GOVERNMENT AFFAIRS AND COMMUNITY OUTREACH COMMITTEE MEETING AND SPECIAL MEETING OF THE BOARD OF DIRECTORS

Monday, December 6, 2021
4:00 p.m.

Committee Members:
Tony R. Fellow, Chair
Charles M. Treviño, Vice-Chair

UPPER SAN GABRIEL VALLEY MUNICIPAL WATER DISTRICT

602 E. Huntington Drive, Suite B
Monrovia, CA 91016

(626) 443-2297
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SPECIAL NOTICE - Teleconference Accessibility

Pursuant to Executive Order N-29-20 issued by Governor Newsom in response to the COVID-19 outbreak, the Upper District will hold this meeting via teleconference or the most rapid means of communication available at the time. Instructions to participate in the teleconference are below:

Attendee Join Zoom Webinar:
https://us02web.zoom.us/j/81975970397

Meeting ID: 819 7597 0397
Telephone Dial: 1 (669) 900 6833

Public comments may be made through teleconference when prompted by the Chair during the public comment period. Public comments may also be provided by emailing Venessa@usgvmwd.org in advance of the meeting. Please indicate "PUBLIC COMMENT" in the subject line.

If you have difficulty connecting to the teleconference line, please call (626) 443-2297 or email Ruben@usgvmwd.org. ***It may take a few minutes to join Zoom or connect via telephone so please join early.***

*The Government Affairs and Community Outreach Committee meeting is noticed as a joint committee meeting with the Board of Directors for the purpose of compliance with the Brown Act. Members of the Board who are not assigned to the Government Affairs and Community Outreach Committee may attend and participate as members of the Board, whether or not a quorum of the Board is present. In order to preserve the function of the Committee as advisory to the Board, members of the Board who are not assigned to the Government Affairs and Community Outreach Committee will not vote on matters before the Committee.

Communications
1. Call to Order 2. Public Comment
Discussion/Action
3. Legislative Update a. Washington D.C. *(Memorandum attached.)* 4. FY 2021/22 Water Education Grant Program *(Memorandum attached.)* 5. Update to Upper District's 2021-2022 Legislative Policy Principles *(Memorandum attached.)*
Oral Reports
6. 2020 Census Data and Redistricting Procedures
Other Matters
7.
Adjournment

Next Meeting: Monday, January 3, 2022

American Disabilities Act Compliance *(Government Code Section 54954.2(a))*
To request special assistance to participate in this meeting, please contact the Upper District office at (626) 443-2297 or valeria@usgvmwd.org at least 24 hours prior to meeting.

BEST BEST & KRIEGER LLP
ATTORNEYS AT LAW

To: Upper San Gabriel Municipal Water District
From: John Freshman, Ana Schwab, and Lowry Crook
Date: December 1, 2021
RE: Federal Report

Congress Addresses Deadlines and Extensions for Appropriations, Budget, and the National Defense Authorization Act

In the past several weeks, Congress has focused on three main policy issues: fiscal year 2022 appropriations, the debt ceiling and the National Defense Authorization Act (NDAA). In addition, Democratic leadership wants to pass the social spending plan of President Biden's economic agenda, the Build Back Better Act, H.R.5376, sooner rather than later. In the previous month, Congress successfully passed the Bipartisan Infrastructure Plan, which was signed into law on November15. Due to time constraints, the Build Back Better Act is expected to be negotiated in the new year. Currently, negotiations are happening on all fronts, and it is unclear which issues will be completed first and which deadlines will be met or pushed back.

As of December 1st, Congress is expected to pass another continuing resolution to extend government funding. The House of Representatives has introduced measure to extend appropriations until February 18, 2022. Congress was unable to pass the appropriations package prior to the initial continuing resolution deadline, December 3. The new stopgap will maintain funding levels at current spending levels.

For background, the Senate has not yet passed all of its appropriations bills. The Senate Appropriations Committee released its appropriations bills without negotiating with Republican committee members, and many Republican senators did not support the released appropriations bills. So far, Senate Republicans have not offered counterproposals. Besides the partisan disagreements within the Senate, the House and Senate still need to settle on the topline numbers and then the finer details of the funding bills. Negotiations are occurring behind closed doors, and an agreement could be reached quickly. Overall, funding levels are similar between the House and Senate bills. The funding levels for the Environmental Protection Agency and its funding programs are nearly identical and similar to last year's funding levels. The biggest difference between the parties is how much increased spending Republicans leaders are willing to spend on defense and domestic social programs versus the Democrats.

The next upcoming deadline is the debt ceiling, which Treasury Secretary Janet Yellen declared as December 15. Treasury Secretary Janet Yellen has repeatedly urged Congress to address the debt ceiling as soon as possible in order to maintain economic stability. When this report was written, Senate leaders Chuck Schumer and Mitchel McConnell were still negotiating potentially raising the debt ceiling limit. Democratic leaders have not announced how they plan to deal with the deadline. Possibilities include suspending the debt limit or increasing the debt limit ceiling.

The next question is how leadership plans to prepare a vote on it. The debt ceiling may be attached to another package, such as the NDAA, an omnibus for the appropriations bills, or a rewrite of the reconciliation package. It can also be introduced as a reconciliation measure and be passed without needing Republican support in the Senate or House. None of these options are an obvious choice, and Congressional leaders will need to strategize carefully on what the best course of action is. The budget dilemma will most likely be resolved within the next two weeks.

The other major legislative vehicle moving forward is the National Defense Authorization Act (NDAA), which the Senate has been working on for the past several weeks. The NDAA's hard deadline is December 31. The bill includes $25 billion more in spending than President Biden requested. Due to procedural delays with the quantity of amendments introduced, the Senate will continue its debate process on the NDAA for the next two weeks.

After the Senate passes its version of the NDAA, the House and Senate will go into conference to finalize the bill. The House already passed their version of the NDAA. The House version includes stringent PFAS drinking limit standard deadlines and cleanup proposals, which currently is not included in the Senate version. The main issue in the NDAA BB&K is tracking is the PFAS provisions and potential amendments. This is among the issues that will be debated in conference. In last year's conference, the only PFAS measures that remained were for cleanup and monitoring on military bases. PFAS cleanup funding is expected to be included.

Monumental Infrastructure Package Provides 5 Years of Robust Funding

A major legislative win for the Biden Administration was the final passage of the Bipartisan Infrastructure Plan, H.R.3684. The monumental infrastructure package will provide $1.2 trillion in federal investments throughout the nation. There is a total of $550 billion in new, federal investment for bridges, roads, broadband, water systems, and ports. The bill is intended to revitalize the nation's economy on a local, state, national level, with ample federal loan and grant opportunities. The objective is to support an array of projects, including repairing aged infrastructure and designing, planning, and constructing new, innovative infrastructure projects. These projects will provide new jobs and businesses across the country. There is an overall federal prioritization for projects that aim to address climate change, environmental justice, and underserved communities.

