

2013

George B. Brooks Sr. Community School

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Business Plan

Education - Wellness - Success

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Introduction

This Business Plan presents the concepts, resources and requirements for the continuation of the start-up of the community educational program located at the George B. Brooks Sr. Community School (GBBCS) located at 3146 East Wier Ave, Phoenix, AZ 85040.

I. EXECUTIVE SUMMARY

GBBCS was formally founded by the Roosevelt School District (RSD) in September of 2012. The formation of this school was the culmination of a five year effort to bring community value to underutilized assets within the RSD. The chronology of school development started with a community ideation session held in November of 2009. This workshop brought together over fifty knowledgeable local specialists, community political representatives, parents, and State and local educators to discuss opportunities to define the needs and expectations for enhanced educational service to the South Phoenix community using existing school resources. These discussions resulted in the development of a plan for a Sustainability Park issued on January 20th, 2010 that outlined ideas and opportunities for the community.

Community and Governing Board interest in the report grew over the next two years. Excited about the potential community impact, several congruent activities transpired:

- 1) St. Luke's Health Initiative funded community discussion, feedback and suggestions continued to escalate with the formation in November of 2011 of a Technical Assistance Partnership (TAP) consisting of not-for-profit agencies and including RSD.
- 2) RSD enrollment declines reduce the District budget and capacity precipitating the closure of the George B. Brooks Sr. Academy in January of 2012.
- 3) The Roosevelt Wellness Center, an important piece of the Sustainability Park, was completed in July of 2012. Funding was obtained through issuance of five year obligations funded through cost savings generated by the centralized, multi-purpose new building. These savings also purchased the Greenhouse.
- 4) The TAP group evolved into Cultivate South Phoenix (CUSP) and successfully garnered support to have the now vacated George B. Brooks Academy repurposed to a community school. Through a Governing Board Resolution passed in September of 2012, GBBCS was created to combine all outreach and community efforts within the three key facilities now available; the Roosevelt Wellness Center, an existing free and public Technology Center (commonly called the Neighborhood House) and the newly established GBBCS. Authority was granted to develop any other available District property to augment the programs at GBBCS.

Now formally established as a community school under Arizona Statute, the financial reality of the community dream became the next hurdle. As a sustainable model, GBBCS is intent on generating sufficient income from on-site activities such as the gardens, greenhouse and classes to sustain operations. GBBCS is a separate fund from RSD and is allowed to gather donations or charge tuition and fees to support operations. RSD cannot provide funds or derive funds from the GBBCS. This separation forces the GBBCS to seek partners and contributors that share in the established community core values. The dream to create an innovative community school that is an incubator of wellness, education and success for South Phoenix inspired a growing coalition of not-for-profits that shared the dream but not the checkbook. To date, no major grants, donations, or support has come forth, however, the GBBCS continues to receive minor building use fees and small donations from stakeholders.

Today, the GBBCS is seeking corporate sponsors to support the community school effort and hopefully provide “seed” money to jump start the operations. The planned outcomes are real, refined, and focused on established core values. Among the outcomes:

- 1) Community resiliency is enhanced and opportunities for the families and children are extended. This occurs both through an increased time spent within an educational program, as well as an extended exposure to varied experiences.
- 2) GBBCS will use cross discipline expertise and project based learning to address the needs of South Phoenix for all age groups. In particular, science, technology, engineering and mathematics will be emphasized for pre-K to eighth grade students and will be accessed in an extracurricular fashion for the Roosevelt Elementary School District.
- 3) Extension of time after school, weekends, and vacations will add time on task as much as twenty five percent within the student year. This represents a significant expansion of the academic day as well as a major reduction in idle time for the children of South Phoenix.
- 4) Creation of a path to success for children and families to break the cycle of poverty. A community based effort directly addresses the needs and program develops accordingly.

II. MISSION STATEMENT

The George Benjamin Brooks Community School participates in a collective impact model in loose coalition with Cultivate South Phoenix (CUSP), as well as many other not-for-profit entities. Our shared mission is to promote the wellness of families and children in south Phoenix by supporting and leveraging the efforts of a broad range of organizations with a shared vision of improving the natural, built, and social environments. We do this through community engagement in leadership, advocacy, programs, services, and activities within and across all dimensions of wellness.



