

Project Information Submittal Form

Project Submitter/Owner: Borrego Springs Unified School District

Project Name: Educate Your Community, Sustain Your Water

Contact Information

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Project Summary

Please provide a summary of the Project description. Use as much space as you need.

This project will create a CTE (Career Technical Education) Pathway in Energy, Environment and Utilities for Borrego Springs Middle and High Schools. The goal is to educate our young people around the water issues and challenges pertinent to our basin from historical times to the present Stipulated Agreement. In addition, this CTE Pathway will introduce our students to vital skills and job opportunities for post high school. Currently there is little understanding among our students and their families about Borrego's water sustainability challenges and the required ramp down of water usage over the next 18 years.

This project will address this lack of awareness by exposing our students to a curriculum that will teach all aspects of water as a natural resource to be understood, regulated and conserved in order to achieve sustainability. These lessons will be embedded in studies around environmental issues and the world of work in utilities. The curriculum of 330 hours will be integrated into science classes in middle school and in high school the curriculum will become part of the Energy, Environment and Utilities Pathway. This Pathway will lead to internships in the Borrego Water District, partnerships with pumpers in our basin exploring water sustainable practices, career investigations, certifications, partnerships with various community groups also pursuing water sustainability, OSHA (Occupational Safety and Health Administration) certification and enrollment in post high school vocational programs at community colleges.

An additional component of this Educate your Community, Sustain Your Water (Education Project) will be outreach to parents and independent gardeners in our severely disadvantaged community. The parents of BSUSD's students are predominantly Latinx/Spanish speaking and employed in agriculture, golf course maintenance, restaurants, hotels and as independent gardeners. Their understanding of the legal and urgent call for a ramp down of water pumping as stated in the Stipulated Agreement is negligent if not non-existent. Our local newspaper is in English only and informational community-wide meetings around water issues, although offered with Spanish translation, are not well attended due to cultural barriers.

This challenge with our underrepresented population will be overcome with students serving as the presenters to their parents and to our local gardeners, the majority of whom have children in the school district. As students gain the knowledge, expertise and communication skills (one of the soft skills taught in CTE classes) to share this information, they will do so in the language of their parents. By doing so, the Borrego Springs water situation will be understood and appreciated by a large number of residents which will support water use efficiency and therefore water sustainability. It is to be noted that when students present or perform, parents always attend!

An additional benefit of this program to water sustainability in our basin is the shift away from high water use jobs in agriculture and golf course maintenance to alternative careers in water management, xeriscape gardening, engineering, consulting, water-wise gardening, etc. At least 1/3 of high school graduates (about 12 each year) remain in Borrego Springs and often follow their parents into their line of work, especially in ag and golf course maintenance. As water is reduced, jobs will be eliminated. This project will create new opportunities for our young people to remain in Borrego Springs, raise their families and keep our community economically vibrant and with a guaranteed water supply.

A strong component of this program, as mentioned above, is its outreach to the community and the schools' partnerships with other entities also focused on SGM (Sustainable Groundwater Management): ArtPark Community Garden at the Borrego Art Institute, ABDNHA (Anza Borrego Desert Natural History Association), ABF (Anza Borrego Foundation) and ABDSP (Anza Borrego Desert State Park). There is a village-wide interest in promoting water sustainability and the collective energy is palpable.

Describe the project location, current conditions, and the benefitting areas. Please attach, separately, a regional and Project map depicting the site(s) location, current conditions, and benefitting areas.

The Education Project is located within the basin of Borrego Springs, including students, parents and gardeners who live in the adjacent basin of Ocotillo Wells and come to Borrego Springs for school and work. Currently our local residents have heard about our water situation and are mostly concerned with their high water bills. There is very little understanding of the Stipulated Agreement and the legal requirements around making our basin sustainable.

The benefitting area will be the Borrego Valley Subbasin. The residents receiving this education work in agriculture, golf courses, resorts, restaurants and in business and home gardens. All of these areas of employment use water and with hundreds of residents having a thorough understanding of the need for water use efficiency, the collective impact will be measurable and substantial.

What is the nexus of the Project to the Sustainability Goal of the Borrego Springs Subbasin Groundwater Management Plan (GMP)? Is the Project listed in the GMP? How does the Project help achieve the goals of the GMP?

