEDDLER



Nature's Peddler has moved to Tennessee! This environmental education program offers a number of programs including teacher training workshops (utilizing kinesthetic, hands-on techniques and Bloom's taxonomy), winter camping workshops, workshops for youth leaders and programs for first-time campers.

"The Peddler's main thrust is helping teachers to better help their students," says Margo Farnsworth, owner. "I was amazed at how many times I was asked for program ideas when I was a park ranger. Then, when I studied for my own masters in education I found out how few actual programming ideas were given to future teachers."

The Peddler now offers programs to educators and their students on a variety of subjects from dolphins to dinosaurs. Programs foster use of critical thinking skills and are available across Tennessee.

Nature's Peddler is proud to be in Tennessee and reservations or questions can be entertained at 615/876-3769 or by writing 7591 Bridgewood Road, Goodlettsville, TN 37072.

CUMBERLAND SCIENCE MUSEUM OFFERS OUTREACH EXHIBITS

Cumberland Science Museum has been offering visitors creative, quality science exhibits for years. Now, through a new program, CSM's Science Outreach Exhibits can come to YOU! The exhibits developed by the Oregon Museum of Science and Industry have been traveling in the Northwest for the past two years and the response has been outstanding. As a part of the National Science Outreach Network, the CSM will offer the exhibits to libraries, parks, nature centers, museums and student centers across the South.

Exhibits are based on popular topics of interest to young people. LIGHT and COLOR, BRAIN TEASERS, and DINOSAURIANS are three offerings that are hands-on, delightful and amazing.

For more information contact Celeste Hauser at CSM, 800 Ridley Blvd., Nashville, TN 37203, 615/862-5179.

OPERATION TRAILBOSS



The US Fish and Wildlife Service recently became involved in Project TRAILBOSS, an interagency effort with the National Park Service and Bureau of Land Management. Trailboss is designed to train scout leaders as "trail bosses" for volunteer trail work on public lands, including National Wildlife Refuges. The program is designed to provide volunteer labor for the involved agencies while allowing scouts to work on "Take Pride in America" and Eagle Scout projects. The Service's point-of-contact is Dan Stiles, Office of Training and Education, 703/358-1706. Call for more information.

IT'S TIME AGAIN FOR MAUI!

Padgett Kelly is no longer with CENTS but he is still conducting those "learning vacations" in exotic Maui, Hawaii. It's a unique opportunity to learn, vacation, and have fun. Departing July 14 from Nashville, the seven-night package includes airfare, rental car and hotel for less than \$900. What a deal! You don't have to be an educator to be eligible and you can take spouse, friend, child or a stranger with lots of money. Fill out and return the following or call Padgett for more information (the quicker you respond the cheaper your cost) at 615/898-2847 or 895-7876.

Return to Padgett Kelly, MTSU, PO Bx 60, Murfreesboro, TN 37132

Name _____
Address _____
Phone number at home _____

GEAR UP FOR THESE NEAT NEW THINGS

CENTS SUMMER TEACHER WORKSHOP: This year from noon June 28 to noon July 4 at Land Between the Lakes. Cost is less than \$170 and college credit in either biology or education, graduate or undergraduate is available. Scholarships are a possibility too! For more information on this week in the great outdoors learning about how you can use the environment to teach all subjects and skill areas K-12, contact the CENTS office.

CENTS EDUCATOR WORKSHOPS IN THE SMOKIES: For a mere \$200 you can spend a week at the Great Smoky Mountains Institute at Tremont studying everything from natural systems and habitat to storytelling and music. The week will begin late afternoon Monday and run through breakfast the following Sunday. Graduate credit is extra (a few scholarships are available). Hopefully you can attend at least one of these three dates June 22-28, July 13-19, or July 27-August 1. For more information contact: GSMIT, Rt 1 Box 700, Townsend, TN 37882, phone 615/448-6709.

MTSU OFFERS NEW COURSES!
• *Biome Analysis* (0433/0533, June 2-14) will stress coastal, wetland and coral reef ecology. Participants will spend two days on campus and then

head by van to Florida. Stops include Everglades National Park and Key West. NOTE: This course is a two week *camping excursion*. Most of the time we will be camped in public or private campgrounds so hot showers will be available. Cost is approximately \$200 more than the standard 3-hour course on campus. Contact Dr. Padgett Kelly, MTSU PO Bx 60, Murfreesboro, TN 37132, 615/898-2847.

• *Insects of Field & Stream: Special Problems in Zoology* (0625, June 15-25) is a general survey course for elementary and secondary educators. Emphasis is on major insects and related arthropods in this region. Course includes field trips, collecting techniques, identification and general biology. Meets 9-3:15, Monday-Thursday. This course will allow you to identify all those critters brought into the classroom by students. Contact Dr. Charles McGhee, MTSU, Box 280, Murfreesboro, TN 37132, 615/898-2057.

GEOGRAPHY INSTITUTE at UTK for K-12 teachers in early July. It will focus on teaching geography across the curriculum and will last two weeks. Traditionally this institute has offered free materials and tuitions to participants. For more information contact Ted Schumde, 408 Geography & Geology, UT, Knoxville, TN 37996 (615/974-2418).

WILD WORD SEARCH

WILD WORD SEARCH: ANIMALS AND THEIR YOUNG

Match the animals listed in the two left hand columns with the names we call their young in the two right hand columns.

Then find all the animals in the word search puzzle. Animal names are listed horizontally and vertically.

| | | | |
|----------|-----------|-----------|---------|
| bear | bass | fry | cygnet |
| bobcat | owl | larva | fawn |
| goat | zebra | duckling | kid |
| duck | otter | hatchling | poult |
| goose | turtle | eaglet | pup |
| deer | salmon | foal | owlet |
| parrot | swan | smolt | joey |
| frog | eagle | kit | gosling |
| whale | turkey | tadpole | cub |
| fox | butterfly | kitten | calf |
| kangaroo | dragonfly | nymph | chick |

F W P F F F P I V M T H F U N C L L F V O
N M Z H P O U L T J U N Z B B H C S U K G
J R G Y I X B C U B O X K A X I W W J B E
N V K R A Z E B R A E O I B F C N E E K K
P N T W H X A O K S O T D U C K L I N G V
D D P Q F K R B E S A H A T C H L I N G B
D R J S W A N C Y G N E T T U R T L E J F
S N Y M P H E A G L E J A E K I T T E N R
F V G O W L E T A E I I D R A G O N F L Y
D C A L F A F R O G Q F P F N J U W C T N
G O A T A R Q H T W O O L G O S L I N G
P P S Z G V N H T H W A L Y A E C O M F Y
E K A T F A W N E A G L E T R Y Q E H M S
T G M X E D E E R L S A L M O N V I P B K
W F L M T G O O S E P A R R O T I A H K S
I G X B H A W S T K U O H M K P G A K L C
T Y T T H D L B H V P H D M X F K W R N Z

ENVIRONMENTAL EXCHANGE BOX

Are you interested in participating in a national Environmental Exchange Box activity? If you are a Project Learning Tree educator you're already acquainted with the "exchange box." It's a great way for students to develop the awareness that each region has distinct natural and human-made resources. Students put together boxes of items (both natural and man made) that represent where they live. These items--along with reports, maps, stories, and other things--are then exchanged with a box from a class in another part of the United States. It's a fun way to teach science, geography, art, history, and language arts. It builds a greater understanding of the world's natural social and cultural diversity.

To get involved fill out the form attached and mail it to the PLT National Office. Your group will be matched with an exchange partner as close to the state or region of your choice as possible. You

AN ENVIRONMENTAL EXCHANGE BOX

Complete this form and send it in to make contact with another teacher or youth leader in a state with a different environment from your own.

Return to: PLT National Office, 1250 Connecticut Ave. NW, Suite 320, Washington, DC 20036. fax 202/463-2461

I want to be an "Environmental Exchange Box partner"

Name _____ Grade/age level of students _____

School _____

(city, state, zip) _____

Telephone: (work) _____ (home) _____

State, US Territory, or region with which you want to exchange _____

both will receive notification from the National office specifying the details about your exchange partner.

If you want a copy of the activity

(#77 An Environmental Exchange Box, elementary PLT guide) we will send that out from the CENTS office. Give us a call!

TENNESSEE CONSERVATION LEAGUE
300 Orlando Ave
Nashville, TN 37209-3246

This publication receives financial support from the TVA. All programs of the TVA are offered on a non-discriminatory basis, without regard to race, color, national origin, religion, sex, age or handicap.



State of Tennessee.

NED McWHERTER
GOVERNOR

May 15, 1992

Mr. Tony Campbell
Executive Director
Tennessee Conservation League
300 Orlando Avenue
Nashville, TN 37209-3200

Dear Tony:

I was very pleased to learn of the efforts that are now underway to nominate Tennessee's outstanding conservation education initiative, Project CENTS, for the President's 1992 Environment and Conservation Challenge Award.

The Tennessee Conservation League effectively promoted Project CENTS (Conservation Education Now for Tennessee Students) in late 1982, and in early 1983 the State of Tennessee responded with three financial assistance contracts which initiated the project. Since that time we have learned that the project objectives are attainable and that the project's value and its relevance to needs in Tennessee both continue to increase over time.

The State's initial help with Project CENTS has encouraged federal agencies, private businesses, concerned citizens, and organizations like the Tennessee Conservation League and the Tennessee Forestry Association to increase their support. A true public/private sector partnership has developed.

The partners recognize that Project CENTS is an essential part of Tennessee's strategy for a future of environmental quality. Command and control environmental regulation approaches will be inappropriate for many of our emerging environmental challenges. We now realize that each individual must be encouraged to see themselves as part of a system of solid waste management and as part of a process of reducing nonpoint sources of water pollution.

Tennessee's experience with Project CENTS demonstrates that individuals (teachers and students) will respond when their roles in environmental quality are understood and accepted.

Conservation education provided through the CENTS partnership is rapidly spreading across our state a new sense of individual responsibility for environmental conditions. Since inception in early 1983, Project CENTS is estimated to have reached 19,000 teachers and 500,000 students. During my years as Speaker of the Tennessee House

Mr. Tony Campbell
May 15, 1992
Page 2

of Representatives and as Governor of Tennessee I have seen the rising tide of youthful influence on environmental issues. School children's desires for a quality environment are impacting upon state policy, and Project CENTS is a vital part of this positive influence.

I do hope that the President's awards program will recognize Project CENTS. It is an appropriate model to hold up for the other states and for other nations struggling to assure environmental quality for the future.

Sincerely,


Ned McWherter

NRM/bls

May 12, 1992

One fall day several years ago, a friend and I attended a Project W.I.L.D. workshop. After indicating that we were interested in conducting workshops, we attended facilitator training at Land Between the Lakes with a combined Kentucky/Tennessee group. My friend and I felt so well prepared by the excellent instructors that we were quite ready to come home and begin workshops ourselves. Both of us are former classroom teachers, Scout leaders, and parents. Everything we have learned in Project Learning Tree, Project W.I.L.D., and Aquatic W.I.L.D. has benefitted not only ourselves as an enrichment of concepts we already were familiar with, but also our children, the scouts we lead, and the students at the schools where we volunteer.

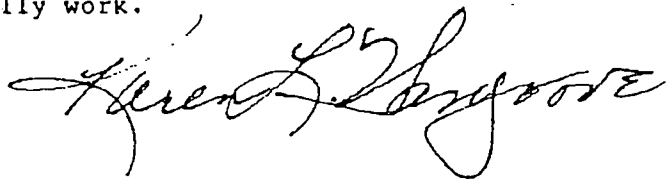
Last summer, I needed to take a course to complete the recertification of my teaching certificate. Through Project C.E.N.T.S., I was able to find a course that not only filled the requirement but followed the new direction my interests had taken. I attended a week-long Teacher Workshop, again at Land Between the Lakes. Like my previous experiences with programs from Project C.E.N.T.S., this one was, if anything could be, even more varied, exciting, and informative. Words cannot convey the triumph I felt after experiencing two miles of a woodland trail at night with no lights, or the wonder of standing on a beaver dam and realizing that those animals I had grown up seeing on television are real, are there, and only my inability to "see" keeps me from being aware of their presence. Nature is in abundance at Land Between the Lakes and places like it. But "nature" is also in a six-foot circle of grass on the playground, or a single tree. Project C.E.N.T.S. has activities designed to awaken one's awareness of the diversity of nature.

I was fortunate enough to grow up with a mother who encouraged me to use nature guides to look up the birds we saw and the leaves we picked up, who helped me find out more about the world around me. Much that I've learned through the programs offered by Project C.E.N.T.S. has reawakened "old" knowledge, but I've also discovered many things I didn't already know. Who is going to teach today's children how wonderful and varied their world is? Who will show them how the choices they make will influence not only the quality of life, but the survival of species (including their own)? This seems an immense, if not overwhelming, task. It can be done, I am convinced, through programs like C.E.N.T.S. My own encounter with C.E.N.T.S. began with one workshop, then another, continued with other training, and has led me to go back to begin work on a master's degree which will include a specialty in environmental education.

The workshops I have helped conduct have spanned a five-county area. Project Learning Tree, Project W.I.L.D., and Aquatic W.I.L.D. are of such high quality that they were this year added to the select group of seminars offered at How Wow, a regional training for adult Scout leaders. This year's attendance at the Ft. Campbell, Kentucky How Wow was between 600 and 700 adults from the Southeast Region. All the Project C.E.N.T.S. courses were filled; the comments on the evaluations from participants were so enthusiastic that Project Learning Tree, Project W.I.L.D., and Aquatic W.I.L.D. will be offered again next year.

In my years as a classroom teacher, with all the courses I've ever taken, none has captured my imagination and heart like those offered through Project C.E.N.T.S. Truly, Project C.E.N.T.S. exemplifies the best in education--varied, exciting, hands-on activities that really work.

Karen L. Hargrove
P.O. Box 840
Murfreesboro, Tennessee 37133
1-615-890-0314



Biology Department

P.O. Box 60
Middle Tennessee State University
Murfreesboro, Tennessee 37132
(615) 898-2847

May 7, 1992

Mr. Tony Campbell
Tennessee Conservation League
300 Orlando Ave.
Nashville, Tenn. 37209-3200

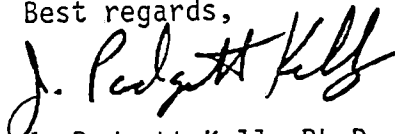
Dear Mr. Campbell:

I wanted to take this means to endorse the C.E.N.T.S. program. As you know there is no one person in Tennessee that has been associated with the CENTS program longer than myself. I have watched this program grow from a very early effort to what it is today.