III. COMMUNITY SCHOOL INSIGHT

RSD serves approximately ten thousand students in Kindergarten through Eighth grade (K-8) with a rich core curriculum that meets all state and federal requirements. Public education is a critical foundation necessary to foster sustainable habits, practices and enhance resiliency across a community. However, a variety of deficiencies still exist that require extraordinary effort and outreach to resolve.

There is inadequate time to fully extend STEM programs, physical education, health, music, and art to all students during the instructional day. Extended educational time after school programs has demonstrated important academic and social support for students. In addition, a great many needs remain unaddressed; in particular, activities that allow family participation in educational activities and activity based instruction at both the student and adult levels.

RSD has many assets located within the target area that are underutilized and can provide greater opportunities for South Phoenix through the GBBCS. Through innovative use and development, the GBBCS will address many of the key needs identified:

- 1) Improve student test scores through improved family wellness and increased instructional time.
- 2) Provide and expand learning for the whole child, including health and physical fitness beyond the demands of the core curriculum.
- 3) Expose students to age-appropriate career orientation and related practicing professionals based upon their early interests.
- 4) Re-engage the community and staff through an innovative experience.
- 5) Connect the dots across the South Phoenix community to ensure a complete wellness net exists for support of the parents and students.
- 6) Enhance the educational opportunities and career prospects for the entire family across the wellness spectrum.
- 7) Extend the school day and the Child Nutrition Program to serve a federally qualified dinner to children and families.
- 8) Extend the use of existing taxpayer owned facilities to support the GBBCS.

Through extra-curricular and optional GBBCS educational programs the South Phoenix community will evolve a greater level of self-sufficiency, personal success and general health. This community penetration with sustainable educational opportunities is directly achievable with the GBBCS as the programming extends beyond the core curriculum instructional focus of the RSD to include after school, vacation and holiday activity. ***Successful*** families send ***successful*** children to school ensuring a ***successful*** future.

IV. APPLICATION OF THE WELLNESS MODEL

The Community School Wellness Model is based on the SAMHSA Wellness Initiative. (SAMHSA is the Substance Abuse and Mental Health Services Administration of the U.S. Dept. of Health and Human Services). SAMHSA defines each dimension as follows:

- 1) Intellectual - Recognizing the creative abilities and finding ways to expand knowledge and skills.
- 2) Social - Developing a sense of connection, belonging, and a well-developed support system.
- 3) Physical - Recognizing the need for physical activity, diet, sleep, and nutrition.
- 4) Environmental - Good health by occupying pleasant, stimulating environments that support well-being.
- 5) Occupational - Personal satisfaction and enrichment derived from one's work.
- 6) Emotional - Coping effectively with life and creating satisfying relationships.
- 7) Financial - Satisfaction with current and future financial situations.
- 8) Spiritual - Expanding our sense of purpose and meaning in life.

The eight multiple dimensions of wellness function like spokes on a bicycle wheel. At the center is each person's ability resilience are essential in behaviors that improve many entry points that appeal groups, and communities to "wellness wheel" requires



to respond: empowerment and order to access programs, services, and wellness. We recognize that there are to and motivate different individuals, focus on wellness. Entering the both access and opportunity.

The GBBS is committed to providing both access and opportunity for families of South Phoenix engage in wellness education and activities. Developing projects include:

- 1) The produce, fish, and prawns grown in the greenhouse can be distributed to market and the RSD Child Nutrition Services, as well as through our elementary schools directly to families using a converted classroom to create a mini farmer's market for parents will improve community access to quality foods as well as revenue for ongoing operations. RSD currently operates eighteen elementary schools feeding over 10,000 children every day. All fresh produce can be readily used. An additional 50 acres of flood irrigated brown space owned by RSD is available to GBBCS for expansion of production if necessary.
- 2) The Early Childhood Center will charge appropriate fees for the services provided while serving as a teacher/provider/parent training center. Many families currently provide daycare services in an informal environment and will be exposed to this training.

