

SALT RIVER PROJECT AGRICULTURAL IMPROVEMENT AND POWER DISTRICT MEETING NOTICE AND AGENDA

COMMUNITY RELATIONS COMMITTEE

Thursday, May 23, 2024, No Sooner Than 10:25 AM

SRP Administration Building
1500 N. Mill Avenue, Tempe, AZ 85288

Committee Members Nick Brown, Vice Chairman; and Sandra Kennedy, Randy Miller, Krista O'Brien, Jack White Jr., Leslie C. Williams, and Stephen Williams

Call to Order

Roll Call

1. **CONSENT AGENDA:** The following agenda item(s) will be considered as a group by the Committee and will be enacted with one motion. There will be no separate discussion of these item(s) unless a Committee Member requests, in which event the agenda item(s) will be removed from the Consent Agenda and considered as a separate item VICE CHAIRMAN NICK BROWN

- Request for approval of the minutes for the meeting of February 22, 2024.

2. Corporate Contributions ANNE RICKARD

Request for approval of the following contributions:

- A. \$205,000 to the Classroom Connections Grants: \$161,064 to support the STEM Learning Grants; \$22,717 to support History and Social Science Grants; \$13,000 to support Coal Communities Transition Impact Areas; and \$8,219 held in Reserve for Rural Communities.
- B. \$150,000 to the Desert Botanical Garden, split in three increments from Fiscal Year 2025 (FY25) to FY27, to support the capital campaign for the building of the Hazel Hare Center for Plant Science.
- C. \$100,000 to The Phoenix Theatre Company, split in three increments from FY25 to FY27, to support the Centennial Capital Campaign Project.

3. Proposition 479BUCHANAN DAVIS and PATRICIA DiROSS

Request for approval to contribute \$75,000 for voter education and get-out-the-vote efforts with regard to Proposition 479 on the ballot in November 2024. If approved, Proposition 479 would extend the half-cent sales tax dedicated to transportation in Maricopa County.

4. Report on Current Events by the General Manager and Chief Executive Officer and DesigneesJIM PRATT

5. Future Agenda Topics.....VICE CHAIRMAN NICK BROWN

The Committee may vote during the meeting to go into Executive Session, pursuant to A.R.S. §38-431.03 (A)(3), for the purpose of discussion or consultation for legal advice with legal counsel to the Committee on any of the matters listed on the agenda.

The Committee may go into Closed Session, pursuant to A.R.S. §30-805(B), for records and proceedings relating to competitive activity, including trade secrets or privileged or confidential commercial or financial information.

Visitors: The public has the option to attend in-person or observe via Zoom and may receive teleconference information by contacting the Corporate Secretary's Office at (602) 236-4398. If attending in-person, all property in your possession, including purses, briefcases, packages, or containers, will be subject to inspection.



**THE NEXT COMMUNITY RELATIONS COMMITTEE MEETING
IS SCHEDULED FOR THURSDAY, AUGUST 22, 2024**

MINUTES
COMMUNITY RELATIONS COMMITTEE

February 22, 2024

A meeting of the Community Relations Committee of the Salt River Project Agricultural Improvement and Power District (the District) and the Salt River Valley Water Users' Association (the Association), collectively SRP, convened at 11:06 a.m. on Thursday, February 22, 2024, from the Hoopes Board Conference Room at the SRP Administration Building, 1500 North Mill Avenue, Tempe, Arizona. This meeting was conducted in-person and via teleconference in compliance with open meeting law guidelines.

Committee Members present at roll call were K.B. Woods, Chairman; N.R. Brown, Vice Chairman; and R.J. Miller, K.H. O'Brien, J.M. White Jr., and L.C. Williams.

Committee Member absent at roll call was S.H. Williams.