One of the GMP's sustainability strategies is a water conservation program specifically to address agriculture, municipal and recreation pumpers. The GMP has established minimum thresholds and measurable objectives for sustainability. Aggressive pumping cutbacks must be established to reduce water demand within the subbasin.

Although the Education Project is not listed in the GMP, its goals and objectives are in line with the goals of the GMP, specifically as it relates to job retraining programs as well as training for gardeners and landscapers. Workers in ag, workers in recreation and water users all over Borrego Springs from stay at home mothers to hospitality workers must be made aware of the imperative to reduce the water demand within our subbasin.

With hundreds of local residents, including students, working and living in Borrego Springs with an educated understanding and knowledge of the mandatory reduction in water use required by the GMP, the sustainability goal will be reached with far more efficiency and buy-in from the community.

Local Latinx residents have repeatedly expressed their desire to live in this community due to its tranquil location free from gangs and big city problems. We are a severely disadvantaged community and a continued overdraft of the basin at its present rate of pumping could cause severe economic hardship for the community. Our families need to understand the immediacy of this issue. The Education Project would do just this.

What are the specific goals and needs for the Project, and how will the project achieve the goals and meet the needs?

Goal 1: Create an Energy, Environment and Utilities CTE (Career Technical Education) Pathway Curriculum of 330 hours for Borrego Springs Middle and High Schools. This curriculum will cover among other topics, specific information about the history of water use in Borrego Springs, the GMP, the Stipulated Agreement and sustainable careers in Borrego Springs for young adults.

How will goals be achieved and needs met?

- Local ABDNHA (Anza Borrego Desert Natural History Association) will develop the 330 hours of a 6-12th grade curriculum. This organization has a long history of creating programs for Borrego Springs that are researched, professional and of high quality. In addition, ABDNHA has written previous creative science lessons for after school classes in the Borrego Springs Unified School District (BSUSD).
- ABDNHA will work jointly with BSUSD staff, specifically our CTE Coordinator and Business Pathway Teacher, using the California Academic Content Standards for Science and Social Science as well as the California Career Technical Education Model Curriculum Standards: Energy, Environment and Utilities, as guides to design lessons, create hands-on activities and study trips to local venues highlighting successful water sustainability practices.

Goal 2: BSUSD will hire a CTE instructor certified in Energy, Environment and Utilities.

How will goals be met and needs met?

- The job will be posted on Edjoin, a website listing employment opportunities in schools across the US.
- A search for locals with work experience in Energy, Environment and Utilities related fields and an interest in obtaining a CTE Credential will be accomplished through posts in the local Borrego Sun Newspaper as well as personal referrals and contacts.

- Ultimately a screening, interviewing and hiring of a qualified CTE teacher for this position will occur.

Goal 3: The CTE Teacher will implement the curriculum developed by ABDNHA while creating partnerships with the rich variety of local entities able to enhance the curriculum.

How will goals be achieved and needs met?

- CTE Teacher will set up his/her classroom and be ready to teach in September, 2023.
- CTE Teacher will create an MOU with the BWD creating a partnership for job shadowing, internships, apprenticeships, guest speakers, field trips.
- CTE Teacher will create a list of needed classroom materials and equipment.
- CTE teacher will work with the School Community Liaison to forge connections with businesses, farmers and entities relevant to the students' understanding of how a sustainable aquifer is an imperative for everyone in our community.
- CTE Teacher and High School Counselor will introduce the Energy, Environment and Utilities Pathway to high school students and encourage interest and participation. It will be mandatory in grades 6-9.
- CTE Teacher will collaborate with local community colleges offering AA degrees and certifications in Energy, Environment and Utilities studies, specifically water certificates: Imperial Valley College and College of the Desert.
- CTE Teacher will work jointly with ABDNHA and the ArtPark Community Garden personnel as they create outdoor water sustainability education projects for CTE students as well as gardeners and the general public.
- CTE Teacher will work jointly with our local OLAX (Organización de Latinx) Co-Director, Esmeralda Garcia, in the creation of a culturally relevant and comprehensible curriculum based on Borrego's GMP for parents which will be presented by students. Esmeralda works for the Borrego Water District and her family has a long history of working in the Borrego Valley orchards, golf courses and resorts. She is an excellent source for information on bridging the communication gap between our silent majority Latinx folks and our sustainability issues.
- CTE Teacher will work in collaboration with local Borrego Water District personnel (including Esmeralda Garcia) and best practices from local desert gardens at ABDNHA as well as the ArtPark Garden, to create an appropriate curriculum for our students to present to the dozens of local gardeners. This will culminate in gardeners receiving a "Water Wise" recognition magnet for their business trucks showcasing their participation in an environmentally responsive landscaping class.
- CTE Teacher will coordinate an effort along with the School Community Liaison to find and invite local gardeners to this presentation. This will be accomplished through students' acquaintances, postings at various relevant places or as is so easily done in Borrego - simply take a drive around town and one can net at least two dozen gardeners working in yards!
- BS students in the Graphic Design Class will create the magnets for the gardeners' trucks.
- BSUSD's official translator will be tasked with translating the materials for the parent and gardener classes into Spanish.