The largest portion of the bill's funding, $150 billion, is for transportation priorities, including highways, roads, and bridges. Due to increased advocacy regarding climate change, drought, and water infrastructure needs, water infrastructure investments include a total of $55 billion for the Environmental Protection Agency (EPA). In addition, $8.3 billion is designated for the Bureau of Reclamation in order to address water drought issues as well as water storage and recycling efforts by Reclamation states. The Army Corps of Engineers of Civil Works received $16.65 billion for the projects under their administration.

Water infrastructure funding opportunities will be available in existing programs as well as newly created programs in the package. Funding will be provided in the form of grants, principal forgiveness loans, and loans. Programs were authorized at various funding levels, and funds are to be made available each fiscal year. The first round of funding will be made available in fiscal year 2022. BB&K will be closely monitoring funding opportunities that will fit Las Virgenes-Triunfo JPA's short-term and long-term priorities and goals.

Due to the five-year authorizations and guaranteed appropriations, the infrastructure package provides flexibility for water agencies to use funding in the next year for immediate project planning or necessary repairs while also being able to strategize funding opportunities for future projects in the next five years. The federal investment in this package will be in addition and separate from funding provided in the traditional fiscal year appropriations, which means more water and wastewater infrastructure projects will receive federal funding in the next five years. Now is the time to evaluate, plan and strategize water priorities in order to secure federal financing for minor and major projects.

A major policy success is the $1 billion appropriation for large-scale water recycling and reuse projects competitive grant program. After months of targeted efforts to inform Congress of increased water recycling funding needs in drought-stricken western states, $550 million is appropriated for authorized large-scale water recycling and reuse projects. The remaining $450 million is specifically for projects with construction costs is over $500 million. The $450 million is intended to be designed to meet the needs of the Regional Recycling Water Project, which will support Metropolitan Water District, Southern Nevada Water Authority, the Central Arizona Project and Arizona Department of Water Resources. The funding can be used for the planning, design, and construction of a project.

Water funding highlights:

- $11.7 billion for the *Clean Water State Revolving Fund*, states are required to distribute 49 percent of funds as grants or principal forgiveness loans
- $11.7 billion for the *Drinking Water State Revolving Fund*, states are required to distribute 49 percent of funds as grants or principal forgiveness loans
- $15 billion for lead pipe replacement through the *Drinking Water State Revolving Fund*, states are required to distribute 49 percent of funds as grants or principal forgiveness loans
- $4 billion for the *Drinking Water State Revolving Funds* capitalization grants to mitigate emerging contaminants, including perfluoroalkyl and polyfluoroalkyl substances (PFAS)
- $1.15 billion for water storage, groundwater storage and conveyance projects
- $3.2 billion for the *Aging Infrastructure Account*
- $1 billion for previously authorized rural water projects
- $550 million for water recycling and reuse projects

- $450 million for large-scale water recycling and reuse projects with a construction cost of more than $500 million
- $500 million for dam safety
- $400 million for *WaterSMART*
- $300 million for Bureau of Reclamation obligations under the Colorado River Drought Contingency Plan
- $250 million in *Aquatic Ecosystem Restoration*
- $250 million for water desalination projects
- $11.6 billion for Construction funding (Army Corps of Engineers)
- $4 billion for Operations and Maintenance funding (Army Corps of Engineers)
- $150 million for Investigation funding (Army Corps of Engineers)
- $75 million for *WIFIA* direct loans and guaranteed loans (Army Corps of Engineers)

Build Back Better Act: Part II of President Biden's Economic Plan

A legislative win is expected again for the Biden Administration if Congress can pass the second key part of Biden's economic agenda, the Build Back Better Act. In total, the current reconciliation bill amounts to $1.75 trillion, which infuses spending in social programs, Medicare costs, drug pricing, climate change efforts, and more. The bill contains major tax policy changes, ranging from child tax credit to increased corporate taxes to trust and estates taxes.

The Congressional Budget Office released its evaluation of the reconciliation bill. It estimated the bill would increase the deficit by a net of $367 billion from fiscal year 2022 through 2031. It would raise an estimated $1.27 trillion in revenue over that period. The cost of the bill is a major sticking point for more moderate Democratic senators.

The House passed the bill with an expected party-line vote through the reconciliation process. The Senate is currently negotiating various provisions in the bill and certain parts will be changed due to demands from Sens. Joe Manchin (D-WV) and Krysten Sinema (D-AZ). The reconciliation bill, upon its passage in the House, is a lower priority in the Senate due to the pressing deadlines for appropriations, budget, and the NDAA. However, major negotiations are expected to transpire over the next few months. The Build Back Better Act is a major pillar in President Biden's economic agenda, and Congressional Democrats want to use the reconciliation opportunity to pass monumental policy overhauls.

A tax policy provision of note is a provision that would exclude from an individual's gross income utility or government rebates or subsidies for water conservation, stormwater management, and wastewater management. The provision would be effective retroactively to Tax Year 2019.

In addition to increased funding and tax overhauls, the bill includes more funding opportunities for water and wastewater systems:

- $9 billion to replace lead water service lines in disadvantaged communities and install lead filtration systems in schools and child care facilities
- $225 million in grants for the *Low-Income Household Water Assistance Program*
- $1.77 billion for direct loans and grants to be administered by the Department of Housing and Urban Development for energy and water efficiency projects for multifamily properties
- $1.85 billion for *Sewer Overflow and Stormwater Reuse Municipal Grants*
- $550 million for Bureau of Reclamation water supply projects for disadvantaged communities
- $400 million for National Forest Service Management for Water Source Areas
- $150 million for repairing household septic systems or connecting to public sewer systems
- $125 million for *Alternative Water Source Project Grants*
- $100 million for *Large-Scale Water Recycling and Reuse*
- $100 million in grants for inland water bodies with reduced water availability
- $97 million in grants for *USDA Rural Water and Wastewater programs*
- $25 million for emergency drought relief for tribes

Changes are expected in more contested policy areas, such as climate change provisions and tax rates for corporations. For policy provisions and funding like water, there might be cuts in spending amounts, but most of the provisions are expected to remain. All eyes will be on the Senate over the next few months as they negotiate the details of the Build Back Better Act.

MEMORANDUM

UPPER SAN GABRIEL VALLEY MUNICIPAL WATER DISTRICT

ITEM .4

DATE: November 30, 2021
TO: Government Affairs & Community Outreach Committee
FROM: General Manager
SUBJECT: Staff recommendation for Upper District's FY 21-22 Water Education Grant Program

Recommendation

Option 1

Approve staff recommendation to fund 12 grants for water education programs per Upper District's FY 20-21 Water Education Grant Program for a total amount of $9,951.66.

Option 2

Approve staff recommendation to fund 28 grants for water education programs per Upper District's FY 20-21 Water Education Grant Program for a total amount of $22,672.68.

Background

Notification of the open application period for Upper District's Water Education Grant Program (WEGP) was emailed in September 2021 to the principals of all eligible schools in Upper District's service area. The application was also made available on Upper District's website, social media accounts, and announced to the water producers via the Conservation Action Roundtable (CAR). The deadline for the first round of completed applications was November 12, 2021.

