



# STEWARDSHIP EXTENSION EXPERIENCE

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**The Mountains to Sound Greenway Education Program** offers a Stewardship Extension component to all five of our curriculum units. Students who have completed the in-class lessons and field study trip can participate in a restoration event during the school day where they plant trees (fall season only), remove invasive species or work in the Greenway plant nursery.

Working on a restoration event empowers students and teachers. By digging holes, planting trees, and struggling with blackberry roots the participants observe tangible results from their hard work and realize that they can have a positive impact on the environment. Students who do not perform well in the classroom frequently ‘shine’ in this hands-on experience. Graduates from this program have said that now that they know English Ivy is an “alien invader” they will go home and remove the ivy from around their trees.

A restoration event also provides students another chance to interact with the natural world. Finding salamanders, turtles, dead moles, owl pellets and other wonders elicits questions from teachers and students. One 5th grade girl dropped a stone off a bridge into a quiet pool in Issaquah Creek. As she watched the rings in the water expand in ever widening circles she said, “What is that? Why is the water doing that?” Greenway staff suspect she had never dropped a rock in a stream before. This was the quintessential teachable moment. It was an opportunity for her teacher and Greenway staff to talk about waves and water and particles and hold a mini-physics lesson.

Some of the concepts presented in the classroom and field study trip are reinforced during the restoration event. For example, examining the roots of a tree or a plant provides a chance to discuss how nutrients move through the soil and up into the plant. Or, as we walk beside Issaquah Creek, a salmon bearing stream, we can reinforce what they learned about the essential elements of a healthy stream.

Funding for bus transportation may be available.

The Greenway provides equipment, at least two staff, instruction and a location. Schools bring 3 chaperones plus the teacher for every group. The maximum number of students we can take on a restoration event in one day is 30.



# GLOSSARY

**aeration tanks** – A stage in sewage treatment where bubbled air passes through water, chlorine is added later, and water is pumped to a final water source.

**acre** – 4840 square yards or 4047 square meters (640 acres to a square mile).

**adult** – The fifth stage in the salmon life cycle. Salmon spend their time living in the ocean, eating other fish, shrimp and plankton.

**alevin** – The second stage in the life cycle of salmon. The young salmon live in the redd and contain a yolk sac which is used for nourishment.

**anadromous** – Fish that migrate from salt water to fresh water where they breed. Salmon are a good example of this type of fish.

**aquifer** – A layer of permeable rock, sand, or gravel which collects rainwater in significant enough amounts that many cities use this stored water as their drinking supply.

**bacteria** – A large group of microscopic living organisms – some are quite useful to humans and other life forms for specific purposes (i.e. digesting other harmful bacteria, fermentation as in yeast) while others cause disease.

**bedrock** – a more or less solid layer of rock found on the surface of the land or below the soil.

**biodiversity** – A wide variety of different species of plants and animals in a specific area.

**biologist** – A scientist who studies organisms and their relationship to their environment.

**biosolids** – Solid organic material recovered from a wastewater treatment process.

**broadleaf tree** – Any deciduous or evergreen tree having broad, flat leaves.

**buffer zone** – A defined space which separates sensitive areas from non-sensitive areas for the purpose of protection. In the forest, buffer zones are established on either side of a waterway to regulate timber harvesting or other practices which might cause water pollution or degradation of fish habitat.

**camouflage** – Use of color in plants or animals to blend with the world around it to avoid observation and escape predators.

**carbon dioxide** – A heavy colorless gas which is a by-product of human respiration and automobile exhaust and many energy-producing industries. CO<sub>2</sub> is a natural part of the earth's atmosphere, but in the last 100 years is now thought by scientists to contribute to global climate change.

**carbon sequestration** – Long-term storage of carbon dioxide and other forms of carbon by plants and soil.

**carnivore** – Animals that feed mostly on flesh, for example: mountain lions, snakes, coyotes.

**chemical weathering** – The gradual breakdown of rocks in soil through exposure to certain chemicals.

**chum** – A species of salmon.

**clay** – A soil texture with the smallest class of mineral particles (<0.002mm) which form hard clods when dry and a sticky mass when wet.