Also present were President D. Rousseau; Vice President C.J. Dobson; Board Members R.C. Arnett, K.L. Mohr-Almeida, and L.D. Rovey; Council Vice Chairman J.R. Shelton; Council Liaison R.S. Kolb; Mmes. I.R. Avalos, M.J. Burger, A.P. Chabrier, M.K. Greene, L.F. Hobaica, V.P. Kisicki, L.A. Meyers, G.A. Mingura, K.S. Ramaley, A. Rickard, and C.M. Sifuentes; Messrs. J.M. Felty, R.T. Judd, B.J. Koch, K.J. Lee, M.J. O'Connor, B.A. Olsen, and J.M. Pratt; Murphy Bannerman of Western Resource Advocates (WRA); Julie Salinas of Bright Night Power; and Julie Choa, a member of the public.

In compliance with A.R.S. §38-431.02, Andrew Davis of the Corporate Secretary's Office had posted a notice and agenda of the Community Relations Committee meeting at the SRP Administration Building, 1500 North Mill Avenue, Tempe, Arizona, at 9:00 a.m. on Tuesday, February 20, 2024.

Chairman K.B. Woods called the meeting to order.

Consent Agenda

Chairman K.B. Woods requested a motion for Committee approval of the Consent Agenda, in its entirety.

On a motion duly made by Board Member R.J. Miller and seconded by Vice Chair N.R. Brown, the Committee unanimously approved and adopted the following item on the Consent Agenda:

- Minutes of the Community Relations Committee meeting on November 16, 2023, as presented.

Corporate Secretary J.M. Felty polled the Committee Members on Board Member R.J. Miller's motion to approve the Consent Agenda, in its entirety. The vote was recorded as follows:

YES:	Board Members K.B. Woods, Chairman; N.R. Brown, Vice Chairman; and R.J. Miller, K.H. O'Brien, J.M. White Jr., and L.C. Williams	(6)
NO:	None	(0)
ABSTAINED:	None	(0)
ABSENT:	Board Member S.H. Williams	(1)

Corporate Contributions

Ronald McDonald House Charities of Phoenix

Using a PowerPoint presentation, Anne Rickard, SRP Director of Community Partnerships, reviewed Management's request for approval for SRP to contribute \$30,000 to the Ronald McDonald House Charities of Phoenix to support the capital improvements campaign for the Cambridge House Renovation Project. She stated that Jim M. Pratt, SRP General Manager and Chief Executive Officer, represents SRP on the Board for Ronald McDonald House Charities of Phoenix.

Arizona State University Foundation

Ms. A. Rickard reviewed Management's request for approval for SRP to contribute \$31,316 to the Arizona State University (ASU) Foundation – Department of Physics to support the operation of the ASU Modeling Instruction Program.

Arizona Science Teachers Association

Ms. A. Rickard reviewed Management's request for approval for SRP to contribute \$50,000 to Arizona Science Teachers Association (ASTA): \$31,390 to sponsor the ASTA Annual Conference and \$18,610 to support the operation of the Ambassador Program. She concluded with a review of contributions by other companies.

Mesa United Way

Ms. A. Rickard reviewed Management's request for approval for SRP to contribute \$50,000 to Mesa United Way to support the operation of the Foster360 Program. She stated that Kevin R. Nielsen, SRP Senior Director of Power Generation, represents SRP on the Board for Mesa United Way. Ms. A. Rickard concluded with a review of contributions by other companies.

Maricopa Community College Foundation

Ms. A. Rickard reviewed Management's request for approval for SRP to contribute \$55,000 to the Maricopa Community College Foundation: \$10,000 to sponsor Be A

Student's Hero Campaign, \$25,000 to support Girls Get IT East and West Valley Colleges, and \$20,000 to support the Fast Track Certificate Program. She stated that Geri A. Mingura, SRP Associate GM and Chief Human Resources Executive, represents SRP on the Board for Maricopa Community College Foundation. Ms. A. Rickard concluded with a review of contributions by other companies.

Tempe Community Action Agency

Ms. A. Rickard reviewed Management's request for approval for SRP to contribute \$65,000 to the Tempe Community Action Agency (TCAA): split in two increments in Fiscal Year 2025 (FY25) and FY26 to support the Building Resilience Capital and Program Expansion Campaign. She stated that Javier F. Luera, SRP Senior Engineer, represents SRP on the Board for TCAA. Ms. A. Rickard concluded with a review of contributions by other companies.

