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## 2004 Water Use Efficiency Proposal Solicitation Package

### Project Information Form

Applying for:

Urban

Agricultural

1. (Section A) **Urban or Agricultural Water Use Efficiency Implementation Project**

(a) implementation of Urban Best Management Practice, # \_\_\_\_\_

(b) implementation of Agricultural Efficient Water Management Practice, # \_\_\_\_\_

(c) implementation of other projects to meet California Bay-Delta Program objectives, Targeted Benefit # or Quantifiable Objective #, if applicable  
\_\_\_\_\_

(d) Specify other: \_\_\_\_\_

2. (Section B) **Urban or Agricultural Research and Development; Feasibility Studies, Pilot, or Demonstration Projects; Training, Education or Public Information; Technical Assistance**

(e) research and development, feasibility studies, pilot, or demonstration projects

(f) training, education or public information programs with statewide application

(g) technical assistance

(h) other

3. Principal applicant  
(Organization or affiliation):

Steelworkers Oldtimers Foundation

4. Project Title:

Youth, Children and Families Water Use Efficiency Educational Project

5. Person authorized to sign and submit proposal and contract:

Name, title

George Cole,

Mailing address

Chief Executive Officer

3355 E. Gage Avenue

Huntington Park CA 90255

Telephone

(323) 582-6090

Fax.

(323) 582-5957

E-mail

gc72@aol.com

6. Contact person (if different):	Name, title.	Enrique Aranda, Executive Director
	Mailing address.	3355 E. Gage Avenue Huntington Park CA 90255
	Telephone	(323) 582-6090
	Fax.	(323) 582-5957
	E-mail	aranda2001@aol.com

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7. Grant funds requested (dollar amount): **Total grant funds requested ?**  
*(from Table C-1, column VI)*

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8. Applicant funds pledged (dollar amount): \$0

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9. Total project costs (dollar amount): Total Project Cost ?  
*(from Table C-1, column IV, row n )*

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10. Percent of State share requested (%) 100%  
*(from Table C-1)*

11. Percent of local share as match (%) 0%  
*(from Table C-1)*

12. Is your project locally cost effective?  
*Locally cost effective means that the benefits to an entity (in dollar terms) of implementing a program exceed the costs of that program within the boundaries of that entity.*  
*(If yes, provide information that the project in addition to Bay-Delta benefit meets one of the following conditions: broad transferable benefits, overcome implementation barriers, or accelerate implementation.)*

(a) yes  
 (b) no

11. Is your project required by regulation, law or contract?

(a) yes

(b) no

If no, your project is eligible.

If yes, your project may be eligible only if there will be accelerated implementation to fulfill a future requirement and is not currently required.

*Provide a description of the regulation, law or contract and an explanation of why the project is not currently required.*

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12. Duration of project (month/year to month/year):

1/06 to 6/09

13. State Assembly District where the project is to be conducted:

See Appendix A

14. State Senate District where the project is to be conducted:

See Appendix A

15. Congressional district(s) where the project is to be conducted:

See Appendix A

16. County where the project is to be conducted:

Los Angeles County

17. Location of project (longitude and latitude)

18. How many service connections in your service area (urban)?

N/A

19. How many acre-feet of water per year does your agency serve?

N/A

20. Type of applicant (select one):

(a) City

(b) County

(c) City and County

(d) Joint Powers Authority

(e) Public Water District

(f) Tribe

(g) Non Profit Organization

(h) University, College

- (i) State Agency
- (j) Federal Agency
- (k) Other
  - (i) Investor-Owned Utility
  - (ii) Incorporated Mutual Water Co.
  - (iii) Specify \_\_\_\_\_

21. Is applicant a disadvantaged community? If 'yes' include annual median household income.  
(Provide supporting documentation.)

- (a) yes, See Appendix median household income
- (b) no

## 2004 Water Use Efficiency Proposal Solicitation Package Signature Page

By signing below, the official declares the following:

The truthfulness of all representations in the proposal;

The individual signing the form has the legal authority to submit the proposal on behalf of the applicant;

There is no pending litigation that may impact the financial condition of the applicant or its ability to complete the proposed project;

The individual signing the form read and understood the conflict of interest and confidentiality section and waives any and all rights to privacy and confidentiality of the proposal on behalf of the applicant;

The applicant will comply with all terms and conditions identified in this PSP if selected for funding; and

The applicant has legal authority to enter into a contract with the State.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Name and title

\_\_\_\_\_  
Date

### III. PROJECT OVERVIEW

The Youth, Children, and Families Water Use Education Project (Project) proposes to combine the expertise of Centaur North Strategic Communications, a multidimensional marketing and communications company, in messaging, material development, and expertise regarding the Millennial generation with the Oldtimers Foundation's (a non-profit, community based social service agency) experience in community outreach and social service delivery to create an educational unit that will begin in schools in South East Los Angeles and expand through the entirety of Los Angeles County over three years. If funded, the Project will usher in a new generation of water consumers that understands the importance of water resources and promotes conservation among their peers and older generations as well. To implement the Program strategically, the work will be divided into several phases, contracting with leaders in every respective field we address, and integrate community and school support as early and regularly as possible.

In these days of dry spells, droughts, and water rights litigation, we are faced with the realization that the water that we have relied on for centuries must be used more efficiently to support the population growth of our cities and state. With the passage of Prop 50, voters in California approved investing additional financial resources in systems to conserve and clean our water resources. Although the majority of effort to fulfill Prop 50 have centered on technological improvements to water related products, we argue that an early education intervention component is necessary if we intend to create long term changes in the water consumption practices of Californians. Public relations campaigns from the state's myriad water agencies attempt to alert adults to simple techniques that can be used to conserve water in their homes, such as reducing sprinkler output and installing water conserving appliances. While these small steps help, however, the adult targeted are largely immune to conservation messaging. The goal instead must shift to identifying and communicating the right message, of conservation as a lifestyle rather than a one time action, to a receptive and adaptable audience.

In order to effectively change California's water consumption practices of Californians over the next 20 years and longer, we must target a younger audience with a message tailored to their conceptions of the world around them and their place within it. Recent research and focus groups conducted by Centaur North show that the newest generation coming through the ranks, identified as "Millennials," has a certain predisposition and attitude that creates a perfect scenario for educating on water conservation. In general, Millennials view the world as a place of opportunity, where they can have tremendous impact without limitation. This generation is more deeply rooted to family and home, yet at the same time, worldly and relentlessly curious. Moreover, these children are respected in their homes, and often persuade their parents' behavior in tandem with their own. Thus, they provide an ideal base for a pilot educational program about water conservation. Not only will they understand the impact of water as a resource for the entire world, they will also hold faith in their own ability to impact their homes and the world through their participation in water conservation discourse.

Of course, even the most receptive audience will lose interest if the message and materials are not tailored effectively. If we intend to educate younger generations, we must not create a simpler message, but convey realistic water conservation methods in dynamic and relevant terms. Young people today consume mass media in greater quantities than ever before. The impacts of the internet, cable, and other technological advancements have greatly expanded their informational resources and their ability to manipulate and meaningfully utilize those resources. An effective education plan for this generation recognizes how these

qualities affect learning habits and responds with a more creative, hands-on and investigational program. An effective program design allows students to engage the materials in accordance with their own learning preferences and encourages them to delve further by taking substantive action, then rewards both with community recognition and eventually, a measurable improved environment.

#### **IV. STATEMENT OF WORK**

##### **Section 1: Relevance and Importance**

###### **A. Project Goals and Objectives**

The Project will serve as a water use efficiency educational project that will provide sixth grade students with detailed information about the history, transportation, delivery, quality, and importance of water. A goal of the Project is to create and distribute educational materials through a partnership between the Oldtimers Foundation and Centaur North. Support for the Project will be provided through additional staffing from the Oldtimers Foundation. We plan to achieve this goal in three phases that will expand in scope over the three year contract period. In the first year, we will target the sixth grade classes of five elementary schools in the Oldtimers Foundation immediate service area. The first year pilot program will target approximately 5,000 students, with a focus on working any bugs out of the Project and refining the curriculum and service provisions. With these elements fine-tuned, we will expand the Project in the second year, to incorporate all sixth grade classes, a total of approximately 60,000 students, in the Los Angeles Unified School District (LAUSD) (). By the third year, we expect few revisions to the Project materials, and will concentrate our efforts in providing assistance in Project implementation to a target audience of all 80 school districts in Los Angeles County (approximately 136,000 sixth grade students).