**cobble** – Fist-sized rocks important for the stream habitat of salmon.

**coho** – A species of salmon.

# GLOSSARY. CONTINUED

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**composting** – Mixing decaying organic matter (food scraps, grass clippings, leaves) with soil to improve its quality.

**coniferous tree** – Sometimes called evergreen trees. A type of tree that bears cones and does not usually lose its needles during the winter. The exceptions include larch trees which do lose their needles during the winter.

**conservation** – Preservation from loss, waste, or harm especially having to do with natural resources.

**consumers** – An organism that obtains nutrients (and thus gets energy) by eating other organisms. This includes: herbivores, omnivores and carnivores.

**deciduous** – Plants that shed their leaves for a part of every year.

**decomposition** – The breakdown of organic matter (leaves, food scraps, plants) by bacteria.

**digester** – A step in processing sludge at a sewage treatment plant in which unhealthy bacteria and germs are destroyed.

**ecosystem** – A community of organisms and their interactions with the environment. This includes physical factors, such as rocks and soil, that work together with plants and animals.

**endangered species** – A group of organisms which is at risk of becoming extinct.

**environment** – The surroundings which affect the development and survival of an organism or group of organisms.

**estuary** – The area where fresh water meets salt water. Also called wetlands, marshes and swamps.

**evergreen** – Plants/trees that have leaves year round.

**extinct** – A species no longer in existence.

**fertilizer** – Material (often manure or chemical mixture) designed to provide nutrients to soil.

**filtration** – A process of filtering water through the soil and permeable rock.

**flinger** – The machine which flings biosolids onto forested lands during biosolids application.

**forest** – An extensive growth of trees and underbrush – various terms are used to distinguish treed areas including:

**community or urban forests** – A treed area within a neighborhood community or small park.

**multi-use forest** – A treed area which is regulated in terms of specific uses by individuals and wildlife and may be managed for timber growth and harvesting.

**natural forest** – A treed area that is left undisturbed and not harvested but still potentially used by humans.

**forest ecosystem** – The living and nonliving aspects of a forest environment.

**fry** – The third stage in the salmon life cycle after the yolk sac has been used up and the salmon begin to eat from their environment. Fry live in pools and use camouflage to avoid predators.

**glacier** – A large mass of ice and snow that moves slowly down a mountain or valley.

**global climate change** – The predicted change in the earth's climate brought about by increased accumulation of carbon dioxide and other gases in the atmosphere, resulting in altered weather patterns and rising sea levels.

**greenway** – A corridor of linked forest, farms, and other open spaces for multiple uses.

# GLOSSARY. CONTINUED

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**Gro-Co** – Solid organic material that is recovered from the wastewater treatment plant. The solids are composted for a year with sawdust added to create a fertilizer that is sold to the public. Also known as Class A Biosolids (See Biosolids).

**groundwater** – Water that fills the spaces between rocks and soil particles beneath the surface of the earth – replenished when rainwater trickles through the soil – used for drinking purposes, irrigation, and industrial processes – moves at an average of three inches per day depending on the porosity of the soil or rock.

**habitat** – The immediate area that provides food, shelter, water, and living space to a plant or animal.

**hatchery fish** – Fish that are raised from eggs fertilized with human assistance and then tended and fed until they are large enough to be released into the wild.

**human waste products** – The by-products of human digestion (including urine and feces).

**humus** – Decomposing plants, animals and manure.

**incinerator** – A furnace for burning waste.

**indicator species** – Plants or animals that by their abundance, or lack of abundance show some aspect of the environment that they are living in. For example, certain macro-invertebrates may indicate an environmental condition such as pollution. Indicator species can be among the most sensitive species in a region, and sometimes act as an early warning to biologists.

**indigenous** – Plants and animals that are native to a particular area.

**inorganic** – Matter which is not composed of plant or animal and does not have the structure of living (or once living) things.

**invasive plants or animals** – Plants and animals that are not native to a particular area and grow uncontrollably without natural predators.