UMOM New Day Centers

Ms. A. Rickard reviewed Management's request for approval for SRP to contribute \$130,000 to UMOM New Day Centers, split in two increments from FY25 to FY27, to support the Capital Campaign to complete construction of the Family Emergency Shelter. She stated that Reuben T. Judd, SRP Corporate Auditor, represents SRP on the Board for UMOM New Day Centers. Ms. A. Rickard concluded with a review of contributions by other companies.

Valley of the Sun United Way

Ms. A. Rickard reviewed Management's request for approval for SRP to contribute \$185,000 to Valley of the Sun United Way: \$175,000 to support the Housing and Homelessness Program and \$10,000 to sponsor the "We Are United" Luncheon. She stated that Nina J. Mullins, SRP Senior Director of Land and Papago Park Center Inc, represents SRP on the Board for Valley of the Sun United Way. Ms. A. Rickard concluded with a review of contributions by other companies.

On a motion duly made by Vice Chairman N.R. Brown, seconded by Board Member J.M. White Jr. and carried, the Committee agreed to recommend Board approval of all corporate contributions, as presented.

Corporate Secretary J.M. Felty polled the Committee Members on Vice Chairman N.R. Brown's motion for approval. The vote was recorded as follows:

YES:	Board Members K.B. Woods, Chairman; N.R. Brown, Vice Chairman; and R.J. Miller, K.H. O'Brien, J.M. White Jr., and L.C. Williams	(6)
NO:	None	(0)
ABSTAINED:	None	(0)
ABSENT:	Board Member S.H. Williams	(1)

Copies of the handouts distributed and the PowerPoint slides used in this presentation are on file in the Corporate Secretary's Office and, by reference, made a part of these minutes.

Board Member R.C Arnett and Julie Choa left the meeting during the presentation.

Report on Current Events by the General Manager and Chief Executive Officer or Designees

Jim M. Pratt, SRP General Manager and Chief Executive Officer, reported on a variety of federal, state, and local topics of interest to the Committee.

Ms. A. Rickard left the meeting during the report.

Future Agenda Topics

Chairman K.B. Woods asked the Committee if there were any future agenda topics. None were requested.

There being no further business to come before the Community Relations Committee, the meeting adjourned at 11:20 a.m.

Lora F. Hobaica
Assistant Corporate Secretary

SRP Community Relations Board Committee

Anne Rickard | May 23, 2024

SRP & Classroom Connection Grants

Request \$205,000 to support:

- \$161,064 : STEM Learning Grants
- \$22,717 : History and Social Science Grants
- \$13,000 : Coal Communities Transition Impact Areas
- \$8,219 : Reserve for Rural Communities

Nonprofit	Giving Priority	SRP Corporate Objective Support
SRP Classroom Connection Grants (FY25)	Education	<ul style="list-style-type: none">• Customers• Community

SRP & Desert Botanical Garden

Request \$150,000 to support:

- The building of the Hazel Hare Center for Plant Science.
- Capital Campaign to be split in three increments in FY25, FY26, FY27

Giving Priority	Previous Contribution	SRP Employee on Board
Arts & Culture	\$100,000	Geri Mingura

SRP & The Phoenix Theatre Company

Request \$100,000 to support:

- The Centennial Capital Campaign
- Capital Campaign to be split in three increments in FY25, FY26, FY27
- Comparatives:
 - Blue Cross Blue Shield (\$100,000)
 - Arizona Commission of the Arts (\$200,000)

Giving Priority	Previous Contribution	SRP Employee on Board
Arts & Culture	N/A	Molly Greene

thank you!