Project CENTS is in my opinion, the most successful cooperative conservation education program in the United States. It has trained more teachers and youth leaders per capita than any other program that I know of. In addition CENTS has been able to do this with less staff and money than any other program.

This program is unique and I certainly hope that it continues to grow in the future like it has in the past.

Best regards,



J. Padgett Kelly Ph.D.
Professor of Biology

JPK:jbc



Application Summary

ED Number: I.009

Project: CFC Solvent Phase Out

Contact: Mr. Gary Minck
Northern Telecom
200 Athens Way
Nashville, TN 37228-

Telephone:
(615) 734-4057

Summary: In 1988, Northern Telecom pledged the complete phase-out of CFC-113 solvents from all of its 42 world-wide manufacturing and research operations within three years. Northern Telecom was the first global telecommunications company in the world to make such a pledge. At the end of 1991, all 42 Northern Telecom operations had totally eliminated these solvents from their operations. CFC solvent emissions to the atmosphere were reduced from greater than 1,000 tons per year to zero in three years.

NOTE: Some technical evaluators provided written opinions, based on their view of the criteria. The following is included for your background only.

Comments: A neat way to reduce CFCs, took real commitment, but one of many ways.

Northern Telecom's leadership is commendable. Won 1991 EPA Ozone award. Strong competition for the award.

5. Fulfilling a pledge made three years ago, Northern Telecom has become the first large electronics company in the world to meet a public commitment to eliminate ozone-depleting chlorofluorocarbon solvents (CFC-113) from its manufacturing operations nine years ahead of an international mandate set by the Montreal Protocol, an international agreement signed by 68 nations which calls for the elimination of CFC's and other ozone-depleting substances by the year 2000.

Chlorofluorocarbons are chemicals widely used as refrigerants, propellants, and foam blowing and cleaning agents in various industrial applications. When emitted in to the atmosphere, CFCs break down the protective ozone layer which shields the Earth from the sun's harmful ultraviolet rays. Northern Telecom, like most electronic manufacturing companies, used CFC-113 solvents to clean flux residue from printed circuit boards.

Northern Telecom was the first company to commit to such an aggressive timetable when, in 1988, it publicly announced that it would eliminate CFC-113 solvents from its 42 worldwide manufacturing operations. The company achieved the goal by developing alternatives to the CFC solvent cleaning processes. These alternatives involve the use of low-residue fluxes and solder pastes that eliminate the need for cleaning after soldering.

The company estimates that the alternatives it has developed will prevent nearly 9,000 tons of CFCs from being released by facilities into the atmosphere over the next eight years. The new processes will save in excess of \$50 million during the same time period in direct CFC solvent purchasing cost and other expenses.

Northern Telecom has built only CFC solvent-free facilities since 1988. The company has also committed to eliminate CFC-113 solvents from purchased facilities within 15 months of acquisition. In addition Northern Telecom has pledged to eliminate methyl chloroform from its manufacturing process by 1993. Furthermore Northern Telecom is sharing it's technology with the global community for the protection of the environment.

6c. INNOVATION - awarded to individuals, organizations and groups who have demonstrated exceptional creativity or pioneered new approaches in the development and/or execution of technologies, programs, projects, or services that are environmentally sound and economically sensible?

1. What is the purpose of the technology, program, project or service?

The purpose of the technology project was to develop innovative alternatives for the total phase out of CFC-113 solvents used in the cleaning of printed circuit boards in all Northern Telecom manufacturing operations.

2. How is the technology, program, project, or service distinctive or innovative? What obstacles, environmentally or otherwise, does it overcome?

Northern Telecom was the first major electronics company to pledge total elimination of CFC-113 solvents. This distinctive public leadership commitment was realized through the innovation of dedicated employees working together as a team to produce positive results in advance of requirements set by the Montreal Protocol. The project had to overcome both environmental and historical obstacles. The environmental obstacles involved were not simply settling for the phase-out of CFC-113 by utilizing an alternative technology based on another chemical compound. Historical obstacles involved taking risk regarding significant changes to the manufacturing process.

3. How is the technology, program, project, or service superior in other approaches? Does it offer a viable alternative to a problem for which no solutions previously existed?

The no-clean and aqueous based cleaning-alternative technologies developed and implemented by Northern Telecom are environmentally superior to other chemical cleaning technology alternatives. The alternatives are low cost, easily implemented and eliminate ozone depleting emissions. Prior to this break-through thinking no other viable non chemical alternative technology had been implemented on a global scale.

4. Can the technology, program, project of service be replicated in an economically feasible manner?

The technology can be replicated in an economically feasible manner. Northern Telecom will save over \$50 million dollars over the next nine years in direct CFC solvent purchasing costs and related expenses. In addition, Northern Telecom engineers are sharing this technology with the global manufacturing community through technology cooperative initiatives.

Northern Telecom
200 Athens Way
Nashville, TN 37228

5. What are the measurable, net long-term environmental benefits or results of the technology, program, project, or service?

The measurable, net long term environmental benefit of the technology involves stratospheric ozone layer protection through the phase out of the use of CFC-113 solvents nine years in advance of Montreal Protocol requirements. Northern Telecom was the eighth largest user of CFC-113 solvents in the US in 1987. The project will eliminate the emission of over 9,000 tons of CFC-113 solvents to the atmosphere by the year 2000.

Application Form-1992

Please read the application form carefully and provide all information requested. Please type or print clearly. Supplementary pages should follow the format of this form as closely as possible. Incomplete applications will not be considered.

1. Select the Award category for which you are competing:
(Note: A program may be entered in only one category. See descriptions of categories in Question 6.)

- (01) Partnership
- (02) Environmental Quality Management
- (03) Innovation
- (04) Education and Communication

2. Name of the project or program described in this application:
CFC Solvent Phase Out

3. Name of Award Applicant(s): (Use separate sheet, if needed)
Mr. Mrs. Ms. Miss Dr.

Name: Paul G. Stern

Title: Chairman and CEO

Organization: Northern Telecom
Street: 2010 Corporate Ridge

City: McLean State: VA Zip: 22101

Telephone: (703) 712-8600 Fax: (703) 712-8605

4. Program contact who can answer questions regarding the application:
 Mr. Mrs. Ms. Miss Dr.

Name: Gary Minck

Title: Senior Manager, Environmental Affairs

Organization: Northern Telecom

Street: 200 Athens Way

City: Nashville State: TN Zip: 37228

Telephone: (615) 734-4057 Fax: (615) 734-5190

NOTE: The Selection Committee will rely heavily on Questions 5-6 in determining how well the application meets the award criteria.

Please attach a one-page (not to exceed 500 words) summary, suitable for publication, which provides a complete overview of the application. The one-page response should be clear, concise, and should emphasize quantifiable results or benefits of the program.

6. A-D: Please answer *only* the following Award criteria questions pertaining to the specific Award category for which you are applying. (For example: Partnership category, answer questions A1-A5; EQM, B1-B7; Innovation, C1-C5; Education, D1-D5).

Answers should be clear, concise and *should emphasize quantifiable results or benefits* of the program. Each answer to a sub-question should not exceed 100 words. Taken as a whole, all answers to criteria questions should not exceed two pages.

A. PARTNERSHIP: awarded to diverse organizations or groups that have fostered cooperative approaches to environmental needs at the local, regional, or national level.

1. Who are the partnership's members? What are their roles? What resources do they bring to the partnership?

2. What are the partnership's specific environmental or conservation objectives? Has a sustainable plan of concerted action for meeting these needs been established?

3. How is the partnership distinctive or innovative? What obstacles, environmental or otherwise, does it overcome?

4. What measurable environmental or conservation benefits has the partnership produced?

5. What aspects of the partnership can be modeled by others and transferred to other settings?

B. ENVIRONMENTAL QUALITY MANAGEMENT: awarded to organizations which have demonstrated that environmental values can be integrated into sound management decisions and objectives. (Note: This category reflects broad-based organizational approaches. Special programs or projects may be more appropriate for entry in one of the other three award categories.)

1. What are the organization's environmental policies and objectives?

2. How has the organization's top management demonstrated commitment to these policies and objectives? Do the policies demonstrate commitment beyond legal compliance?

3. What are the organization's environmental standards for its product(s) and operations? (Explain how they go beyond legal constraints and how they relate to management control mechanisms.)

4. How are these policies and objectives incorporated in the: a) Day-to-day management of the organization; b) Organization's decision-making about research and development, long-range planning, capital, and operating budgets?

5. Fulfilling a pledge made three years ago, Northern Telecom has become the first large electronics company in the world to meet a public commitment to eliminate ozone-depleting chlorofluorocarbon solvents (CFC-113) from its manufacturing operations nine years ahead of an international mandate set by the Montreal Protocol, an international agreement signed by 68 nations which calls for the elimination of CFC's and other ozone-depleting substances by the year 2000.

Chlorofluorocarbons are chemicals widely used as refrigerants, propellants, and foam blowing and cleaning agents in various industrial applications. When emitted in to the atmosphere, CFCs break down the protective ozone layer which shields the Earth from the sun's harmful ultraviolet rays. Northern Telecom, like most electronic manufacturing companies, used CFC-113 solvents to clean flux residue from printed circuit boards.

Northern Telecom was the first company to commit to such an aggressive timetable when, in 1988, it publicly announced that it would eliminate CFC-113 solvents from its 42 worldwide manufacturing operations. The company achieved the goal by developing alternatives to the CFC solvent cleaning processes. These alternatives involve the use of low-residue fluxes and solder pastes that eliminate the need for cleaning after soldering.

The company estimates that the alternatives it has developed will prevent nearly 9,000 tons of CFCs from being released by facilities into the atmosphere over the next eight years. The new processes will save in excess of \$50 million during the same time period in direct CFC solvent purchasing cost and other expenses.

Northern Telecom has built only CFC solvent-free facilities since 1988. The company has also committed to eliminate CFC-113 solvents from purchased facilities within 15 months of acquisition. In addition Northern Telecom has pledged to eliminate methyl chloroform from its manufacturing process by 1993. Furthermore Northern Telecom is sharing it's technology with the global community for the protection of the environment.

6c. INNOVATION - awarded to individuals, organizations and groups who have demonstrated exceptional creativity or pioneered new approaches in the development and/or execution of technologies, programs, projects, or services that are environmentally sound and economically sensible?

1. What is the purpose of the technology, program, project or service?

The purpose of the technology project was to develop innovative alternatives for the total phase out of CFC-113 solvents used in the cleaning of printed circuit boards in all Northern Telecom manufacturing operations.

2. How is the technology, program, project, or service distinctive or innovative? What obstacles, environmentally or otherwise, does it overcome?

Northern Telecom was the first major electronics company to pledge total elimination of CFC-113 solvents. This distinctive public leadership commitment was realized through the innovation of dedicated employees working together as a team to produce positive results in advance of requirements set by the Montreal Protocol. The project had to overcome both environmental and historical obstacles. The environmental obstacles involved were not simply settling for the phase-out of CFC-113 by utilizing an alternative technology based on another chemical compound. Historical obstacles involved taking risk regarding significant changes to the manufacturing process.

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The no-clean and aqueous based cleaning-alternative technologies developed and implemented by Northern Telecom are environmentally superior to other chemical cleaning technology alternatives. The alternatives are low cost, easily implemented and eliminate ozone depleting emissions. Prior to this break-through thinking no other viable non chemical alternative technology had been implemented on a global scale.

4. Can the technology, program, project of service be replicated in an economically feasible manner?

The technology can be replicated in an economically feasible manner. Northern Telecom will save over \$50 million dollars over the next nine years in direct CFC solvent purchasing costs and related expenses. In addition, Northern Telecom engineers are sharing this technology with the global manufacturing community through technology cooperative initiatives.

Northern Telecom
200 Athens Way
Nashville, TN 37228

5. What are the measurable, net long-term environmental benefits or results of the technology, program, project, or service?

The measurable, net long term environmental benefit of the technology involves stratospheric ozone layer protection through the phase out of the use of CFC-113 solvents nine years in advance of Montreal Protocol requirements. Northern Telecom was the eighth largest user of CFC-113 solvents in the US in 1987. The project will eliminate the emission of over 9,000 tons of CFC-113 solvents to the atmosphere by the year 2000.

5. How are these policies and objectives reflected in the organization's relationships with employees, customers, suppliers, and the general public?

6. What are the organization's control mechanisms that give decision makers objective data to measure continuous performance improvement toward its short- and long-term environmental objectives?

7. What quantifiable, sustained environmental quality results in products and processes have resulted from the organization's environmental approach?

C. INNOVATION—awarded to individuals, organizations and groups who have demonstrated exceptional creativity or pioneered new approaches in the development and/or execution of technologies, programs, projects, or services that are environmentally sound and economically sensible?

1. What is the purpose of the technology, program, project or service?

2. How is the technology, program, project, or service distinctive or innovative? What obstacles, environmentally or otherwise, does it overcome?

3. How is the technology, program, project, or service superior to other approaches? Does it offer a viable alternative to a problem for which no solutions previously existed?

4. Can the technology, program, project or service be replicated in an economically feasible manner?

5. What are the measurable, net long-term environmental benefits or results of the technology, program, project, or service?

D. EDUCATION AND COMMUNICATION—awarded to individuals, organizations, or groups which have developed educational or informational programs that inspire respect for the environment and raise the public's environmental literacy.

1. What is the program? What are its environmental or conservation objectives?

2. Who is the program's audience? How large is the audience? How is the program's effect on the audience determined?

3. What is original or distinctive about the program?

4. What are the measurable results or benefits produced by the program? How does the program promote the development of an environmental ethic and make a positive contribution to environmental awareness?

5. How can the program be used or modeled by others?

NOTE: The following questions are for informational purposes.

