

The William Penn Mott Jr. Training Center

The California Department of Parks and Recreation

September 1993



20th Anniversary 1973-1993



The Best of California Forever

Maintenance Training

Over 600 customers served!

The first formal maintenance training conducted at the Mott Training Center was Basic Park Maintenance #1 in 1974. In the years between then and now, a dozen additional maintenance programs were developed and seven new programs are scheduled for next year. In 1994, more than 100 park employees will attend at least one of the thirteen different maintenance training programs scheduled at the William Mott Jr. Training Center.

To meet the need for additional maintenance training, a shop was developed at the Central Coast Region headquarters in 1989. The Training Center "Shop-Annex" consists of a classroom, shop, break area, and dry storage areas. The availability of storage space allowed the Training Center to procure tools, equipment, and materials. By 1991 the Training Center had acquired enough materials to conduct training without depending on an outside contractor.

Some of the new training programs scheduled for 1994 are Basic Landscape Maintenance, Advanced Carpentry Skills, Advanced Plumbing Skills, and Advanced Electrical Skills. Tools, equipment, and materials for these training programs will come from many sources, including contributions from field units, contracts with Monterey Peninsula College and



Participants learn electrical wiring in Electrical Skills #20

other agencies, and the Department's training fund. Much of the equipment for the Advanced Carpentry program was provided by the OIS exhibit shop as a result of the Department's reorganization.



Participants practice roofing in Carpentry Skills #18, the first one of the "revised" programs conducted in 1991.

In 1991, maintenance training was restructured to provide more training, for more employees, at less cost. In 1991, for example, seven maintenance training programs were conducted at a cost of \$12,876 per week. In 1993, nine programs were conducted at a cost of \$6,799 per week. In 1994, the Mott Training Center has scheduled 16 maintenance training programs. More than twice as many as in 1991!

Since that first Basic Park Maintenance class in 1974, more than 600 employees have attended maintenance training. The success of the training effort is affirmed by the abilities of those who have been trained. It is reaffirmed by the hundreds of dedicated employees who return to contribute as instructors and assistants.

ADMINISTRATIVE TRAINING

The need to conduct formal training for administrative classifications was recognized early in the Department's training history. The first formal administrative training program was conducted in 1976. In order to keep up with a rapidly changing workplace, that first administrative workshop has been replaced with more specialized training programs such as "Personnel and Attendance" and "Accounting Workshop." Three administrative training programs are scheduled for 1994.



Administrative Transition small group discussion

- Doug Smith



State of California
Pete Wilson,
Governor

The Resources Agency
Douglas P. Wheeler,
Secretary

Department of Parks and Recreation
Donald W. Murphy,
Director

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Message From The Director

Before 1973 there was no central training facility for the California Department of Parks and Recreation. More than this, there was no place for the park identity to express itself and blossom. But prior to 1973, there were visionaries within the Department of Parks and Recreation who saw the need for such a facility.

Individuals can make a difference and in the case of the Training Center, the two individuals who made the most difference were **James Kruger** and **William Penn Mott, Jr.** Their vision led to the development of what I believe is the finest state training center in the country for park professionals.

During my career, I had the privilege of working at the Training Center as a Training Officer as well as receiving my training there. I will never forget the first day I arrived on the grounds of Asilomar. I was very proud to be employed by an organization that valued training enough to provide the best facility possible. That sense of pride has remained with me to this day.

The camaraderie and sense of the park family that was developed during both training classes and evening "bull" sessions around the stone fireplaces in Deer Lodge, Live Oak, and Tree Tops are essential to the culture of the California Park Service. The men and women who have received training in maintenance skills, resource management, law enforcement, and interpretation have been given the tools to provide the highest possible public service. Many have also been given life-long memories and made fast friends through their association with the Mott Training Center.

James Kruger has retired, and Bill Mott passed away last year. But the legacy they left behind has shaped, and will continue to shape, the lives of thousands of employees. We who follow them can learn from this example. *Individuals can make a difference.* Were it not for these two visionaries, we may still be without a place to be trained.

And not just any place. But a place that has a spirit of its own, that has become part of all of us. The spirit of place is essential to the healthy identity of any organization. For those of us who have dedicated our lives to the stewardship of the State's most valued natural and cultural resources, the William Penn Mott, Jr. Training Center stands as a symbol of that dedication. Not as an icon to be worshipped, but as a place of inspiration, education, and commitment to continuing the tradition of preserving the best of California unto the seventh generation and beyond.

HAPPY 20th ANNIVERSARY!