- 3) An Iron Chef Competition for Children and Adults is being initiated in the Wellness Center where a state-of-the-art kitchen licensed for school food preparation, catering, and restaurant production including full video production capability exists. The competition will be judged by guest Chefs and use produce grown by each contestant through our garden program.
- 4) Unlimited Potential is a not-for-profit that provides high school equivalency classes at the GBBCS.
- 5) Southwest Naturopathic Medical School is planning to open a free clinic at the campus, providing both eastern and western medicine accessible to the community.
- 6) A Sustainability Academy that includes 3D classrooms, science labs, and a museum with gift shop is planned (pending funding) by two local companies offering a unique learning environment.
- 7) Girl Scouts-Arizona Cactus-Pine Council, Inc. has brought STEM and financial planning classes to the campus.
- 8) The existing school library is converted to public library and the existing computer laboratory is updated with free public internet access.
- 9) St. Mary's Food Bank and Market on the Move will be distributing canned goods and fresh produce periodically at the campus with the assistance of community volunteers.
- 10) The Women's Health Coalition provides local and convenient processing of SNAP applications.
- 11) The Roosevelt Medical Reserve Corp. (RMRC) is providing training for volunteers to enhance community resiliency. Funded by the Surgeon General's Office, the RMRC was the first elementary school based organization to start a volunteer corps aligned with the national emergency preparedness standards. This volunteer organization enriches the scope of activities surrounding wellness by providing a volunteer group of people that train in first aid and other emergency preparedness activities. In addition to adult volunteers, a junior RMRC is under development with the Girl Scouts-Arizona Cactus-Pine Council, Inc.
- 12) The City of Phoenix is scheduling a series of Good Neighbor Programs to combat neighborhood blight and increase access to city services.

V. MULTIPLE LOCATIONS FOR MULTIPLE SERVICES

An important aspect of the GBBCS is that it can operate virtually at multiple locations. A high speed interconnected network can deliver content, communication, and access to information to all sites, including existing classrooms across the RSD when appropriate. A further advantage is the GBBCS operates synergistically with three separate but affiliated physical locations allowing program development at specialty areas in each location that best suits the need. This



flexibility is an essential component that allows the GBBCS the ability to literally operate locally, nationally and internationally.

- 1) The RSD Wellness Center provides a modern teaching kitchen with multi-media capability to enhance the program learning experience for all students. During the 2009 fiscal year, the RSD continued to experience the impact of severe statewide budgetary cutbacks. Declining enrollments contributed to the fiscal difficulties facing the RSD, creating excess classroom capacity throughout many of the 20 K-8 school buildings being operated at that time. The combination of budget reduction and declining enrollment required that the RSD explore new and innovative ways not only to meet fiscal requirements, but also continue to improve the quality of education provided to the more than 10,000 students and their families being served in the South Phoenix community.
- 2) The Roosevelt Community Technology Center (RCTC) is a community technology center providing over eighty computers accessible all day to District families. This center will be used to support the wellness activities conducted at the other facilities while also serving as a free community resource for access to technology. The Roosevelt Community School investigated a range of educational technologies and considered their affordability and limitations in relation to learning goals. Informed decisions were made as to whether low tech (a chalkboard) or high tech (a 3-D interactive visualization) would be most effective. A tool's learning benefits depend on when, where, how, and why they are used. Technologies, or set of tools, are implemented that aligns with our goals, and provide support as we integrate solutions effectively to provide teaching and social change. Local residents of all ages are invited to sharpen their technology skills by visiting the RCTC Computer Lab. There are a number of ways the lab may be used:
 - a. Career building (applying for jobs, writing resumes, etc.)
 - b. Learning basic technology skills
 - c. Accessing local and government services
 - d. Language Learning (Rosetta Stone program)



The lab is open to the public free of charge. There is no need for advance registration as the lab is being run on a drop-in basis. Appropriate supervision and support is provided as well filtering and fire wall compliant with School and Libraries requirements.

The lab is staffed by assistants from the GBBCS who are ready to provide informal instruction in and assistance with a number of basic computer activities, such as online job searches, resume writing, setting up email accounts, learning how to use instant messaging, and employing the Internet to manage personal finances online or to access information on voting or other government issues or services. They will offer pointers on how to use word-processing and spreadsheet programs.