7. How long has the technology, program, project or service been operational?

Initiated in 1988; completed in 1991

8. Which of the following most accurately describes the applicant(s)? (Check more than one, if applicable.)

- (01) National Business or Industry
- (02) ___ Regional or Local Business or Industry
- (03) ___ National Nonprofit Organization or Foundation
- (04) ___ Regional or Local Nonprofit Organization
- (05) ___ Local or State Government/Government Agency
- (06) ___ Educational Organization
- (07) ___ Voluntary Civic Organization
- (08) ___ Trade or Professional Society
- (09) ___ Youth Organization
- (10) ___ Labor Organization
- (11) ___ Individual
- (12) ___ Other (Please describe): _____

9. If business or industry, which of the following best describes the type of business or industry?

- (01) ___ Agriculture/Forestry
- (02) ___ Aerospace
- (03) Communications
- (04) ___ Construction
- (05) ___ Electronics/Computers
- (06) ___ Energy
- (07) ___ Engineering
- (08) ___ Environmental Services
- (09) ___ Financial Services/Insurance/Real Estate
- (10) ___ Manufacturing—Chemical
- (11) ___ Manufacturing—Other
- (12) ___ Mining
- (13) ___ Recreation
- (14) ___ Trade—Wholesale
- (15) ___ Transportation
- (16) ___ Utilities—Electric, Gas or _____
- (17) ___ Other (Please describe): _____

10. Which of the following most accurately describes the environmental program under consideration for an award? (Check more than one, if applicable.)

- (01) ___ agriculture
- (02) air quality
- (03) ___ conservation
- (04) ___ education—general public
- (05) ___ education—academic
- (06) ___ energy
- (07) ___ environmental quality management
- (08) ___ forestry
- (09) ___ hazardous waste remediation
- (10) ___ international
- (11) ___ natural resources

- (12) ___ pollution control
- (13) ___ recreation
- (14) ___ recycling
- (15) ___ solid waste
- (16) source reduction/pollution prevention
- (17) ___ water quality
- (18) ___ wetlands
- (19) ___ wildlife and fish resources
- (20) ___ Other (Please describe): _____

11. If applicable, list the sources of the program's support and the percentage of support provided, including grants and in-kind contributions of goods and services. (Use separate sheet if needed).

Source N/A %

Source _____ % _____

Source _____ % _____

12. Please estimate the cost to develop the program or project, including approximate value of in-kind contributions of goods and services:

\$ 1,000,000.00

13. If the project is ongoing, what is the annual cost?

\$ Project is not ongoing

14. Please indicate which of the following are the primary audiences, beneficiaries, or users of the program or service, and estimate how many persons are served: (Select up to 3 categories.)

| Type | How Many People |
|---|----------------------|
| (01) <input checked="" type="checkbox"/> Business or Industry | <u> 10,000 </u> |
| (02) ___ Trade or Professional Society | _____ |
| (03) ___ Government | _____ |
| (04) ___ Educational Organizations | _____ |
| (05) ___ Youth | _____ |
| (06) ___ Community or Public Interest Groups | _____ |
| (07) ___ Local Community or Local Public | _____ |
| (08) <input checked="" type="checkbox"/> General Public | <u> Unlimited </u> |
| (09) ___ Employees | _____ |
| (10) <input checked="" type="checkbox"/> Customers or Clients | <u> 1,000 </u> |
| (11) ___ Other (Please describe): _____ | _____ |

15. Has the program been honored with any other environmental or conservation awards in the past five years?

USEPA 1991 Stratospheric Ozone Protection

Award

16. In one paragraph (not to exceed 50 words), please summarize the program, its objectives and what it has accomplished. Use space provided below. This paragraph should be suitable for use in a catalog, database or brochure.

in 1988, Northern Telecom pledged the complete phase-out of CFC-113 solvents from all its 42 world-wide manufacturing and research operations within three years. Northern Telecom was the first global telecommunications company in the world to make such a pledge. At the end of 1991, all 42 Northern Telecom operations had totally eliminated these solvents from their operations. CFC solvent emissions to the atmosphere were reduced from greater than 1000 tons per year to zero in three years.

17. Please include 3 one-page letters of recommendation attached to the application when it is submitted for consideration. Letters should be addressed: "Attention: Award References." References should have first-hand knowledge of the environmental program, service, or technology and should offer a candid evaluation of its success or effectiveness. References may also include users or beneficiaries of your program.

NOTE: Letters of recommendation must accompany the application when it is submitted to CEQ. Letters sent directly to CEQ will not be considered. Please list the references in the spaces below.

Name: The Honorable Bill Lowery

Title: U.S. House of Representatives

Street: 2433 Rayburn House Office Building

City: Washington State: DC Zip: 20515

Telephone: 202-225-3201 Fax: 202-225-7383

Name: Ms. Eileen Claussen

Title: Director

Office of Atmospheric & Indoor Air Program
at 501 3rd St., NW - 4th Floor

City: Washington State: DC Zip: 20460

Telephone: 202-233-9140 Fax: 202-233-9586

Name: Senator Jesse Holms

Title: _____

United States Senate

Street: 403 Dirksen Senate Office Building

City: Washington State: DC Zip: 20510

Telephone: 202-224-6342 Fax: 202-224-1376

18. Please sign below to indicate that all applicants agree a) to abide by the rules and requirements of the awards competition, and b) that all information submitted is true and accurate to the best of their knowledge.

Signature: Gary Mick Date: 5/22/92

Senior Manager,

Env. Affairs Organization: Northern Telecom

Telephone: (615) 734-4057

How to Apply

Completed applications must be postmarked by May 22, 1992 and mailed to the:

The President's Environment and
Conservation Challenge Awards
Council on Environmental Quality
The White House
722 Jackson Place, NW
Washington, DC 20503

All information submitted with the application should be considered public information and becomes property of the President's Challenge Awards program.

Award recipients will be notified in Fall 1992. Recipients must be willing to assist the President's Challenge Awards program in making nonproprietary information about their environmental programs available to others who wish to replicate their success.

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Please submit one original and four photocopies of your application. You may include up to 10 pages of supporting materials. (NOTE: Photocopying both sides of a sheet of paper will be considered two-pages.) Any oversized items must be reduced to fit a standard 8.5" x 11" page format.

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1. 4-page application (Questions 1-20)
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4. 10 pages of supporting materials
5. 3 letters of recommendation (Question 17)

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OMB Control No. 0331-0002, (Exp. 2/95): As required by the Paperwork Reduction Act, CEQ estimates that completion of this application will take 10 hours. Send comments regarding the collection of this information, including suggestions for reducing the paperwork burden, to CEQ and also to: Paperwork Reduction Project, Office of Management and Budget, Office of Information and Regulatory Affairs, 725 17th Street, NW, Washington, D.C., 20503

United States Senate

WASHINGTON, DC 20510-3301

May 20, 1992

Presidential Environment and Conservation
Challenges Awards

Michael Deland
Council on Environmental Quality
The White House
722 Jackson Place, N.W.
Washington, DC 20503

Dear Mr. Deland:

I endorse Northern Telecom Inc.'s application for the President's 1992 Environment and Conservation Challenge Award in the area of Innovation.

The company has been a leader in attacking a critical environmental issue, the elimination of the use of CFC-113 solvents. It is the first company in its industry to completely eliminate ozone-depleting CFC-113 solvents from its operations, and it did so years ahead of the deadline called for in the Montreal Convention.

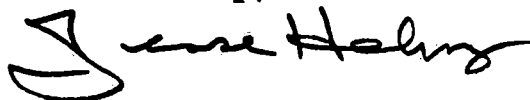
Northern Telecom, a leading supplier of fully digital telecommunications switching systems, employs over 22,000 people at major facilities in California, Georgia, Texas, Tennessee and North Carolina--including 8,000 in the Raleigh area.

Northern Telecom's commitment to being a leader in the environment area has led to a number of achievements. It has taken the lead role in a first-of-its-kind project to transfer the new technology that replaces CFCs to Mexico's solvent-using industry. The company is also cofounder of a worldwide industry group which is committed to transferring important technology to other companies in the U.S. and around the world.

Northern Telecom has been recognized as a leader in the environmental field as a result of these accomplishments. The company received a 1991 EPA Stratospheric Ozone Protection Award and a UNEP award "in recognition of exceptional contributions to global environmental protection."

I highly recommend Northern Telecom for the President's Environment and Conservation Challenge Award.

Sincerely,





UNITED STATES ENVIRONMENTAL PROTECTION AGENCY
WASHINGTON, D.C. 20460

OFFICE OF
AIR AND RADIATION

May 22, 1992

Presidential Environment and Conservation
Challenges Awards
Council on Environmental Quality
The White House
722 Jackson Place, N.W.
Washington, DC 20503

Attn: Award References

To Whom It May Concern:

It gives me pleasure to endorse Northern Telecom Inc.'s application for the President's 1992 Environment and Conservation Challenge Award in the area of Innovation. The company had the most aggressive CFC-113 solvent elimination program in its industry and was the first major electronics company to completely eliminate the use of ozone-depleting CFC-113 solvents.

Northern Telecom, the leading global supplier of fully digital telecommunications switching systems, employs over 22,000 people in the U.S. at major facilities and R&D centers in California, Georgia, Texas, Tennessee, and North Carolina. Northern Telecom's 1991 U.S. revenues were \$4.1 billion. All of those sales involved products and services primarily manufactured and provided in the U.S.

The company committed to an early elimination of CFC use shortly after the signing of the Montreal Protocol in 1987. At that time, Northern Telecom was purchasing about 2,200,000 pounds of CFC and halons per year. Following an internal workshop in 1988 with participation by the U.S. Environmental Protection Agency, Northern Telecom committed to eliminating CFC-113 solvents by 1991. On November 30, 1991, the company met that goal.

Northern Telecom has also worked with the U.S. EPA in writing a Manual of Practices to Reduce and Eliminate CFC-113 Use in the Electronics Industry which was published by the U.S. EPA. The company worked with other electronics suppliers and the U.S. EPA to found the Industry Cooperative for Ozone Layer Protection (ICOLP) which is comprised of major electronics companies throughout the world who have pledged to an early phase-out of ozone depleting solvents and to share their knowledge with industry, government,

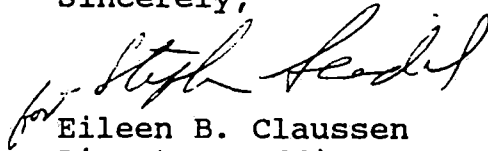


Presidential Environment and Conservation
Challenges Awards
May 22, 1992
Page 2

and other stakeholders worldwide. The U.S. EPA and other governments and institutions from around the world are affiliate members of this important new model for technology transfer.

Northern Telecom has been widely recognized as a leader in the environmental field as a result of these accomplishments. The company received a 1991 EPA Stratospheric Ozone Protection Award and a UNEP award "in recognition of exceptional contributions to global environmental protection."

Sincerely,



Eileen B. Claussen
Director, Office of Atmospheric
and Indoor Air Programs

BILL LOWERY

41ST DISTRICT, CALIFORNIA

COMMITTEE ON APPROPRIATIONS

SUBCOMMITTEES:

MILITARY CONSTRUCTION

INTERIOR

VA, HUD AND INDEPENDENT
AGENCIES



CONGRESS OF THE UNITED STATES

HOUSE OF REPRESENTATIVES

WASHINGTON OFFICE:

2433 RAYBURN HOUSE OFFICE BUILDING

WASHINGTON, DC 20515-0541

(202) 225-3201

DISTRICT OFFICE:

10721 TREENA STREET

SUITE 115

SAN DIEGO, CA 92131

(619) 578-6065

May 20, 1992

Presidential Environment and Conservation
Challenges Awards
Council on Environmental Quality
The White House
722 Jackson Place, N.W.
Washington, D.C. 20503

Attn: Award References

To Whom It May Concern:

I am pleased to recommend Northern Telecom Inc. for the president's 1992 Environment and Conservation Challenge Award in the area of Innovation for a CFC-113 solvent elimination program which was the most aggressive in its industry.

Northern Telecom Inc., which has a facility in my district, employs over 22,000 people in the U.S. at major facilities and R&D centers in California, Georgia, Texas, Tennessee and North Carolina. Northern Telecom's 1991 U.S. revenues were \$4.1 billion. All of those sales involved product and services primarily manufactured and provided in the U.S.

At the signing of the Montreal Protocol in 1987, Northern Telecom was a significant user of CFC solvents, purchasing about 2,200,000 pounds of CFC and halons. At a United Nations Environment Programme (UNEP) Conference in 1988, Northern Telecom announced it would be the first corporation in its industry sector to pursue a global phase-out objective for CFC-113 solvents. On November 30, 1991, Northern Telecom ceased all use of CFC-113 solvents, including products containing these solvents.

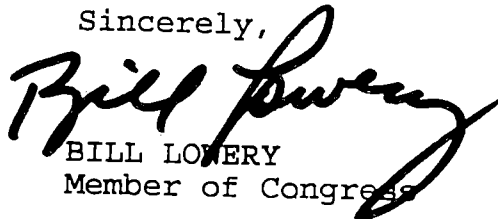
Northern Telecom held a "Clear Day" celebration company-wide on January 10, 1982 at its 85 locations around the world. The program has instilled a sense of pride among their employees and has led to an even greater commitment to aggressive programs on other environmental issues, such as elimination of the use of methyl chloroform by next year, packaging and waste reductions, product life cycle issues and improved use of energy.

Northern Telecom has been widely recognized as a leader in the environmental field as a result of these accomplishments. The company received a 1991 EPA Stratospheric Ozone Protection Award

May 20, 1992
Page Two

and a UNEP award "in recognition of exceptional contributions to global environmental protection".

Sincerely,



BILL LOWERY
Member of Congress

BL/tk

Application Summary

ID Number: I.064

Project: South Coast Recycled Auto Project (SCRAP)

Contact: Mr. James H. Bray
Unocal Corporation
1201 W. 5th St.
Los Angeles, CA 90017-

Telephone:
(213) 977-5390

Summary: Unocal's SCRAP Project was an unprecedented effort to improve air quality in the Los Angeles Basin by scrapping heavily polluting, pre-1971 cars. In four months, 8,376 old cars were purchased and crushed for recycling. SCRAP reduced air pollutants by nearly 13 million pounds per year for approximately 50 cents per pound.

NOTE: Some technical evaluators provided written opinions, based on their view of the criteria. The following is included for your background only.

Comments: Easily replicable, innovative solution to a major problem that will be with us as long as we drive cars.

Funding not enough. Diverts attention from fixed sources.

Innovative use of economic incentives to eliminate older polluting cars. Good support letters.

I.064

Unocal's South Coast Recycled Auto Project (SCRAPtm)

SCRAP showed that a market-based attack on major pollution sources could be cost-effective in improving air quality. The Los Angeles Basin has the dirtiest air in the U.S. despite decades of work by federal, state and local entities. Progress has been made. There have been no Stage III smog alerts in the Basin for 20 years, nor any Stage II alerts for the past six. But much remains to be done.