Goal 4: Four experiential outdoor classroom laboratories for the Environment, Energy and Utilities CTE students will be built at the ArtPark/ Community Garden at the Borrego Art Institute (non-profit)

for studies in aquaponics water smart growing, xeriscape gardening, best water conservation practices in irrigation and soil studies for watershed and absorption.

How will goals be achieved and needs met?

- The CTE Teacher and the ArtPark Director will meet and plan the creation of the 4 laboratories to be used as hands-on classrooms for students.
- Funds will be transferred to the ArtPark for purchase of materials needed for the construction of these 4 labs.

Goal 5: Interpretive signs in English and Spanish will be created and placed in the ABDNHA Desert Garden with content to educate CTE students, gardeners and the general public about the essential roles that desert plants play in the overall ecosystem of the desert environment, best water conservations practices, low water-use plants for landscaping and wildlife habitat and the operation of effective irrigation practices.

How will goals be achieved and need met?

- The CTE Teacher and designated ABDNHA staff will coordinate the development of the interpretive signs so they can be used as a part of the overall educational plan, with hands-on activities for students working with living plants in the setting of a developed desert garden environment.
- Funds will be transferred to ABDNHA for consultation and content design, fabrication, planting and installation of the signs.

Goal 6: ABF (Anza Borrego Foundation) will work jointly with the ABDSP (Anza Borrego Desert State Park) to create interpretation materials in English and Spanish that explain the “why” of our watershed situation and attempt to give a broader understanding of our water resource. These materials will be integrated into the Energy, Environment and Utilities Pathway at the school as well as the curriculum for parents, gardeners and the general public. With Borrego’s location in the middle of the vast ABDSP, any partnerships with local organizations would need to include them as a strong voice for the thousands of visitors who come to our town every year.

How will goals be achieved and need met?

- Program Manager will coordinate with ABF and ABDSP to discuss their ideas and how they can be integrated with the goals of the Education Project.
- Funds will be transferred to ABF for project implementation upon agreement between the parties.

What are the quantifiable benefits of the Project (e.g protect or enhance water quality, water conservation, enhanced understanding of the groundwater basin, etc.)? How will those benefits be quantified and evaluated?

The quantifiable benefits of the Project are:

- Community-wide enhanced understanding of Borrego Springs’ over-drafted water basin.
- Conservation of water due to this collective knowledge and appreciation of our legal requirement to pump less water.
- Sustainable water levels will be reached over time with this community-wide awareness.

- Local students and residents become part of the solution to our sustainable groundwater management through their pursuit of less water intensive careers.
- Creation of an economically viable and sustainable community.
- Tourists to our town (thousands each year) will also be made aware of Borrego's SGM requirements and have an understanding and respect for water conservation.

Evaluation of the benefits of this Project:

- Presentation of the curriculum.
- Lists of the numbers of students in grades 6-12 who participate in the Energy, Environment and Utilities CET Pathway over the course of two years.
- Lists of the number of parents and gardeners who receive the training over the course of two years.
- Students' growth on pre and post surveys measuring their knowledge of Borrego's water sustainability situation.
- Parents' and gardeners' growth on pre and post surveys measuring their knowledge of Borrego's water sustainability situation.
- Number of high school seniors completing the Energy, Environment and Utilities CET Pathway and acknowledgment of how many pursue related careers.
- Hiring of a CTE Teacher.
- Photos of the four labs at the ArtPark.
- Photos of the plant signage at ABDNHA.
- List of the number of partnerships created in this program.
- BSUSD's water bill over the two years of program implementation showing a decline.