**keystone species** – A species that has a disproportionate effect on its environment relative to its abundance. Such species affect many other organisms in an ecosystem and help to determine the types and numbers of various others species in a community.

**leaching** – The process by which materials on or in soil are dissolved and carried by water seeping through the soil – leaching may contaminate groundwater supplies and aquifers.

**loam** – A soil texture which includes a mixture of sand, clay, silt, and organic material.

**macro-invertebrate** – An animal without a backbone which is visible to the unaided eye.

**milt** – Male salmon sperm released to fertilize the eggs.

**native species** – A plant or animal species that is indigenous to a region or ecosystem where its presence is the result of only natural resources with no human intervention.

**nitrogen (N)** – A colorless, odorless gas which is found in every living cell in every living organism. A mineral nutrient essential for plant growth.

**non-point pollution** – Pollution which comes from many sources, such as run-off from streets, lawns, farms, and other surfaces.

**non-renewable resource** – A resource which we are using faster than it is being created. For example, fossil fuels.

**nutrients** – Substances which nourish living things for growth and development (i.e. water, minerals, and vitamins are nutrients).

**organic** – Anything derived from living organisms – in chemistry, any compound which contains carbon.

# GLOSSARY. CONTINUED

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**organic matter** – Plant and animal material in various stages of decomposition that may be part of the soil.

**organism** – Any living system (such as animal, plant, fungus, or micro-organism).

**parent material** – The earthy materials, both organic and mineral, from which soil is formed.

**particle** – A very small piece of soil.

**pathogens** – Bacteria or viruses which cause disease. Germs!

**pH** – A measure of the acidity or alkalinity (baseness) of a solution. The pH scale goes from 0 to 14 with 0-6.4 being acidic, neutral is 6.5-8.5 and basic is 8.6-14. pH is defined as the negative logarithm of the hydrogen ion concentration.

**phloem** – Tubular structures in a plant responsible for transporting food and water to all of its parts.

**phosphorus (P)** – A mineral nutrient found in the soil and essential for plant growth.

**photosynthesis** – Complex process in which green plants use radiant energy from the sun in combination with carbon dioxide, other nutrients, and water to form carbohydrates (sugars), and oxygen to allow for growth.

**pink** – A species of salmon.

**point pollution** – Pollution that comes from a particular, identifiable source, such as a farm, factory, or building site.

**pollution** – A change in the physical, chemical, or biological condition of environment that creates an undesirable effect on living or non-living things – often caused by human activity, but also by natural forces (i.e. volcanoes spew noxious gases causing air pollution). Pollutants affect the stability of an ecosystem.

**potassium (K)** – A mineral nutrient necessary for plant growth.

**primary sedimentation tanks** – A stage in sewage treatment where wastewater moves to tanks where sludge settles to the bottom and water floats to the top.

**predator** – An animal that feeds on other animals for food.

**prey** – An animal hunted and eaten by a predator as food.

**producers** – Organisms that make their own food, like plants that make food during photosynthesis.

**redd** – A nest dug in streambed gravel by the female salmon in which to lay her eggs.

**renewable resource** – A resource that can be replaced through a natural process if not overused or contaminated (i.e. trees, water, wind, sun).

**restoration** – The act of returning areas to their natural condition before human intervention degraded the landscape. For example, planting trees and removing invasive species.

**riffle** – An area of fast moving water in a river or stream where bubbles form.

**riparian zone** – The area of land adjacent to streams, rivers, lakes, and other waterways. Riparian zones can be healthy (lots of trees) or unhealthy (few trees).

**runoff** – Water, including snow melt and rain that runs off of the surface of the land into rivers, streams, and other water sources which can carry potential pollutants.

**sand** – Loose soil made up of small broken rocks. The largest and most porous of the three textures of soil.

# GLOSSARY. CONTINUED

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**septic system** – A method for treating household sewage which flows into a tank in the ground. In the tank solids and scum gradually separate from liquids. Bacteria break down the solids into sludge which is eventually pumped out and taken to a treatment plants. The liquids flow out of the tank into a pipe with holes which permit the septic water to enter a drainfield of gravel and soil for further cleaning by naturally occurring bacteria as it seeps into groundwater.