###### **B. Project Description**

The following outlines the basic elements and objectives of the Project, along with the ways in which each element will be expanded throughout the duration of the grant contract.

###### **1. Create Communications Vehicles**

The first step in implementing an effective educational program is to develop the tools that will be used by the teachers and children that enroll in the program. Because research on the millennial generation shows our target audience as one that engages multiple educational formats, often at the same time, we propose to create a variety of teaching tools for use in the classrooms at targeted schools. The work in creating curriculum and communications materials will be focused in the first year. In the second and third years, revisions to the texts will be made based on teacher and student input, and second and third printing will be provided to the increasing number of participating schools.

###### **A. Curriculum**

Upon initial consideration of target audiences for an educational program, two tenets were held out as paramount: 1. Which students would be most receptive to the program; and 2. Which teachers would be most receptive to teaching it. Our research confirms that while nearly any age group in the millennial generation makes an excellent audience for this kind of environmental education, the Project will target the 6<sup>th</sup> grade population. An overview of the State of California curriculum standards revealed that most 6<sup>th</sup> graders are required to learn the foundation of water education. Additionally, an advantage is found in 6<sup>th</sup> grade classrooms, where teachers instruct across all major subjects and are able to incorporate a theme or unit into several types of projects. Designing and

teaching water education as an element of several subjects provides the repetition necessary to cement the ideas of water conservation in the students' minds.

Upon approval, the Oldtimers Foundation will contract seasoned curriculum developers and content designers to create lesson plans and activities that fit within the pre-existing state curriculum standards. The lesson plans will incorporate the Earth Science, Informative Reading Comprehension, and Mathematical Reasoning objectives set forth by the state for the sixth grade level. Particular emphasis will be placed on incorporating standards from each subject into each lesson, so that water conservation can be significantly incorporated into the teacher's lesson plans and sustained with multi-disciplined course work. All Project materials and curriculum will incorporate the protection of our water resources, therefore providing indirect benefits and reinforcing existing water use efficiency programs and achieving the goals set forth by the California Bay-Delta.

Feedback from the teachers will support revisions to the curriculum after both the first and second year's use. Although changes are expected to be minor, it is important to allow the teachers input to improve the program as it becomes more widely used.

### **B. Collateral Materials**

In addition to creating lesson plans, multi-media teaching tools will be designed that can be easily distributed and utilized in the classroom. Teachers today look for educational materials that will engage their students while providing instructional support. All collateral materials will be created in the first stages of the Project. Revisions and reproductions will be required at the beginning of the second and third years of the Project.

### **C. Video/DVD**

With the assistance of a highly accomplished video production team, four 30-minute programs will be produced for use in the classrooms. Each program will feature a different element of water resource conservation and appreciation across a variety of subjects. Although the films will focus on educational ideas, it is important to note that these films will not invoke traditional educational style programming. From conception to creation, these will be structured and formatted in accordance with popular children's media. These films will feature the very high production values, diverse characters and fast pacing that children in 6<sup>th</sup> grade have come to expect from the media they engage. The videos will not change between the first and third years of the Project. Dubbing of the material will be necessary, however, as the program expands.

### **D. Multi-Media Presentation**

In addition to the Video/DVD materials, a multimedia presentation will be created that incorporates the videos with displays, PowerPoint presentations, demonstrations, and hands on projects. Staff members of the Oldtimers Foundation will be trained to provide the presentation to both teachers and students. The presentation will evolve according to the insights and reflection provided by the presenters, teachers, and students.

### **E. Website**

The Internet can be utilized as a powerful tool in education. Teachers have come to increasingly use the internet for in-class and at-home assignments because it encourages a higher level of interactivity than most assignments. However, for a student to engage an internet site, lessons must be presented

as games, and assignments dubbed activities. With this perspective in mind, Norm Abbey will be commissioned, the website designer for the L.A. Zoo, to assist in the creation of the Project site. The site will feature flash vector animation, video clips, games, photos of the students involved in the Project, and a special section for teachers to share ideas and comment on the Project. Additionally, the website will feature links that will aid in student research and direct students to water conservation websites, organizations, and activities that they might not otherwise have found. Finally, the website creates an easy means for most students to take the work home with them and show their parents, or to share the site at the library or community center where they access the internet.

The website will be the most evolutionary text in the Project. The website designer will be asked to continuously update the site to incorporate student photos and projects. This constant update additionally ensures that the students will check into the site over and over, allowing greater reinforcement of the Project's overall education objectives.

#### **F. Workbooks, Manuals, and Informational Texts**

Although it is anticipated that the website and videos to drive the majority of the instruction, providing printed materials is the most effective means of disseminating information to teachers and community members and reinforcing the concepts taught in class.

Packets will be created for every teacher that outlines the curriculum. These should have similarly high production values, so that teachers consider them classroom resources, and so they are kept from year to year. These will provide an overview of the courses, lesson plans, and worksheets, and include community contact information. Additionally, the children will be provided with printed materials that can be used in the classroom, taken home, and shared with parents and community members. Each student will receive a workbook to be produced in an economical fashion, with black and white text and dull paper that the students can write in, color, and play games with. Students will receive a brochure indicating simple ways they can save water in their communities and homes that should include or fold out into a poster to post in their homes. Also, a similar brochure will be produced tailored to an adult audience that students will be encouraged to pass along to their parents and that will be available to community members through the Oldtimers Foundation and the schools.

Revisions of all printed material will be accepted at the beginning of the second and third Project years. Reprinting that incorporates these revisions and accommodate for the increased school participation will be necessary.

## **2. Partner with Schools and Teachers**

Once the curriculum is developed and produced in a relevant and accessible manner, the crucial next step will be to create partnerships with schools and teachers while they are still planning their schedules for the upcoming school year. The Oldtimers Foundation will hire a School Outreach Specialist, who will set appointments with principals, teachers, and potentially school board members to educate them about the benefits of the Project and explain its potential for integration in their specific areas.

Schools that accept the curriculum will also be provided with support staffing during the water education unit. The Oldtimers Foundation will hire an Instruction Facilitator to service a specified number of schools by delivering materials, aiding in the presentation of instructional materials and being on hand to staff school sponsored field trips and community events focused on water conservation. The Instruction

Facilitator will also help develop the multimedia presentation and be available to attend class sessions, school and community events. By providing a support network through the Oldtimers Foundation, this ensures that the schools will implement and adhere to the curriculum in as effective a manner as possible and encourage more schools to adopt the Project initially.

Finally, to encourage school participation further, prizes will be awarded in an inter-school competition. In this contest, each teacher will lead his or her class in the development of a water saving project that can be implemented in their community, or a research project on a water saving program already in effect locally. Each class will submit their research or proposal to the Oldtimers Foundation. The Oldtimers Foundation will review the submissions and select two the first year, and up to five in each of the subsequent years, that excel based on a rubric that will be provided to the teachers beforehand. The winners will have a camera crew, contracted through Centaur North, come to their school to help them produce a 15 minute program on their idea. The students will be involved in all aspects of the Project creation, getting to help with the script writing, shooting, and editing. The resulting videos will then be showcased at a community event to occur at the end of the school year (April or June) and on the LAUSD public television channel. The student-produced videos will also be incorporated into the Video/DVD presentations that are distributed with the curriculum and are planned to show on LAUSD's public broadcasting outlet, KLCS.

During the first year, the staffing required will be minimal. When the Project moves into its second and third years, the scope of outreach will need to expand, and additional staff members brought in to implement the Project at the community level. Community based organizations throughout the city will be asked to participate with staff training, event hosting, and local project implementation. Also, more camera crews will be contracted to assist in the production of student videos

### **3. *Encourage Community Involvement***

Because it is crucial in water education to create a nexus between the schools and their communities, community involvement is incorporated into this educational program in a number of ways.