Please describe the communities served by the Project. Will the Project benefit an Underrepresented Community, a Disadvantaged Community (DAC), and/or a Severely Disadvantaged Community (SDAC)? If so, please provide a map.

Borrego Springs is a Severely Disadvantaged Community. Our year round community (avg. pop.3,500) is largely Latinx and they are the working backbone of our town. Their jobs are in agriculture, golf course maintenance, restaurants, hotels and in cleaning businesses and homes. All 3 schools are Title 1 with all students receiving free breakfasts and lunches. A majority of our students enter Kindergarten speaking only Spanish.

Snowbirds come to our town in the winter and they are retired and the reason we have some upscale restaurants, a seasonal concert series, a modern library and a host of art shows and venues. These are rarely frequented by our Latinx population.

During the pandemic, a huge number of families lost jobs due to the closure of resorts, golf courses and restaurants. In response to this, the Borrego Ministers Association (BMA) began a program of reaching out to those in need of assistance with rent, utilities, food and gas money. With only donations from generous local folks and institutions, the BMA has offered financial assistance to the

tune of \$300,000 to our low-income families. This speaks to the gap between our local workers and our more affluent population.

Our remote, rural location and the cost of gas over \$5.25/gallon have prevented our low-income families from driving to Coachella to shop for less expensive food. This has resulted in full participation of our low-income families in our 7 monthly Food Banks.

In addition, our Latinx folks are not a part of the decision making in our town due to cultural and language barriers as well as the timing of events during the workday when they are not able to attend. The formation of our OLAX (Organización de Latinx) is a start to an inclusion of our entire community in different decision making events.

As our Underrepresented and Severely Disadvantaged Community becomes aware of the dire need to sustain our groundwater, this will enable them to be a part of the solution because they wish to keep this community economically sustainable for work and for a tranquil place to raise a family.

A map is attached showing the community of Borrego Springs. Our SDAC families are scattered throughout our valley and the Borrego Springs Middle and High School where the Education Project will occur is clearly marked.

Will the Project or Component positively impact issues associated with small water systems or private shallow domestic wells (e.g., groundwater contamination vulnerability, drawdown, etc.)? If so, please provide justification such as water system maps or domestic well census results.

This Educational Project will serve to educate our students, parents and local gardeners to all challenges to water sustainability in our basin.

Does the Project address the needs of the State Water Board's SAFER Program, designed to ensure Californians who lack safe, adequate, and affordable drinking water receive it as quickly as possible, and that the water systems serving them establish sustainable solutions?

This Educational Project is ensuring that our small community will always have safe, adequate and affordable drinking water by enforcing a legal requirement of sustainability by SGMA.

How does the Project address the Human Right to Water (AB 685 Section 106.3) which states that every human being has the right to safe, clean, affordable, and accessible water adequate for human consumption, cooking, and sanitary purposes?

This Project will ensure that Borrego Springs does not run out of water, thereby ensuring that every human being has the right to safe, clean, affordable and accessible water adequate for human consumption, cooking and sanitary purposes.

Please describe how the project contributes to addressing the risks in the region to water supply and water infrastructure arising from climate change. If possible, please provide the amount of greenhouse gas emissions reduced and carbon sequestered resulting from the project.

Not applicable.

Work Plan

The Work Plan must contain descriptions of the anticipated tasks necessary to complete the project. Tasks should be organized by the five budget categories, as applicable: (a) Project Administration, (b) Planning/Design/Environmental, (c) Construction/Implementation, (d) Monitoring/Assessment, and (e) Interested Parties Outreach/Education. The Work Plan should also identify the anticipated deliverables for each task.

Add additional tasks and subtasks as needed to provide a detailed work plan. Some examples and suggested language have been provided.

Budget Category (a): Project Administration

Task 1 – Project Management

Manage grant agreement including compliance with grant requirements, and preparation and submission of supporting grant documents and coordination with the Grantee, Borrego Water District. Prepare invoices including relevant supporting documentation for submission to DWR via Borrego Water District. This task also includes administrative responsibilities associated with the project such as coordinating with partnering agencies and managing consultants/contractors.