AGENDA



May 8, 2024

Corporate Contributions

Committee

1. **Call to Order**..... MS. CHABRIER
2. **Safety Minute** MS. RICKARD
3. **Community Partnerships Grant Renewals and Requests –**
(Grant recommendations of over \$25,001 or more including renewals) MS. RICKARD

SRP Classroom Connections Grant FY25

Desert Botanical Garden

The Phoenix Theatre Company

4. Chairman's Report

5. Adjournment



EXECUTIVE SUMMARY

Corporate Contributions Committee Items for Approval

May 2024

Organization	Amount Requested	Previous Year Contribution	Focus Area	SRP Employee on Board
SRP Classroom Connections Grants (FY25)	\$205,000	\$200,000	Education	N/A
Desert Botanical Garden	\$150,000	\$100,000	Arts & Culture	Geri Mingura
The Phoenix Theatre Company	\$100,000	N/A	Arts & Culture	Molly Greene

Note: Detailed descriptions for each item included in appendix.

Organization: SRP Classroom Connections Grants

Amount Recommended: \$205,000

Description: SRP’s Classroom Connections Grants incorporate both the Learning Grants and the History and Social Sciences Grants programs. The Learning Grants incorporate aspects of science, technology, engineering, and math (STEM) education while the History and Social Sciences grants incorporate the interrelated disciplines of history, geography, civics, economics, and government education. A special selection committee comprised of SRP employees, educators and museum/library educators determine the individual grants.

The grants provide monetary support to school activities that impact students directly. The program has been successful since its inception and serves as a tool for SRP Community Stewardship to support classroom educator-driven programs. Grants are funded with the FY25 contributions budget and will be used in the 2024-25 school year.

SRP received 150 applications for both STEM and History and Social Science Grants. Of the 52 grants awarded, 2/3 (67%) were from schools with a low-income student population as evidenced by their Title I status.

Type of Grant	Grants Awarded	Amount Funded
STEM	38	\$161,064
History & Social Science	12	\$22,717
Coal Comm Transition Impact Areas	2	\$13,000
Strategic Reserves for SRP Impact Areas	TBD	\$8,219
TOTAL	52	\$205,000

38 STEM Grants totaling \$161,064 and 12 History and Social Science Grants totaling \$22,717 were funded. In addition, schools impacted by the SRP Coal Community Transition are eligible to receive grants and St. Johns High School was awarded \$13,000. The additional \$8,219 in funds requested will be held in reserve for communities in SRP impact areas.

Organization: Desert Botanical Garden

Amount Recommended: \$150,000 Capital Campaign to be split in three increments in FY25, FY26, FY27.

Description: Desert Botanical Garden is requesting capital campaign support for the building of the Hazel Hare Center for Plant Science.

Since 1939, the Garden has held steadfast to their mission: to advance excellence in education, research, exhibition, and conservation of desert plants. They have been teaching and inspiring visitors from the local community and around the world, conducting research and implementing conservation projects, and developing exhibits and experiences designed to help everyone enjoy, understand, and preserve the Sonoran Desert.

The Garden is seeking support to complete construction of the Hazel Hare Center for Plant Science (HHGPS), a \$15 million capital project that will transform the Garden’s campus, advance their desert plant research, conservation, and preservation efforts, and enable the community to engage with the Garden in ways not previously possible. The research and conservation activities and community engagement programming planned for the HHGPS align with SRP’s priority focus area of improving quality of life for people in the Valley. Once the project is completed, these activities and programs will promote public engagement by inviting the community to participate in new and exciting ways.

While the Garden is already a respected institution, woven into the fabric of the Valley, the community will be able to engage with, and become involved in, shaping the future of the Valley’s efforts to create a more sustainable future. The goal is that the work being done at HHGPS will increase interest in citizen scientist participation, champion environmental



stewardship, and sustainability by driving awareness and understanding of issues affecting the Sonoran Desert and the global environment.

Board Member: Geri Mingura

Comparatives: N/A

Organization: The Phoenix Theatre Company

Amount Recommended: \$100,000 Capital Campaign Support to be split in 3 increments, FY25, FY26, FY27.

Description: Requesting capital campaign support for the Centennial Capital Campaign Project.