In operation for several years, the RCTC continues to accommodate thousands of children and adults each year.

- 3) The GBBCS campus occupies over 10 acres and provides over twenty classrooms, auditorium, green house, child care and gardens for family engagement.



VI. GROWTH

GBBCS has determined the need for a collective effort to enhance the educational, career and wellness opportunities for the families of South Phoenix. The GBBCS, through its extensive physical, technological, and instructional resources will foster a new growth and development of services that prior to this alignment was impossible to deliver. These services will augment ongoing individual efforts currently occurring by member organizations. The GBBCS has adequate physical capacity to cover any future growth.

VII. PRODUCTS, PROGRAMS AND SERVICES

The Community School will deliver a complete educational, vocational, and health oriented program for all residents, any age, within South Phoenix. We will accomplish this by our partnering with a variety of agencies to deliver additional services, to work with the private sector to innovate vocational and health related programs, to work with our retired master teachers to innovate supportive programming for the core curriculum and work with a variety of subject matter experts to evaluate effectiveness and to work with local, state and federal governmental agencies in concert with this effort. Specific set of skills and learning experiences will surround all facets of the ongoing services within the daycare, greenhouse and the gardens. Locally gained vocational skill will help the local businesses with talent. Children will acquire ideas and dreams about future vocations while experiencing activity and exposure to professionals for modeling.

VIII. FINANCIAL PROJECTION

The RCS will self-generate sufficient revenue to sustain its own operating costs, and provide ongoing education to hundreds of families and K-8 children within walking distance of the campus. Transportation will be arranged to extend our program across the RSD.

As seen below, the first year budget for the GBBCS reflects the balance between program and revenues with an anticipated level of just over 1.3 million. Start-up costs for all programs are estimated at just over 830 thousand dollars. The project will also require approximately ten percent of the budget for cash flow and working capital. This would add an additional 130 thousand dollars bringing the total startup estimate to 960 thousand dollars.

The financial plan demonstrates the ability for the GBBCS to charge overhead costs within programming as possible, yet allocate overhead back to programs that may need support to be affordable for the community. As growth and success occur, the hope is to provide as much free programming as possible to the residents of South Phoenix on a need basis. Some activities are fully funded and do not appear on this budget.

George Benjamin Brooks Community School
Calendar Year 2014 Budget
Preliminary Combined Operations Budget*

	Greenhouse	Produce Gardens	Early Childhood Center	Community Education	Technology Center	Gift Shop	Administration	Total
Revenue								
Total Revenue...	\$174,500	\$132,500	\$445,500	\$544,300	\$0	\$5,000	\$0	\$1,301,800
Operational Budget								
Expenditures								
Total Personnel	\$127,200	\$44,700	\$355,600	\$407,500	\$82,000	\$0	\$56,000	\$1,073,000
Personnel Benefits	\$21,900	\$6,500	\$64,000	\$23,400	\$21,300	\$0	\$14,600	\$151,700
Operating Supplies	\$11,000	\$48,100	\$4,000	\$5,000	\$3,000	\$500	\$5,000	\$76,600
Total Operation Expenditures	\$160,100	\$99,300	\$423,600	\$435,900	\$106,300	\$500	\$75,600	\$1,301,300
Overhead Allocation	\$14,400	\$33,200	\$21,900	\$108,400	(\$106,300)	\$4,500	(\$75,600)	\$500
Total Operational Budget	\$174,500	\$132,500	\$445,500	\$544,300	\$0	\$5,000	\$0	\$1,301,800
Net Income / Loss Before Start-Up	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Start-Up Budget								
Supplies Expenditures								
Total Expenditures	\$14,800	\$25,500	\$5,100	\$5,000	\$0	\$0	\$0	\$50,400
Capital Equipment:								
Total Capital Expenditures	\$312,100	\$74,000	\$82,000	\$57,000	\$256,000	\$0	\$0	\$781,100
Total Start-Up Budget	\$326,900	\$99,500	\$87,100	\$62,000	\$256,000	\$0	\$0	\$831,500
Total Budget	\$501,400	\$232,000	\$532,600	\$606,300	\$256,000	\$5,000	\$0	\$2,133,300

**All Supporting Information are located in the Appendix*

Assumptions:

1. Full Operation of all Programs.
2. All Programs will commence January 1, 2014.
3. Programs subject to acquisition of materials and equipment on Start-Up Budget.