Mobile sources account for over 60 percent of all ozone-precursor emissions in the Basin, with a disproportionate share coming from old cars. Oil refineries and power plants add 5 percent; the rest is from small businesses and private homes, some of which are not yet regulated sources. Regulators have concentrated on stationary sources despite studies calling for old-car buybacks; the question has always been, "who would pay for the cars, and why?"

SCRAP answered the question. Unocal budgeted over \$5 million to buy, test and scrap 7,000 pre-1971 autos (which have little or no emission controls). The company paid \$700 per car, and turned them over to a scrap yard to be crushed, shredded and recycled. The goal was to gather data to show regulators that a policy shift to market-based regulation and emissions credit "trading" could be faster and more cost-effective than command-and-control measures. Agencies, companies and individuals contributed another \$1 million to SCRAP, and 1,400 more vehicles were bought and destroyed.

SCRAP's economic incentives elicited the voluntary participation of old-car owners, and government agencies provided great support. The South Coast Air Quality Management District donated \$100,000, the California Air Resources Board (CARB) tested vehicles to quantify emissions reductions, the Department of Motor Vehicles did on-site records clearance, and the Bureau of Automotive Repair researched mileage and smog-check histories of the SCRAP cars.

Unocal tested the tailpipe emissions of every SCRAP car, and (with CARB) ran Federal Test Procedures on 74 of them. On average, the cars emitted 99 times more hydrocarbons per mile than a new 1990 auto, 50 times more carbon monoxide, and "only" 11 times more nitrogen oxides. Thus SCRAP eliminated twice the expected volume of air pollutants -- nearly 13 million pounds -- for about \$6 million (a fraction of the cost of an equivalent cleanup from stationary sources).

In the wake of SCRAP, the 1990 federal Clean Air Act Amendments and the California Clean Air Act now provide for such programs. The U.S. EPA and CARB have issued implementation guidelines. The Bush Administration advocates "Cash for Clunkers," and regulators and industry groups from around the country have been calling Unocal for information.

SCRAP-type programs can be replicated around the country depending on cost-effectiveness and the willingness of regulators to allow emissions credits for stationary sources based on mobile source emissions cleanup. At least two smaller programs are in progress (in Delaware, and in Kern County, California). The precedent has been set and the program will be repeated in more and more places.

PRESIDENT'S 1992 ENVIRONMENT AND
CONSERVATION CHALLENGE AWARDS

INNOVATION CATEGORY

QUESTION # 1: What is the purpose of the project?

Unocal's South Coast Recycled Auto Project (SCRAP) had two related purposes:

- o Demonstrate an innovative, immediate and cost-effective way to improve air quality in the Los Angeles Basin; and

- o Use SCRAP's success to bring change to federal, state and local environmental policy, law and regulation to adopt market-based emissions trading cleanup programs.

QUESTION # 2: How is the project distinctive or innovative? What obstacles, environmental or other, does it overcome?

SCRAP was innovative and distinctive by definition: it was the first auto buyback program, and was privately funded, voluntary and free-market based. It overcame regulatory obstacles, inspiring policy changes that will help clean the nation's air more quickly and efficiently than traditional command-and-control rules. SCRAP showed a way to focus on mobile sources, which emit over 60 percent of the ozone-precursors (hydrocarbons and nitrogen oxides) in the Los Angeles Basin. (Oil refineries and electric power plants add about 5 percent; sources such as dry cleaners, bakeries and private homes make up the difference.) Technology has slashed the tailpipe emissions of newer-model vehicles, but about 400,000 pre-1971 cars with little or no pollution controls still operate on Southern California roads. That was the pollution source targeted by SCRAP.

SCRAP's success, measured in pounds of pollutants removed per dollar, led immediately to the removal of legislative and regulatory obstacles to the implementation of programs allowing market-based emissions credit trading between mobile and stationary sources. With those policy obstacles removed, SCRAP-type programs are under way in Delaware and in Kern County, California. More will follow.

QUESTION # 3: How is SCRAP superior to other approaches? Does it offer a viable alternative to a problem for which no solution previously existed?

SCRAP is superior because it was a privately funded, market-based, voluntary demonstration program that eliminated air pollution cost-effectively. Unocal knew that pre-1971 cars contributed a disproportionate share of air pollution to the L.A. Basin. During SCRAP, Unocal and the California Air Resources Board measured the exhaust emissions using the full Federal Test

Procedure on a representative sample of vehicles. Working together, CARB and Unocal have probably amassed the world's best data base on the emission characteristics of old cars. The results showed that the SCRAP cars, on average, emitted nearly 100 times more hydrocarbons, 50 times more carbon monoxide, and 11 times more NOx as a new vehicle. These emissions were two to three times higher than anyone had projected.

The old car buyback program to reduce air pollution set precedents that have since been accepted as the basis for changes in federal, state and local laws and regulations. Since SCRAP has been endorsed and adopted by federal, state and local authorities, it is clear that old car buy-back programs offer a viable and unique alternative to the usual environmental "command-and-control" approach. SCRAP programs not only work, they succeed by using market incentives and volunteerism.

QUESTION # 4: Can the project be replicated in an economically feasible manner?

Absolutely. The Bush Administration's "Cash for Clunkers" initiative is based on SCRAP, as are other program proposals by state legislatures and regulatory agencies from coast to coast. Kern County, California has just begun a small-scale auto buy-back program, and a similar one is about to be launched in Delaware. The numbers tell the story. Unocal spent \$6 million to remove approximately 13 million pounds of pollution in a little over 4 months. To reduce emissions by the same amount at the company's Los Angeles refinery would cost 10 times as much and take about 10 times as long.

QUESTION # 5: What are the measurable, net long-term environmental benefits or results of the project?

SCRAP permanently removed 12.8 million pounds per year of hydrocarbons, carbon monoxide, and nitrogen oxides from Los Angeles' air. The program also has led to legislative and regulatory policy changes that will allow - and encourage - implementation of similar old-car buy-back programs.

Please read the application form carefully and provide all information requested. Please type or print clearly. Supplementary pages should follow the format of this form as closely as possible. Incomplete applications will not be considered.

1. Select the Award category for which you are competing:
(Note: A program may be entered in only one category. See descriptions of categories in Question 6.)

- (01) Partnership
- (02) Environmental Quality Management
- (03) Innovation
- (04) Education and Communication

2. Name of the project or program described in this application:
South Coast Recycled Auto Project (SCRAP)

3. Name of Award Applicant(s): (Use separate sheet, if needed)

Mr. Mrs. Ms. Miss Dr.

Name: _____

Title: _____

Organization: _____

Address: _____

City: _____ State: _____ Zip: _____

Telephone: _____ Fax: _____

4. Program contact who can answer questions regarding the application:

Mr. Mrs. Ms. Miss Dr.

Name: James H. Bray

Title: Public Relations Representative

Organization: Unocal Corporation

Street: 1201 W. 5th Street

City: Los Angeles State: CA Zip: 90017

Telephone: 213/977-5390 Fax: 213/977-7813

NOTE: The Selection Committee will rely heavily on Questions 5-6 in determining how well the application meets the award criteria.

Please attach a one-page (not to exceed 500 words) summary, suitable for publication, which provides a complete overview of the application. The one-page response should be clear, concise, and should emphasize quantifiable results or benefits of the program.

6. A-D: Please answer *only* the following Award criteria questions pertaining to the specific Award category for which you are applying. (For example: Partnership category, answer questions A1-A5; EQM, B1-B7; Innovation, C1-C5; Education, D1-D5).

Answers should be clear, concise and *should emphasize quantifiable results or benefits* of the program. Each answer to a sub-question should not exceed 100 words. Taken as a whole, all answers to criteria questions should not exceed two pages.

A. PARTNERSHIP: awarded to diverse organizations or groups that have fostered cooperative approaches to environmental needs at the local, regional, or national level.

1. Who are the partnership's members? What are their roles? What resources do they bring to the partnership?
2. What are the partnership's specific environmental or conservation objectives? Has a sustainable plan of concerted action for meeting these needs been established?
3. How is the partnership distinctive or innovative? What obstacles, environmental or otherwise, does it overcome?
4. What measurable environmental or conservation benefits has the partnership produced?
5. What aspects of the partnership can be modeled by others and transferred to other settings?

B. ENVIRONMENTAL QUALITY MANAGEMENT: awarded to organizations which have demonstrated that environmental values can be integrated into sound management decisions and objectives. (Note: This category reflects broad-based organizational approaches. Special programs or projects may be more appropriate for entry in one of the other three award categories.)

1. What are the organization's environmental policies and objectives?
2. How has the organization's top management demonstrated commitment to these policies and objectives? Do the policies demonstrate commitment beyond legal compliance?
3. What are the organization's environmental standards for its product(s) and operations? (Explain how they go beyond legal constraints and how they relate to management control mechanisms.)
4. How are these policies and objectives incorporated in the: a) Day-to-day management of the organization; b) Organization's decision-making about research and development, long-range planning, capital, and operating budgets?

5. How are these policies and objectives reflected in the organization's relationships with employees, customers, suppliers, and the general public?

6. What are the organization's control mechanisms that give decision makers objective data to measure continuous performance improvement toward its short- and long-term environmental objectives?

7. What quantifiable, sustained environmental quality results in products and processes have resulted from the organization's environmental approach?

C. INNOVATION—awarded to individuals, organizations and groups who have demonstrated exceptional creativity or pioneered new approaches in the development and/or execution of technologies, programs, projects, or services that are environmentally sound and economically sensible?

1. What is the purpose of the technology, program, project or service?

2. How is the technology, program, project, or service distinctive or innovative? What obstacles, environmentally or otherwise, does it overcome?

3. How is the technology, program, project, or service superior to other approaches? Does it offer a viable alternative to a problem for which no solutions previously existed?

4. Can the technology, program, project or service be replicated in an economically feasible manner?

5. What are the measurable, net long-term environmental benefits or results of the technology, program, project, or service?

D. EDUCATION AND COMMUNICATION—awarded to individuals, organizations, or groups which have developed educational or informational programs that inspire respect for the environment and raise the public's environmental literacy.

1. What is the program? What are its environmental or conservation objectives?

2. Who is the program's audience? How large is the audience? How is the program's effect on the audience determined?

3. What is original or distinctive about the program?

4. What are the measurable results or benefits produced by the program? How does the program promote the development of an environmental ethic and make a positive contribution to environmental awareness?

5. How can the program be used or modeled by others?

NOTE: The following questions are for informational purposes.

7. How long has the technology, program, project or service been operational?

Four Months

8. Which of the following most accurately describes the applicant(s)? (Check more than one, if applicable.)

- (01) National Business or Industry
- (02) Regional or Local Business or Industry
- (03) National Nonprofit Organization or Foundation
- (04) Regional or Local Nonprofit Organization
- (05) Local or State Government/Government Agency
- (06) Educational Organization
- (07) Voluntary Civic Organization
- (08) Trade or Professional Society
- (09) Youth Organization
- (10) Labor Organization
- (11) Individual
- (12) Other (Please describe): _____

9. If business or industry, which of the following best describes the type of business or industry?

- (01) Agriculture/Forestry
- (02) Aerospace
- (03) Communications
- (04) Construction
- (05) Electronics/Computers
- (06) Energy
- (07) Engineering
- (08) Environmental Services
- (09) Financial Services/Insurance/Real Estate
- (10) Manufacturing—Chemical
- (11) Manufacturing—Other
- (12) Mining
- (13) Recreation
- (14) Trade—Wholesale
- (15) Transportation
- (16) Utilities—Electric, Gas or _____
- (17) Other (Please describe): _____

10. Which of the following most accurately describes the environmental program under consideration for an award? (Check more than one, if applicable.)

- (01) agriculture
- (02) air quality
- (03) conservation
- (04) education—general public
- (05) education—academic
- (06) energy
- (07) environmental quality management
- (08) forestry
- (09) hazardous waste remediation
- (10) international
- (11) natural resources

17. Please include 3 one-page letters of recommendation attached to the application when it is submitted for consideration. Letters should be addressed: "Attention: Award References." References should have first-hand knowledge of the environmental program, service, or technology and should offer a candid evaluation of its success or effectiveness. References may also include users or beneficiaries of your program.

NOTE: Letters of recommendation must accompany the application when it is submitted to CEQ. Letters sent directly to CEQ will not be considered. Please list the references in the spaces below.

Name: James B. MacRae, Jr.
Title: Act. Administrator & Deputy Adm.
Office of Inf. & Reg. Affairs
Street: 17th & Pennsylvania Ave. N.W.
City: Washington State: D.C. Zip: 20503
Telephone: 202/395-4852 Fax: 202/395-4639

Name: Richard D. Morgenstern
Title: Acting Ast. Administrator
Street: 401 M Street S.W.
City: Washington State: D.C. Zip: 20460
Telephone: 202/260-4332 Fax: 202/260-0512

Name: Charles J. DiBona
Title: President, American Pet. Inst.
Street: 1220 L Street N.W.
City: Washington State: D.C. Zip: 20005
Telephone: 202/632-8100 Fax: 202/682-3000

18. Please sign below to indicate that all applicants agree a) to abide by the rules and requirements of the awards competition, and b) that all information submitted is true and accurate to the best of their knowledge.

Signature: James H. Bray Date: 5/21/92
Title: P.R. Rep Organization: Unocal
Telephone: 213/977-5390

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The President's Environment and
Conservation Challenge Awards
Council on Environmental Quality
The White House
722 Jackson Place, NW
Washington, DC 20503

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- (12) pollution control
- (13) recreation
- (14) recycling
- (15) solid waste
- (16) source reduction/pollution prevention
- (17) water quality
- (18) wetlands
- (19) wildlife and fish resources
- (20) Other (Please describe): _____

11. If applicable, list the sources of the program's support and the percentage of support provided, including grants and in-kind contributions of goods and services. (Use separate sheet if needed).