The Phoenix Theatre Company (TPTC), Arizona's oldest and largest regional theatre provides programming to open dialogue for positive change through activities and important conversations that heighten the theatre experience and engage our community. TPTC produces exceptional theatre year-round on three stages, reaching an audience of more than 100,000 annually.

The construction of the Dr. Stacie J. and Richard J Stephenson Theatre in the space that was previously the Hards Theatre, is the second phase of a 20-year, three-phase, \$70 million expansion plan. Phase 1 of that construction was a 250-seat black box Hards Theatre that was pre-engineered for future (Phase 2) expansion into a 500-seat theatre.

TPTC broke ground on the Dr. Stacie J. and Richard J Stephenson Theatre on September 14, 2023, and anticipate completion in Spring 2025 with a goal to complete the fundraising for this phase of the project by August 2024.

Board Member: Molly Greene

Comparatives:

- Blue Cross Blue Shield \$100,000
- Arizona Commission of the Arts \$200,000

Corporate Contributions Budget Summary

FY25 Planned Spend- \$5,037,628

Focus Area	%	\$
Basic Needs	43%	\$2,031,930
Education	32%	\$1,520,698
Arts & Culture	15%	\$716,500
Civic Engagement	7%	\$334,000
Environmental	3%	\$159,500
Total Valley	100 %	\$4,762,628
CGS/DBS/COE/Pinal		\$275,000
Total Contributions		\$5,037,628

Appendix

[FY25 Budget Draft Broken-Down for CC Meeting.xlsx](#)
[Classroom Connection Grants Project Summary.docx \(sharepoint.com\)](#)

Classroom Connection Grants 10/1/23 - 2/29/24

SRP received 150 applications for both STEM and History and Social Science Grants. Of the 52 grants awarded, 2/3 (67%) were from schools with a low-income student population as evidenced by their Title I status. The breakdown of grants awarded, and summaries of each proposal are below.

Type of Grant	Grants Awarded	Amount Funded
STEM	38	\$161,064
History & Social Science	12	\$22,717
Coal Comm Transition Impact Areas	2	\$13,000
Strategic Reserves for SRP Impact Areas	TBD	\$8,219
TOTAL	52	\$205,000

STEM Grants

Arizona Autism Charter Schools Inc. (K-12)- Phoenix

\$4,688.17

Implementing a comprehensive STEAM curriculum is a top priority for Arizona Autism Charter Schools (AZACS) with the majority of our students on the autism spectrum and other neurodiverse needs at every developmental level, from kindergarten through 12th grade. Currently, more than 400 students are engaged in weekly, intentional, high quality, interactive STEAM lessons that are focused on various elements and levels of aeronautics, cybersecurity, coding, engineering, and robotics. In addition to this, the students also study traditional mathematical and scientific concepts through various hands-on and virtual experiences. In the 2023-24 school year, AZACS implemented a rigorous STEAM curriculum at all grade levels, but, currently, we are searching for additional funds that will help support our highly modified classrooms and students. There are more than 200-300 students that will require highly modified lesson plans and activities that will benefit from the materials that could be purchased with the help of this grant.

Our goal is to provide enhancement materials for students who require highly modified lessons and experiences to further investigate and expand their knowledge and skills. With a major focus on individualized learning for our students with special needs at AZACS, the expenses are always needed in order to meet their specific and individual requirements. This includes the purchase of tangible items and manipulatives for the curriculum. This will provide the students with more hands-on opportunities, better academic experience, and a high-level understanding of science, technology, engineering, and math concepts.

The current requirements listed below will allow our students to learn how to explore and code simple machines, build robots with additional cubelets that will move and act in an intentional way, and learn structural engineering, letting them build machines, buildings, and planes. In addition to hands-on opportunities, STEAM project-based learning will engage students, broaden their scope of knowledge, and enhance their practical understanding of important concepts. Furthermore, Explore Learning Gizmos' software will support our goal of building inquiry, understanding, and a love of math and science by providing over 450 virtual simulations aligned to the latest standards, allowing us to bring powerful new learning experiences to our students for the next school year (2024--25).