Donald W. Murphy
Director

William Penn Mott, Jr.'s Legacy: The Learning Organization 20th Anniversary of the William Penn Mott, Jr. Training Center

In mid-September, 1973, Department Director **William Penn Mott, Jr.**, welcomed Ranger Trainee Group J and K as the first groups to attend training in the department's new training center at Asilomar. It was the realization of a long-standing dream for Director Mott and the Department of Parks and Recreation. **Warren Douglas** was the center director, SPR II **Ken Jones**, coordinator, and **Ginger Henry**, clerk typist. The author was a newly hired ranger trainee in his second week with the Department having realized his dream to become a park ranger. Among the first classes was State Park History and Philosophy conducted by District Superintendent **James Whitehead**. He made a lasting impact on the young rangers talking of our new responsibilities in "standing on the shoulders of giants... The only reason for a public servant is to serve the public... and each of us is the State Park System."

In the ensuing 20 years many new classes heard those precepts repeated by Superintendents **Denzil Verardo**, **John Kolb**, **Donald Murphy** and others. As a department we have been extremely fortunate to have visionary leadership, at all levels, to see ourselves as a "learning organization." How did this come about? In the late 1960's Director Mott and Department Training Officer **James Kruger** set in motion a series of events that forever would shape the way DPR manages departmental training. Foremost among these was the creation of the Center for Continuous Learning as the training center was called from 1973 to 1976. For the first time in any State, a central facility was built specifically to meet the basic and continuing training requirements of state park employees. Twenty years later, the Mott Training Center remains unique among state governments in the scope and application of training methods.

A learning organization is one that is continually expanding its ability to create its future. As author **Peter Senge** had pointed out in his book *The Fifth Discipline*, a learning organization is not satisfied with survival. It must also expand its capacity to create. For two decades now this has manifested itself in the variety of new and modified programs for park service employees (see accompanying articles) and the key roles that all employees play in training as teachers and learners. Our prescient forebears realized that a learning organization is a journey not a destination. The more we learn, the more we become aware of our ignorance.

A 20th anniversary commemoration of the Mott Training Center would not be complete without acknowledging the critical role of both learners and instructors in the training process. The training approach envisioned by William Penn Mott was every bit consistent with today's TQM emphasis on customer service. From the very beginning the Department has placed the learner squarely at the center of the training process. The result has been that most employees highly value, benefit from, and enjoy training. Similarly, state parks has and will continue to place a high regard on developing training expertise within the organization. The Training Center and Department are indebted to hundreds of employees who have devoted countless hours and effort to training coworkers. The success of the Training Center since its inception is directly attributable to the dedication of department instructors.

(Continued on page4.)

William Penn Mott, Jr.'s Legacy

(Continued from page 3.)

William Penn Mott, Jr. made a point, at every opportunity, to discuss the value and meaning of parks with training groups, especially new employees, over the last 20 years at Asilomar. Until his death in September, 1992, at age 82, he relished interacting with, and encouraging park employees during his frequent visits. History will prove him to be of legendary proportion in the American and international conservation movement. His belief and commitment to training is at the heart of his legacy. The ideals of service and stewardship he represented are carried forward in each and every employee. Is any tribute more lasting?

- *Broc Stenman*



Here is a synopsis of new developments in Training as we initiate the 20th year of classes at the Mott Training Center:

New Employee Orientation Training - Starting this Fall, all new permanent full-time and intermittent employees will receive three days of orientation training at the Center. This move strengthens new employee orientation to the Department and will involve the Center and the employee's unit working as a team to ensure that new employees are properly brought on board.

Total Quality Management (TQM) - Extensive TQM training building upon recent organizational empowerment orientation training provided to all employees is being developed for District Superintendents and Headquarters' managers. Trainer/ Coaches will participate in the team skills and TQM tools portions of this training starting in October. Related training is planned for Regional Administrative Officers and Superintendents. TQM concepts will be applied throughout all aspects of centralized training on an increasing basis.

Resources Agency Law Enforcement Training - Our department along with the Departments of Forestry and Fish and Game began a study in May to explore the feasibility of a resource agency academy. Many commonalities exist in the P.O.S.T. training conducted by the three departments. Combining resources will improve cost-effectiveness and inter-agency cooperation.

Group Leader Trainer Skills - In order that the Training Center strengthen the training and facilitation skills of new and current instructors, one half of the spaces in the October class will be slated for Training Center instructors. The remaining spaces have been made available for district or section employees with major training responsibilities.