For the fiscal year 2021-22, the Board of Directors approved a budget allocation of $10,000 for the Water Education Grant Program. A total of 28 WEGP applications were received for a combined amount of $22,672.68 in requested grant funds. The success of staff outreach to schools directly contributed to the significant number of applications. Staff has reviewed and evaluated all applications considering the criteria and educational goals of the program as well as grant application guidelines. The review criteria for the applications included consideration of the following elements:

- Does the project offer a better understanding of water and the important role it plays?
- Does the project actively engage students in the learning process and enhance the classroom experience?
- Are components of the project inter-disciplinary?
- Does the budget cover the activities proposed?
- Are the student activities, goals, and objectives clearly defined?

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The attached table lists each application with a project summary and recommendation. A total of 28 grant applications totaling $22,672.68 meet the criteria listed above. Due to the initial budget allocation of $10,000, staff ranked the applications and chose the top 12 applications for immediate funding under this year's budget of $10,0000. The remaining 16 applications also meet all of the criteria listed above and are recommended for funding based on a proposed budget reallocation of funding dedicated for the purchase of educational outreach materials.

The current budget allocation for educational materials/grant programs is $45,000. The WEGP accounts for $10,000 with the remaining allocated to educational videos ($25,000) and educational materials ($10,000). Based on these allocations and the ability of inhouse staff to create educational materials and videos, it is possible to reallocate the required $12,672.68 from these areas to fully fund all WEGP applications. With the current drought conditions and in class education returning to pre-pandemic schedules, it is important to support and encourage students, parents, and educators to participate in water efficiency awareness. Staff is recommending that the remaining 16 grants be awarded.

Attachment

Upper District Water Education Grant Applications Received for FY 2021-22

ID	Project Title	Applicant Name	School	City	School District	Div.	Grade Levels	Total Students	Total Project Cost	Amount Requested	Recommend?	Grant Amount	Summary	Notes
3	Recycling Rain Water	Rebecca Alarcon, Joanna Spano, Sarah Jaramillo	Wild Rose School of Creative Arts	Monrovia	Monrovia USD	1	TK-5th	21	$ 800.00	$ 800.00	Y	$ 800.00	This project will benefit the environment by collecting rain water to water plants in our art garden. Kids will learn units of measurement by measuring rainfall, tracking data, and making prediction on water related weather patterns. Learning how the water cycle works and learning about ways to reuse rainwater would be a benefit to the students. Students can use this knowledge to support reusing water in their own homes. The art garden will provide a relaxing place for students to read, critically think, and support social emotional learning and will need to be watered on a regular basis in order for the plants to survive and using the recycled rain water will help the students understand the importance of water. Students will also learn about the water cycle through this experience.	
4	Our Water Garden - An Aquaponic System	Darcy A. Lopez	San Gabriel Mission Elementary	San Gabriel	San Gabriel	2	7th	24	$975.00	$975.00	Y	$ 975.00	For this project students will learn about the water conservation through aquaponics, and the nitrogen cycle and how it cycles through Earth's systems. Students will research and build the aquaponics system in our STEM lab. Throughout construction of and learning about the aquaponics system students will learn about how the system will conserve water and reduce our garden water usage. Benefits for students includes hands-on learning about water conservation that can be used at home, gain an understanding about sustainable methods of gardening, inspire students to learn more about sustainability and conservation, and encourage healthy eating habits.	
6	Sustainability in the Classroom	Charmaine Kangas	West Covina High School	West Covina	West Covina USD	4	10-12	82	$ 510.00	$ 510.00	Y	$ 510.00	I have five classes and teach Biology and Environmental Science. We are studying Ecology with an emphasis on sustainability. In regards to this, I would love to bring aquaponics into the classroom! Not only does it support by giving them a real-life example but it also provides us with evidence of the cycling of nutrients within an ecosystem and the ecological relationship of symbiosis. Bonus! It also provides us with classroom pets and a more soothing environment in a time when they are under so much stress. I would love to be able to purchase two aquaponic systems with heaters, lights, and fish. Thank you for considering this project for your grant. Visual evidence of sustainability, cycling of nutrients in an ecosystem as well as an example of symbiosis.	
7	Oil Spill Experiment	Annie Tam	West Covina High School	West Covina	West Covina USD	4	6-12	200	$997.76	$ 997.76	Y	$ 997.76	In the Oil Spill Cleanup experiment,students will be put into pairs where they will be given an aluminium pan full of gravel (representing beach sand) and vegetable oil (representing oil). This model is meant to replicate an oil spill in the ocean. Students must attempt to take out as much oil as they can with limited tools such as cotton balls, a sponge, and a syringe. Feathers and toy sea animals will be placed within the gravel to simulate how oil spills could affect the survival of marine life and their environment. After the students attempt to clean up the oil, the two groups will discuss how effective their clean-up was and what could be done to possibly prevent oil spills from happening in the future. This experiment will help students better understand the dangers of oil spills to our ocean and the environment. With oil spills becoming incredibly common in the U.S. due to accidents involving tankers, pipelines, drilling rigs, and much more, this project will teach students the difficulty in removing oil from the ocean.	

Upper District Water Education Grant Applications Received for FY 2021-22

ID	Project Title	Applicant Name	School	City	School District	Div.	Grade Levels	Total Students	Total Project Cost	Amount Requested	Recommend?	Grant Amount	Summary	Notes
8	Water Cycle	Ismat Arastu	Montessori Academy of La Puente	La Puente	Private	5	pre-K, K	70	$ 1,000.00	$ 1,000.00	Y	$ 1,000.00	Montessori Academy of La Puente water conservation project will teach children have a better understanding of how valuable water is in our daily lives. Water conservation is an important step in ensuring that we will have clean water in the future. Children can make a very important difference towards water. Following are the different projects, we will have children do to teach them all about water conservation. All activities will be hands-on and we will follow the Montessori approach in teaching children the importance of water. Each child will make a project on a 3-D poster board that illustrates the water cycle. Children's books will be purchased. (15-20) A variety of books will be read daily, so that children will learn about water theme as part of our curriculum in the month of March and do all activities related to this theme. A variety of craft materials/water play materials will be purchased to do different projects on "All about Water". Photos of daily water activities such as drinking,bathing, washing, cleaning and swimming will be used to discuss the various use of water in our daily life and let children come up with their thoughts and ideas. For example: a. Develop understanding among the students about the importance of water in our daily life. b. Make children aware that water is a precious resource and should be used wisely. c. Learn water use and prevent wasting water. In addition, water activities will be set up in different areas in the classroom, such as matching flash cards, various water saving pictures with vocabulary words in the language area, posters and books of water conservation in different countries in the science area etc. each child will also be assigned to do a take home project on water usage, so that parents will be involved and also learn and be exposed to water conservation techniques. Each child will learn the water conservation concept at his/her level and pace. We will incorporate this valuable lesson making it interesting, fun and memorable.	
9	Water Cycle (2)	Ismat Arastu	Montessori Academy of West Covina	West Covina	Private	4	pre-K, K	80	$ 1,000.00	$ 1,000.00	Y	$ 1,000.00	Montessori Academy of West Covina water conservation project will teach children have a better understanding of how valuable water is in our daily lives. Water conservation is an important step in ensuring that we will have clean water in the future. Children can make a very important difference towards water. Following are the different projects, we will have children do to teach them all about water conservation. All activities will be hands-on and we will follow the Montessori approach in teaching children the importance of water. Each child will make a project on a 3-D poster board that illustrates the water cycle. Children's books will be purchased. (15-20) A variety of books will be read daily, so that children will learn about water theme as part of our curriculum in the month of March and do all activities related to this theme. A variety of craft materials/water play materials will be purchased to do different projects on "All about Water". Photos of daily water activities such as drinking,bathing, washing, cleaning and swimming will be used to discuss the various use of water in our daily life and let children come up with their thoughts and ideas. For example: a. Develop understanding among the students about the importance of water in our daily life. b. Make children aware that water is a precious resource and should be used wisely. c. Learn water use and prevent wasting water. In addition, water activities will be set up in different areas in the classroom, such as matching flash cards, various water saving pictures with vocabulary words in the language area, posters and books of water conservation in different countries in the science area etc. each child will also be assigned to do a take home project on water usage, so that parents will be involved and also learn and be exposed to water conservation techniques. Each child will learn the water conservation concept at his/her level and pace. We will incorporate this valuable lesson making it interesting, fun and memorable.	