**silt** – A soil texture composed of fine-sized particles, very much like mud. This texture makes good farmland but erodes easily.

**sludge** – When wastewater is piped to a treatment plant, it is separated into liquids and solids, called sludge. The sludge is treated and becomes biosolids.

**smolt** – The fourth stage in the salmon life cycle where fry go through changes allowing the salmon to live in salt water. Smolts live in estuaries.

**sockeye** – A species of salmon.

**species** – A group of organisms capable of interbreeding and producing fertile offspring of both genders.

**spawner** – The sixth stage in the salmon life cycle. The salmon have left the ocean and returns to the stream where they were born to reproduce.

**stream channel** – The inside boundary of the stream, containing the water, rocks, woody debris, etc.

**suburban** – A residential area which is less crowded or dense than in the adjacent city.

**surface water** – All water on the surface, as opposed to water underground (groundwater).

**sustainable development** – An approach to making changes in the natural environment which recognizes limitations and is designed to provide natural resources for future generation.

**threatened species** – Any species (plant, animal, fungi, etc.) facing the possibility of becoming endangered.

**toxic** – A poisonous substance.

**trace metals** – Metals such as cadmium, lead, copper, and zinc which can enter the wastewater stream from industry and home drains as well as metal pipes and be retained in biosolids. Heavy metals cling to soil particles and organic matter and do not generally move into groundwater. They are monitored and regulated when biosolids are used as fertilizer.

**transpiration** – The process in which water travels up through a plant from its roots, then through its xylem, passing through pores in the leaves and other plants parts, then evaporates into the atmosphere as water vapor.

**urea** – A dry, white, pellet-like chemical that contains nitrogen. It is a fertilizer made from a nonrenewable resource: petroleum. It is used to stimulate tree growth and is applied via a helicopter.

**urban** – A city where the population density is great.

**vegetation** – All plants, large or small.

**virus** – A disease-causing agent too small to be seen by a low-powered microscope.

**wastewater** – Used water from homes, factories, and other sources –generally drained into pipes underground to go through a sanitary sewer system to be transported with the help of gravity to a sewage treatment plant or septic tank.

# GLOSSARY. CONTINUED

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**wastewater stream** – The underground flow of wastewater.

**water recharge** – To replenish groundwater supplies through the natural process of precipitation (snow or rain) stored in the soil or rock until needed by growing plants or for water supplies. (Wetlands are an example of a water recharge area.)

**watershed** – A geographic area where all the water drains downhill to the lowest point typically into a common body of water – sometimes watersheds are called basins – every activity in a watershed can affect the health of the water contained in that basin.

**wetlands** – Areas that are covered or saturated with water often enough and long enough that their soils and plants can be distinguished from upland areas – includes bogs and swamps, for example.

**woody debris** – Large pieces of logs and branches in a river or stream which are essential to the healthy forest habitat for salmon.

**xylem** – Woody tissue of higher plants which transports water and dissolved nutrients up towards all parts of the plant as well as provides support and structure.

**yield** – The amount of crops that can be harvested from land. It can also mean the general amount of goods made in a given time or in a given area.



# RESOURCES

The following directory lists resources alphabetically by topic. Additional information can be found on the Mountains to Sound Greenway Trust web site:

[mtsgreenway.org](http://mtsgreenway.org) or by calling the Mountains to Sound Greenway office at **206-382-5565**.

Air Quality

Agriculture

Biosolids

Development

Government Agencies

Recreation

Recycling

Salmon

Soil

Timber Harvesting

Water Quality

Watersheds and Watershed Restoration Projects

Other Resources and Programs

## AIR QUALITY

*EPA – Environmental Protection Agency*

[www.epa.gov/iaq](http://www.epa.gov/iaq)

Learn about air pollution in your environment.

*Puget Sound Clean Air Agency*

[www.pscleanair.org](http://www.pscleanair.org)

Find out how clean the air is in your neighborhood.

## AGRICULTURE

*No-Till on the Plains*

[www.notill.org](http://www.notill.org)

Information on benefits of no-till agriculture on the environment.