Looking Back At 20 Years!

When I started at the Training Center 20 years ago, the Outside Side Inn served as our office and my desk was on the back porch. I moved into the Training Center in September of 1973 and have worked there ever since. I started working for the department as a Clerk Typist II and, due to the added workload and increase in staff, my position changed five times. I have seen the Training Center grow from a small office with a three-member staff and about 12 programs to a staff of eight and about 60 programs a year. The Training Center is the center point of the department, where most everyone has been at least once. I have had the privilege of working with many fine people, many of whom are now in top management. The Training Center has achieved a well-known reputation for being one of the best of its type. We now have programs in maintenance, administrative services, law enforcement, interpretation, supervisory management, resource management, instructor, basic law enforcement, and many others. The staff at the Training Center has always been able to work together well and keep up with all the changes that go on in the department and government rules and regulations. Working with entry level peace officers has been one of the most enjoyable parts of the job. We have come a long way in achieving administrative workload with computers and have felt that we have kept abreast with other offices. The Training Center has always been a central point for employees to meet with other employees in the department.

Working for the Department was my first state job. I had worked for the Welfare Department in the State of Alaska before coming back to California. Working with such excellent people has made my job enjoyable. Many people ask why I have stayed so long at one job and I say that this job is never the same. There are always different experiences and different people to meet. Where else in the Department can you meet almost everyone who has worked for it.

- *Ginger Henry*



Visitor Services Training 1973-1993

It has been said that Smokey the Bear is one of the "best loved fictional characters ever to be dreamed up as a public relations gimmick". That representation as a wise and caring personality would not have survived the test of time if the park employees that he represents were not just as popular as the bear itself. Park rangers and lifeguards are, without doubt, the best liked law enforcement officers in the United States. California State Park Rangers and Lifeguards are certainly among the best trained and most highly respected in the nation.

Historically, the Department operated under the belief that experience is the best instructor and all skills in maintenance, interpretation, safety, law enforcement and management were learned on the job. Under the leadership of William Penn Mott, Jr., the need was recognized for professionally trained park employees, to meet the increasingly complex job of managing California's State Parks. From the first six week Park Management and Operations training program in 1969, the Training Center expanded to seven training programs by 1974. The 1993-94 Training Center schedule supports 51 diverse training programs.

The ranger trainee programs began by alternating courses at Asilomar with on-the-job training. The ranger trainee was given two weeks of courses in basic park practices followed by two three week courses in peace officer training. The training provided the ranger trainee with a level of proficiency which could have been attained only after several years of learning on the job.

From 1973 to 1993 the name of the program has evolved into Basic Visitor Service Training. The trainees have become cadets and their time spent in training has increased to 620 hours of peace officer training and 176 hours of interpretive, resource management and park operations training. This translates into approximately 20 weeks of intensive training prior to being assigned to a district for up to one year of field training. The change from the original 230 hour program to the current 796 hour program reflects the complex nature of today's state park mission.

Other significant blocks of Visitor Service training include:

Continuing Interpretation, a 40 hour program offered to various classifications involved directly in interpretive functions at their work assignments. The program was changed in the 1992-93 training year to emphasize hands-on learning and techniques that will have an immediate impact upon interpretive program presentations. Since 1975, nearly 750 participants have taken advantage of this Departmental interpretive training.

Another interpretive program offered in conjunction with East Bay Regional Parks is **Interpretive Methods Training**. This training addresses interpretive techniques, gimmicks and gadgets used in specific interpretive presentations. It is recognized on a national basis for its excellence.

Resource Management programming most recently brought together the district superintendents and natural and cultural resource specialists. They discussed their roles in the reorganized Department and clarified functions and responsibilities. This group of professionals provides a well from which future resource training within each district can be drawn. Additionally, the 1993-94 training year projects a **Historic Preservation, Tree Hazard Control and Fire Management** program to further enhance our Departmental resource management effort.

The instructor programs offered at MTC relating to visitor services are as follows:

First Responder Instructor Refresher, 24 hours, will keep the instructors updated and their instructional skills fine-tuned. Our lead instructors have been instrumental in developing the recent statewide Hepatitis B vaccination/training both within and outside of our Department.

Defensive Tactics Instructor/Refresher and **Firearms Instructor/Refresher** are both recognized throughout the state as some of the most up to date, comprehensive instructor training. Departmental Firearms Instruction has evolved from target shooting to combat shooting. The Firearms Instructor Manual is being revised and will be completed and to press by September. Current training development is moving towards a more integrated Firearms/Defensive Tactics program to promote more effective officer safety.