Immediately, the Oldtimers Foundation is integrally involved as a means of integrating community organizations as a mainstay of classroom culture through the Project. The students will know the Instructional Facilitator, who will act as the classroom representative of the Oldtimers Foundation. The Instructional Facilitator will encourage the students to view the Oldtimers Foundation as a community resource, where events can be held, internet can be accessed, and intergenerational communication can occur. The Instructional Facilitator will assist the students in implementing their projects or investigating their resources, and the students will grow to appreciate the ways in which Community based organizations work in partnership with and as an asset to schools and the populations they serve. As the Project expands, more community based organizations will be incorporated to reflect the local demographics of the populations served by the educational program.

The Project will also utilize existing technology to raise community awareness and bring support for the project. Through earlier projects coordinated by Centaur North, KLCS is receptive to broadcasting relevant instructional programming. By accessing this means of distributing water conservation education, the community and the schools are involved, making the Project twice as effective. This will engender community support for the Project because it will give the students and their parents a rare opportunity to share educational materials typically reserved for classroom presentation. Using KLCS provides the larger community with greater insight into their local schools as well by sharing the materials the students learn from and eventually the materials the students produce themselves with local residents.

At the end of each year, the Oldtimers Foundation will host a “Green Fair” that will showcase water saving methods and products and invite the local community to see how the educational programs in place at their schools have affected the classrooms and communities. The fair will be open to the entire community served by the Project. At the fair, the student video productions will be presented, along with ideas for saving water and products that can help people implement these ideas in their homes. By inviting local media, we expect to create an even greater level of attention for the Project and attract even greater community response to the issue of water conservation. As the Project grows, we will host either more small fairs throughout the service area, or combine the efforts toward one very large, centrally located fair that will, by its size alone, attract local media, community, and potentially corporate participation.

### **C. Project Need**

One of the major urban problems that plague the communities of color in South East Los Angeles County and beyond is the delivery of quality education. Students and parents alike find it difficult to relate coursework to real life situations and there is a major need to break that cycle. Our goal in this project is to create the coursework that would allow parents and children to learn about water and have that opportunity to associate it with their everyday lives. The local school districts in these neighborhoods are constantly battling to increase their attendance numbers simply because today’s youth have lost interest in what is being taught in the classrooms. LAUSD has even reached the point where it is giving incentives for students to attend school, from backpacks to a new car. The situation in these disadvantaged communities is critical, almost as critical as the need to preserve our water resources.

The time to create this type of project that would bring back that spark and interest in schoolwork is now. We would provide the school district with materials that would teach our youth about water and they would be able to relate to the materials and coursework. Our community partners, like LAUSD, would provide the vehicle to distribute these materials and would receive the satisfaction of once again seeing their students interested in the coursework that is being taught in the schools, and seeing their attendance problem begin to disappear.

Outside of curriculum, this type of project, with these types of partnerships, will provide an avenue for the community to take back ownership of their natural resources. Many of the residents and children in these communities do not realize the difficulty involved in the acquisition, transportation, treatment, and distribution of water. For many of these children and parents, they have taken for granted how easy it is to open the faucet or the shower and have clean potable water flow out. These children would realize that this is not that easy and that there is a chance that one day if they do not act on it now, they will open that faucet and shower and nothing will flow out. Many of these children are accustomed to visiting the local neighborhood filtered water location where they take their 5 gallon barrels and fill them up for a couple of dollars to have safe drinking water in their home. But the same number of people that are visiting this filtered water locations do not realize, because they are not educated about this subject, that the water that flows out of their faucet is as safe if not safer than that water they are paying for.

This type of necessary information would make the good water conservation gurus and stewards of tomorrow, and the child that learns this in the classroom will most likely tell their Mom or Dad that they are wasting their money and they are taking for granted the luxury of having easy reliable clean potable water. It is difficult to gage the local groundwater or imported water savings associated with this type of project, because this type of emphasis in early education has not been performed. We do know that these children are learning interactively about water conservation and are often teaching and educating their parents about California Department of Water Resources  
2004 Water Use Efficiency Proposal

water conservation, these efforts will help us all ensure the conservation and overall demand of water from the California Bay Delta.

#### **D. Statewide Implementation**

The drought situation in Southern California does not just affect Southern California. This 5-year drought that we are currently enduring is affecting the entire State of California. This educational program can be re-designed and implemented into targeted school districts throughout the State. It is clear that this type of program designed for disadvantaged communities that are deprived of a reformed educational opportunity is needed in our targeted communities in South East Los Angeles. Other communities such as Sacramento, Oakland, San Diego, Bakersfield, Modesto, and Richmond are areas that would benefit from a program such as this. In creating statewide implemented curriculum, we would conduct research to identify partners with whom we could build this community based educational program. We will look for partnerships with community based organizations that have an established base and we would look into creating relationships with wholesale and retail water agencies that are ambitious towards creating a water education program.

If this pilot program was to develop into a statewide project, we will explore corporate sponsorships that would create the opportunity to build relationships between school districts, water wholesale and retail agencies, and corporations. In past projects that Centaur North has developed, relationships with corporate sponsors were created that are open to sponsoring community events that give them visibility in a market or specific demographic that they are attempting to reach. This would give the project leverage to reach a wider audience through different mediums, such as television, cable television, print ads, and radio.

#### **E. Expected Outcomes**

The Project would be termed a success if students are engaged to practice what they are learning in the classroom and in their community in their everyday lives. The Project goal is to create the good stewards of water of tomorrow becomes true. The Project would also provide indirect benefits to the Bay-Delta, by educating today's youth to understand what the California Bay-Delta is as well as why it is both important to protect and to decrease our dependency on it. This indirect benefit to the Bay-Delta would create direct benefits to the communities that we would be serving and educating, thereby meeting the Water Use Efficiency Program goals for the Bay-Delta .

#### **F. Project Materials**

In order to effectively implement the Project, materials will be created that are innovative and creative. During the implementation of the Project, specific materials will be developed for each individual phase of the Project. These materials are as follows:

- Water Efficiency Icon (character) that can be used as the central icon for all materials
- Multi-Media Production
  - Set up in DVD or VHS format
  - Production would have to be formatted also for use in the closed circuit network of KLCS (LAUSD Cable Channel)
- Bilingual water education workbooks
- Lecturing materials/lesson plans for the educators
- Marketing brochures promoting "Green" Fairs
- PowerPoint presentations
- Interactive Instructional and Gaming Website

- Hand-On Water Model that depicts the acquisition, transportation, treatment and distribution of water, poster boards, live games, all for mobile water laboratory

## **Section 2: Technical/Scientific Merit**

### **A. Project Work Plan**

The Project Work Plan consists of five major tasks. Each task is described below in detail regarding the tasks' duration, regularity, and a description of the smaller steps necessary to achieve each task goal.

#### ***Task 1: Development and Production of Materials***

Project materials will be completed in large part over the first year of the Project, with small revisions and duplication as the Project progresses.

- 1.1 Formulate Comprehensive Curriculum-** Contract curriculum developers to design a multi-discipline educational unit based on California State Standards.
- 1.2 Create Collateral Materials-** Centaur North and the contracted curriculum developers will collaborate to create scripts for television productions, website outline and content, and materials for print collateral. Graphic Designers design all print materials and website construction begins.
- 1.3 Video Production-** Subcontractors shoot and edit four 30-minute television productions.
- 1.4 Finalize Production/Build School Ready Kits-** Print all materials, duplicate DVDs, and assemble into packages to be distributed among teachers and school campuses.
- 1.5 Evaluate, Revise and Reprint Materials-** After the first year, comments will be incorporated from teachers, staff, and students. Using these comments, printed materials will be revised and updated. Additionally, small changes may be made in the television videos to maintain their accuracy. Duplication of all materials, revised or not, will be necessary as the scope of the Project expands.
- 1.6 Website Update-** Web designer will update the Project website to reflect current water issues, new educational content, student submissions, and photos of Project participants and projects.