IX. SUMMARY OF FUTURE PLANS

The GBBCS will continue to work to define community needs based upon data gathered from the members spanning all aspects of wellness within the community. This business model will continue to drive the focus of the community school to serve the greatest areas of need. Programs and spaces are flexible and will adapt to new initiatives. Discussions are in place for adult education in veterinary services, polo teams for children, community art festivals, community health and job fairs, as well as coordination of programming with multiple high schools, junior colleges and universities within Phoenix.



The development of GBBCS is being viewed as a national model for future expansion to other communities wherever underutilized public assets are located and the community requires services.

X. COMMUNITY SCHOOL NEEDS ASSESSMENT

The nature of the GBBCS and the needs satisfied are based upon a set of risk factors that have been identified during a RSD needs assessment process. The needs assessment that was conducted in the 2011-2012 school year analyzed risk factors, student achievement data and indicators that impeded student success in South Phoenix. The following points cover the broad spectrum of concern with South Phoenix.


- 1) Truancy rates are problematic for RSD. A typical school serves 650 kindergarten – eighth grade students of which 98.75% are identified as minority. The student population is represented by 81.7% Hispanic, 15.0% African American, 1.6% Native American, 1.25% Caucasian and <1% are categorized as other. Student attendance reports typically indicate that 115 students have accumulated more than 15 absences. In addition, 60 students have been tardy more than 25 times. Student achievement has been negatively impacted as a result of this significant loss in instructional time. Surveys further indicate the absentee and tardy rates are directly related to parent's lack of access to transportation.
- 2) During the assessment year, a total of 193 office referrals for offenses including: class disruptions, disorderly conduct, bullying, and harassment occurred. Of the referrals that were submitted, 20 resulted in in-school suspension and 35 resulted in out-of-school suspensions.
- 3) At the assessed sites, 90.98% of students qualified for free and/or reduced meals. The surrounding community experienced several business closings which contributed to the increased unemployment rates of caregivers. Even prior to the economic downturn, the vast majority of families in this community lived below the poverty line. Additionally, 1 in every

49 homes is reported as foreclosed property based on County Assessor reports for 2012. At one particular site, 100 students in attendance are considered homeless as defined by the McKinney-Vento Homeless Act.

- 4) Student performance is well below average as compared to the performance of their peers in the state. For reading: 3rd grade – 49% (state: 76%); 4th grade – 46% (state: 75%); 5th grade – 57% (state: 79%); 6th grade – 49% (state: 81%); 7th grade – 64% (state: 82%); 8th grade – 27 % (state: 71%). In math, the scores are even lower: 3rd grade – 30% (state: 68%); 4th grade – 41% (state: 65%); 5th grade – 32% (state: 63%); 6th grade – 16% (59%); 7th grade – 39% (state: 67%); 8th grade – 20% (state: 54%). Academic achievement in the other content areas is low when matched with state averages. Of the all students, 19% are English Language Learners (ELL). ELL students continue to perform significantly below non-ELL students in all subject areas. Research shows that when language issues are present, content knowledge development often lags significantly in relation to non-ELL peers. When compared to schools of similar size, poverty levels and ELL rates, student achievement falls far below state averages in every content area.
- 5) According to Phoenix Police Reports, more than 300 crimes were reported in the immediate area of one site where students reside. These crimes included trespassing, disturbing the peace, vandalism, theft, gang violence and assault.
- 6) The aforementioned risk factors can contribute to creating a negative environment for student learning and development. When students are exposed to crime and violence daily, they often bring these tendencies to school. Students report higher incidence of bullying behavior compared to other AZ schools. Rates for bullying and victimization far surpass state averages by 5-10%. Research suggest services that help students deal with their feelings, exercise their bodies, and learn appropriate interpersonal skills will positively impact and reduce anti-social or bullying behaviors. Community drug use also negatively impacts students. Students report higher use of alcohol, tobacco and drug use than do other AZ students. Student's report 66% marijuana use compared to the state average of only 27%. Earlier use adds greater risk for academic failure. Fifty-one percent of students initiated early use of gateway drugs as compared to only 30.3% of AZ students. Research shows that students who are academically successful and active in after school activities are far less susceptible to negative community influences. Studies show the presence of drug use often precipitates gang participation. During after school hours, juvenile crime hits its peak. Many children go home to empty houses or to the care of older siblings who may not be equipped with skills needed to provide proper care. Having a safe and welcoming after school environment is vital. Students who come from high poverty homes begin school with a large vocabulary gap. This puts students at an immediate risk for reading failure beginning in kindergarten. This fact is apparent from the Arizona Instrument to Measure Standards (AIMS) data which showed at least half of students in grades 3-7 not meeting state standards in reading or math.
- 7) While the school struggles to address these concerns by providing intensive staff development, focused improvement goals and targeted programs, students still need more