Last year an annual two day **Defensive Tactics Instructor** update and records check program, to be presented at various locations throughout the state, was adopted. This program proved beneficial to all instructors attending. District program deficiencies and high points were discussed and instructor skills were fine tuned.

Visitor Service Refresher and **Advanced VSRT - VSRT** and **AVSRT** were offered through the decade of the 1980's. During the last two years continuing training requirements for peace officers were accomplished locally in the field. This allowed districts to allocate training as local needs dictate. After a trial period the response to this approach was mixed. Some districts were able to meet all of their needs through local POST training. Other districts complained of poor accessibility to outside training and a loss of Departmental perspective. As a result, VSRT/AVSRT's will be reinstated, but A VSRT will not be required. Districts will retain the ability to use local outside agency training to meet the 24 hour/two year POST mandate.

A satellite system was installed at the Training Center Annex and will provide access to POST, LESTN, and other training-related broadcasts.

The Department's Visitor Services training has come a long way. We have progressed from a Department which, in the late '60s, relied on the federal government and allied agencies to provide programs and instruction. We not only find ourselves providing our own training, but act as a training source for other agencies. An example is the last Firearms Instructor class, in which nine outside agency participants were trained. The direction training has taken promotes the consistent protection of "natural and cultural resources of the State Park System," too provide visitors with the highest possible "quality recreational experience" and "to provide leadership for agencies throughout the state to ensure that California's recreation and heritage-preservation needs are met fully and efficiently."

- Don La Katos

CERTIFICATE/DEGREE OFFERED - Beginning with the 1993 fall semester, Monterey Peninsula College, in association with the Mott Training Center, will offer both a Certificate in Parks and Recreation and an Associate in Science Degree in Parks and Recreation. Training Center administrative and maintenance courses are applicable to the certificate/degree requirements. Specific inform is posted on Training Center bulletin boards and available upon request.

A Report On The State of California Ranger Trainee Program

by *James S. Kruger, former director of DPR's Training Center
(Reprinted from National Park Service's Guidelines, 1972.)*

Over 42.5 million visitors during fiscal year 1970-71.

A state park system with nearly 200 units.

Over 800,000 acres of scenic, recreational or historic importance to be managed, developed, protected, operated, maintained and interpreted.

An operating field force of 788 full or part-time positions.

Such was California's plight in July, 1971. The only change to take place during the most recent proceeding years had been significant increases in everything but operating field force positions. Change had established a pattern and reaffirmed a recognized need for effective means to cope with it. Since September, 1969, and under the leadership of William Penn Mott, Jr., Director of the California State Department of Parks and Recreation, a major means has been taking form. To better respond to change and increasing public use and demands of his state's park system, Mott instituted a statewide formal training program and established a training facility on Asilomar Conference Grounds. This step marked the realization of a long standing goal of many dedicated California State Park System employees.

Reorganization of the Department at both headquarters and field levels had previously taken place. In the field, and depending on size, location and other factors, individual units were combined into areas, each headed by rangers as area managers, reporting to one of six district superintendents or assistants.

One basic objective of that reorganization was to achieve more effective use of existing manpower and resources. To assist in meeting this objective, training became a key program in the Department and, in October, 1969, the first statewide Park Management and Operations Training Program got underway. Designed for area managers or their backups, 200 hours of classroom instruction was provided to 76 senior state park rangers in four groups during the succeeding months.

Each training group attended five 40-hour sessions. Courses in the program included principles of management, personnel management and manpower utilization, public relations, communications, interpretation, legal aspects of park management, facilities maintenance, planning and development, business services, program management systems, philosophy of law enforcement, visitor and employee safety and management courses in concessions, real property and equipment. Field trips and varied training methods round out the program which is now conducted at least once annually. While basic content remains the same, total hours have been reduced to 160 by revised approaches and up-dated training methods.

How do you do it? How do you go about developing a full scale training program? California took one approach which seems to be proving itself in being responsive to both the Department and its employees.

First, needs that could best be met through formal training were identified and verified by both line and staff managers. The means to meet those needs were then proposed to top management, whose involvement and support is essential. Once approved, training content development began. The knowledge and talents of staff program specialists were called on both course writing

and course leadership, coordinated and assisted by the training staff. Emphasis was placed on the practical, non-theoretical aspects of park management and operations. One major training program was on its way, while facilitating the development of another.