Source Unocal % 86

Source Ford Motor Co. % 12

Source So. Coast Air Quality Dis. % 1
Local Lincoln/Ford Dealers % 1

12. Please estimate the cost to develop the program or project, including approximate value of in-kind contributions of goods and services:

\$ \$6 million

13. If the project is ongoing, what is the annual cost?

14. Please indicate which of the following are the primary audiences, beneficiaries, or users of the program or service, and estimate how many persons are served: (Select up to 3 categories.)

| Type | How Many People |
|--|-----------------|
| (01) <input type="checkbox"/> Business or Industry | _____ |
| (02) <input type="checkbox"/> Trade or Professional Society | _____ |
| (03) <input type="checkbox"/> Government | _____ |
| (04) <input type="checkbox"/> Educational Organizations | _____ |
| (05) <input type="checkbox"/> Youth | _____ |
| (06) <input type="checkbox"/> Community or Public Interest Groups | _____ |
| (07) <input type="checkbox"/> Local Community or Local Public | _____ |
| (08) <input type="checkbox"/> General Public | _____ |
| (09) <input type="checkbox"/> Employees | _____ |
| (10) <input type="checkbox"/> Customers or Clients | _____ |
| (11) <input type="checkbox"/> Other (Please describe): <u>Citizens of L.A.</u> | <u>8,376</u> |

15. Has the program been honored with any other environmental or conservation awards in the past five years? YES

Citation from the L.A. County Board of Supervisors; the Honor Roll Award from the Izaak Walton League; the Outstanding Program Award for the Society of Consumer Affairs Professionals in business.

16. In one paragraph (not to exceed 50 words), please summarize the program, its objectives and what it has accomplished. Use space provided below. This paragraph should be suitable for use in a catalog, database or brochure.

Unocal's SCRAP Project was an unprecedented effort to improve air quality in the Los Angeles Basin by scrapping heavily polluting, pre-1971 cars. In four months, 3,376 old cars were purchased and crushed for recycling. SCRAP reduced air pollutants by nearly 13 million pounds per year for approximately 50 cents per pound.

Unocal's South Coast Recycled Auto Project (SCRAP™)

SCRAP showed that a market-based attack on major pollution sources could be cost-effective in improving air quality. The Los Angeles Basin has the dirtiest air in the U.S. despite decades of work by federal, state and local entities. Progress has been made. There have been no Stage III smog alerts in the Basin for 20 years, nor any Stage II alerts for the past six. But much remains to be done.

Mobile sources account for over 60 percent of all ozone-precursor emissions in the Basin, with a disproportionate share coming from old cars. Oil refineries and power plants add 5 percent; the rest is from small businesses and private homes, some of which are not yet regulated sources. Regulators have concentrated on stationary sources despite studies calling for old-car buybacks; the question has always been, "who would pay for the cars, and why?"

SCRAP answered the question. Unocal budgeted over \$5 million to buy, test and scrap 7,000 pre-1971 autos (which have little or no emission controls). The company paid \$700 per car, and turned them over to a scrap yard to be crushed, shredded and recycled. The goal was to gather data to show regulators that a policy shift to market-based regulation and emissions credit "trading" could be faster and more cost-effective than command-and-control measures. Agencies, companies and individuals contributed another \$1 million to SCRAP, and 1,400 more vehicles were bought and destroyed.

SCRAP's economic incentives elicited the voluntary participation of old-car owners, and government agencies provided great support. The South Coast Air Quality Management District donated \$100,000, the California Air Resources Board (CARB) tested vehicles to quantify emissions reductions, the Department of Motor Vehicles did on-site records clearance, and the Bureau of Automotive Repair researched mileage and smog-check histories of the SCRAP cars.

Unocal tested the tailpipe emissions of every SCRAP car, and (with CARB) ran Federal Test Procedures on 74 of them. On average, the cars emitted 99 times more hydrocarbons per mile than a new 1990 auto, 50 times more carbon monoxide, and "only" 11 times more nitrogen oxides. Thus SCRAP eliminated twice the expected volume of air pollutants -- nearly 13 million pounds -- for about \$6 million (a fraction of the cost of an equivalent cleanup from stationary sources).

In the wake of SCRAP, the 1990 federal Clean Air Act Amendments and the California Clean Air Act now provide for such programs. The U.S. EPA and CARB have issued implementation guidelines. The Bush Administration advocates "Cash for Clunkers," and regulators and industry groups from around the country have been calling Unocal for information.

SCRAP-type programs can be replicated around the country depending on cost-effectiveness and the willingness of regulators to allow emissions credits for stationary sources based on mobile source emissions cleanup. At least two smaller programs are in progress (in Delaware, and in Kern County, California). The precedent has been set and the program will be repeated in more and more places.

PRESIDENT'S 1992 ENVIRONMENT AND
CONSERVATION CHALLENGE AWARDS

INNOVATION CATEGORY

QUESTION # 1: What is the purpose of the project?

Unocal's South Coast Recycled Auto Project (SCRAP) had two related purposes:

- o Demonstrate an innovative, immediate and cost-effective way to improve air quality in the Los Angeles Basin; and
- o Use SCRAP's success to bring change to federal, state and local environmental policy, law and regulation to adopt market-based emissions trading cleanup programs.

QUESTION # 2: How is the project distinctive or innovative? What obstacles, environmental or other, does it overcome?

SCRAP was innovative and distinctive by definition: it was the first auto buyback program, and was privately funded, voluntary and free-market based. It overcame regulatory obstacles, inspiring policy changes that will help clean the nation's air more quickly and efficiently than traditional command-and-control rules. SCRAP showed a way to focus on mobile sources, which emit over 60 percent of the ozone-precursors (hydrocarbons and nitrogen oxides) in the Los Angeles Basin. (Oil refineries and electric power plants add about 5 percent; sources such as dry cleaners, bakeries and private homes make up the difference.) Technology has slashed the tailpipe emissions of newer-model vehicles, but about 400,000 pre-1971 cars with little or no pollution controls still operate on Southern California roads. That was the pollution source targeted by SCRAP.

SCRAP's success, measured in pounds of pollutants removed per dollar, led immediately to the removal of legislative and regulatory obstacles to the implementation of programs allowing market-based emissions credit trading between mobile and stationary sources. With those policy obstacles removed, SCRAP-type programs are under way in Delaware and in Kern County, California. More will follow.

QUESTION # 3: How is SCRAP superior to other approaches? Does it offer a viable alternative to a problem for which no solution previously existed?

SCRAP is superior because it was a privately funded, market-based, voluntary demonstration program that eliminated air pollution cost-effectively. Unocal knew that pre-1971 cars contributed a disproportionate share of air pollution to the L.A. Basin. During SCRAP, Unocal and the California Air Resources Board measured the exhaust emissions using the full Federal Test

Procedure on a representative sample of vehicles. Working together, CARB and Unocal have probably amassed the world's best data base on the emission characteristics of old cars. The results showed that the SCRAP cars, on average, emitted nearly 100 times more hydrocarbons, 50 times more carbon monoxide, and 11 times more NOx as a new vehicle. These emissions were two to three times higher than anyone had projected.

The old car buyback program to reduce air pollution set precedents that have since been accepted as the basis for changes in federal, state and local laws and regulations. Since SCRAP has been endorsed and adopted by federal, state and local authorities, it is clear that old car buy-back programs offer a viable and unique alternative to the usual environmental "command-and-control" approach. SCRAP programs not only work, they succeed by using market incentives and volunteerism.

QUESTION # 4: Can the project be replicated in an economically feasible manner?

Absolutely. The Bush Administration's "Cash for Clunkers" initiative is based on SCRAP, as are other program proposals by state legislatures and regulatory agencies from coast to coast. Kern County, California has just begun a small-scale auto buy-back program, and a similar one is about to be launched in Delaware. The numbers tell the story. Unocal spent \$6 million to remove approximately 13 million pounds of pollution in a little over 4 months. To reduce emissions by the same amount at the company's Los Angeles refinery would cost 10 times as much and take about 10 times as long.

QUESTION # 5: What are the measurable, net long-term environmental benefits or results of the project?

SCRAP permanently removed 12.8 million pounds per year of hydrocarbons, carbon monoxide, and nitrogen oxides from Los Angeles' air. The program also has led to legislative and regulatory policy changes that will allow - and encourage - implementation of similar old-car buy-back programs.

SCRAP: TEST RESULTS IN DETAIL

Unocal's SCRAP program removed 8,376 pre-1971 vehicles from Los Angeles area roads between June 1 and September 29, 1991. As a result, 12.8 million pounds of potential air pollution (hydrocarbons, carbon monoxide, and nitrogen oxides) were removed from L.A.'s air each year.

Most of the vehicles scrapped were large American cars: 60 percent had eight-cylinder engines and 24 percent had six-cylinder engines. The balance were smaller foreign cars (*Figure 4*). Eleven percent of the vehicles were trucks and vans.

The Federal Test Procedure. Unocal, working closely with the California Air Resources Board, selected 74 of the SCRAP cars for intensive emissions testing. Forty-three vehicles were tested at CARB facilities, and 31 were tested at an independent laboratory. Each car was put on a chassis dynamometer and run through the standard Federal Test Procedure (FTP).

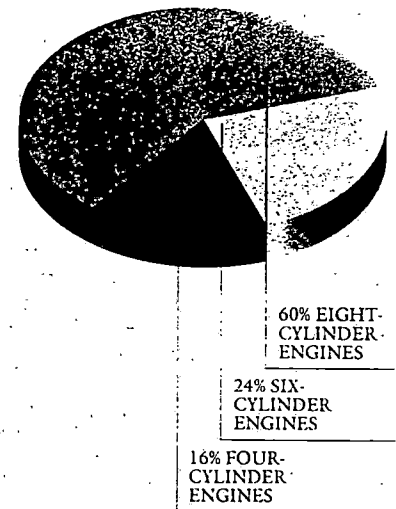
The FTP is the same test procedure used with new cars to demonstrate that they meet mandated emissions levels. The procedure involves a series of driving cycles performed on a chassis dynamometer, which allows a vehicle to be tested at speed and under load conditions.

The first and third cycles are identical, except that the first cycle begins with a cold start. Simulated speeds range up to 60 miles per hour. The second cycle is a low-speed test involving simulated "stop and go" city driving.

In relatively new cars, most of the emissions are collected in the cold start phase before the catalyst warms up to operating temperature. The SCRAP vehicles, however, produced substantial emissions under virtually all driving conditions.

The FTP test results for all 74 cars are summarized in *Figure 5* on page 10. These findings were then compared with projected emissions based on the Motor Vehicle Emissions Factor (EMFAC 7D) modeling

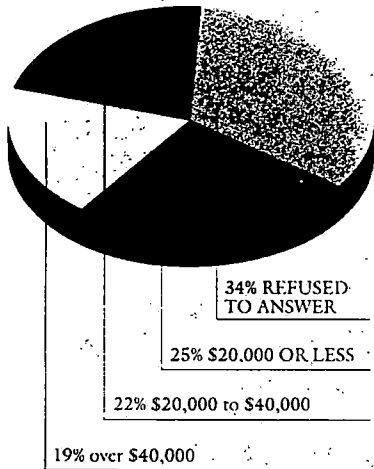
Figure 4
VEHICLES
SCRAPPED



Opposite: The crusher goes to work on an old car.

testing were somewhat cleaner than the average SCRAP vehicle at idle, as shown in *Figure 10* on page 11. In addition, 65 percent of the cars examined for FTP testing were rejected because of leaky exhaust systems, excessive smoke, or other problems.

Figure 11
HOUSEHOLD
INCOME
DISTRIBUTION

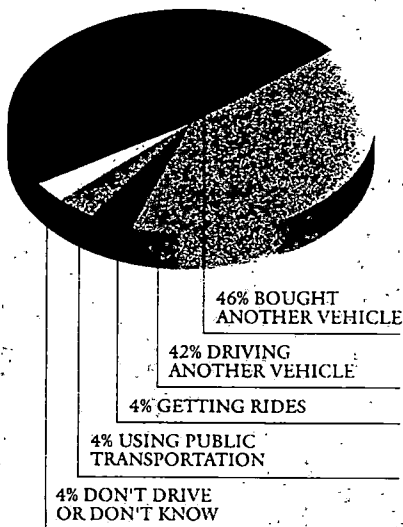


THE FOLLOW-UP SURVEY

To discover more about the impact of SCRAP, Unocal asked Fairbank, Bregman & Maullin, Inc. (FB&M) — an independent public opinion research company — to contact a sample group of SCRAP participants after the program was over. In January 1991, FB&M conducted telephone interviews with more than 800 individuals.

The demographics of the SCRAP participants generally reflected the population of the South Coast Air Basin. However, SCRAP participants were on average somewhat older, much more likely to be male, and reported 15 percent less household income (*Figure 11*). Of SCRAP participants interviewed, nearly half were employed full time, 24 percent were retired, 10 percent were employed part time, 8 percent were unemployed, and the rest were homemakers or students, or they refused to answer the question. Sixty-two percent identified themselves as white, 25 percent as Hispanic or Latino, and 8 percent as black.

Figure 12
TRANSPORTATION
ARRANGEMENTS
AFTER SCRAP



Eighty-eight percent of respondents indicated that they were using their old cars before putting them into the SCRAP project. Half the respondents were driving their cars every day, and 29 percent were driving their cars at least a few times per week. Sixty-five percent used their cars primarily to commute to work, and the rest either to run errands or go to school.

Forty-six percent of the principal drivers of the cars sold to SCRAP bought another vehicle, 42 percent were using another car, 4 percent were getting rides, and 4 percent were using public transportation (*Figure 12*). Of those driving replacement vehicles, more than 80 percent were behind the wheel of a newer (1975 or later), less polluting car. The net result: Cleaner air for Los Angeles.