This proposal covers grade levels from K--12 and aligns the learning of scientific, mathematical, technological, and engineering skills from a very basic level of understanding to increasing the difficulty level as the students progress towards the higher grade levels. AZACS considers parents to be an integral part of students' learning and involves them by inviting them to holiday showcases, science fairs, and parent-teacher conferences. In this way, the parents are able to see the creative and innovative work of the students. This project will also help our transition students at AZACS Transition Academy to master unique STEAM skills and will help them be successful individuals in a community.

This funding will allow the program to purchase materials that will include the annual science curriculum of Gizmos Teachers plus students for a 12-month subscription (quote was requested from ExploreLearning Gizmos) for \$920.00. For building better STEAM skills, cubelets like Maximum Think/Change Data Block cubelet (\$36.00 each), Minimum Think/Change Data cubelet (\$36.00 each), Block Data Cubelet (\$36.00 each), for 13 classes from K--5 ($\$36 \times 13 + \$36 \times 13 + \$36 \times 13$), total \$1404.00. This will help our students build stronger technical and engineering skills. Another resource, the Robot Mouse activity set (\$33.53 each) for 13 classrooms in grades K-5, will help students learn the coding concepts. This totals to \$402.36. For grades 3-5, the Design and Play STEM kits for planes, cars, etc. range from \$359.92. For our 6th and 7th grade students, the Physical Science Activity Labs Set is worth \$299 per set for 4 classes, for a total of 1196.00. In addition to the above, we have two sets of spherobolts--a robot ball with programmable sensors and an LED matrix, infrared, and compass--for our 8th grade students, with each set worth \$179.00. Our high school students would need the Magnetic Helping Hands 10X Magnifying Glass with Light, a third-hand soldering station Tool Magnifier Desk Lamp with upgraded Alligator Clips, for \$47.89 to learn and practice soldering the wires to build complex working models, including LED bulbs, drones etc. The total budget requested for all the above materials is \$4688.17 which could be purchased from Amazon, Lakeshore Learning and Explore Learning Gizmos.

Student progress will be evaluated through several assessment tools. These include PEAK (math), i-ready (math), and student engagement (science, technology, engineering, arts, and math). Students' engagement has been seen to increase with more hands-on opportunities. These assessment tools will allow us to monitor and measure students' progress and engagement through learning activities. These tools will also allow the teachers to modify and enhance their lesson plans based on individual student abilities and performances. An additional tool used by our ABA (Applied Behavior Analysis) team called Planned Activity Checks in the classrooms during specific time blocks ensures student engagement throughout the classroom time. Our students will finally have an opportunity to showcase different projects during the annual Science/STEAM fair in the 2024-25 school year.

Arizona College Prep- (High School) Chandler

\$4,640

This project aims to test and enhance a novel water treatment system that utilizes moringa powder, guar gum, and acacia gum to filter microplastics and heavy metals from water and determine the most suitable temperature for filtration. Preliminary experimentation conducted indicates the efficiency of guar gum in decreasing heavy metal ion concentration. The project aims to conduct further testing with heavy metals and microplastics with more accurate equipment and find the most effective mucilaginous remedy for water filtration. Based on the results of the experimentation we look to design and produce a working, efficient, and cost-effective product for optimal microplastic and heavy metal filtration.

This project is designed to provide STEM bins for our school. STEAM bins are vital tools for fostering creativity and innovation in students. These bins contain a diverse array of materials, encouraging hands-on exploration and problem-solving. By engaging with STEAM bins, students are empowered to think critically, experiment freely, and develop essential skills such as collaboration and resilience. These activities enhance traditional classroom activities, providing students from all backgrounds with equitable access to STEM learning opportunities. In a Title I school setting, our resources may be limited; STEAM bins are important to inspire curiosity and nurture talent in science, technology, engineering, and mathematics. They offer a platform for students to apply their knowledge to real-world challenges, igniting an interest in STEAM careers and preparing them for future success in our rapidly evolving world.