Deliverables: Invoices and necessary documentation

Budget Category (b): Planning/Design/Environmental

Task 1 – Design

Contract with Anza Borrego Desert Natural History Association (ABDNHA) for the creation of an Energy, Environment and Utilities CTE Pathway curriculum of 330 hours for grades 6-12.

Deliverables: Printed Curriculum of lessons

Task 2 - Planning

CTE Teacher to plan, design and publish lessons for students to present to parents and gardeners.

Deliverables: Two sets of lessons: for parents 3 hours; gardeners 6 hours.

Task 3 - Design

Translator to provide Spanish translation of lessons for parents and gardeners.

Deliverables: Two sets of lessons in Spanish.

Task 4 - Design

High School Graphic Design Class to design and produce "Water Wise" certificates for all parent participants and magnets for gardeners' trucks.

Deliverables: Certificates and magnets.

Task 5 - Design

CTE Teacher to provide students with the necessary equipment and materials for the instruction.

Deliverables: Teacher created list of needed supplies and receipts verifying purchase.

Task 6 - Design

ABF and ABDNHA will collaborate with CTE Coordinator and Program Manager to create materials for Watershed Interpretation: video and printed materials in Spanish and English.

Deliverables: Video and printed materials.

Budget Category (c): Construction/Implementation

Task 1 – Implementation

Recruit and hire an Energy, Environment and Utilities CTE Teacher with appropriate credentials. This task involves writing a clear job description, posting the job, interviewing and hiring a person.

Deliverables: Signing of a 2 year contract between the CTE Teacher and BSUSD.

Task 2 – Construction

Contract with Borrego Art Institute (BAI) for the construction of four outdoor learning labs for the CTE classes to use for hands-on, experiential learning.

Deliverables: Construction of 4 laboratories at the ArtPark: aquaponics, xeriscape gardening, best water conservation in irrigation, soil studies for watershed and absorption.

Task 3 - Construction

Contract with ABDNHA for the creation and installation of educational signage in their Desert Garden highlighting best water practices in desert gardening.

Deliverables: Installation of the signs.

Budget Category (d): Monitoring/Assessment

Task 1. Assessment

Create, administer and score pre and post assessments of all students and adults in the Education Project to assess their growth in understanding SGMA and its impact on sustainability of water in the Borrego Valley. To be done in year 1 and year 2.

Deliverables: Scoring results displayed in graphic form.

Budget Category (e): Interested Parties Outreach/Education

Task 1. Interested Parties Outreach

Coordinate partnerships with community wide entities, businesses and public works to enrich the learning experience of students around SGMA as well as to create opportunities for internships, field trips, job shadowing and work experience.

Deliverables: Documentation of parties participating in this project either directly or indirectly and the nature of their involvement.

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Budget

DWR required budget categories have been included below. Add tasks as applicable; additional rows must be added under the applicable categories to present the cost of each task described in the Work Plan.

(a)	Category	(a) Requested Grant Amount	(b) Local Cost Share: Non-State Fund Source*	(c) Total Cost	(d) % Local Cost Share (Col(b))/(Col(c))
(a)	Project Administration				
	Task 1. Project Management for 3 years	\$60,000	\$15,000	\$75,000	25%
(b)	Planning/Design/Environment				
	Task 1. ABDNHA to Design CTE Curriculum	\$75,000		\$75,000	
	Task 2. Planning SGMA Lessons for parents and gardeners: office supplies, printing, materials.	\$5,000		\$5,000	
	Task 3. Translate lessons into Spanish: services.	\$1,000		\$1,000	
	Task 4. Design Water Wise Certificates and truck magnets: printing, office supplies, materials for magnets.	\$2,000		\$2,000	
	Task 5. Purchase necessary materials and equipment for classes: unknown at this time.	\$10,000		\$10,000	
	Task 6. ABF and ABDNHA to create a video and printed materials for Watershed	\$25,000			