Figure 5

FTP CVS-75 TEST RESULTS — 74 CARS

| | GRAMS / MILE | | | | "CITY" MILES PER GALLON |
|-------------------------|--------------|-------|------|--------|-------------------------------|
| | HC | CO | NOX | PM-10* | |
| '67 MERCURY COUGAR | 17.5 | 16.6 | 3.28 | | 13.4 |
| '70 CHRYSLER IMPERIAL | 6.7 | 129.4 | 1.77 | | 8.9 |
| '68 BUICK SKYLARK | 14.6 | 87.2 | 1.13 | | 12.8 |
| '69 MERCURY COUGAR | 15.0 | 250.2 | 0.57 | | 10.1 |
| '66 FORD GALAXY | 6.7 | 123.7 | 2.04 | | 12.2 |
| '70 CHEVROLET NOVA | 2.0 | 22.2 | 2.76 | | 15.2 |
| '69 CHEVROLET MALIBU | 8.6 | 118.0 | 2.35 | | 8.5 |
| '67 CHEVROLET CHEVELLE | 4.3 | 52.4 | 3.9 | 0.26 | 11.7 |
| '67 AMC RAMBLER | 9.6 | 151.0 | 1.26 | 0.20 | 14.1 |
| '64 PLYMOUTH FURY | 51.3 | 90.6 | 3.59 | 16.76 | 10.4 |
| '70 FORD WAGON | 4.9 | 63.7 | 4.26 | 0.29 | 10.0 |
| '67 PONTIAC TEMPEST | 31.4 | 62.4 | 5.51 | 0.44 | 12.7 |
| '65 DODGE POLARA | 27.5 | 68.5 | 4.05 | 0.20 | 10.5 |
| '66 FORD RANCHERO | 8.3 | 67.3 | 1.47 | 0.69 | 14.0 |
| '68 DODGE DART | 3.2 | 66.7 | 4.19 | | 16.6 |
| '67 CHRYSLER NEWPORT | 18.1 | 163.4 | 2.63 | | 9.8 |
| '65 PONTIAC TEMPEST | 7.5 | 111.7 | 2.97 | | 13.2 |
| '69 BUICK ELECTRA | 2.8 | 46.1 | 3.81 | | 10.9 |
| '70 FORD MAVERICK | 5.3 | 125.4 | 0.99 | | 15.4 |
| '68 TOYOTA CORONA | 3.8 | 78.4 | 3.56 | | 18.2 |
| '70 PONTIAC LEMANS | 87.4 | 126.8 | 4.35 | | 7.2 |
| '70 FORD CORTINA | 10.8 | 163.7 | 0.45 | | 14.7 |
| '68 FORD FALCON | 4.6 | 50.6 | 5.72 | 0.22 | 14.0 |
| '70 BUICK ELECTRA | 6.4 | 104.1 | 2.82 | 0.12 | 9.7 |
| '68 MERCURY MONTEREY | 5.1 | 54.3 | 2.98 | 0.18 | 9.6 |
| '65 CHRYSLER NEW YORKER | 8.1 | 132.8 | 0.89 | 0.20 | 10.6 |
| '64 BUICK SKYLARK | 31.2 | 56.9 | 3.03 | 0.61 | 13.1 |
| '66 CADILLAC DEVILLE | 2.2 | 26.0 | 3.41 | 3.45 | 9.2 |
| '70 FORD MAVERICK | 2.1 | 12.0 | 3.27 | 0.14 | 15.2 |
| '70 CADILLAC DEVILLE | 39.4 | 135.3 | 0.93 | 0.10 | 8.4 |
| '69 BUICK WILDCAT | 3.9 | 52.9 | 4.01 | | 10.0 |
| '69 DODGE CORONET | 5.5 | 70.3 | 3.34 | | 14.2 |
| '70 PLYMOUTH FURY | 10.6 | 149.7 | 2.29 | | 9.8 |
| '64 PLYMOUTH VALIANT | 66.9 | 76.3 | 3.59 | | 12.9 |
| '69 VOLKSWAGEN BEETLE | 3.8 | 41.6 | 1.04 | | 21.0 |
| '67 VOLKSWAGEN BEETLE | 7.1 | 71.7 | 1.16 | | 22.2 |
| '70 BUICK LESABRE | 13.3 | 126.4 | 1.60 | 0.81 | 10.8 |
| '66 BUICK SKYLARK | 39.8 | 128.5 | 1.36 | 0.50 | 9.4 |
| '71 FORD LTD WAGON | 6.0 | 48.0 | 6.62 | 0.37 | 10.5 |
| '65 OLDSMOBILE F-85 | 8.6 | 117.5 | 1.92 | 0.43 | 10.5 |
| '69 CADILLAC DEVILLE | 3.7 | 34.6 | 3.19 | 0.97 | 8.3 |
| '70 VOLVO | 51.5 | 101.5 | 1.45 | 0.65 | 10.8 |
| '70 FORD LTD | 28.4 | 22.0 | 3.96 | 7.74 | 9.0 |
| '69 DODGE DART | 3.7 | 43.9 | 7.34 | 0.45 | 16.1 |
| '67 FORD MUSTANG | 5.1 | 57.4 | 1.87 | | 18.3 |
| '68 MERCURY MONTEGO | 4.4 | 79.2 | 1.72 | | 12.5 |
| '70 CHEVROLET NOVA | 4.3 | 58.4 | 2.15 | | 16.0 |
| '68 FORD FALCON | 11.1 | 77.0 | 2.72 | | 14.9 |
| '68 BUICK SPECIAL | 65.5 | 88.4 | 4.87 | | 10.4 |
| '70 CHRYSLER IMPERIAL | 6.0 | 144.1 | 1.58 | | 9.9 |
| '67 TOYOTA CORONA | 3.8 | 24.5 | 2.56 | | 20.8 |
| '70 FORD MAVERICK | 4.8 | 112.6 | 1.28 | 0.59 | 16.2 |
| '70 DODGE DART | 51.6 | 169.2 | 0.86 | 0.95 | 11.4 |
| '70 TOYOTA CORONA | 16.8 | 76.6 | 2.39 | 0.28 | 16.4 |
| '69 CHEVROLET IMPALA | 49.7 | 67.4 | 2.87 | 1.01 | 10.9 |
| '65 CHEVROLET VAN | 17.1 | 79.3 | 5.49 | 4.37 | 11.8 |
| '67 BUICK SPECIAL | 20.7 | 210.5 | 0.29 | 2.86 | 9.1 |
| '63 DODGE DART | 5.8 | 77.2 | 5.72 | 0.57 | 13.1 |
| '69 CHEVROLET IMPALA | 14.9 | 82.9 | 2.51 | 0.47 | 9.6 |
| '68 AMC RAMBLER | 3.8 | 45.6 | 3.16 | | 17.4 |
| '66 FORD FAIRLANE | 80.7 | 123.5 | 1.32 | | 9.2 |
| '70 TOYOTA CORONA | 3.6 | 44.0 | 4.25 | | 22.0 |
| '70 FORD MUSTANG | 9.5 | 80.4 | 2.34 | | 16.6 |
| '68 CHEVROLET IMPALA | 37.3 | 110.6 | 5.81 | | 10.0 |
| '70 LINCOLN CONTINENTAL | 5.1 | 15.4 | 6.64 | | 11.9 |
| '67 DODGE DART | 8.6 | 160.7 | 0.85 | | 14.3 |
| '62 PONTIAC TEMPEST | 5.0 | 62.6 | 3.88 | | 16.9 |
| '70 FORD LTD | 13.7 | 72.7 | 7.06 | | 10.8 |
| '70 FORD MAVERICK | 3.1 | 22.2 | 3.39 | | 13.3 |
| '70 CHEVROLET IMPALA | 32.2 | 71.9 | 3.72 | | 11.6 |
| '70 BUICK SKYLARK | 2.4 | 20.8 | 2.52 | | 11.5 |
| '68 VOLVO WAGON | 4.4 | 32.8 | 3.07 | | 18.3 |
| '70 TOYOTA COROLLA | 11.4 | 87.1 | 0.82 | | 22.1 |
| '65 FORD | 3.5 | 41.3 | 4.73 | | 14.8 |
| AVERAGE | 16.3 | 84.3 | 2.96 | 1.51 | 12.1 |

*Only 31 vehicles were tested for particulate emissions.



COPY

Natural Resources
Defense Council

c17 South Olive Street
Los Angeles, CA 90014
213 892-1500
Fax 213 629-5389

July 15, 1991

President's Environment and
Conservation Challenge Awards Program
The White House
Council on Environmental Quality
722 Jackson Place, N.W.
Washington, D.C. 20503

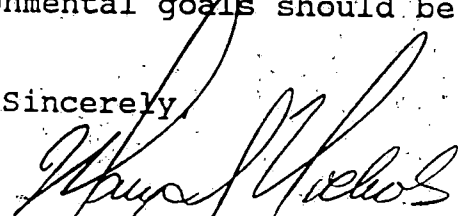
Dear Selection Committee:

I am pleased to recommend Unocal's innovative SCRAP program for consideration for the President's Environmental and Conservation Challenge Awards.

The technical success of SCRAP has been well documented. The California Air Resources Board has already published proposed principles for implementing old vehicle buyback programs based on the SCRAP experience, and the South Coast Air Quality District is moving ahead with rules that will encourage future programs.

Unocal stepped forward and took a significant risk when it devised and funded the South Coast Recycled Auto Program. Unocal met with me before SCRAP was announced and it was immediately clear that Unocal's primary goal was to demonstrate that scrapping old cars was an efficient and cost-effective approach to reducing emission inventories. That proactive attitude toward meeting environmental goals should be applauded and encouraged.

Sincerely,


Mary D. Nichols
Senior Staff Attorney and
Director, L.A. Office

MDN/emm

bcc: Jack L. Rafuse, Manager, Governmental Relations
Unocal Corporation



**South Coast
AIR QUALITY MANAGEMENT DISTRICT**

9150 FLAIR DRIVE, EL MONTE, CA 91731 (818) 572-8200

July 19, 1991

President's Environment & Conservation
Challenge Awards Program
Council on Environmental Quality
722 Jackson Place, NW
Washington, DC 20503

The Los Angeles region, because of its severe smog problem, leads the way in innovative air pollution controls. Several industries have responded to this challenge by providing leadership in helping us clean up the air--and one of those outstanding companies is Unocal.

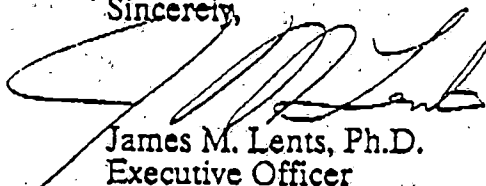
I am pleased to recommend Unocal for a President's Environment and Conservation Challenge Award for its completely voluntary program that took some 7,000 old, high-polluting cars off the road in Southern California. Last year when Unocal announced its program to purchase and SCRAP the old cars, I watched with great interest. It was an idea that had been discussed, but greeted with some skepticism. However, Unocal thought they could make the idea work and they did.

Their SCRAP program showed that permanently retiring old cars is a cost-effective and efficient approach to achieving immediate emissions reductions. The vehicles scrapped had very high emissions per mile and were being driven nearly as much as the average old car. A follow up survey of 800 who sold their cars to Unocal in the SCRAP program showed that the vehicles were replaced with substantially newer models that pollute less and are more fuel efficient.

Certainly, the community has reaped substantial benefits from Unocal's SCRAP program. While there was a risk that the program would backfire (e.g., that the high polluting cars that were scrapped would be replaced with high-polluting cars brought in from outside the area), Unocal was willing to take that risk in the name of innovation.

We were so impressed with their success that we included a measure in the 1991 update of our clean air plan that would expand the SCRAP program, possibly by setting up a foundation to purchase and retire old, highly-polluting cars. The measure is the direct result of Unocal's willingness to work with environmental regulatory agencies in a positive manner. We hope other firms will follow their lead.

Sincerely,



James M. Lents, Ph.D.
Executive Officer

JULIET VOSKARIAN

JUL 19 1991

State of California

SACRAMENTO

PETE WILSON
Governor

JANANNE SHARPLESS
Chairwoman
Air Resources Board



July 22, 1991

President's Environment and
Conservation Challenge Awards Program
The White House
Council on Environmental Quality
722 Jackson Place, N.W.
Washington, DC 20503

Dear Council Members:

I am pleased to recommend Unocal for the President's Environment and Conservation Challenge Awards for its South Coast Recycled Auto Program (SCRAP).

The idea of an old car buy-back program has been discussed for years, and Unocal is the first to develop the idea and make it work. What we have learned from this program has been useful in establishing criteria for an effective program.

After the SCRAP program, this Board issued a white paper, "Proposed Principles for Old Vehicle Buy-Back Programs," to California's local air pollution control officers. In addition, possible future roles for old car buy-back programs are under study. This work has been greatly supported by Unocal's open communication and by its efforts to obtain as much sound technical data as feasible from the program.

I applaud Unocal's work, and recommend Unocal for consideration for the President's Environment and Conservation Challenge Awards.

Sincerely,

Jananne Sharpless
Chairwoman

RECEIVED
JUL 22 1991

American Petroleum Institute
1220 L Street, Northwest
Washington, D. C. 20005
202-682-8100



Charles J. DiBona
President

May 19, 1992

President's Environment & Conservation
Challenge Awards Program
Council on Environmental Quality,
722 Jackson Place, NW
Washington, D.C. 20503

Dear Selection Committee:

It is my pleasure to endorse the nomination of Unocal for the President's Environment and Conservation Challenge Awards, in recognition of its South Coast Recycled Auto Program (SCRAP).

Unocal's initiative in implementing SCRAP provided a model for others; it set precedent and provided data that have fostered legislative and regulatory policy shifts on federal, state and local levels. SCRAP was a voluntary, market-based program that eliminated millions of pounds of pollutants from the air in the Los Angeles Basin. Its cost-effectiveness guarantees that this approach to environmental cleanup can work when regulatory policy allows emissions credit trading between mobile and stationary sources. Because of SCRAP, the Clean Air Act Amendments of 1990, a number of state laws, and growing numbers of federal and state environmental regulations have been issued that contain such provisions, and more jurisdictions are following suit.

The Administration's "Cash for Clunkers" program, announced in March, is based upon Unocal's SCRAP initiative, and I understand that old-car buyback programs are in place in California and in Delaware. Those programs were inspired by SCRAP, and fostered by Unocal's willingness to provide data, advice and guidance to anyone interested in setting up a similar program on their own.

SCRAP or Cash for Clunkers programs work; they will be used by more and more companies and government agencies to clean the air cost-effectively. Unocal deserves the honor and recognition of a President's Environment and Conservation Challenge Award.

Sincerely,



UNITED STATES ENVIRONMENTAL PROTECTION AGENCY
WASHINGTON, D.C. 20460

MAY 15 1992

OFFICE OF
POLICY, PLANNING AND EVALUATION

President's Environment & Conservation
Challenge Awards Program
Council on Environmental Quality
722 Jackson Place NW
Washington, DC 20503

Dear Selection Committee Members:

I wholeheartedly endorse the nomination of Unocal for the President's Environment and Conservation Challenge Awards for its South Coast Recycled Auto Program (SCRAP).

SCRAP changed the environmental landscape in two ways.

Locally, of course, the program eliminated millions of pounds of emissions in the South Coast Air Basin, a benefit recognized by the South Coast Air Quality Management District.