#### ***Task 2: Staff Development***

Staff development is considered the most ongoing element of the Project. Staff selection and training will commence almost immediately upon funding approval. Regular training sessions and periodic staff increases ensure that staff are highly qualified, communicating with each other, and communicating Project need to the administrators.

- 2.1 Identify Phase 1 Staff-** Centaur North and Oldtimers will collaborate to identify and recruit staff members with backgrounds in education and community organizing.

- 2.2 Phase 1 Staff Training-** Educate staff in Project overview, curriculum, and the materials that will be used in the classroom and community.
- 2.3 Identify Additional Staff, Years 2 and 3-** The scheduled Project expansions will require two planned staff increases to adequately service the intended target schools.
- 2.4 Staff Training, Year 2 and 3 Staff-** Educate incoming staff in program overview, curriculum, and the materials that will be used in the classroom and community.
- 2.5 Staff Update Sessions-** Provide additional training, allow staff to communicate effective techniques and methodology, and create a forum for staff to give feedback to Project administrators.

### ***Task 3: School Selection and Materials Distribution***

Each element of Task 3 will repeat annually so that Project is funded, and expand in scope as the program dictates.

- 3.1 Network with School Administrators-** Year 1; Target five schools in Local District 6 (Gage Middle School, Griffith M.S., Nimitz M.S., South East M.S. and South Gate M.S.), explain the program, contests and value for the school, and introduce the support network created by Oldtimers Foundation and project staff. Year 2; Target all Los Angeles Unified School District schools. Year 3; Target all Los Angeles County school districts.
- 3.2 Identify and Train Teachers-** From the selected school campuses, identify educators that will incorporate the environmental education program into their classrooms. Discuss effective means of incorporating the water conservation curriculum into the mandatory state standards.
- 3.3 Distribute Materials-** Provide school staff with all materials for course (teacher and student) and community handouts, if necessary.

### ***Task 4: Educational Program Implementation***

As with the Task 3, each element of Task 4 will repeat every school year that the Project is in effect.

- 4.1 Classroom Learning-** Lesson plans and curriculum units implemented by teachers in the classroom. Website, workbooks, and television productions utilized by students.
- 4.2 In Class Presentations-** Oldtimers Foundation staff members make presentations to classrooms, staffs field trips where needed, and represent Oldtimers Foundation among students.
- 4.3 Television Broadcast-** Broadcast television programming through LAUSD's public access channel, KLCS.
- 4.4 Make Community Centers Available-** Oldtimers Foundation makes their family center available for students, family, and community members to come for water conservation related education activities and after-school projects.
- 4.5 Essay Contest-** Each student or group of students competes against peers to create an essay or project related to local water conservation effort. Oldtimers Foundation staff members support project activities and rubrics are provided to guide student and teacher work.
- 4.6 Contest Winners Determined-** According to the rubric sent to teachers, Oldtimers Foundation scores the essay submissions and selects two to become the subjects of student video productions.

**4.7 Student Video Production-** Winners of the essay contest will work with contracted video production crews to write, shoot, and edit a 15-minute television program around their water issue or project.

**Task 5: Community Events and Partnerships**

The key to implementing any education plan or project effectively is to involve the community in many significant ways. The Oldtimers Foundations and the staff brought in will work to ensure that community participation is incorporated into the Project regularly. Events will occur and expand annually. Community outreach will be maintained as a constant tenet of the Project.

**5.1 Create Community and Community Based Organization Partnerships-**

Although the Oldtimers Foundation will function as the lead non-profit on the Project, the organization will work to create partnerships with community groups and members that can help implement the Project in the schools as it grows outside of the Oldtimers Foundation immediate service area.

**5.2 Green Fair Preparation-** Oldtimers Foundation outreaches to other local health and environmental organizations as well as community partners and local media to participate in event.

**5.3 Site Setup-** Oldtimers Foundation coordinates all logistics for site including food, vendor set up, audio/visual equipment, activities and entertainment.

**5.4 Community Event Day (Earth Day)-** In addition to booths, conservation lessons, educational materials and water themed activities, we will showcase the student-produced videos and acknowledge the schools and teachers that participated.

**Schedule**

Complete execution of the Project will require three years, but will be implemented in its yearly phases. Completion of year 3 would require Project to be extended 6 months after final funding year, but would require no additional funding. Curriculum and materials production will occur primarily in the first six months, with updates and duplications as the Project scope expands. The following time will be used to implement the Project, hire and train staff, and complete outreach into the community.

Sub-Task	Task Name	Start	Complete
		(12/01/05- 6/30/09)	
<b>Development and Production of Materials</b>			
1.1	Formulate Comprehensive Curriculum	12/1/06	2/1/06
1.2	Create Collateral Materials	2/1/06	4/28/06
1.3	Video Production	3/1/06	4/28/06
1.4	Finalize Production/Build School Ready Kits	5/1/06	5/26/06
1.5	Evaluate, Revise and Reprint Materials	Annually	May 2007 & 2008
1.6	Website Update	Bi-monthly during school session	2006-2008
<b>Staff Development</b>			

Oldtimers Foundation and Centaur North Strategic Communications  
 Youth, Children and Families Water Use Efficiency Educational Project

2.1	Identify Phase 1 Staff	2/1/06	4/28/06
2.2	Phase 1 Staff Training	5/1/06	5/26/06
2.3	Identify Additional Staff, Years 2 and 3	Annually	Feb.-Apr. 2007 & 2008
2.4	Staff Training, Year 2 and 3 Staff	Annually	May 2007 & 2008
2.5	Staff Update Sessions	Monthly during school session	2006-2008
<b>School Selection and Materials Distribution</b>			
3.1	Network with School Admin	Annually	June 2006-2008
3.2	Identify and Train Teachers	Annually	June-Sept. 2006-2008
3.3	Distribute Materials	Annually	June-Sept. 2006-2008
<b>Educational Program Implementation</b>			
4.1	Classroom Learning	Annually	Sept.-Dec. 2006-2008
4.2	In Class Presentations	Annually	Sept.-Dec. 2006-2008
4.3	Television Broadcast	Annually	Sept.-Dec. 2006-2008
4.4	Make Community Centers Available	Annually	Sept.-Dec. 2006-2008
4.5	Essay Contest	Annually	Jan. - Feb. 15 2007-2009
4.6	Contest Winners Determined	Annually	Feb. 15-28 2007-2009
4.7	Student Video Production	Annually	March 2007-2009
<b>Community Events and Partnerships</b>			
5.1	Create Community and CBO Partnerships	Ongoing for Program Duration	
5.2	Green Fair Preparation	Annually	Jan. - Apr. 2007-2009
5.3	Site Setup	Annually	Mar.-Apr. 15 2007-2009
5.4	Community Event Day (Earth Day)	Annually	April 2007-2009

**Section 3: Monitoring and Assessment**

**A. Monitoring Plan**

**1. Fundamentals**

Oldtimers Foundation and Centaur North believe that implementing effective and strategic reporting and monitoring procedures provide the best means of both providing accountability to state agencies and improving program performance. Oldtimers Foundation has over 40 years of experience in program reporting to state, federal, city and public agencies and has established an effective system to coordinate the collection of all project data and report it appropriately to the oversight agencies.

Oldtimers Foundation believes in participatory evaluation and developing consistently applied systems for:

- Data collection process, outcome and impact variables
- Inclusive process for educational enhancement, engagement, and facilitation of stakeholder involvement.
- Identification and engagement of linkage partners from schools, governmental agencies, houses of worship, non-profit agencies and the business community.
- Arriving at an operational definition of cultural competence in social service delivery.
- Design of a community specific wellness agenda focused on maximizing available services and articulating the gap between needs and services.
- Appropriate criteria for “community health” and educational attainment.