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Interpretation.						
(c)	Construction/Implementation					
	Task 1. Recruit and hire a CTE Credentialled Teacher for 2 years	\$170,000	\$2,500	\$172,500		1.5%
	Task 2. Construct 4 Learning Labs at the ArtPark at BAI: materials.	\$15,000		\$15,000		
	Task 3. Construct and install educational signage at ABDNHA: materials and labor.	\$20,000		\$20,000		
(d)	Monitoring/Assessment					
	Task 1. Create and administer pre and post assessments for students: office supplies, printing.	\$1,000	\$5,000	\$6,000		500%
(e)	Interested Parties Outreach/Public Education	\$10,000	\$10,000	\$20,000		100%
	Task 1. Coordinate partnerships within the community and neighboring community colleges: communiques, printing, office supplies; transportation costs for internships and study trips.					
(f)	Grand Total (Sum rows (a) through (d) for each column)	\$394,000	\$32,500	\$401,500		8 %

* List sources of Local Cost Share funding:

- School overhead costs (air conditioning, heating, light)
- School Community Liaison time no cost to the grant

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- School donated Internet services
- School donation of Graphic Design Teacher time
- School donation of refreshments and child care for evening presentations
- School donation of HR services for job posting, hiring, other responsibilities
- School donation of service equipment: copiers, promethean boards, projectors, etc