time and intensive support to close academic gaps. With recent federal, state and RSD budget cuts, available resources continue to fall short in meeting the extensive needs of students. Funds for after school and summer tutoring, demand outstrips resources. Academic gaps require more time and the support of parents as partners learning. While existing funds provide some parenting activities such as parenting classes or parent events, resources fall short. Parents would benefit from more services in literacy, helping with homework, understanding grade level expectations and supporting and encouraging learning.

In summary, the GBBCS will work directly with the RSD to provide support in every area of deficiency noted above. GBBCD will not have the budget or organizational limitations of RSD and can effectively reach the programs. A GBBCD program place to go; minimizing the crimes and/or engaging in early childhood development care and provide education to providing similar services for the children; thus exceeding the reach of the RSD itself. Every enhanced asset under GBBCS is dedicated to resolution of these disparities.



A photograph of two young girls standing side-by-side, smiling at the camera. The girl on the left is wearing a white sleeveless top with a floral pattern. The girl on the right is wearing a white short-sleeved shirt with a colorful patterned collar. They are standing in front of a brick wall and a concrete floor.



XI. REGULATORY RESTRICTIONS

Aquaponic production, licensed for sale in several states, currently is not in Arizona. The GBBCS is actively working with the Arizona Department of Education, the U of A Cooperative Extension, and the USDA to insure all legal requirements are met for the production, harvest, and sale of garden and aquaponic production can be sold commercially and to the RSD for the Child Nutrition Program. All safeguards are identified to provide the safest and healthiest production for distribution.

XII. ORGANIZATION AND MANAGEMENT

The GBBCS is a separate fiscal entity from the RSD. The GBBCS will be operated by a RSD employed administrator and all staff will be employees of the RSD. Insurance, utilities, and general maintenance will be provided by the RSD. The GBBCS is currently under the leadership of Robert Nickerson, Executive Director for Student Support Services at RSD. Except for the administration of the GBBCS, all other staff at the GBBCS will be supported by the operations of the GBBCS. The RSD, under statute, assumes the financial responsibility for the administration.

XIII. ORGANIZATIONAL STRUCTURE

The RSD Governing Board has direct authority over the operations of the GBBCS. Through a coalition of organizations, the GBBCS seeks guidance and support for activities. The process is intended to bring authentic community feedback and ideas into evolving and thriving—a well spring for community resiliency and growth. As the GBBCS evolves, more effective strategies for direct community involvement for future initiatives will be explored. Early discussions regarding the mission suggested the Roosevelt Academy for Community Empowerment as a fitting description.

The five members of Roosevelt School District's Governing Board have been elected by the people of the district to their responsibilities are to formulate which guide the operation of the then implemented by the district staff. These policies include district personnel, the development responsibilities, approval of annual development of annual operating of annual capital expenditure budgets, and the approval of textbooks and other curricular materials.



Board members are elected for four-year terms. There is no limit on the number of terms a member may serve, and they are not paid for their services. Board candidates must reside within the district boundaries for one year prior to being elected to office. The current RSD Governing Board includes:

1. Betty Thompson - Board President

Betty Thompson came to Phoenix, Arizona from Arkansas. She graduated from Phoenix Union High School, South Mountain Community College, Arizona State University and earned a Master's Degree from Northern Arizona University in Flagstaff, Arizona. She has a strong background in early childhood education.