## **2. *Monitoring Methodologies***

The Project will utilize several monitoring techniques to monitor Project successes. Oldtimers Foundation is committed to effective program monitoring tactics and the measurement of the Project Work Plan. Several tracking practices will be implemented that capture the qualitative and quantitative nature of our services, including the following:

- a. Sign-in sheets that capture demographics and related information of our target base, specifically at our “Green” Fairs and community events
- b. Surveys that rank the quality of the program via web site or on-site visits.
- c. Organizing logs that quantitatively track public education and outreach efforts (who, what, when, and how)
- d. Monthly retrospective interviews with staff that qualitatively captures the organizational story of our diverse constituency and collective solutions on how to improve on public education and service delivery.
- e. An event summary form that describes organization events, and a journal entry protocol that is completed after each public presentation outreach activity or contact with youth groups, community leaders, schools, media outlets or collaborating agencies.
- f. Website feedback and online comments, reported via webmaster weekly

## **3. *Evaluation***

The Oldtimers Foundation is guided in program management by a belief in the principles of program evaluation. With deep roots in the American labor and social justice movement, Oldtimers Foundation understands that evaluation has been historically used by movement building leaders, groups and organizations. Thus, Oldtimers Foundation has a natural disposition to the self-critique mode of evaluation. This type of empowerment evaluation uses community research evaluation concepts and methods to help staff and program administrators understand how effectively the daily tasks and practices contribute to the overall Project goals. Largely derived from the discipline of community psychology, evaluation in essence captures or measures the variables in a program’s day to day process, long term outcomes and definite impact. Most relevant to educational enrichment programs is the incorporation of outcome evaluation into ongoing organizational assessments. Evaluation design and implementation of a plan is led by our external program evaluator, and managed on a daily basis by a team of culturally competent staff whose proven track record attest to their natural skill in program evaluation.

## **4. *Collection of Data***

Ability to perform effective Project evaluation depends in large part on the systematic collection of program data. Several procedures for the collection of data will be implemented to facilitate and formalize the Project evaluation procedures. Data will be collected from:

- a. School Sites
- b. Parents
- c. Students
- d. Community Organizations
- e. Web Site Entries and “Hits”
- f. Internal Staff

The data collected will be evaluated and quarterly reports will be submitted to the Department of Water Resources. All materials distributed, parents or students contacted, and the school sites delivered with curriculum and production materials will be tracked and logged.

Community outreach efforts we include contact with community residents, parents, leaders, and students. These community meetings and presentations will have proper record keeping procedures in place to document each person that is contacted and distributed materials.

Staff members will use journals to create narratives on the progress of their education and outreach activities. These will include information on the teacher’s use of the materials and incorporation of the curriculum in the classroom. Examples of student work related to the Project will be collected. Additionally, the website will be used as a means of tracking both the number of times students and community members check in with the Project, and create a means for students, teachers, parents, and community members to provide feedback.

The collection and subsequent analysis of the data will provide the basis of our evaluative process and create accountability internally and to our oversight agencies.

## **V. Qualifications of the Applicants and Cooperators**

### **A. Project Team**

The Project will be successfully completed through a joint-effort between the Oldtimers Foundation and Centaur North Strategic Communications. These entities are detailed below.

#### ***Oldtimers Foundation***

The Oldtimers Foundation is a non-profit, community-based social service agency founded in 1964 by the Steelworkers Union. Initially formed to support union members and their families, the Oldtimers Foundation now serves a much wider constituency. The Oldtimers Foundation mission is to provide services, maintain and improve the physical, psychological and social well being of seniors, youth and their families in Southeast Los Angeles County. As one of the largest community non-profit agencies in the Southeast region, the Oldtimers Foundation plays a historical and pivotal role in convening ethnically diverse and multigenerational constituencies in efforts to restore the social fabric of the ever changing communities it serves. With a strong relationship with public opinion leaders and private and public agencies, Oldtimers Foundation serves as a convener and fiscal agent to various smaller groups and civic organizations, successfully helping build their internal capacity while also providing technical assistance and limited seed funding. Through strategic planning and evaluation, Oldtimers Foundation strives to offer a

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myriad of prompt and proactive community wellness programs and services that are in line with our organizational vision.

### ***Centaur North Strategic Communications***

Centaur North is a multidimensional marketing and communications company. It serves a diverse clientele including political candidates, public interest groups, environmental and non-profit organizations, public agencies, corporations, and individuals. Centaur has helped its clients in both English and Spanish language outreach, and develops cohesive communications strategies that target the clients' likely audience. Centaur was originally rooted in political consulting, but has expanded in recent years after finding that many of the same strategies used in politics could be applied in other fields and markets. Centaur has distinguished itself with a command of numerous communication tactics necessary in today's ever changing society. Centaur successfully manages every element of client communication strategy needs, including marketing collateral, website development and production, research, advertising, public relations, and media training. Centaur has also recently created a community communications and outreach department that uses our core competencies to achieve the clients' communications goals with a targeted audience that many find difficult to reach; the residents and families in urban neighborhoods. Centaur has recently assisted the Los Angeles Unified School District in increasing their enrollment numbers in after-school tutorial service programs and the Sierra Club, among other environmental agencies, in building a new constituency base.

### **B. Project Team Members**

The Project Team Members will collaboratively work to create and produce curriculum, evaluate all materials, target and communicate with school and community sites and manage all facets of implementing this project. The assigned lead members of the Project Team are the following:

- Oldtimers Foundation – Enrique Aranda, Project Director of Operations. Responsible for overall project implementation and supervision of Project Manager and any staff assigned by Oldtimers Foundation.
- Oldtimers Foundation – Belen Bernal, Project Manager. Point of contact with DWR with general oversight of all project aspects.
- Centaur North – Ed Coghlan, Project Director of Communications. Responsible for the overall communications program and overall production.
- Centaur North – Edgar Aranda, Project Manager. Responsible for implementation of community communications program, point of contact with Los Angeles Unified School District and lead partner with Oldtimers Foundation
- Centaur North – Katherine Charles, Project Coordinator. Primary point of contact with external cooperators and responsible for complete oversight of curriculum production.

### ***Project Management***

Belen Bernal will act as the Primary Project Manager, and will work closely with the Project Team members and the Department of Water Resources, in order to provide the required quarterly and yearly reports. Mrs. Bernal is the Public Affairs/Community Outreach Specialist for the Oldtimers Foundation. She has her Bachelor's Degree and has over five years of public relations, outreach and event planning experience which has included performing public speaking tasks and conducting community outreach for

environmental justice programs in South East Los Angeles County. Her resume is included in the Appendices.

Edgar Aranda will be the secondary Project Manager, and will work closely with the Primary Manager to ensure that all communication aspects of the project are implemented. Mr. Aranda is the Director of Community Relations at Centaur North Strategic Communications. He has over six years experience in direct management of conservation programs with both retail and wholesale regulatory agencies. Mr. Aranda has extensive knowledge of environmental planning and in community engagement. His resume is included in the Appendices.

### ***Production and Execution Team***

Enrique Aranda serves as the Director of Operations for the Oldtimers Foundation, directly overseeing all programs. In addition to his responsibilities in the area of water conservation for the Environmental Services Department, he also oversees the agency's transportation, nutrition, and housing programs. Mr. Aranda, an Urban Planner by training will provide project management assistance with the development of project evaluation and outreach instruments, database management. Mr. Aranda has over 12 years of extensive experience with the development and evaluation of highly effective outreach strategies, as well as with the intricacies of public education, electoral and outreach campaigns. Mr. Aranda earned his Bachelor of Arts from the University of California at Berkeley and his Masters in Urban Planning from California Polytechnic University at Pomona.

Edward Coghlan serves as the Executive Vice-President of Centaur North. He directly oversees all client services and is responsible for managing all public relations contracts. Mr. Coghlan brings a wealth of strategy and corporate communications experience to the project. He has been a News Director at KCOP in Los Angeles, and served as a senior corporate communications executive in three companies in the health care industry with strategic marketing, public relations and investor relations experience.

Katherine Charles is an Account Executive at Centaur North, and is responsible for project maintenance and ensuring that the clients receive the appropriate services and that accounts adhere to the project deadlines. Ms. Charles is the primary point of contact with vendors and outside consultants. She brings to the project an educational background with experience in experiential education and curriculum development.

### **C. External Cooperators**

Phil Olsman is President of Roggin Productions, an independent television production company located at NBC in Burbank. Mr. Olsman has produced and directed television programs for 30 years and is currently the Executive Producer of the Los Angeles Marathon for NBC 4 Los Angeles.