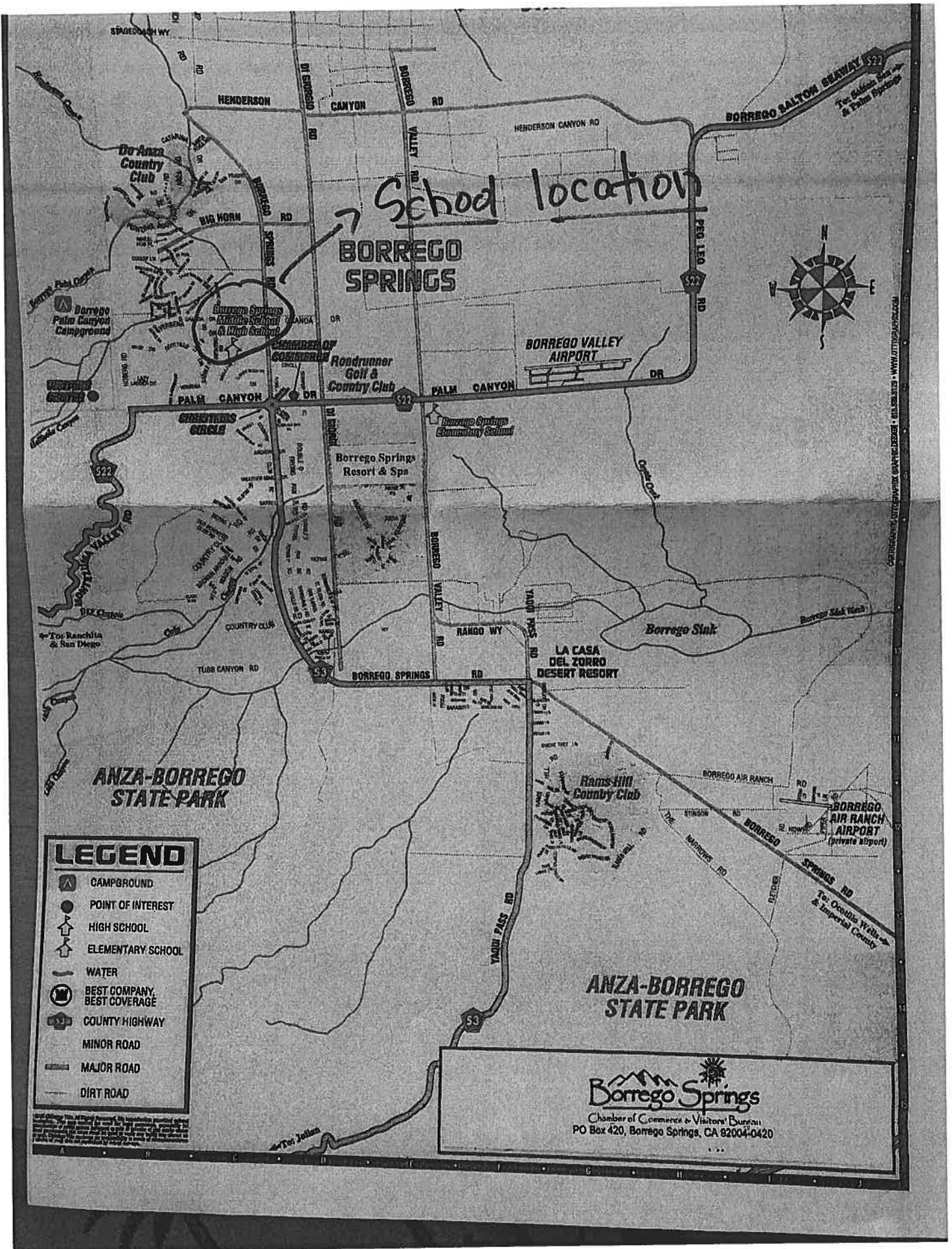
Schedule

The Schedule must be organized in a manner that is consistent with the Work Plan and Budget that will be contained in the Grant Agreement. The Schedule Table presented below is a template that must be completed for each project in the proposal. The required budget categories have been included below. Add additional rows for each task as described in the Work Plan and Budget.

Categories		Start Date (Earliest Start Date)	End Date (Latest End Date)
(a)	Project Administration	MM/DD/YYYY	MM/DD/YYYY
	Task 1- Project Management	09/01/2022	06/30/2025
(b)	Planning/Design/Environmental	MM/DD/YYYY	MM/DD/YYYY
	Task 1 - ABDNHA design CTE curriculum	07/01/2022	08/01/23
	Task 2 - CET Teacher to plan Parent Lessons with students	03/01/2024	04/01/24
	Task 3 - Parent Lessons translated into Spanish	04/01/2024	04/14/24
	Task 3 - CET Teacher to plan Gardener Lessons with students	09/30/24	10/30/24
	Task 4 - Gardener Lessons translated into Spanish	10/30/24	12/14/24
	Task 5 - Graphic Design high school class designs and produces Water Wise Certificates for Parent Class and magnets for gardeners' trucks	01/01/24	04/01/24
	Task 6 - Purchase of materials necessary for CTE Teacher's class	08/15/23	08/15/24
(c)	Construction/Implementation	MM/DD/YYYY	MM/DD/YYYY
	Task 1 - Recruit and hire CTE Teacher for Energy, Environment and Utilities Pathway	08/01/23	06/30/25
	Task 2 - Construction of the 4 learning labs at the ArtPark Community Garden	07/01/22	07/01/23
	Task 3 - Construction and installation of the educational signage at ABDNHA	07/01/22	02/01/24
	Task 4 - Creation of video and printed materials by ABF and ABDNHA	07/01/22	01/01/24
(d)	Monitoring/Assessment	MM/DD/YYYY	MM/DD/YYYY
	Task 2 - Create and administer a pre and post assessment for parents and gardeners to gauge their knowledge of water sustainability in Borrego Springs	04/14/2023	01/30/2024
(e)	Interested Parties Outreach/Public Education	MM/DD/YYYY	MM/DD/YYYY

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Task 1 - Coordinate partnerships within the community and in nearby community colleges	09/01/2022	06/30/2025
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LEGEND

- CAMPGROUND
- POINT OF INTEREST
- HIGH SCHOOL
- ELEMENTARY SCHOOL
- WATER
- BEST COMPANY, BEST COVERAGE
- COUNTY HIGHWAY
- MINOR ROAD
- MAJOR ROAD
- DIRT ROAD


 Chamber of Commerce & Visitors' Bureau
 PO Box 420, Borrego Springs, CA 92004-0420



Borrego Springs Unified School District

1315 Palm Can Palm Canyon Drive, Borrego Springs, CA 92004 P: (760) 767-5357 F: (760) 767-0494

January 19, 2022

Dear SGM Grant Program Staff,

I serve as the CTE Coordinator and Business Pathway Teacher at Borrego Springs Unified School District. I am excited to support BSUSD's Grant Application for the **Educate Your Community, Sustain Your Water** Grant. I see the opportunities it will bring our students in employment and the vital importance of educating our students and families about the need for sustainability of our aquifer. Without this, our community will lose its ability to thrive.