If we want children to become successful learners and good citizens, Betty believes we must champion the home environment to build children's self-esteem and self-confidence. She sincerely cares about the Roosevelt School District and the community.

Betty is currently serving her third term as a Roosevelt School District Board member and she has lived in the District for 47 years. She has a granddaughter attending Cloves Campbell School

and Betty was recently elected as the President of the Board. Her term expires on December 31, 2015.

2. Norma Munoz - Board Clerk

Norma Munoz has lived in the south Phoenix community for over 45 years with her husband of many years, Jimmie Sr., and her five children, eighteen grandchildren and five great-grandchildren. She has been an active advocate for better schools and a better community overall.

She was first elected in 1994 to serve on the Roosevelt School District Governing Board and again in 2000. She has served continuously since then committing herself to provide the best possible educational opportunities for the children of south Phoenix. Norma earned her Associates Degree in Public Administration from the Maricopa County Community Colleges and has continued her education in public governance throughout her career, earning her Master of Boardsmanship with Clusters Award and other high merits from the Arizona School Boards Association.

Norma is a past member of the Executive Board of Directors of the Arizona School Boards Association. She has served as President of the RSD board several times and demonstrates strong leadership skills in making decisions that will impact her community and the lives of the children of the Roosevelt School District.

In addition to her dedication to her school board, Norma has been involved in her community for many years serving on other boards, i.e. South Mountain YMCA Executive Board of Directors, City of Phoenix Planning Committee District 8, South Mountain Youth Development Association, University of Arizona Medical School Advisory Board, Maricopa County Diversity Council, Arizona School Boards Association and ASBA Hispanic/Native American Caucus.

She is an active member of the National School Board Association and sits on the Board of Directors of the National Council of Urban Boards of Education.

In the last General Election of 2012 Norma was elected to serve her community for four more years. "I am proud to be given the opportunity to continue to serve the constituents of south Phoenix and most importantly the children of the Roosevelt School District."

3. Betty Cruz - Board Member

I am a lifelong resident of the South Phoenix community and I wanted to take a proactive role in the ongoing improvement of our local educational system and community. As a result, I ran for office and was elected by you, to serve you.

My entire life has been spent in the South Phoenix area, more specifically, the South Mountain Village community. I am a Roosevelt School District graduate starting at Sunland Elementary and graduating from V.H. Lassen. I went on to attend South Mountain High School where I graduated and attended college at South Mountain Community College. I have three children, who are also all proud graduates of the Roosevelt School District. My son Michael has gone on to earn his bachelor's degree in education from Arizona State University and went on to earn his master's degree in business administration as well. He works as an educational consultant and continues to reside in the South Phoenix area. My daughter Ashley is a proud mother of two and works in the banking and finance industry and lives in the South Phoenix area as well. My daughter Conner is a full time student currently studying culinary arts at Phoenix College. She will be graduating this May with her Associates degree in Culinary Arts. As for me, I spend a lot of time volunteering and helping local organizations with their fundraising efforts to obtain funding to support their organization and the community. With the help of friends in the community, we have successfully earned over \$30,000 supporting veterans within the American Legion Post 41 community, and several thousands of dollars for the South Mountain Little League and the Cesar Chavez High School JROTC program. On my spare time, I enjoy cooking, going to the movies, traveling and spending time with my grandchildren.

Before my appointment, I held numerous community and leadership roles in the South Phoenix area working directly with the wonderful staff, students and families of the Roosevelt School District. Now, I'm excited to offer my education and work experience to help drive academic and social progress within this District and community on a full-time basis. I look forward to serving our children to help deliver for them a quality education and provide them a foundation for success in and out of the classroom. In addition, I look forward to being the voice for our parents to ensure their ideas, beliefs and values are accounted for and heard.

Finally, I want to support all of the staff to help achieve the mission of this District to ensure prosperity for all of the staff, students, parents and community.