*Local harvests/Farmers Markets/Family Farms/Organic Food*

[www.localharvest.org](http://www.localharvest.org)

## BIOSOLIDS

*Gro-Co, Inc.*

[www.sawdustsupply.com](http://www.sawdustsupply.com)

6314 7th Ave S  
Seattle, WA 98108  
206-622-5141

For directions and cost of purchasing Class A biosolids.

*Biosolids Recycling Program*

[www.kingcounty.gov/environment/wastewater/biosolids.aspx](http://www.kingcounty.gov/environment/wastewater/biosolids.aspx)

King Co. Wastewater Treatment Division  
Resource Recovery  
201 S. Jackson Street  
Mail Stop: KSC-NR-0512  
Seattle, WA 98104  
206-684-1247

Information on wastewater treatment plant tours and recycling programs.

## DEVELOPMENT

*Sustainable Earth Friendly Practices for Creating Green Homes*

[www.childrenoftheearth.org/green-building-sustainable](http://www.childrenoftheearth.org/green-building-sustainable)

# RESOURCES. CONTINUED

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*The Trust for Public Land's research pages*  
[http://www.tpl.org/tier2\\_kad.cfm?folder\\_id=3133](http://www.tpl.org/tier2_kad.cfm?folder_id=3133)

*Land Trust Alliance*  
<http://www.landtrustalliance.org/>

Information on land trusts, regional and national land policies.

## GOVERNMENT AGENCIES

King County

Washington State DNR

City of Seattle Department of Parks and Recreation

USDA Forest Service

Washington Fish and Wildlife

City of Seattle

## RECREATION (High and Low Impact)

Seattle Parks and Recreation

Washington State Parks

National Parks

## RECYCLING

Local Landfills, Transfer Stations, and Recycling Plants

Contact your hauler to find out where your solid waste goes, and/or call.

**1-800-RECYCLE**

## SALMON

*Issaquah State Fish Hatchery*  
[www.issaquahfish.org](http://www.issaquahfish.org)

125 West Sunset Way  
Issaquah, WA 98027-3803  
425-391-9094

Information on tours and summer day camps.

*Seattle Public Utilities – Salmon in the Classroom Program*

Contact: Carlton Stinson  
[Carlton.stinson@seattle.gov](mailto:Carlton.stinson@seattle.gov)

Students raise salmon in their classrooms, learn about water quality, habitat issues, and discover the interrelationships of species and conditions within a given watershed through field trips and hands-on experience.

## SOIL

*Natural Resources Conservation Service:*  
[http://soils.usda.gov/education/resources/k\\_6/index.html](http://soils.usda.gov/education/resources/k_6/index.html)

3rd – 8th

links to: tools for educators, lesson plans, soil songs, S.K.Worm, Claude's Got the Scoop on Soil!, Soil Biological Communities, Agriculture in the Classroom; The Dirt on Soil; Food, Land, and People, Edible Soil Recipes, New Hampshire Soil Tunnel etc.

*Soil Science Education Home Page*  
<http://soil.gsfc.nasa.gov/>

Topics:

Working with soil

Soil and students

Soil and agriculture

Soil Science basics

Soil and society

Soil and the environment

## USDA NATURAL RESOURCES CONSERVATION SERVICE

<http://websoilsurvey.nrcs.usda.gov/app/HomePage.htm>

Web soil survey to help you access and use soil data.

For Senior High Students

# RESOURCES. CONTINUED

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## STEWARDSHIP OPPORTUNITIES

*Adopt-A-Stream Foundation*

[www.streamkeeper.org](http://www.streamkeeper.org)

*Mountains to Sound Greenway Trust*

[www.mtsgreenway.org](http://www.mtsgreenway.org)

## TIMBER HARVESTING

*Washington Forest Protection Association*

<http://www.wfpa.org/pages/timberharvest.html>

*University of Washington College of Forest Resources*

[www.cfr.washington.edu](http://www.cfr.washington.edu)

*Weyerhaeuser – Education*

[www.weyerhaeuser.com/Sustainability/](http://www.weyerhaeuser.com/Sustainability/)