Upper District Water Education Grant Applications Received for FY 2021-22

ID	Project Title	Applicant Name	School	City	School District	Div.	Grade Levels	Total Students	Total Project Cost	Amount Requested	Recommend?	Grant Amount	Summary	Notes
12	Why is Water a Need for Plants	Carol Desy	St. Luke Catholic School	Temple City	Private	1	2nd	11	$ 901.04	$ 901.04	Y	$ 901.04	Students will use a table top Grow Light Garden to determine the need for water in plant growth. Each student will plant and germinate the same kind of seeds. When the seedlings grow they will be placed under the grow light garden. Half of the plants will be watered every 2 to 3 days while the other plants will be watered once a week. Students will measure the height of the plants once a week to observe growth. The height measurements will be recorded on an observation table to allow students to compare and interpret information from the measurements. This activity will provide students a first hand observation of the necessity of water in the growth of plants. They will be able to describe how important water is to living things and connect it to conserving water resources so that there is enough water supply for everyone. The project will benefit the environment by students helping to care for the plants around them with water conservation in mind whether at home, in the community, or in school. Students will benefit from developing the skills of obervation, comparing, measuring, and interpreting information.	
13	Green Thumb Classroom Water and Greenhouse	Carol Desy	St. Luke Catholic School	Temple City	Private	1	3rd	12	$ 617.79	$ 617.79	Y	$ 617.79	Students will conduct a study to determine the effect that a greenhouse has on how much water or moisture is retained in plants. They will utilize a classroom greenhouse with wire shelves and a vinyl cover. Plants of varied types will be kept in the greenhouse. Once the plants are watered, the students will measure and monitor how much water is kept in the soil. This will help determine the rate of water absorption and evaporation occurring in the greenhouse through the use of a Rapitest Four-Way Analyzer. Students will acquire the idea of what the greenhouse effect is and its impact. As this affect has negative impact on our environment and specifically global warming, students will have a discover how greenhouses help keep in moisture and warmth. They will track the data from the activity. Moisture and warmth are two ingredients essential to plant growth.	
15	Watershed/Nonpoint	Carol Desy	St. Luke Catholic School	Temple City	Private	1	5th	13	$ 888.43	$ 888.43	Y	$ 888.43	California's way of life and industry are affected by the water that surrounds our state, agriculture, tourism, and film-making. The coasts of our state are fragile due to water pollution. Students will conduct an investigation on the sources and effects of water pollution. They will utilize a watershed/non-point source model the provides hands-on demonstration how storm water runoff carries pollutants through the watershed to a pond, lake, river, bay or ocean. They will trace where the pollutants originate and how they get to different bodies of water thus affecting our water system. Included in the student activities through the project is creating practices to prevent this type of water pollution from occurring. Showing where pollution on the watershed comes from and its effects on our ecosystem will help the students improve how they use the resources available to them. Student's will cite practical ways to conserve resources. They will be able to describe everyday behavior and how important it is to use what they have wisely. For example, putting the amount of food on their plate that they can finish. This can impact food production. Farmers will not need to use as much chemicals that drain into rivers and streams by producing less and efficient crops. In addition, students will comprehend why certain community laws about care for the environment are in place. Even young students can practice the habit of environmental stewardship. Once this habit is in place, they will model it to their family, friends, and community.	

Upper District Water Education Grant Applications Received for FY 2021-22

ID	Project Title	Applicant Name	School	City	School District	Div.	Grade Levels	Total Students	Total Project Cost	Amount Requested	Recommend?	Grant Amount	Summary	Notes
17	Hydropower	Carol Desy	St. Luke Catholic School	Temple City	Private	1	8th	9	$ 604.80	$ 604.80	Y	$ 604.80	Energy and fuel are attained from resources found in nature. Earth is 72% covered with water. The force driven from the hydrosphere could be harnessed making it a clean and renewable source of energy. Students will conduct experiments and build water turbines to discover hydropower as a source of energy. They will put together waterwheels that convert mechanical energy from water to do physical work. As students construct the water turbines, they will learn the physics behind it. It is in the aim of building the set-up to observe that electrical energy can be generated from hydropower to light an LED. Students will trace the transformation of energy from mechanical to electrical energy. This project will provide students evidence that energy is not created nor destroyed but is transferred or transformed. Importantly, this project will provide students an opportunity to share how energy can be generated without harming the Earth's ecosystem and maintain the cleanliness of our air, water, and land. They will have the opportunity to discuss that hydropower is one way to provide people's energy needs without carbon emissions that contribute to global warming. To culminate the project, students will write a report about how hydropower works and the benefits derived from this renewable source of energy. Students will share their report with the fourth grade, who has renewable energy sources as one of the topics that they discuss in science. Students will find three benefits from the project. 1. They will have a first hand experience building a model of hydroelectric power and explain how it works. 2. They will be able to evaluate the importance of generating energy without harming Earth through the power of water. 3. They will have the opportunity to carry out the schoolwide learning expectation of being an effective communicator by sharing their report about the project.	
18	Sprout and Grow	Carol Desy	St. Luke Catholic School	Temple City	Private	1	TK/K	14	$ 656.84	$ 656.84	Y	$ 656.84	Our young students will be fascinated by the sight of the developing parts in germinating plants. They will see science in action from roots to seeds. Students will observe the role of water in the growing of an embryo in a seed into a seedling through a transparent self-supporting window planter. The window planter will allow the students to view how water affects the seeds beneath the soil as the plant begins to sprout, develop roots, and grow. As students observe what happens in the dirt, they will make sketches on the journal pages for writing about observations. The activity will provide the students a learning experience about the importance of water for plants as well as for other living organisms. In addition, they will visually observe how the roots and leaves grow. They will further make a connection between what they read through the texts and what they saw through the activity materials. The learning experiences will translate into a behavior of taking charge of caring for plants and caring for our natural water resources.	
27	Sustainable Gardening Program	PJ Johnson	Holy Family School	South Pasadena	Private	2	K-5	200	$ 1,000.00	$ 1,000.00	Y	$ 1,000.00	Holy Family School would like to add sustainable and regenerative gardening to our water-wise garden program. Providing water-wise gardening over the past few years has led our teachers and students to the discovery that gardening is a healthy, educational activity for children that includes spending beneficial time outdoors. Our water-wise garden program allows students to develop new skills and learn about science and nature. As a result we are eager to expand our curriculum to include more sustainable practices including composting, recycling, conserving resources, researching plant care and mulching. The benefits will include enhanced sustainable gardening practices, preparing soil with organic materials, conserving water and working together to protect the environment through water-wise and regenerative gardening practices. The garden will also teach the children responsibility and patience.	
								836	$9,951.64	$ 9,951.64		$ 9,951.64		