Samuel L "Sal" Martino is an Assistant Professor of Television Production at Compton Community College in Compton, California where he supervises the television production curriculum. He is also a partner in Dreamquest Productions of Glendale which produces television programming and corporate and educational videos.

Norm Abbey is President of Pacific Design Consultants in South Pasadena, California. Mr. Abbey's creative clients including the Los Angeles Zoo, Maxicare Health Plans and MCA, Inc, now NBC Universal. He designed the website for the L.A. Zoo. He also designs and produces annual reports, corporate capabilities brochures and other collateral material

Ken Mirvis is President of the Writing Company of Boston, Massachusetts. Mr. Mirvis specializes in developing environmental curriculum for school districts and public agencies nationally. Among his clients is the Metropolitan Water District's Education Department in Los Angeles.

#### **D. Previous Water Use Efficiency, Environmental, or Existing Projects**

##### ***Oldtimers Foundation***

**Programs with Marketing, Procurement, Distribution and Reporting Structures:** The Oldtimers Foundation coordinates ten different programs in two counties. Each program requires tracking of participants, materials, vehicles and personnel hours. Each requires monthly statistical reports to both the County Departments and local municipalities.

##### **Environmental Services**

Oldtimers Foundations offers several environmental services programs. Under contract with Central Basin Municipal Water District, Oldtimers Foundation has provided over 10,000 free Ultra Low Flush Toilets for single and multi-family dwellings, Rebates for High Efficiency Clothes Washers, leak detection and water audits. Oldtimers Foundation also provides outreach and education on household water saving tips to residents in South East Los Angeles. Oldtimers Foundation has provided these same services in the San Bernardino County with the Inland Empire Utilities Agency.

##### **Nutrition**

Oldtimers Foundation provides meals at eleven nutrition centers and delivers over 15,000 meals a month. The overall nutrition department serves over 550,000 meals per year to congregate and homebound senior citizens. The congregate meals program serves over 30,000 meals per month. Oldtimers youth nutrition program serves over 70 school age children per day. Daily records of participants are kept and reported to the USDA on a monthly basis. Nutrition services engage youth in special event catering and food preparation.

##### **Transportation Program**

The Oldtimers Foundation transportation program in Southeast Los Angeles County provides services under contract to 5 cities, it also contracts with the MTA, LA County Department of Public Works and private agencies such as the Saint Francis Medical Center, Mission and Community Hospitals and Alta Med Health Care Services. With a fleet of 32 Para-transit vehicles we provide over 120,000 trips per year. This requires the maintenance and safety inspection of all vehicles, purchase and storage of supplies for the vehicles and coordination of passenger and driver schedules.

##### **Workforce Development**

In partnership with LAUSD adult education, Oldtimers Foundation offers a wide range of classes for youth and adults including computer processing, English as a second language, reading enrichment, police cadet training, and preparation to secure general education equivalency (GED). East Los Angeles Community College also offers classes in Early Child Development where students can be certified to work at a childcare center open their own center and/or receive an Associate of Arts degree. While also offering tutorial classes for the high school exit exam and tutoring for elementary school children are in place. In partnership with California State University Long Beach and the Center for International Trade and Transportation, Oldtimers Foundation has offered a certificated

training program in Global Logistics funded by the Governor's fifteen percent fund and the generous support of the James Irvine Foundation and Mott Foundation.

### **Parent Organizing and Advocacy**

Southeast L.A. Parents (SELAP) has been a project of the Oldtimers Foundation driven by a vision to make schools true center of neighborhoods, this initiative was founded by George Cole and the Oldtimers Foundation over five years ago. SELAP have been actively engaged in the various phases for Los Angeles Unified School District's plans to build eighty six schools in the next four years. SELAP and its leadership constituency played a pivotal role in challenging LAUSD in the community engagement phase to become more community driven and evolved into school siting, physical plant design and consensus based decision making in more than fourteen new school projects in Southeast Los Angeles County. SELAP has played an unprecedented role in developing strategies for LAUSD residential tenant relocation program so as to provide the highest level of a benefits package to displacees while pushing forward the region's environmental justice and healthy housing agenda to the greatest extent possible. As a case in point, SELAP have become pioneers in pushing LAUSD to include joint use agreements for active green space and for scoping sessions and an entire community engagement mechanism with the public on effective land use that reflects the values of not just regulatory agencies such as DTSC but more importantly mirrors the needs and values of children, youth and families who live, learn, play and work in this regional built environment.

### **Oldtimers Housing Development**

Oldtimers Foundation formed its Housing Development Corporation (OHDC) close to 30 years ago with the construction of the 150 unit Dino Papavero Senior Residential Center in Fontana. From that time, OHDC has constructed over 600 units of quality affordable housing in Los Angeles and San Bernardino Counties. OHDC is driven by a long term vision to preserve and produce affordable housing for seniors, Youth and their Families. The 501(C)-3 non-profit corporation is a designated Community Housing Development Organization or CHDO in the Cities of Huntington Park, South Gate, Fontana and the County of Los Angeles. OHDC's proven track record in serving as a CHDO has facilitated a wide array of affordable housing development and advocacy opportunities, ranging in scope from siting, acquisition, rehabilitation, counseling, to technical assistance in areas of smart growth planning, energy conservation and models of joint-use design in construction.

### **Vivienda y Salud**

A program of Oldtimers Foundation, Vivienda y Salud is dedicated to improving environmental health through community health promotion, public education, and advocacy towards the goal of attaining safe, decent, and sanitary housing. The geographic focus of Vivienda y Salud is in the Southeast L.A. communities most adversely affected by the growing service sector, urban decay, capital flight, and the disinvestments that results from this economic restructuring: Huntington Park, Maywood, Cudahy, South Gate, Lynwood, Compton, and Paramount. As one of the very few community projects in the greater area of Southeast Los Angeles County focused on tenant advocacy and public health, we see the need to develop a strategy for addressing these issues.

The overall goal of Vivienda y Salud is to improve and strengthen the physical and social environment of target communities in the greater Southeast Los Angeles area. The driving vision is to provide a unified voice for children, youth and their families who live in deplorable and substandard housing conditions. Vivienda y Salud has identified objectives specific to each of its

components. It is the intention of Vivienda y Salud to help build the regional capacity of Southeast Los Angeles in the areas of housing and environmental health.

### **Southeast L.A. HIV/AIDS Healthcare Access Initiative**

In direct response to the alarming rate of HIV/AIDS incidence statistics of six cities in the Southeast L.A. area, a collaborative of community based non profit agencies such as Bienestar, JWCH Institute, Altamed and other social service providers under the direction of Oldtimers Foundation have come together to form the “Southeast L.A. HIV/AIDS Healthcare Access Initiative”. This project strives to incubate locally anchored HIV services while building regional capacity around access to HIV resource, intervention and referral services. Through a drop in center, community outreach and organized monthly community planning meetings, this public-private partnership has developed to include diverse and vital stakeholders such as parents, clergy, local elected officials, non-profit agencies, key city staff, police department representatives, healthcare advocates, and clients in a shared vision to work towards an eventual end to the HIV epidemic.

## ***Centaur North Strategic Communications***

### **Programs with Environmental Backgrounds:**

#### **Metropolitan Water District of Southern California**

Centaur North was commissioned to draft a strategic plan for MWD’s Education Unit, submitted in 2003. Centaur North met with teachers, students, and parents to assess their knowledge and attitudes about water. In addition Centaur immersed itself in the research on the millennial generation. Centaur North counseled the MWD on the need to implement a transgenerational communications program that inspires children and their parents to conserve water.

#### **Preserving Wild California**

Centaur North was hired by the Preserving Wild California Campaign to conduct an intensive series of focus groups and public research surveys in the Spring of 2004. Our focus groups targeted Latinos of middle to upper class and middle to low class. Four groups were strategically structured to provide geographic range across the Southern California basin and to provide different community perspectives based on geography and assumed awareness of conservation issues. From these focus groups we created culturally competent messaging and collateral materials that would be most effective in the Latino community. From these focus groups and the path the research was taking, we were commissioned to create an environmental advocacy group that would outreach into the Latino community and help create the new environmental leaders of tomorrow.