In early 1970, as the manager's program was being presented and refined, a concept fresh to the Department was emerging. It involved a new classification in the ranger series called the state park ranger trainee. The Department, while training 76 senior rangers holding managerial positions, drew on their valued past field experiences and knowledge while they attended their own formal training. Each manager provided input to the trainee program through a comprehensive evaluation/feedback system. The field manager gained his voice in the training of his future employees and middle management involvement and support, equally essential, was more assured.

To better utilize the vast input of the field managers, a ranger trainee committee was established. Comprised of one representative from each district who had completed the Park Management and Operations Program, this committee determined essential training needs of a new ranger. In August, 1970, a training conference called together 40 field personnel, most of whom had completed the Park Management Program, and support staff. Individual field assignments were made for course writing and leadership, with direction and guidance from the training staff, and technical assistance from headquarters and field staff specialists.

Nine areas throughout the state were designated as intake areas. The basic concept of what has become the Ranger Trainee Program provides for a planned system of classroom and on-the-job instructional experiences during the trainee's probationary year. It is designed to qualify the trainee to perform in his job classification while he is actually trained in a job assignment. This encompasses the Block Training approach where on-the-job training is closely coordinated with an immediately precedes or follows related classroom training. All trainee activity is accomplished on a performance measured basis.

Trainees, all recent college graduates, are hired in groups of 20. They are assigned to one of the now six intake areas for their training year. Formal ranger training activities total approximately 360 hours either in the classroom or on-the-job. Informal training is conducted by each intake area at the job site to meet local needs. Trainees are also provided 240 hours of peace officer classroom training through a state law enforcement agency, as are all permanent rangers.

A Ranger Trainee Program Training Syllabus has been developed and is provided each trainee on the date of hire. The syllabus details his responsibilities to the program, describes each phase of the program, and outlines his activities required during his training year. Close liaison is maintained between the trainee, his training supervisor and the training center, and not all trainees make it through the year to promotion to State Park Ranger I. It is a year of "mutual-look-us-over." In a message to the trainees, Director Mott said:

"You have been selected for your potential and, in that potential, we look for integrity, ingenuity and creativity which will bring improvements to the system and in our service to the public. We look for skills, knowledges and abilities that, tempered by patience and understanding gained through practical experience and training, will provide the Department with the manpower to meet the increasing demands of public service."

(Continued on page 7.)

Ranger Trainee Program

(Continued from page 6.)

But most trainees do make it to join the professional ranger ranks in the California State Park System, with the capacity to meet or exceed the standards of their job as a state park ranger.

The Department's Training Center and its programs are not developed solely to train rangers, however. The Park Management and Operations Program has now been open to other field classifications. A 40-hour Maintenance Management Program has been developed for personnel in the maintenance series. Supervisory Practices, a 40-hour program for new first-line supervisors, is conducted periodically. A new program, Management and Preservation of Historical Monuments, will be first held in November, 1972. The Department's formal training program also provides seminars and institutes in other locations throughout the state, including instruction in advanced interpretation, shoreline ecology and other program areas designed to meet specific needs.

Pulling it all together, a Departmental Employee Development Program has been designed to help employees describe their job development needs and to formalize their career plans. The program provides multi-faceted opportunities for individual development. Planned experiences, job rotation within or outside the Department, two-year training assignments without regard to the employee's job classification, interchange between the state and other governmental agencies, and educational assistance all offer the employee means for self-development. Finally, the Department's Manager Development Program provides for the identification, selection and development of individuals with high managerial potential to meet future manager manpower requirements.

As we approach the end of our third year of formal training development efforts, we can look back with some degree of pride in accomplishment. Our experience has strengthened our sense of direction, and allows us to offer some suggestions to others. Some are philosophical, others quite practical, but all seem to be providing benefits to us.

1. The difference between education and training should be born in mind. We have proceeded with a (personal) philosophy which accepts the cliché that "education is the bridge to knowledge" while developing formal training programs with the thought that "training is the bridge to performance."

2. Look within your own organization for the resources, talents and skills required in preparing and presenting training. Your own employees know and better understand your organizational problems and needs and the potential abilities lying dormant for lack of opportunity might prove surprising. There is often an unfortunate tendency to assume that an "outside consultant" is the ultimate answer, but all too often, once that consultant departs, he leaves behind a void difficult to fill.

3. Build a system of evaluation and follow-up into each training program. Let everyone involved know what the purpose, objectives and performance standards to be met are before the training is conducted. Training participants have the right to know what is expected of them, and their supervisors have the right to know if their employees met those expectations.