Upper District Water Education Grant Applications Received for FY 2021-22

ID	Project Title	Applicant Name	School	City	School District	Div.	Grade Levels	Total Students	Total Project Cost	Amount Requested	Recommend?	Grant Amount	Summary	Notes
Recommended Pending Budget Adjustment														
1	States of matter (Water) Flipbook	Sumin Ha	Newton Middle School	Hacienda Heights	Hacienda La Puente USD	3	7-8	100	$ 280.00	$ 280.00	Y	$ 280.00	Students will create minimum 40 pages long flipbook animation to show their understanding in states of water in everyday life. During this part of the project, students will have options of using printer papers, post-it notes, or index cards to create this creative project. Students will be engaged to learn about thermal energy and how water changes its states depending on different phenomena. Start with water experiments to show the states of water first. The Flipbook is going to focus on the real world examples of the states of water.	
2	Principal - Conserve and Save for a better California	Ramona Hernandez	Edgewood Academy	La Puente	Basset USD	3	Tk-8	515	$ 1,000.00	$ 1,000.00	Y	$ 1,000.00	Edgewood Academy would like to purchase books, writing supplies, posters, and educational materials to teach students about water conservation. Edgewood Academy would also like to purchase plants and flowers that are native to California and are drought-tolerant to give a real-world hands-on experience when ti comes to teaching about water conservation. Lastly, Edgewood Academy would like to purchase 28 recycling bins to place around campus to help students learn how to recycle and conserve.	
5	Garden Shelf	Darcy A. Lopez	San Gabriel Mission Elementary	San Gabriel	San Gabriel	2	K-5	120	$ 670.00	$ 670.00	Y	$ 670.00	Through hydroponic gardening students will learn how to manage, reuse, and recycle water to grow leafy green vegetables in their classroom. Student groups will build hydroponic gardens using a clear plastic container, a water pump, seeds and of course water. They will collect water that would have otherwise been dumped to fill up the hydroponic gardens. Students will also be incharge of maintaining appreprate water Ph levels as well as ensuring plants have the nutrients needed to survive. Throughout the activity students will explore and learn about hydroponics and discover how and why plants are able to grow without soil. Students will benefit from learning about gardening and gettign to experience the process in real time. Students will grow and develop their understanding of plant life and growth. Students will learn about water and conservation techniques.	
10	Engineering & Robotics Teacher	Nira Chandrasekar	La Puente High School	La Puente	Hacienda La Puente USD	3	9-12	100	$ 1,000.00	$ 1,000.00	Y	$ 1,000.00	In this project, students will be introduced to nanotechnology and how it helps improve our lives. They will be working hands on with multiple smaller projects that use the nanotechnology in different streams of life. Students will be able to integrate math skills with science concepts to get a better understanding of the applications of nanotechnology. This kit includes experiments that are related to electromagnetic spectrum, laser light, electron microscopy, and atomic force microscopy to explore how nanomaterials can be made visible. Students will closely investigate exotic mixures to learn about the nanoscopic particles suspended in them. They will conduct experiments with the hyrdophilic and hydrphobic properties of different surfaces. This knowledge helps them work with cutting edge technology to conserve and save water. •The concept of nanomaterials is applied in various fields that connect to water, chemistry and technology. This kit claims to help students understand nanoscopic properties which includes understanding of the properties of colloids and lotus leaf liquid (water is not absorbed by the fabric – which reduces water usage and attached itself to the dirt and helps clean the fabric). There are nanotechnology appliances (washer, clothes coated with nanotechnology , coating for car paintwork, etc) which help conserve water on a large scale. Also, the understanding of nanotechnology helps in designing a desalination plant (converting salt water to clean water).	

Upper District Water Education Grant Applications Received for FY 2021-22

ID	Project Title	Applicant Name	School	City	School District	Div.	Grade Levels	Total Students	Total Project Cost	Amount Requested	Recommend?	Grant Amount	Summary	Notes
11	Water - Essential to Life	Carol Dezy	St. Luke Catholic School	Temple City	Private	1	1st	8	$ 523.00	$ 523.00	Y	$ 523.00	Students will utilize an aquarium to observe how water is essential to the ecosystem of aquatic animals. Part of the students' observations is to describe how water affects food chains and the life cycles of water organisms. Students will share how maintaining a clean aquarium is important to support all the members of the water community. They will gather information about food chains and the life cycles of organisms. As they share this information, they will be able to connect them with what they observe in the aquarium. Students will learn about the need of living organisms in water. As students maintain the aquarium, they will explain how a safe environment is important for organisms to survive. Students will also benefit from this project by being good stewards of our natural resources.	
14	Effects of Acid Rain	Carol Dezy	St. Luke Catholic School	Temple City	Private	1	4th	6	$ 597.03	$ 597.03	Y	$ 597.03	As people burn fossil fuels, atmospheric pollution occurs causing acidic rainfall - which we call acid rain. Acids in rain is the combination of sulfur and nitrogen oxides which are gases formed when coal and other fossil fuels burn. Students will conduct a simulating acid rain laboratory investigation. Through inquiry-based investigation students will explain what causes acid rain, its effects on the environment and how it can be prevented. Prior to the investigation, students will have a discussion of what fossil fuels are and the effect they cause as they are burned in the formation of acid rain. California is a state with a large population that uses fossil fuels in transportation and industry. Our students will connect the use of nonrenewable energy sources with acid rain. They will relate that acidic rainfall can cause pollution in our water supply. They will have the opportunity to choose ways to put a stop to polluting our water. This allows students to be aware of and learn to be responsible for our natural resources.	
16	Where Does Our Waste Water Go?	Carol Dezy	St. Luke Catholic School	Temple City	Private	1	6th	11	$ 829.58	$ 829.58	Y	$ 829.58	What happens to our household waste water after it is carried out of our homes? This is the question the students will focus on in this project. Student will construct a wall treatment model to observe the processes of how water is cleaned up physically, chemically, and biologically. They will build a water treatment plant that can filter and bio-mediate water pollutants. Students will be guided by a set of procedures, how to use filters and microorganisms that eliminate materials causing dirt and toxins in water. They will test the treated water after it went through the processes of remediation. Each student will keep a record of observations and analysis of the results of the treatment. Students will be introduced to a list of vocabulary/key words that are used in clean-up procedure as well as various processes involved. They will be introduced to science and engineering practices that help recycle and reuse our water resources. Available knowledge of how water we flush in the restroom is made clean again, will be learned by the students in their class. They will describe the importance of sewage management plants they see in their community. They will have a first hand experience how waste water is treated and pumped back in the community to be reused. This project will give the students the advantage of realizing the contribution science and engineering practices for the common good of people and environment. This project will lead students to appreciate the efforts of the government in sewage clean up. It will also give them an opportunity to consider the possibility of a job in wastewater management.	