4. Marcelino Quiñonez - Board Member

Marcelino Quiñonez was born in Durango, México, and has lived in Phoenix for 15 years. He earned his undergraduate degree in Theatre from Arizona State University in 2007 and recently returned to complete his graduate degree in Theatre Performance. Marcelino is an instructor in the Herberger College of Fine Arts at ASU, and previously taught high school English and Drama at Espiritu NFL YET Academy (2007-2011), during which time 78% of his final sophomore class passed the AIMS Test in Reading and Writing. As a professional actor, Marcelino has starred in theatre productions at Phoenix Actors Theatre, Arizona Jewish Theatre Company, Tempe's Child's Play and James Garcia's "Voices of Valor" at Gammage Auditorium. He is the recipient of the 2008 40 Hispanic Leaders Under 40 award and The

Phoenix New Times' Big Brain award for his active arts participation in the community. Marcelino was also featured on the cover of TIME magazine (March 5, 2012) in an issue dedicated to the importance of the Latino vote. Marcelino is passionate about education and creating opportunities for every student in the Roosevelt School District. Marcelino is the proud father of 4-year old Mia Amor Quiñonez. He wishes prosperity for all of the staff, students, parents and community.

5. Lawrence Robinson - Board Member

Roosevelt School District Governing Board Member Lawrence Robinson is a native of Phoenix and City Council District 8. He grew up surrounded by a mother and family who taught him to stand up for the values of community and equality.

From an early age, he had the opportunity to involve himself in the fight for statewide recognition of the Martin Luther King Jr. holiday, for inclusive curriculum within his schools, and other activities that were instrumental in instilling in Lawrence the value of being involved in one's community.

After earning degrees in both religious studies and government while at Claremont McKenna College, he graduated from New York University School of Law. Upon graduation, he spent two years helping to establish a nonprofit legal services office, serving as an attorney for hundreds of low-income families.

Lawrence subsequently served as a staff attorney for the Arizona State House of Representatives, helping to affect legislation on issues like education, job creation and public safety.

Lawrence is an active member of the Historic Tanner Chapel Church, located in the heart of district 8, where he has had the honor to deliver an occasional sermon. He was also a member of the Community Engagement and Outreach Task Force and the City of Phoenix Water Roundtable, which assessed the city's current water rates. In November of 2012, Lawrence was elected to the Roosevelt School District Governing Board by a broad ranged coalition of supporters.

He serves on the board of one n ten, a not-for-profit organization dedicated to providing LGBTQ youth with tools to improve self-esteem and services to prevent problems such as substance abuse and homelessness. Lawrence previously served on the board of the Planned Parenthood Action Fund of Arizona, a (c)4 organization educating voters on women's contraceptive, health, and wellness issues.

XIV. INTELLECTUAL PROPERTY, RESEARCH AND DEVELOPMENT

The large scale of the aquaponic operation at the GBBCS may necessitate non-disclosure agreements with scientists and commercial manufacturers regarding the development and operation of the aquaponic systems installed in the greenhouse. If considered necessary, the GBBCS will pursue that direction.

Leading local universities will be encouraged to develop and maintain sustainable science projects at this site to enhance community exposure to newly developing green science activities by engaging them in the practical activities and working with the scientists involved consistent with the mission of the GBBCS. Discussions are ongoing regarding locating a commercially operated hydroponic research and development project at the Greenhouse.

XV. COMMUNITY OUTREACH

The GBBCS intends to use the community itself as a sales force. Through engagement of families in the production of marketable produce and fish through education, we in fact have created a dynamic sales force that has pride in their efforts. Word of mouth will quickly expand the impact throughout the remaining community. Since proceeds accrue back to the GBBCS, every resident will not only gain in education, fresh produce, and pride of accomplishment; but will share that experience and opportunity with others maintaining an active program for the GBBCS. This system will insure longevity for the program. In this context noted, varied distribution activities will be widely supported and impact sales.

XVI. FUNDING REQUEST

The GBBCS is currently seeking to establish funds to start the program. As detailed in the financial plan and the appendix, this amount is estimated at 960 thousand dollars. Once operation commences, we anticipate establishing self-sufficiency. These funds requested include working capital to enhance program and service delivery.

The financial plan is broken down into a variety of programs. Each program is then broken down into a detailed list of needs. Further information is available on request.