4. Finally, don't look to others too strongly for assistance and guidance, If you do, you stand a good chance of winding up with a program that doesn't meet your needs. What works for others might not work for you, and to resort to another cliché "We learn best by doing" in the long run.

Memories of the Training Center



*Moises T. Solis
La Purisima District*

"The Mott Training Center has enabled me to perform my duties in a safer, more professional manner. And, because of my increased skills and knowledge, I am able to contribute to the preservation of our resources. Our visitors also benefit from our increased, high quality service."

"I believe every employee in our department should have then opportunity to receive the excellent training providedn by the Mott Training Center."

"My experiences at the Mott Training Center have always been positive. The fact that it exists is a testament ton the fact that the Department cares about its employees; that it has made a commitment to providing them with the very best information available to do their jobs. The philosophy of 'hands on' training means that everything you learn there is applicable to your job and career... What a wonderful place to go - to leave your job and your 'other life' behind - and just concentrate on learning and sharing."



*Linda Fletcher
San Simeon District*



*Bob Reese
Monterey District*

"One of the greatest joys in my 34 years in the California Park Service has been my association with the Mott Training Center. I haven been involved since its inception. On this 20th anniversary I would like to feel that my efforts at the Center have raised the course participants' 'level of consciousness and awareness' regarding then rich cultural values of the California Park Service and the responsibility we have to be good stewards and managers of these irreplaceable resources."

"In a nutshell, OPPORTUNITY. My experience has been both as student and as an instructor and varies in course content. All of these giving me the opportunity to learn to use the right tool for the right job, to meet and work with some really wonderful people, and ton test and push myself as an employee/person. So many great opportunities in such a beautiful place, all with the excellence in service by the Training Center and its staff. The experience I have gained as both student and instructor is priceless and I can guarantee it has not been wasted!"



*Lorrie Thomas-Dossett
Silverado District*

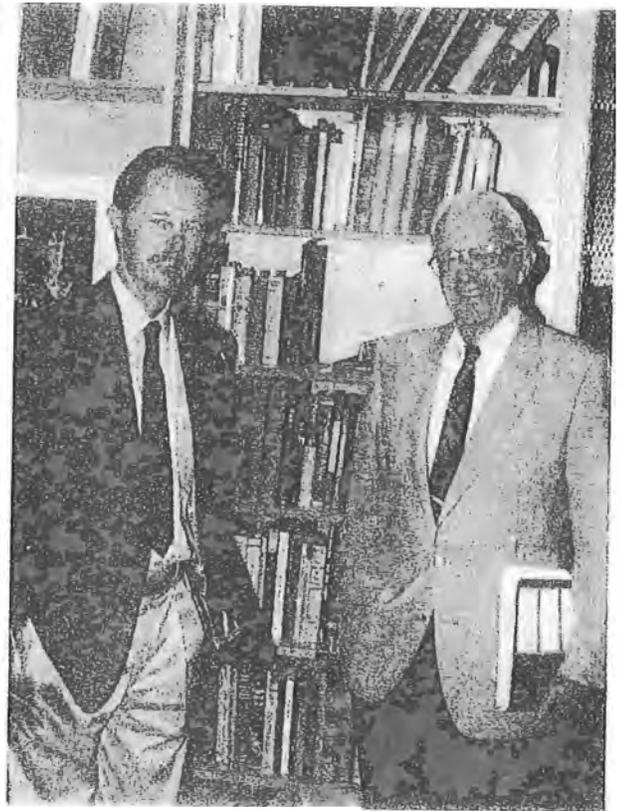


*Carolee Moore
Headquarters*

"My experience at Asilomar has been primarily as a trainer. Training has given me the opportunity to interact with people that I have dealt with by telephone for a number of years. Often, by being a trainer, you are made aware of the problems or difficulties that are created by procedures that you have designed and you can try to redesign the procedures to make them easier to follow. There is an interaction and sharing of ideas. Often we have done things the same way for so long that we do not even think that there could be another easier or more efficient way to perform a task. The opportunity to get away and devote your attention entirely to the subject at hand and not be interrupted by other things make the time even more valuable."



The Mott Training Center Staff (left to right): Doug Smith, Training Specialist; Pamela Yaeger, Program Assistant; Diane Pinto, Monterey Peninsula College Office Manager; Pat Ponton, Program Assistant; Broc Stenman, Department Training Officer; Randy Sederquist, Training Specialist; Ginger Henry, Office Manager; and Don La Katos, Training Specialist.



Broc Stenman and William Penn Mott, Jr.



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