Upper District Water Education Grant Applications Received for FY 2021-22

ID	Project Title	Applicant Name	School	City	School District	Div.	Grade Levels	Total Students	Total Project Cost	Amount Requested	Recommend?	Grant Amount	Summary	Notes
19	Compassion in Action - Water Conservation!	Patricia Allaf	La Feira Elementary	Glendora	Glendora USD	4	4 & 5	20	$ 855.00	$ 855.00	Y	$ 855.00	By working together in the school environment, students can promote small but significant changes in collective behavior that will ultimately lead to increased water conservation. By incorporating interdisciplinary lessons and activities into the curriculum, the students will look at their own and family uses of water patterns. Students will then be able to differentiate between patterns that waste water and those that conserve. Lessons and activities will be divided into three sections 1) Where does water come from? 2) Water and You 3) Water and Our Future. Each section begins with a teacher led lesson plan followed by student activities. The group that will be involved in this project are the 4th and 5th grade Intervention students. They will work collaboratively while conducting research, creating posters, and watching videos. The students will also contact the district school board and invite them to the school assembly which they will lead and preset their findings on the three sections noted above. The project will culminate with the students organizing and leading hands-on activities during Earth Week for their school peers. Example website students will use: http://www.savingh2o.org/resources.html The benefits of this project will include a better understanding amongst students regarding water conservation, beneficial uses of water, and how to maintain a school garden with an opportune amount of water. Students in grades Kindergarten through 5th grade will attend a Compassion in Action - Water Conservation assembly where they will listen and learn from their school peers (the 4th and 5th grade Intervention Students), and then participate in hands-on activities throughout Earth Week (crafts, coloring pages, games, etc.)	
20	Water Conservation and California Native Plants	Jamila Daulatzai	Bassett High School	La Puente	Bassett USD	3	9-12	150	$ 1,000.00	$ 1,000.00	Y	$ 1,000.00	In order to present a real-life application of water's impact on living organisms, this garden will be established, monitored and maintained by Science Department students. They will set up records on kinds of plants, soil and water consumption by ways of water meter placed in the soil in the planter of the garden. They will be asked to consider factors such as the influence of climate change, temperature, availability of atmospheric moisture as well water applied manually via hose and soil composition. The Water Conservation and California Native Plants project will benefit the majority of students at BHS as students will see many types of plants in a garden they build that represents many California Native plants biome (and others). By focusing on a cement and green deficit area the students will learn about water conservation, climate change and how to grow and maintain a garden from scratch. The school community will benefit from seeing the plants and learning their names (California natives, herbs, cactus, flowers and small tree species). By testing soil moisture and monitoring via probes student learn the importance of water to living things. Students will create and maintain the garden and be able to see it each day on their walks to class. A culminating activity will be one field trip for 40 students to attend the Newport Beach Nature Conservancy to observe California Native species in their natural habitat.	

Upper District Water Education Grant Applications Received for FY 2021-22

ID	Project Title	Applicant Name	School	City	School District	Div.	Grade Levels	Total Students	Total Project Cost	Amount Requested	Recommend?	Grant Amount	Summary	Notes
21	Water Conservation and California Native Plants	Eloise Gomez	Bassett High School	La Puente	Bassett USD	3	9-12	150	$ 1,000.00	$ 1,000.00	Y	$ 1,000.00	In order to present a real-life application of water's impact on living organisms, this garden will be established, monitored and maintained by Science Department students. They will set up records on kinds of plants, soil and water consumption by ways of water meter placed in the soil in the planter of the garden. They will be asked to consider factors such as the influence of climate change, temperature, availability of atmospheric moisture as well water applied manually via hose and soil composition. The Water Conservation and California Native Plants project will benefit the majority of students at BHS as students will see many types of plants in a garden they build that represents many California Native plants biome (and others). By focusing on a cement and green deficit area the students will learn about water conservation, climate change and how to grow and maintain a garden from scratch. The school community will benefit from seeing the plants and learning their names (California natives, herbs, cactus, flowers and small tree species). By testing soil moisture and monitoring via probes student learn the importance of water to living things. Students will create and maintain the garden and be able to see it each day on their walks to class. A culminating activity will be one field trip for 40 students to attend the Newport Beach Nature Conservancy to observe California Native species in their natural habitat.	
22	Water Conservation and California Native Plants	William Baca	Bassett High School	La Puente	Bassett USD	3	9-12	150	$ 1,000.00	$ 1,000.00	Y	$ 1,000.00	In order to present a real-life application of water's impact on living organisms, this garden will be established, monitored and maintained by Science Department students. They will set up records on kinds of plants, soil and water consumption by ways of water meter placed in the soil in the planter of the garden. They will be asked to consider factors such as the influence of climate change, temperature, availability of atmospheric moisture as well water applied manually via hose and soil composition. The Water Conservation and California Native Plants project will benefit the majority of students at BHS as students will see many types of plants in a garden they build that represents many California Native plants biome (and others). By focusing on a cement and green deficit area the students will learn about water conservation, climate change and how to grow and maintain a garden from scratch. The school community will benefit from seeing the plants and learning their names (California natives, herbs, cactus, flowers and small tree species). By testing soil moisture and monitoring via probes student learn the importance of water to living things. Students will create and maintain the garden and be able to see it each day on their walks to class. A culminating activity will be one field trip for 40 students to attend the Newport Beach Nature Conservancy to observe California Native species in their natural habitat.	