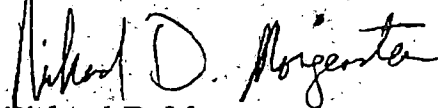
Perhaps more important to the national concerns of the selection committee, SCRAP provided a model for market-based, voluntary environmental programs that will be repeated around the country. It fulfilled the rarely-attained goals of demonstration projects, setting precedent and providing data that has influenced local, state, and federal legislative and regulatory policy. SCRAP emissions reductions were so cost-effective that they virtually guaranteed wide interest and replication once regulatory policy allows for mobile-stationary emissions trading. We at EPA have had numerous requests from companies and state and local regulatory bodies seeking information on how to set up similar programs. We have had a great deal of help from Unocal answering these inquiries, and I know Unocal has willingly shared data, advice, and guidance to anyone interested in setting up a program of their own.

Finally, in part because of the example and data provided by SCRAP, EPA will be able to issue solid guidance on how jurisdictions and in some cases companies can meet their air quality responsibilities more cost-effectively. I helped announce the release of EPA's Information Document on Accelerated Retirement in March, and expect to announce the release of legal guidance on the subject this summer. Both documents owe much to Unocal.

Printed on Recycled Paper

SCRAP and programs modelled after it will work to clean the air cost-effectively. Unocal deserves the honor and recognition of a President's Environment and Conservation Challenge Award.

Sincerely,



Richard D. Morgenstern
Acting Assistant Administrator



EXECUTIVE OFFICE OF THE PRESIDENT

OFFICE OF MANAGEMENT AND BUDGET

WASHINGTON, D.C. 20503

MAY 14 1992

President's Environment & Conservation
Challenge Awards Program
Council in Environmental Quality
722 Jackson Place, N.W.
Washington, D.C. 20503

Dear Sirs:

Californians often claim that they set the pace and the example for the United States in innovative environmental policy and practice. This letter is to recommend that the Council recognize an excellent case in point. I hereby endorse the nomination of Unocal for the President's Environment & Conservation Award, for its innovative South Coast Recycled Auto Program (SCRAP).

The technical success and cost-effectiveness of SCRAP have been well documented and widely publicized. Less well recognized but equally important, the program led directly to policy changes that are now reflected in environmental law and regulation. Unocal kicked off the SCRAP program in 1990 to bring about such change, and provision in the Federal Clean Air Act Amendments, the Administration's "Cash for Clunkers" program, and a set of new EPA guidelines all were driven by SCRAP. California law and regulation has been similarly changed to allow emissions credits from mobile sources to be applied to stationary sources, and others states are following suit.

Unocal invested more than \$5 million to demonstrate that market-based, innovative programs can help solve environmental problems. It has provided data and advice to government agencies, academics and other companies that have expressed an interest in SCRAP programs of their own. The company and program that fostered such change certainly deserves a President's Challenge Award.

Yours very truly,

James B. MacRae, Jr.
Acting Administrator
and Deputy Administrator
Office of Information
and Regulatory Affairs

Unocal Corporation
1201 West 5th Street, P.O. Box 7600
Los Angeles, California 90051
Telephone (213) 977-7734.

UNOCAL 

Karen A. Sikkema
Vice President
Corporate Communications

May 22, 1992

President's Environment and
Conservation Challenge
Awards Program
Council on Environmental
Quality
The White House
722 Jackson Place, NW
Washington, D.C. 20503

Dear Sirs:

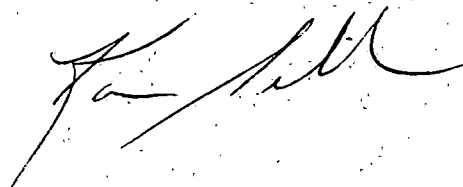
On behalf of Unocal Corporation, I am pleased to nominate Unocal's South Coast Recycled Auto Project (SCRAP) for the President's Challenge Awards Program.

While SCRAP was nominated but not chosen in 1991, its subsequent adoption by the Bush Administration demonstrates that it deserves further consideration for this award. SCRAP was a successful pioneering effort that demonstrated an innovative, cost-effective approach to reduce air pollution. The basis for the Administration's "Cash for Clunkers," initiative, it has been adopted into EPA regulation as well as regulation in several states. The highlights of the project are described in the enclosed application. The subsequent record should speak for itself.

Attached with the application/nomination are letters of endorsement from OMB and EPA officials, and one from API. We have also attached, as part of the supporting materials, copies of last year's endorsement letters from officials of the SCAQMD, CARB and the NRDC.

Should you have any questions about SCRAP, or the application, please call.

Sincerely,



Application Summary

ID Number: I.004

Project: Georgia No-Tillage Assistance Program

Contact: Mr. Paul Burks
Office of Energy Resources
254 Washington St. SW, #401
Atlanta, GA 30334-8502

Telephone:
(404) 656-5176

Summary: The No-Tillage Assistance Program provides the small farmer access to costly conservation tillage equipment at a minimal per acre fee. No-Tillage methods prevent water pollution, soil erosion and save non-renewable fossil fuels. To date, over 60,000 acres on 2,200 farms have been tilled, saving more than 200,000 tons of soil and over 225,000 gallons of fuel over conventional tilling methods.

NOTE: Some technical evaluators provided written opinions, based on their view of the criteria. The following is included for your background only.

Comments: Soil conservation is a critical issue and this innovation helps a lot. The innovation is more in encouraging the application of no-tillage and not in its innovation.

Good project which is reasonably innovative. Readily transferable.

I.004

The Georgia No-Tillage Assistance Program

Conventional tilling and preparation of farmland is a very time consuming, fuel intensive, and costly operation. With the proper equipment, it is possible to reduce fuel usage by 80 to 90 percent, from five gallons per acre to less than one-half gallon per acre. Special no-till drills are used to place new seed in the ground without destroying existing vegetation. This allows the land to be planted in one trip over the field rather than the four or five trips required by conventional planting methods. However, the current economic situation in the agricultural community has made it virtually impossible for the average family farm operator to purchase this expensive fuel saving no-till equipment. The average small farm in Georgia is 25 - 30 acres, with a less than adequate net income from the farming operation. With the No-Tillage Assistance Program, the small farmer is offered the opportunity to take advantage of fuel savings, improved soil quality, and the skills of a trained operator for a per acre fee that is one-third of the market price.

Extremely low amounts of rainfall during 1986 and 1987 resulted in a severe drought in North Georgia. Over 10,000 acres of grassland were killed from the drought. The need to reestablish the pastureland without damage to water resources and the environment was critical. Because of the steep terrain and geological characteristics of the area, any land disturbances would have created serious soil erosion and water pollution problems. Sedimentation resulting from soil erosion is the highest volume non-point water pollutant. The use of no-till to replenish the grasslands was the only acceptable solution. However, the cost of no-till drills and equipment represented an unrealistic capital investment for the area's small farmers.

The No-Tillage Assistance Program, funded by the Governor's Office of Energy Resources, is administered through the Georgia Soil and Water Conservation Commission. The state's Resource Conservation and Development Councils, local volunteer conservation and education organizations, purchase the equipment and work with the local Soil and Water Conservation Districts to select and train operators, take applications from the farmers and promote the program. The U.S. Soil Conservation Service provides technical assistance to the farmer in planning efficient use of no-till measures. The individual farmer is charged a fee of \$12 - 15 per acre. This covers the cost of the fuel and the operator's salary. The Soil and Water Conservation Districts absorb the cost of printing brochures and accepting applications.

The No-Tillage Assistance Program, by applying modern conservation practices, has assisted over 2,200 Georgia farmers in planting more than 60,000 acres. Over 225,000 gallons of fuel and more than 200,000 tons of soil have been saved over conventional tilling methods. The small landowner has been able to save fuel, prevent soil erosion, reduce the use of commercial fertilizers, and benefit economically. Although it is impossible to quantify, the

program's emphasis on and concern for the well-being and fiscal stability of the small landowner, is certainly a positive step toward the survival of an institution, the family farm.

The No-Tillage Assistance Program will evolve over the next five years: first, by continuing to address the basic energy, soil erosion, and tilling problems of the Georgia farmer. As one of ten national winners in the 1991 Ford Foundation/Harvard University Innovations in State and Local Government Awards Program, the project received \$100,000 to be used for educational purposes.

C. Innovation

1. The Georgia No-Tillage Assistance Program provides the opportunity for operators of small farms to utilize conservation tillage methods without a large capital investment. Through the program, equipment and a trained operator are made available at a minimal per acre fee. The objectives of the program are: (1) to provide the small farmer access to conservation tillage without the economic liability of increased indebtedness; (2) to save non-renewable fossil fuels; (3) to improve land quality and reduce water pollution from soil erosion; and (4) to offer the potential for reducing the use of commercial fertilizers.

2. The no-till technology has been available for some time, but the method of affordable access to and sharing of equipment was an innovative approach to the situation. Although the original concern was for the drought stricken pasturelands of northern Georgia, the benefits of conservation tillage were certainly applicable to all areas of the state. An improved agricultural technology clearly could become a viable option for small farmers statewide.

3. The No-Tillage Assistance Program allows the operators of small farms access to conservation tillage without a financially prohibitive capital investment. The superiority of no-tillage techniques over conventional tilling methods is within the reach of all Georgia farmers.

4. The NO-Tillage Assistance Program is replicable any place in the nation where the planting of crops and pasturelands, the saving of fuel, and the prevention of soil erosion is a concern. All farmers everywhere can enjoy the advantages of conservation tillage, but the small farm operator, particularly, can benefit from a state initiative such as the No-Tillage Assistance Program.

5. The No-Tillage Assistance Program, by applying modern conservation practices, has assisted over 2,200 Georgia farmers in planting more than 60,000 acres. Over 225,000 gallons of fuel and more than 200,000 tons of soil have been saved over conventional tilling methods. The small landowner has been able to save fuel, prevent soil erosion, reduce the use of commercial fertilizers, and benefit economically.

MAY 14 1992

Application Form 1992

Please read the application form carefully and provide all information requested. Please type or print clearly. Supplementary pages should follow the format of this form as closely as possible. Incomplete applications will not be considered.

1. Select the Award category for which you are competing:
(Note: A program may be entered in only one category. See descriptions of categories in Question 6.)

- (01) ___ Partnership
- (02) ___ Environmental Quality Management
- (03) Innovation
- (04) ___ Education and Communication

2. Name of the project or program described in this application:
Georgia No-Tillage Assistance Program

3. Name of Award Applicant(s): (Use separate sheet, if needed)
 Mr. ___ Mrs. ___ Ms. ___ Miss ___ Dr.

Name: Paul Burks

Title: Director

Organization: Office of Energy Resources

Street: 254 Washington Street, S.W. Suite 401

City: Atlanta State: GA Zip: 30334-8502

Telephone: (404) 656-5176 Fax: (404) 656-7970

4. Program contact who can answer questions regarding the application:
 Mr. ___ Mrs. ___ Ms. ___ Miss ___ Dr.

Name: Paul Burks

Title: Director

Organization: Office of Energy Resources

Street: 254 Washington Street, S.W. Suite 401

City: Atlanta State: GA Zip: 30334-8502

Telephone: (404) 656-5176 Fax: (404) 656-7970

NOTE: The Selection Committee will rely heavily on Questions 5-6 in determining how well the application meets the award criteria.

5. Please attach a one-page (not to exceed 500 words) summary, suitable for publication, which provides a complete overview of the application. The one-page response should be clear, concise, and should emphasize quantifiable results or benefits of the program.

6. A-D: Please answer *only* the following Award criteria questions pertaining to the specific Award category for which you are applying. (For example: Partnership category, answer questions A1-A5; EQM, B1-B7; Innovation, C1-C5; Education, D1-D5).

Answers should be clear, concise and *should emphasize quantifiable results or benefits* of the program. Each answer to a sub-question should not exceed 100 words. Taken as a whole, all answers to criteria questions should not exceed two pages.

A. PARTNERSHIP: awarded to diverse organizations or groups that have fostered cooperative approaches to environmental needs at the local, regional, or national level.

1. Who are the partnership's members? What are their roles? What resources do they bring to the partnership?

2. What are the partnership's specific environmental or conservation objectives? Has a sustainable plan of concerted action for meeting these needs been established?

3. How is the partnership distinctive or innovative? What obstacles, environmental or otherwise, does it overcome?

4. What measurable environmental or conservation benefits has the partnership produced?

5. What aspects of the partnership can be modeled by others and transferred to other settings?

B. ENVIRONMENTAL QUALITY MANAGEMENT: awarded to organizations which have demonstrated that environmental values can be integrated into sound management decisions and objectives. (Note: This category reflects broad-based organizational approaches. Special programs or projects may be more appropriate for entry in one of the other three award categories.)

1. What are the organization's environmental policies and objectives?

2. How has the organization's top management demonstrated commitment to these policies and objectives? Do the policies demonstrate commitment beyond legal compliance?

3. What are the organization's environmental standards for its product(s) and operations? (Explain how they go beyond legal constraints and how they relate to management control mechanisms.)

4. How are these policies and objectives incorporated in the: a) Day-to-day management of the organization; b) Organization's decision-making about research and development, long-range planning, capital, and operating budgets?

5. How are these policies and objectives reflected in the organization's relationships with employees, customers, suppliers, and the general public?

6. What are the organization's control mechanisms that give decision makers objective data to measure continuous performance improvement toward its short- and long-term environmental objectives?

7. What quantifiable, sustained environmental quality results in products and processes have resulted from the organization's environmental approach?

C. INNOVATION—awarded to individuals, organizations and groups who have demonstrated exceptional creativity or pioneered new approaches in the development and/or execution of technologies, programs, projects, or services that are environmentally sound and economically sensible?

1. What is the purpose of the technology, program, project or service?

2. How is the technology, program, project, or service distinctive or innovative? What obstacles, environmentally or otherwise, does it overcome?

3. How is the technology, program, project, or service superior to other approaches? Does it offer a viable alternative to a problem for which no solutions previously existed?

4. Can the technology, program, project or service be replicated in an economically feasible manner?

5. What are the measurable, net long-term environmental benefits or results of the technology, program, project, or service?

D. EDUCATION AND COMMUNICATION—awarded to individuals, organizations, or groups which have developed educational or informational programs that inspire respect for the environment and raise the public's environmental literacy.

1. What is the program? What are its environmental or conservation objectives?

2. Who is the program's audience? How large is the audience? How is the program's effect on the audience determined?

3. What is original or distinctive about the program?

4. What are the measurable results or benefits produced by the program? How does the program promote the development of an environmental ethic and make a positive contribution to environmental awareness?

5. How can the program be used or modeled by others?

NOTE: The following questions are for informational purposes.