Forestry Education

## WATER QUALITY

*King County South Treatment Plant*

[www.kingcounty.gov](http://www.kingcounty.gov)

1200 Monster Road SW  
Renton, WA 98057-2962  
206-684-2400

*King County West Point Wastewater Treatment Center*

[www.kingcounty.gov](http://www.kingcounty.gov)

*Water Environment Federation*

[www.wef.org](http://www.wef.org)

601 Wythe Street  
Alexandria, VA 22314-1994  
703-684-2400

*Water Quality Association*

[www.wqa.org](http://www.wqa.org)

*USGS Water Science for Schools: All About Water*

[www.ga.water.usgs.gov/edu/](http://www.ga.water.usgs.gov/edu/)

Water basics with activities for children.

## WATERSHEDS AND WATERSHED RESTORATION PROJECTS

*Pacific Science Center's Mercer Slough*

*Environmental Education Center*

[www.pacsci.org/slough](http://www.pacsci.org/slough)

Year-round education and interpretation of freshwater ecosystems, wetland ecology, environmental stewardship and the effect of urban development for all ages.

*Seattle Public Utilities Watersheds Public Education Program*

[www.cityofseattle.net/UTIL/About...](http://www.cityofseattle.net/UTIL/About...)

[Education.../index.asp](http://www.cityofseattle.net/UTIL/About...Education.../index.asp)

Field trips to Cedar River Watershed; class presentations and brochures, exhibits, and displays; pre- and post-field trip materials. K-12 grade.

## OTHER RESOURCES AND PROGRAMS

*Arboretum, University of Washington*

<http://depts.washington.edu/wpa/index.htm>

*Cedar River Watershed Education Center*

[www.cedarriver.org](http://www.cedarriver.org)

*Center for Urban Horticulture, University of Washington*

<http://depts.washington.edu/urbhort/>

*Environmental Protection Agency*

<http://www.epa.gov/> Type "education" in the search bubble.

*Facing the Future*

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

Creative curricula and information on environmental issues.

*GLOBE program*

<http://www.globe.gov/>

Promotes teaching and learning of science – website for teachers and students.

# RESOURCES. CONTINUED

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*High Country News:* <http://www.hcn.org/>

Up to date information on local issues:  
stormwater, road construction, temperature,  
Endangered species, forest fires

*Islandwood*

[www.Islandwood.org](http://www.Islandwood.org)

Offers residential and non-residential programs  
for all ages.

*King County Noxious Weed Control Program*

[www.kingcounty.gov/environment/.../noxious-weeds.aspx](http://www.kingcounty.gov/environment/.../noxious-weeds.aspx)

Pictures, maps and information about the  
noxious weed control program.

*Mercer Slough Environmental Education Center*

[www.pacsi.org/slough](http://www.pacsi.org/slough)

*Native Plant Society of Washington*

[www.wnps.org](http://www.wnps.org)

I.D. cards of Washington native plants and  
information on classes and programs.

*The Nature Conservancy*

[www.nature.org](http://www.nature.org)

*Sightline Institute:* <http://www.sightline.org/>

*Washington Trails Association*

<http://www.wta.org>

Locate hikes, stewardship events, youth camps,  
and much more.

*Wheels to Water*

[http://www.kingcounty.gov/environment/wtd/  
Education/WheelsToWater.aspx](http://www.kingcounty.gov/environment/wtd/Education/WheelsToWater.aspx)



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DiscoverySchool.com

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## **Video Production – Guy Kramer and Roger Hagan**

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*In the late 1980s the Weyerhaeuser Company worked with King County Wastewater Treatment Division to study the effects of applying recycled biosolids on forest soils. Based on their results, along with the scientific research done by the EPA and the University of Washington, Weyerhaeuser became instrumental in bringing together private and public agency support for the current Biosolids Forestry Program established in 1995. Weyerhaeuser made a commitment to use increased amounts of biosolids on the Snoqualmie Forest. This commitment meant cost savings for King County that helped make the Biosolids Forestry Program possible. Some of the benefits to the Greenway included increased public forest lands, environmental restoration projects and this Environmental Education Program.*