Upper District Water Education Grant Applications Received for FY 2021-22

ID	Project Title	Applicant Name	School	City	School District	Div.	Grade Levels	Total Students	Total Project Cost	Amount Requested	Recommend?	Grant Amount	Summary	Notes
23	Water Conservation and California Native Plants	Raymond Lau	Bassett High School	La Puente	Bassett USD	3	9-12	150	$ 1,000.00	$ 1,000.00	Y	$ 1,000.00	In order to present a real-life application of water's impact on living organisms, this garden will be established, monitored and maintained by Science Department students. They will set up records on kinds of plants, soil and water consumption by ways of water meter placed in the soil in the planter of the garden. They will be asked to consider factors such as the influence of climate change, temperature, availability of atmospheric moisture as well water applied manually via hose and soil composition. The Water Conservation and California Native Plants project will benefit the majority of students at BHS as students will see many types of plants in a garden they build that represents many California Native plants biome (and others). By focusing on a cement and green deficit area the students will learn about water conservation, climate change and how to grow and maintain a garden from scratch. The school community will benefit from seeing the plants and learning their names (California natives, herbs, cactus, flowers and small tree species). By testing soil moisture and monitoring via probes student learn the importance of water to living things. Students will create and maintain the garden and be able to see it each day on their walks to class. A culminating activity will be one field trip for 40 students to attend the Newport Beach Nature Conservancy to observe California Native species in their natural habitat.	
24	Raised Garden Bed	Ryan Guan & Hana Chloe Yoon	Los Altos High School	Hacienda Heights	Hacienda La Puente USD	3	9-12	15	$ 850.00	$ 850.00	Y	$ 850.00	The initial startup of the project is to build an 8ft-4ft-16in raised garden bed and provide the supplies needed to create a sustainable garden. With enough funds, we will duplicate the project to a bigger scale, where more volume will be produced. Taking into account what our students want to grow, we will grow those vegetables, ultimately providing free access to organic nutrients. Not only will the garden beautify our school, it will inform students on how to live a sustainable lifestyle and inspire students to build their own garden. The purpose of this organization is to improve the mental health of students, relieving stress and reducing negative thoughts by channelling their energy towards a positive and tangible outcome. Students will learn how to live a sustainable lifestyle, learning how to plant and nurture vegetables, and the benefits they bring to themselves and the environment. Contributing to the build of a sustainable community, our school's HEART (Honesty, Excellence, Accountability, Responsibility, Teamwork) values are exhibited. Whether that be by expressing responsibility in cultivating a life, or whether that be by expressing accountability through our actions, or whether that be by expressing teamwork in working towards a common goal, the club strives for the growth of people and plants alike.	
25	Water-wise After School Club K-3	Shannon Porter	Holy Family School	South Pasadena	Private	2	K-3	90	$ 1,000.00	$ 1,000.00	Y	$ 1,000.00	Adding an after school garden club will make water-wise gardening available to a greater number of children in our school. One day a week, our Garden Coordinator will provide one hour of garden instruction for grades k-3 immediately after school. This will build on the water-wise garden curriculum taught during the school day. After school lessons will integrate water-wise teaching into science topics including ecosystems, photosynthesis and environmental sustainability, climate change, water conservation and cycles, energy, sustainability and interrelationships among water and agriculture. Students will plant and maintain all the plants in the native, drought tolerant garden and will track garden progress through journaling. The benefits will include making children aware of their environmental impact and their ability to take action. Through planting, maintaining and caring for the school native and drought tolerant garden, they will lean about water-wise gardening and the environmental benefits. As steward of the garden they will also make presentations to the larger student body about their gardening practices and lessons learned. There will also be academic advancements for students participating in the garden club with science lessons integrated into the after-school program.	

Upper District Water Education Grant Applications Received for FY 2021-22

ID	Project Title	Applicant Name	School	City	School District	Div.	Grade Levels	Total Students	Total Project Cost	Amount Requested	Recommend?	Grant Amount	Summary	Notes
26	Water-wise After School Club 4-8	Shannon Porter	Holy Family School	South Pasadena	Private	2	4-8	140	$ 1,000.00	$ 1,000.00	Y	$ 1,000.00	Adding an after school garden club will make water-wise gardening available to a greater number of children in our school. One day a week, our Garden Coordinator will provide one hour of garden instruction for grades 4-8 immediately after school. This garden club will provide a much-needed opportunity to involve the older grades in water-wise education. The after school program will build on the water-wise garden curriculum taught during the school day. After school lessons will integrate water-wise teaching into science topics including ecosystems, photosynthesis and environmental sustainability, climate change, water conservation and cycles, energy, sustainability and interrelationships among water and agriculture. Students will plant and maintain all the plants in the native, drought tolerant garden and will track garden progress through journaling. The older students will be given the responsibility of providing detailed presentations of lessons learned to the younger students. The benefits will include making children aware of their environmental impact and their ability to take action. Through planting, maintaining and caring for the school native and drought tolerant garden, they will learn about water-wise gardening and the environmental benefits. As steward of the garden they will also make presentations to the larger student body about their gardening practices and lessons learned. There will also be academic advancements for students participating in the garden club with science lessons integrated into the after-school program.	
28	Water Impacts ALL Life on Earth	Megan Daley	Stanton Elementary	Glendora	Glendora USD	4	3	80	$ 116.41	$ 116.41	Y	$ 116.41	California Environmental Principles and Concepts aligned to the CA NGSS: (3-LS4-2), (3-LS4-3), (3-LS4-4) Principle II: The long-term functioning and health of terrestrial, freshwater, coastal, and marine ecosystems are influenced by their relationships with human societies. Students will use a Clean Water Science Kit in small groups to understand how water gets cleaned. This will be part of a larger unit of study based on the Next Generation Science Standards for California Public Schools for third grade. We will be focusing on how ecosystems are changed or protected by thier relationship with human societies. The kit I am requesting will cover solar pasteurization of water and desalination. It is a reusable kit and will be shared among the third grade classes with appoxamately 80 students. This can also be used year after year with only needed aditional carbon filter paper. Knowledge of How Water Gets Cleaned -Desire to be a Change-Maker & Student Activist in regards to maintaining a CLEAN & HEALTHY ecosystem -More Water Appreciating & Less Water Wasting & Poluting -Students Participate in the Scientific Method with Hands-On Learning	
								970	$9,771.02	$ 9,771.02		$ 12,721.02		

Recommended for Approval Total	$	9,951.66
Recommended pending Budget Reallocation	$	12,721.02
Not Recommended for Approval Total	$	-
All Grant Applications Total	$	22,672.68

Current Budget	$	10,000.00
Recommended for Approval Total	$	9,951.66
Remaining	$	48.34
Additional Recommended Grants Total	$	12,721.02
Budget Reallocation Required	$	12,672.68

MEMORANDUM

UPPER SAN GABRIEL VALLEY MUNICIPAL WATER DISTRICT

ITEM 5.

DATE: December 6, 2021

TO: Government and Community Affairs Committee and Board of Directors

FROM: General Manager

SUBJECT: Revise the 2021-2022 Legislative Policy Principles and authorize the General Manager and/or the Director of Government Affairs to direct advocacy consultants on positions consistent with these principles.

Recommendation

Revise the 2021-22 Legislative Policy Principles and authorize the General Manager and/or the Director of Government Affairs to direct advocacy consultants on positions consistent with these principles.

Background

Consistent with the 2-year legislative policy cycle, these principles will provide general guidance by which the General Manager and/or the Director of Government Affairs are authorized to direct resources to advocate bill positions that are consistent with advancing Upper District's mission and strategic goals.

The 2021-22 Legislative Policy Principles considers the legislative focus of: Metropolitan Water District of Southern California, Association of California Water Agencies, San Gabriel Valley Water Association, WateReuse, and California Special District Association.