My role will be Project Manager and I will work closely with all participants in this grant to fulfill the requirements and to put in place a strong, focused, and sustainable Energy, Environment and Utilities CTE Pathway Program for our middle and high school students. I will guide and advise ABDNHA as they create the curriculum, using the California Career Technical Education Model Curriculum Standards. My focus will be on ensuring a program that will be eligible for appropriate CTE Grant funding to ensure the sustainability of the pathway for Borrego Springs students. I will support the hired teacher in creating an advisory committee and meeting the many requirements to reach the standards set forth by the California Dept. of Education. ABDNHA will focus on content specific to Borrego Springs with their long history of desert expertise including issues around water sustainability. In addition, their knowledge of the local community, businesses, farms and organizations will enable them to include in their curriculum study trips to locations in the valley that highlight best practices, employment opportunities and examples of the challenges we face with SGM (Sustainable Groundwater Management).

My work with students in my first year in Borrego Springs has made me realize the urgent need for more CTE Pathways into skilled jobs in our village. For our students who don't choose to attend universities, there is little for them to do except follow their parents into jobs in ag, resorts and golf courses. As water pumping is reduced, many of these jobs will be eliminated.

In addition, our students come from disadvantaged homes where the median household income is \$36,583 (Refetelis 2018). CTE Pathways are one of the most promising means to provide skills and job opportunities for our local young people who wish to live, work and raise their families in Borrego Springs. If they wish to pursue their Pathway, College of the Desert and Imperial Valley College are both within reach for AA degrees and Certifications.

Please feel free to contact me with any questions.

Sincerely,

Marjorie White

Marjorie White
CTE Coordinator and Business Pathway Teacher
mwhite@bsusd.net

Borrego Springs Youth and Seniors Center, Inc.
Community Resource Center
PO Box 1362
Borrego Springs, CA 92004
A 501(C)(3) Charitable Nonprofit Corporation

January 17, 2022

To Whom It May Concern;

I am writing this letter of support for the Borrego Springs Unified School District's Educate Your Community, Sustain Your Water Grant.

As the Director of one of the major Food Banks in Borrego Springs, we serve a minimum of 160 families each week at our Food Bank in the Community Resource Center in the Mall. Our families are largely Latinx and are all suffering from food insecurity, especially in this time of job losses due to COVID. They are part of our community of underrepresented and disadvantaged folks and our Resource Center also serves as a point of contact for their multitude of other needs such as information about COVID, employment opportunities and social services.

This grant would assist our young people and subsequently their families in understanding the issues surrounding our limited aquifer in Borrego Springs. As jobs in agriculture and golf course maintenance are eliminated due to SGMA, it would open up new job opportunities for our young people with the hope of their remaining in Borrego Springs, raising their families, having a sustainable water source and keeping our community economically vibrant.

Thank you.

Sincerely,



Silvia Arambula
Food Bank Director
Borrego Community Resource Center

– OLAX –

Organización de LatinX de Borrego Springs

January 17, 2022

To Whom It May Concern;

I am writing this letter of support for Borrego Springs Unified School District's Educate Your Community , Sustain Your Water Grant.

I am the Co-Director of OLAX (Organización of LatinX) in Borrego Springs. We represent our largely underrepresented LatinX community, many of whom do not have a voice in issues that affect our community. We came together a year ago in response to this challenge and our goal is to educate and keep our LatinX families informed about issues that affect their daily lives.

OLAX is in agreement with the intention of the Educate Your Community, Sustain Your Water Grant's objectives. We understand the need for our young people to be trained for future employment in jobs that are less water-dependent. We also understand the imperative to educate our young people, as well as our LatinX population of adults and gardeners, in the need to reduce pumping in order to reach sustainability in our basin.

As an employee at the Borrego Springs Water District, I deal daily with issues and questions around high water bills. I've come to realize that our population needs clear and comprehensible instruction about our overdrafted aquifer. They need this in order to become active participants in our 18 year required ramp down of water usage.

I am the daughter and granddaughter of long-time agricultural workers in Borrego Springs. My family, like so many others in Borrego Springs, love this tranquil community and wish to raise our families here. This will not be possible if we don't reach sustainability in our aquifer.

The Borrego Springs Middle and High School's CTE Pathways program in Energy, Environment and Utilities will address this issue and provide our students alternative career pathways. It will also educate their parents and our many local gardeners and landscapers about the requirement to reduce water usage and follow best practices in water conservation. This will allow them to remain in Borrego Springs, raise their families and live in an economically viable town.

Sincerely,



Esmeralda Garcia

Co-Director, Organización de LatinX de Borrego Springs