#### **Family Forest Project**

From the work performed for the Preserving Wild California Campaign and the results of the research, Centaur North created the Family Forest Project. Under the non-profit umbrella of the Center for Law in Interest, the Family Forest Project set out to research the non-traditional “green” groups in Southern California. Centaur also partnered up with Traditional groups such as the Sierra Club to assist them in their current efforts. The Family Forest Project was instrumental in creating synergy in the urban Latino communities during the planning process and showcase of the Draft Environmental Impact Statement Report of the U.S. Forest Service, during their selection of their new forest management plan that would be in place for the next 20 years.

### **Sierra Club’s Youth Services Programs**

Centaur North assisted “Inside the Outdoors” a program under the Youth Services Department of the Sierra Club. This outdoor environmental educational program would offer an opportunity to at-risk youth to experience Mother Nature and experience a world outside of their air polluted, open space depleted, concrete cities they call home. This program had received minimal acceptance in their communities of color it was trying to assist, primarily because the program was sponsored by the Sierra Club. Centaur North assembled an outreach campaign and letter writing campaign that provided hundreds of letters of support from organizations and individuals asking the Governor Schwarzenegger to support this youth program.

### **E. Disadvantaged Communities**

Many of the cities targeted in this educational project meet the definition of a disadvantaged community. The following cities are under the \$38,000 per year median household income per the data prepared by the Los Angeles Almanac compiled from the 2000 U.S. Census, and they are only a small sample of our target universe.

Commerce	\$34,040	Maywood	\$30,480
Cudahy	\$29,040	Lynwood	\$35,888
East Los Angeles	\$28,544	South Gate	\$35,695
Huntington Park	\$28,941	Walnut Park	\$35,837

The Project will provide all necessary information and resources to assist these disadvantaged communities in reducing water consumption by changing life-long water consuming habits.

## **VI. Outreach, Community Involvement and Acceptance**

### **A. Community History Backdrop (Since this section does not specifically include how the outreach plan is implemented, consider reducing discussion to one paragraph.)**

The Southeast Los Angeles communities experienced an economic and social transformation beginning in the late 1970’s with the loss of thousands of high paying industrial jobs. The economic and social fabric of the community was torn apart as those high paying jobs were replaced by low wage jobs and as the mostly Anglo blue collar residents moved away and the predominantly immigrant Latinos became the new majority. Many of the traditional community organizations and churches could not survive the dramatic demographic and economic changes that took place and ceased to exist. The educational system in the area became overwhelmed and under funded. Widely acknowledged as overcrowded and ineffective, less than 35% of adults educated in the area have a high school diploma and of all the high school students who took math at the three local high schools, more than 50% received D’s or F’s. These factors created a community in dire need of improved educational opportunities and increasingly involved and accountable community based organizations to ensure equitable service provision.

Over the 30 years since, more has occurred to undermine the potential of the community than to reinforce it. Today there are only a handful of community based organizations including churches that can trace their roots back more than 20 years. Few new organizations have developed. One of the challenges facing the Southeast Cities is rebuilding the social infrastructure to meet the needs of today’s community. This community is increasingly characterized as “working poor” as many stakeholders are employed in the non-

unionized service industry, work two or more jobs and nevertheless remain well below the poverty level. Many families have minimal or no understanding of how to access city/county services, and have little or no trust or belief in the efficacy of government altogether. For some time now, Spanish and English media outlets have flooded homes in southern California and across the country with images of corruption, social chaos and indictments of City councils and top brass officials across the Southeast L.A. corridor. These types of media portrayals have further exacerbated the lack of a social infrastructure and fear by immigrant families in threats of deportation, distrust in the state apparatus and reinforcing social injustice.

In this context, the Oldtimers Foundation advances its mission by providing low-income seniors, youth and their families with direly needed quality social services, and by initiating community development projects that directly speak to salient community indicators and needs.

## **B. Collaborative Capacity Building**

Oldtimers Foundation trains stakeholders to act on their values and find practical solutions to the serious community issues which plague our urban communities. Working as a vehicle for people of different faiths, cultures and neighborhoods, the Oldtimers Foundation educated individuals to understand and participate in the decisions being made in their schools and neighborhoods in the communities of Southeast Los Angeles. The Oldtimers Foundation is providing a new space for community leaders to surface their concerns and devise effective solutions. The Oldtimers Foundation has been training leaders and organizers in Southeast Los Angeles for five years. Over 900 parent and tenant leaders have become more involved in their community because of our advocacy efforts. In order to effectively change schools, the Oldtimers Foundation believes that the central solution lies in building a community of active citizens who are:

- Directly affected by the problem:
- Committed to working on solutions over the long term, and trained to research issues first hand so that they are able to make decisions about which solutions would be the most effective for a given school.

The goal of our work is to transform community residents in Southeast Los Angeles from passive bystanders into active stakeholders, with an emphasis in this case, on improving their local environment through water conservation practices.

The development of collaborative relationships to build and guide the deliverables of the Project is guided by our belief in building community capacity, especially among our younger generations. Furthermore, it is also conceptualized as a step-by-step process designed with the strategic intent of building trust, information sharing, clarifying roles and deliverables, and establishing participatory standards and evaluation mechanisms for the Project and activities:

### **Step 1 - One to One (Individual)**

**Purpose:** To establish rapport, vision and desired outcomes for collaboration.

### **Step 2 - Individual to Organization**

**Purpose:** To reaffirm organizational roles, review indicators, and form structure.

### **Step 3 - Organization to Organization**

**Purpose:** To establish a timeline, confirm relationships, Memorandums of understanding and develop an evaluation plan.

#### **Step 4 - Community-wide Call for Collaboration**

**Purpose:** To provide community stakeholders with a sense of ownership over collaborative project and initiatives.

#### **Step 5 - Sustainability of Community Capacity Building**

**Purpose:** To ensure that the agency and its programs are in fact sustainable by means of accountability, innovation and diverse sources of funding.

By implementing this formula, the Oldtimers Foundation staff is able to introduce ideas and motivate the community by creating personal contact and using those contacts to engender support for our causes.

### **VII. Innovation**

The goal of the curriculum is to educate the students in an interesting and entertaining way to create and maintain good stewards of water today and into the future. We know from extensive research that the current generation of young people are taught to think in terms of the greater good. We also know that young people are not only more open to changing behavior, but they also are very influential in changing behavior of their peers and parents.

Young people do not learn the way that their parents did. Like us, young people are relentlessly curious. The impact of the internet, cable television and other technological advancements has greatly expanded resources. Students are learning in more ways and from more sources than ever before.

As a result, the curriculum that the Project proposes will reflect those habits and will incorporate multi-media production, including television programming, interactive website and student generated learning tools. Examples are:

- In-Class Experiments
- Student Video Production of Winning Water Conservation Idea
- Water Conservation Demonstration at Community “Green” Fairs
- Professionally-produced Televised Programming For LAUSD PBS affiliate
- Website Aimed at 6<sup>th</sup> graders and their Parents on Water Conservation

If delivered in a “cool” way, the topic can become “cool” to the student. That not only helps them learn, but makes them “teachers” to peers and parents.

### **VIII. Benefits and Costs**

The Project will significantly benefit the state of California by creating a distribution of education materials that will both meet the California academic guidelines for educational materials and bring to a public focus the importance of water conservation. The Project will also result in the production of a mass media campaign that aims to reach far beyond the primary target 6<sup>th</sup> grade audience.

The material development will become available for every 6<sup>th</sup> grader in Los Angeles County and is aimed to inspire them not only to learn about the importance of water conservation but also to prod their parents and other members of their community to become good stewards of water.

The added value of creating television programming that can be distributed around the state of California and beyond that speaks to teachers, students and the community as a whole promises to bring for mass consumption one of the most important issues facing California, the protection of our most vital natural resource, water.