Upper District Legislative Priorities

- Support initiatives and funding that will advance the research and development of local water resources including recycled water, groundwater storage and stormwater projects.
- Support administrative/legislative actions and funding to facilitate watershed restoration projects.
- Support legislation or administrative action that strongly protects existing water rights and oppose legislative action that would infringe upon existing water rights or is inconsistent with water rights priorities/adjudications.
- Support actions to ensure progress on Delta Conveyance and California EcoRestore.
- Support administrative/legislative actions and funding for water quality projects that treat, monitor and/or remediate per-and polyfluoroalkyl substances.
- Support administrative/legislative actions to secure funding to help public water systems offset the costs associated with COVID-19.
- Support tax exemptions for water conservation/efficiency incentives including, but not limited to, turf removal, local stormwater capture (e.g., rain barrels, cisterns), and other measures to reduce

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consumption of water or enhance the absorption and infiltration capacity of the landscape.
- Support continued funding for water efficiency programs including but not limited to U.S. EPA's WaterSense program.
- Support legislation and funding for ACOE projects including but not limited to sediment removal and dam safety.

2021-22 Legislative Policy Principles

A. Water Resource Management

SUPPORT administrative/legislative action and state funding to expedite the development of recycled water, groundwater, and stormwater as beneficial water resources.

SUPPORT administrative/legislative action that streamlines the regulatory oversight of recycled water use.

SUPPORT integrated water resources portfolio planning by advocating for clear, concise, and streamlined regulations/policies.

SUPPORT groundwater storage policy is implemented in a way that protects existing water rights, water users and the environment.

SUPPORT administrative/legislative actions that help achieve the state's recycled water goals while limiting one-size-fits-all mandates on the uses of recycled water and specific reductions of wastewater discharges.

SUPPORT administrative/legislative actions that promote stormwater as a beneficial resource and facilitate the funding and permitting of stormwater capture projects.

SUPPORT administrative/legislative actions that require consideration of cost/benefits, local uses for recycled water and stormwater capture projects, and available state funding to implement programs that mandate reduction or reuse of ocean discharges.

SUPPORT legislative/administrative actions and funding to accelerate new local supply development, including recycled water, water quality treatment, groundwater remediation and storage, water loss detection and repair, and water conservation measures.

SUPPORT administrative/legislative actions and funding that help enhance local watershed management in the San Gabriel River Watershed that provide water quality benefits, enhanced reliability and mitigates the effects of wildfires.

B. Conservation

SUPPORT tax exemptions for water conservation or efficiency incentives for measures including, but not limited to, turf removal, rain barrels, cisterns, and other measures to reduce consumption of water or enhance water use efficiency.

SUPPORT funding for water conservation and water-use efficiency programs such as the U.S. EPA WaterSense program, and other water resource projects.

SUPPORT legislation that advances Conservation as a California Way of Life in a manner that maintains flexibility and control of water resources management decisions at the local and regional level.

SUPPORT legislation or administrative actions that create new conservation mandates or regulations are based on science, recognize regional distinctions and potential impacts to wastewater operations and recycled water projects.

SUPPORT administrative/legislative actions and funding for demand management activities and new local supply projects to conserve existing supplies and prepare for a dry future.

SUPPORT administrative/legislative actions and funding to reduce water loss. Support the development and implementation of flexible water loss standards for both retail and wholesale water systems.

C. Imported Water Supply

SUPPORT administrative/legislative action and funding that advances Delta conveyance and California EcoRestore in support of the state's coequal goals of water supply reliability, Delta ecosystem restoration and the Governor's California Water Resilience Portfolio.

SUPPORT for implementation of state policies adopted as part of the 2009 Delta Reform Act and water management package, including clarification of the monitoring, reporting, and enforcement provisions related to in-Delta diversions.

SUPPORT administrative/legislative action and funding for new or expanded water infrastructure that complements the State Water Project.

SUPPORT administrative/legislative actions in the Delta watershed to account for and administer the water rights system including protecting stored water releases.

SUPPORT administrative/legislative actions and funding for the Colorado River System water conservation projects, including implementation of the Drought Contingency Plan.

D. Drought/Climate Change Related Legislation

SUPPORT legislation that provides funding and regulatory assistance for regions affected by the drought for immediate and long-term water projects that aid in the development, storage, treatment, and delivery of water.

SUPPORT legislation/administrative actions and funding that facilitates drought preparedness and drought response projects and programs.

SUPPORT administrative/legislative actions that support research into potential water resources and

water quality effects of climate change.

E. Environmental Planning/Sustainability

SUPPORT administrative/legislative action to improve clarity and workability of the California Environmental Quality Act (CEQA).

SUPPORT administrative/legislative action for environmental regulatory compliance that provide flexibility, promotes consistency, and reduces regulatory duplication, while protecting public health and the environment.

SUPPORT legislation that includes actions and funding for control and eradication of invasive species including, but not limited to, quagga mussels.

F. Water Quality

SUPPORT legislation, initiatives/funding to protect and improve water quality from various constituents such as chromium 6, nitrate, perchlorate, salinity, uranium, MTBE, and pharmaceuticals/personal care products and other constituents of emerging concern.

SUPPORT regulatory/legislation that utilize best available science, occurrence and health affects data, appropriate cost benefit analyses for public health protections and improved water quality. Apply these principles when setting maximum contaminant levels (MCLs), setting notification/response levels and implementation, identifying constituents of emerging concern (CECs) and other regulatory standards or guidance levels.

SUPPORT administrative/legislative actions and funding that apply the "responsible party" principle to addressing contamination treatment and mitigation measures to comply with new regulatory standards.

SUPPORT administrative/legislative actions to secure funding to help public water systems defray the costs of monitoring and/or remediation of per-and polyfluoroalkyl substances and ensure drinking water and wastewater facilities are not held liable for the cleanup of contamination.

G. Emergency Preparedness

SUPPORT administrative/legislation that assist the water industry to prepare, respond and recover from natural disasters, catastrophic events and sabotage. Support funding that provides resources for emergency response, planning and restoration of service.

H. Fiscal Policy

SUPPORT authorizations to fund local projects through the Bureau of Reclamation's Title XVI and WaterSMART programs, the ACOE or EPA

SUPPORT administration/legislation to reduce the local cost of financing water projects such as: tax-credit financing & tax-exempt municipal bonding; expanded Water Infrastructure Finance Innovation Act

(WIFIA); and Water Resources Development Act (WRDA).

SUPPORT administrative/legislative actions that reform or create water financing mechanisms to provide water systems with voluntary options for financing low-income rate assistance programs.

SUPPORT administrative/legislative actions to secure funding to help public water systems offset the costs associated with COVID-19.

SUPPORT administrative/legislative actions that meaningfully improve water affordability throughout the region at both the individual and the water system level without burdening existing ratepayers.

I. Water System Governance

SUPPORT administrative/legislative actions that improve the governance of non-compliant water systems and aid with consolidations that increase their technical, managerial, or financial capacity.

SUPPORT administrative/legislative action to ensure that all affected public water systems are consulted on proposed consolidations or extension of service area.

SUPPORT funding to help water systems provide low-income ratepayer assistance programs without operational constraints.