7. How long has the technology, program, project or service been operational?

4 years

8. Which of the following most accurately describes the applicant(s)? (Check more than one, if applicable.)

- (01) National Business or Industry
- (02) Regional or Local Business or Industry
- (03) National Nonprofit Organization or Foundation
- (04) Regional or Local Nonprofit Organization
- (05) Local or State Government/Government Agency
- (06) Educational Organization
- (07) Voluntary Civic Organization
- (08) Trade or Professional Society
- (09) Youth Organization
- (10) Labor Organization
- (11) Individual
- (12) Other (Please describe): _____

9. If business or industry, which of the following best describes the type of business or industry?

- (01) Agriculture/Forestry
- (02) Aerospace
- (03) Communications
- (04) Construction
- (05) Electronics/Computers
- (06) Energy
- (07) Engineering
- (08) Environmental Services
- (09) Financial Services/Insurance/Real Estate
- (10) Manufacturing—Chemical
- (11) Manufacturing—Other
- (12) Mining
- (13) Recreation
- (14) Trade—Wholesale
- (15) Transportation
- (16) Utilities—Electric, Gas or _____
- (17) Other (Please describe): _____

10. Which of the following most accurately describes the environmental program under consideration for an award? (Check more than one, if applicable.)

- (01) agriculture
- (02) air quality
- (03) conservation
- (04) education—general public
- (05) education—academic
- (06) energy
- (07) environmental quality management
- (08) forestry
- (09) hazardous waste remediation
- (10) international
- (11) natural resources

- 12) ___ pollution control
- 13) ___ recreation
- 14) ___ recycling
- 15) ___ solid waste
- 16) ___ source reduction/pollution prevention
- 17) ___ water quality
- 18) ___ wetlands
- 19) ___ wildlife and fish resources
- 20) ___ Other (Please describe): _____

11. If applicable, list the sources of the program's support and the percentage of support provided, including grants and in-kind contributions of goods and services. (Use separate sheet if needed).

Source Office of Energy Resources % 100

Source _____ % _____

Source _____ % _____

12. Please estimate the cost to develop the program or project, including approximate value of in-kind contributions of goods and services:

\$ 2,001,572.00 to date

If the project is ongoing, what is the annual cost?

\$ _____

14. Please indicate which of the following are the primary audiences, beneficiaries, or users of the program or service, and estimate how many persons are served: (Select up to 3 categories.)

| Type | How Many People |
|---|-----------------|
| (01) ___ Business or Industry | _____ |
| (02) ___ Trade or Professional Society | _____ |
| (03) ___ Government | _____ |
| (04) ___ Educational Organizations | _____ |
| (05) ___ Youth | _____ |
| (06) ___ Community or Public Interest Groups | _____ |
| (07) ___ Local Community or Local Public | _____ |
| (08) ___ General Public | _____ |
| (09) ___ Employees | _____ |
| (10) ___ Customers or Clients | _____ |
| (11) <input checked="" type="checkbox"/> Other (Please describe): <u>Agricultural Community</u> | _____ |

15. Has the program been honored with any other environmental or conservation awards in the past five years?

Ford Foundation/Harvard University

Innovations in State and Local Government

Awards - 1991

USDOE Innovations Award - 1990

16. In one paragraph (not to exceed 50 words), please summarize the program, its objectives and what it has accomplished. Use space provided below. This paragraph should be suitable for use in a catalog, database or brochure.

The No-Tillage Assistance Program provides the small farmer access to costly conservation tillage equipment at a minimal per acre fee. No-tillage methods prevent water pollution, soil erosion and save non-renewable fossil fuels. To date, over 60,000 acres on 2,200 farms have been tilled, saving more than 200,000 tons of soil and over 225,000 gallons of fuel over conventional tilling methods.

17. Please include 3 one-page letters of recommendation attached to the application when it is submitted for consideration. Letters should be addressed: "Attention: Award References." References should have first-hand knowledge of the environmental program, service, or technology and should offer a candid evaluation of its success or effectiveness. References may also include users or beneficiaries of your program.

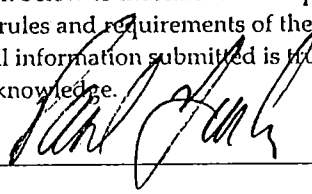
NOTE: Letters of recommendation must accompany the application when it is submitted to CEQ. Letters sent directly to CEQ will not be considered. Please list the references in the spaces below.

Name: Honorable Jeanette Jamieson
Title: State Representative
Street: Post Office Box 852
City: Toccoa State: GA Zip: 30577
Telephone: (404) 886-1168 Fax: _____

Name: Hershel R. Read
Title: State Conservationist
Street: Federal Building Box 13
City: Athens State: GA Zip: 30601
Telephone: (404) 546-2272 Fax: _____

Name: F. Graham Liles, Jr.
Title: Executive Director
Street: Post Office Box 8024
City: Athens State: GA Zip: 30603
Telephone: (404) 542-3065 Fax: (404) 542-4242

18. Please sign below to indicate that all applicants agree a) to abide by the rules and requirements of the awards competition, and b) that all information submitted is true and accurate to the best of their knowledge.

Signature:  Date: 5-11-92
Title: Director Organization: Office of Energy Resources
Telephone: (404) 656-5176

How to Apply

Completed applications must be postmarked by May 22, 1992 and mailed to the:

The President's Environment and
Conservation Challenge Awards
Council on Environmental Quality
The White House
722 Jackson Place, NW
Washington, DC 20503

All information submitted with the application should be considered public information and becomes property of the President's Challenge Awards program.

Award recipients will be notified in Fall 1992. Recipients must be willing to assist the President's Challenge Awards program in making nonproprietary information about their environmental programs available to others who wish to replicate their success.

Application Format

Please submit one original and four photocopies of your application. You may include up to 10 pages of supporting materials. (NOTE: Photocopying both sides of a sheet of paper will be considered two-pages.) Any oversized items must be reduced to fit a standard 8.5" x 11" page format.

Supporting materials may include items such as brochures, photographs, press clippings, and graphs depicting the program's results. The materials may not be used as a substitute for written responses to Questions 5 and 6.

The order of pages in the submitted application should be as follows:

1. 4-page application (Questions 1-20)
2. 500-word overview summary (Question 5)
3. 2-page responses to criteria questions (Question 6)
4. 10 pages of supporting materials
5. 3 letters of recommendation (Question 17)

NOTE: The entire package should be stapled in the upper, left-hand corner. Any items sent over the 10-page limit of supporting materials will be disregarded and not reviewed by the technical evaluators and selection committee. Do not put the application or backup materials into a binder, notebook or plastic cover.

OMB Control No. 0331-0002, (Exp. 2/95): As required by the Paperwork Reduction Act, CEQ estimates that completion of this application will take 10 hours. Send comments regarding the collection of this information, including suggestions for reducing the paperwork burden, to CEQ and also to: Paperwork Reduction Project, Office of Management and Budget, Office of Information and Regulatory Affairs, 725 17th Street, NW, Washington, D.C., 20503

The Georgia No-Tillage Assistance Program

Conventional tilling and preparation of farmland is a very time consuming, fuel intensive, and costly operation. With the proper equipment, it is possible to reduce fuel usage by 80 to 90 percent, from five gallons per acre to less than one-half gallon per acre. Special no-till drills are used to place new seed in the ground without destroying existing vegetation. This allows the land to be planted in one trip over the field rather than the four or five trips required by conventional planting methods. However, the current economic situation in the agricultural community has made it virtually impossible for the average family farm operator to purchase this expensive fuel saving no-till equipment. The average small farm in Georgia is 25 - 30 acres, with a less than adequate net income from the farming operation. With the No-Tillage Assistance Program, the small farmer is offered the opportunity to take advantage of fuel savings, improved soil quality, and the skills of a trained operator for a per acre fee that is one-third of the market price.

Extremely low amounts of rainfall during 1986 and 1987 resulted in a severe drought in North Georgia. Over 10,000 acres of grassland were killed from the drought. The need to reestablish the pastureland without damage to water resources and the environment was critical. Because of the steep terrain and geological characteristics of the area, any land disturbances would have created serious soil erosion and water pollution problems. Sedimentation resulting from soil erosion is the highest volume non-point water pollutant. The use of no-till to replenish the grasslands was the only acceptable solution. However, the cost of no-till drills and equipment represented an unrealistic capital investment for the area's small farmers.

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program's emphasis on and concern for the well-being and fiscal stability of the small landowner, is certainly a positive step toward the survival of an institution, the family farm.

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C. Innovation

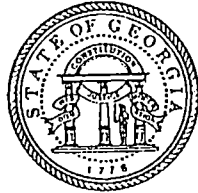
1. The Georgia No-Tillage Assistance Program provides the opportunity for operators of small farms to utilize conservation tillage methods without a large capital investment. Through the program, equipment and a trained operator are made available at a minimal per acre fee. The objectives of the program are: (1) to provide the small farmer access to conservation tillage without the economic liability of increased indebtedness; (2) to save non-renewable fossil fuels; (3) to improve land quality and reduce water pollution from soil erosion; and (4) to offer the potential for reducing the use of commercial fertilizers.

2. The no-till technology has been available for some time, but the method of affordable access to and sharing of equipment was an innovative approach to the situation. Although the original concern was for the drought stricken pasturelands of northern Georgia, the benefits of conservation tillage were certainly applicable to all areas of the state. An improved agricultural technology clearly could become a viable option for small farmers statewide.

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House of Representatives

JEANETTE JAMIESON
REPRESENTATIVE, DISTRICT 11,
POST 2
P.O. BOX 852
TOCCOA, GEORGIA 30577
(404) 886-1168 (H)

STATE CAPITOL, ROOM 109
ATLANTA, GEORGIA 30334
(404) 656-6612

STANDING COMMITTEES:

ASSISTANT ADMINISTRATION
FLOOR LEADER
NATURAL RESOURCES &
ENVIRONMENT
STATE PLANNING & COMMUNITY
AFFAIRS
WAYS AND MEANS

April 28, 1992

The President's Environment and
Conservation Challenge Awards
Council on Environmental Quality
The White House
722 Jackson Place, N.W.
Washington, D.C. 20503

Attention: Awards References

To Whom It May Concern:

The No-Tillage Assistance Program has played a vital role in meeting the needs of Georgia's agricultural community, particularly in addressing the problems of the operators of small acreage farms. As a member of the Georgia General Assembly and President of the Georgia Resource Conservation and Development Council, I have been actively involved in the program since its inception. Offering farmers the opportunity to take advantage of conservation tilling at an affordable cost has not only saved fuel and prevented soil erosion, but has also greatly enhanced the fiscal stability of the family farm.

The No-Tillage Assistance Program has generated a tremendous amount of support throughout the rural community. The funds provided through the Office of Energy Resources have made it possible to develop and expand a truly grass roots initiative. I strongly recommend the No-Tillage Assistance Program as a sound, effective and innovative approach to resolving a basic economic and environmental concern of Georgia farmers. The program has been replicated intact in several states and many others are promoting no-tillage programs in some form.

The President's Environment and
Conservation Challenge Awards
Council on Environmental Quality
Page 2
April 28, 1992

Thank you for your continued interest in
environmental and conservation issues. The transfer
of technologies that this awards program generates offers
widespread benefits for the local, national and world
communities.

Sincerely,

Jeanette Jamieson

Jeanette Jamieson

JJ:ac

GEORGIA SOIL AND WATER CONSERVATION COMMISSION



624 South Milledge Avenue, Suite 203
P.O. Box 8024
Athens, Georgia 30603
Telephone (404) 542-3065
FAX (404) 542-4242

J.M. "Bob" PLEMONS
Ringgold, Georgia

JIMMY S. JOHNSON
Jefferson, Georgia

ROY J. CHAPPELL
Dudley, Georgia

F. GRAHAM LILES, JR.
Executive Director

A.B.C. "Brad" DORMINY, JR.
Fitzgerald, Georgia

GARLAND THOMPSON
Douglas, Georgia

April 20, 1992

Council on Environmental Quality
The White House
722 Jackson Place, NW
Washington, DC 20503

Dear Sir:

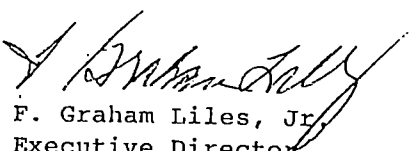
I'm writing to support the entry of Georgia's No-Till equipment program in the President's Environment and Conservation Challenge Award program.

Georgia's no-till equipment program, which is administered by the State Soil and Water Conservation Commission in conjunction with the Governor's Office of Energy, Georgia's Resource Conservation and Development Council, and Georgia's Soil and Water Conservation Districts, has been extremely successful. The program which began in 1988 has funded 66 no-till drills. Over 71,000 acres of land have been planted or replanted with the use of these conservation tillage units resulting in a savings of over 249,000 tons of soil. Much of that soil would have found its way into our streams and rivers had a conventional system of planting been used instead of the no-till system.

The no-till program was designed to save soil and conserve water. Georgia's no-till equipment program was designed to make equipment available and to encourage the use of that equipment to protect our resource base and our natural resources. The program has been successful in doing just that and today, because of that program, our streams and lakes have received additional protection and our environment has benefitted.

I will be pleased to answer any questions you may have regarding the program and hope this letter of support will assist you in your efforts to select a winning entry.

Sincerely,


F. Graham Liles, Jr.
Executive Director

FGLjr: jlm

*With the Right to Own Goes the Duty to Conserve
With the Privilege of Use Goes the Obligation of Stewardship*



United States
Department of
Agriculture

Soil
Conservation
Service

Federal Building, Box 13
355 East Hancock Avenue
Athens, Georgia 30601

Council on Environmental Quality
The White House
722 Jackson Place, N. W.
Washington, D. C. 20503

May 1, 1992

Dear Sir:

I am writing to support the entry of Georgia's No-Till equipment program in the President's Environment and Conservation Challenge Award program. This program is administered by the Georgia Soil and Water Conservation Commission through cooperative efforts of the Governor's Energy Office and the Georgia Resource Conservation and Development Council.

The No-till program has been extremely successful in Georgia. Since 1988 over 71,000 acres of land have been planted or replanted with the use of 66 no-till drills resulting in a savings of over 249,000 tons of soil. Had a conventional system of planting been used instead of the No-Till system, much of the soil would have found its way into our streams and rivers. Thus, this program has greatly benefitted our environment by protecting our streams and lakes.

If I can be of any assistance to you on behalf of this vital program, please do not hesitate to contact me.

Sincerely,

HERSHEL R. READ
State Conservationist