The Project will directly benefit the state of California, its teachers and its 6<sup>th</sup> grade students by expanding their knowledge of water issues. The Project will also produce the following items:

- State Approved Curriculum and lesson plans for use by teachers and their students
- Water Education Materials aimed at the primary target of 6<sup>th</sup> graders in Los Angeles County
- Water Education Materials aimed at the secondary targets of the parents and community members near the schools.
- An interactive website aimed at students to educate regarding the acquisition, preparation and distribution of water.
- Multi-media production of curriculum materials to aid in teaching and to be distributed to interested Los Angeles County and California schools.
- Television programming for statewide distribution to broaden the reach of education to include other middle school and senior high school students, their parents and the community.
- Teacher Workbooks to aid in instruction.
- Video Production Equipment and Instruction for Teachers and Students to aid in other school produced educational projects
- Student produced videos to educate peers about water conservation and other water quality issues
- Community Events that publicize water conservation and other water quality issues.

In addition to Project benefits, Project implementation will directly and indirectly positively impact communities around the schools by bringing visibility to the issue of water conservation and water quality. Since the acquisition, preparation and distribution of water are central to sustaining California's economy, creating community forums that show how an individual can preserve and protect the state's vital resource create an indirect benefit.

Research of the Millennial Generation (as today's young people have been dubbed by demographers) shows that middle school students are more likely to change behavior than older people. The research also indicates that middle school students can influence not only their own behavior, but that of their parents and older students. It is fully anticipated that creation of interesting and relevant curriculum will help increase public awareness of the water crisis facing California.

If the Project is implemented, approximately 200,000 sixth graders will be exposed to the water curriculum over the three years of the Project, and approximately 130,000 sixth graders per year after that.

#### **A. Project Costs**

Total Project costs are detailed by category in and show in Appendix E, Table 1 and has a distinct annual budget for every year.



## **Appendix A – State Elected Officials in County of Los Angeles**

### **State Assembly Members, Senators and U.S. Congressional Representatives for the County of Los Angeles**

#### **A. Congressional District and Representative**

- 22 William M. "Bill" Thomas (R)
- 24 Elton Gallegly (R)
- 25 Howard P. "Buck" McKeon (R)
- 26 David Dreier (R)
- 27 Brad Sherman (D)
- 28 Howard L. Berman (D)
- 29 Adam B. Schiff (D)
- 30 Henry A. Waxman (D)
- 31 Xavier Becerra (D)
- 32 Hilda L. Solis (D)
- 33 Diane E. Watson (D)
- 34 Lucille Roybal-Allard (D)
- 35 Maxine Waters (D)
- 36 Jane Harmon (D)
- 37 Juanita Millender-McDonald (D)
- 38 Grace F. Napolitano (D)
- 39 Linda T. Sanchez (D)
- 42 Gary G. Miller (R)
- 46 Dana Rohrabacher (R)

#### **B. State Senators and Districts**

- 17 George C. Runner (R)
- 19 Tom McClintock (R)
- 20 Richard Alarcón (D)
- 21 Jack Scott (D)
- 22 Gilbert Cedillo (D)
- 23 Shiela J. Kuehl (D)
- 24 Gloria Romero (D)
- 25 Edward Vincent (D)
- 26 Kevin Murray (D)
- 27 Alan S. Lowenthal (D)
- 28 Debra Bowen (D)
- 29 Bob Margett (R)
- 30 Martha Escutia (D)
- 32 Nell Soto (D)

#### **C. State Assembly Members and Districts**

California Department of Water Resources  
2004 Water Use Efficiency Proposal

- 36 Sharon Runner (R)
- 37 Audra Strickland (R)
- 38 Keith Richman (R)
- 39 Cindy Montañez (D)
- 40 Lloyd L. Levine (D)
- 41 Fran Pavley (D)
- 42 Paul Koretz (D)
- 43 Dario Frommer (D)
- 44 Carol Liu (D)
- 45 Jackie Goldberg (D)
- 46 Fabian Nuñez (D)
- 47 Karen Bass (D)
- 48 Mark Ridley-Thomas (D)
- 49 Judy Chu (D)
- 50 Hector de la Torre (D)
- 51 Jerome Horton (D)
- 52 Mervyn M. Dymally (D)
- 53 Mike Gordon (D)
- 54 Betty Karnette (D)
- 55 Jenny Oropeza (D)
- 56 Rudy Bermúdez (D)
- 57 Edward Chavez (D)
- 58 Ronald S. Calderon (D)
- 59 Dennis Mountjoy (R)
- 60 Robert Huff (R)
- 61 Gloria Negrete McLeod (D)

**Appendix B – Maps**

**Map 1  
(Los Angeles Unified Local School District 6 Service Area)**

**[INSERT MAP]**

**Map 2**  
**(Los Angeles Unified School District Service Area)**

**[INSERT MAP]**

**Map 3**  
**(Los Angeles County School Districts)**

**[INSERT MAP]**

## **Appendix C – Demographics for Disadvantaged Communities**

**Appendix D – Resumes**

**Appendix E – Costs Tables**

**Table 1  
(Project Costs)**

**Table 2**  
**(C-1)**

**Table 3**  
**(C-5)**

**Applicant: Oldtimers Foundation and Centaur North**

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

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

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

	Category  (I)	Project Costs  \$ (II)	Contingency % (ex. 5 or 10)  (III)	Project Cost + Contingency  \$ (IV)	Applicant Share  \$ (V)	State Share Grant  \$ (VI)	Life of investment (years)  (VII)	Capital Recovery Factor  (VIII)	Annualized Costs  \$ (IX)
	Administration <sup>1</sup>								
	Salaries, wages	\$530,000	5%	\$530,265	\$0	\$530,265	10	0.0000	\$0
	Fringe benefits	\$79,500	5%	\$79,540	\$0	\$79,540	10	0.0000	\$0
	Supplies	\$3,000	5%	\$3,002	\$0	\$3,002	10	0.0000	\$0
	Equipment	\$0	5%	\$0	\$0	\$0	10	0.0000	\$0
	Consulting services	\$627,000	5%	\$627,314	\$0	\$627,314	10	0.0000	\$0
	Travel	\$8,400	5%	\$8,404	\$0	\$8,404	10	0.0000	\$0
	Other	\$137,745	5%	\$137,814	\$0	\$137,814	10	0.0000	\$0
(a)	Total Administration Costs	\$1,385,645		\$1,386,338	\$0	\$1,386,338			\$0
(b)	Planning/Design/Engineering	\$0	5%	\$0	\$0	\$0	10	0.0000	\$0
(c)	Equipment Purchases/Rentals/Rebates/Vouchers	\$50,000	5%	\$50,025	\$0	\$50,025	10	0.0000	\$0
(d)	Materials/Installation/Implementation	\$642,500	5%	\$642,821	\$0	\$642,821	10	0.0000	\$0
(e)	Implementation Verification	\$0	5%	\$0	\$0	\$0	10	0.0000	\$0
(f)	Project Legal/License Fees	\$0	5%	\$0	\$0	\$0	10	0.0000	\$0
(g)	Structures	\$0	5%	\$0	\$0	\$0	10	0.0000	\$0
(h)	Land Purchase/Easement	\$0	5%	\$0	\$0	\$0	10	0.0000	\$0
(i)	Environmental Compliance/Mitigation/Enhancement	\$0	5%	\$0	\$0	\$0	10	0.0000	\$0
(j)	Construction	\$0	5%	\$0	\$0	\$0	10	0.0000	\$0
(k)	Other (Specify)	\$0	5%	\$0	\$0	\$0	10	0.0000	\$0
(l)	Monitoring and Assessment	\$0	5%	\$0	\$0	\$0	10	0.0000	\$0
(m)	Report Preparation	\$0	5%	\$0	\$0	\$0	10	0.0000	\$0
(n)	<b>TOTAL</b>	\$2,078,145		\$2,079,184	\$0	\$2,079,184			\$0
(o)	Cost Share -Percentage				0	100			

1- excludes administration O&M.

Applicant:

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

**Table C-2: Annual Operations and Maintenance Costs**

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

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

**Table C-3: Total Annual Project Costs**

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

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

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



**Table C- 4: Capital Recovery Table (1)**

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

(1) Based on 6% discount rate.

Applicant:

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

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

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

<sup>1</sup> The qualitative benefits should be provided in a narrative description. Use additional sheet.

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

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

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