STEAM activities provide opportunities to meet various Arizona math and science standards across different grade levels. Here are some examples:

Arizona Mathematics Standards:

Measurement and Data (K.MD, 1.MD, 2.MD, 3.MD, 4.MD, 5.MD): STEM activities often involve measuring and analyzing data, which aligns with these standards. Students can measure the dimensions of objects in engineering challenges or collect and analyze data during experiments.

Operations and Algebraic Thinking (K.OA, 1.OA, 2.OA, 3.OA, 4.OA, 5.OA): Many STEM activities require students to use basic operations and develop algebraic thinking skills. They may solve problems related to building structures, coding sequences, or analyzing patterns in nature.

Geometry (K.G, 1.G, 2.G, 3.G, 4.G, 5.G): STEM projects often involve concepts of shape, symmetry, and spatial reasoning. Students may explore geometric principles while designing 3D models, constructing bridges, or programming robots to navigate obstacles.

Arizona Science Standards:

Physical Science (PS): STEM activities frequently incorporate principles of physics and chemistry. Students can explore concepts like force, motion, energy, and chemical reactions through hands-on experiments and engineering challenges.

Life Science (LS): Many STEM projects involve studying living organisms, ecosystems, and biological processes. Students may investigate topics such as plant growth, animal behavior, or environmental sustainability. Earth and Space Science (ESS): STEM activities offer opportunities to explore Earth's systems, weather patterns, geological processes, and celestial phenomena. Students may engage in projects related to weather monitoring, geologic modeling, or space exploration.

Engineering and Technology (ETS): STEM activities inherently involve engineering design processes and technological applications. Students can develop skills in problem-solving, innovation, and collaboration while designing solutions to real-world challenges.

BASIS Mesa - (12th grade) Mesa

\$5,000

This project develops and assesses an integrated course that introduces students to "complexity" through the development of "systems thinking" and "computational modeling" skills. To support the modeling of complexity, the funding will build a hardware and software infrastructure, and purchase reference materials. The project aligns with our trimester school year for seniors. 1) Summer I: Curriculum and syllabus development, 2) Fall Semester: Introduction to complexity and systems thinking, 3) Winter Semester: Introduction to computational modeling, 4) Spring Semester: Collaborative modeling projects, and 5) Summer II: Student learning assessment and course evaluation. The project will be team-evaluated by assessing the learning of critical, cross-disciplinary systems concepts, and the ability to apply modeling concepts in a real-world complex modeling project with outside collaborators. The course will initially be prototyped and evaluated based on a senior class performance, however, it will be assessed for inclusion into regular science and social science classes.

Bologna Elementary – (K-6) - Chandler

\$1,870.90

The Chick Hatchery Project is an innovative STEM endeavor to hatch and raise chickens on school premises. Students will engage in incubating eggs, monitoring and recording vital data and caring for the chicks as they grow. Students will explore mathematical concepts like data analysis, measurement, and patterns by tracking chicken growth, recording temperature fluctuations, and calculating feed requirements. Students delve scientifically into life cycles, anatomy, and environmental factors impacting the chickens' development. They will investigate incubation conditions, conduct experiments, and learn about animal adaptations. Moreover, the project incorporates technology by employing sensors and digital tools to monitor the chicks' environment and collect data. Students will analyze this data using software and create presentations to showcase their findings. The Chick Hatchery Project fosters students' critical thinking, problem-solving, and collaboration skills. By connecting classroom learning to real-world experiences, this project sparks curiosity and nurtures a love for science in young learners.

Camelback High School - (10th-12th grade) - Phoenix

\$5,000

This club aims to support two earth and space science teachers with enhancing the learning experience for students in grades 10-12 at Camelback High School. Camelback is a Title I public school within the Phoenix Union High School District located in the central area of Phoenix. The enrollment of students is primarily Hispanic (93%). It addresses the challenge of integrating engaging galactic learning experiences into the classroom. The club seeks to foster critical thinking and deepen students' understanding of the subjects. It will provide opportunities for students to actively participate in space exploration projects, reinforcing their interest and identities in STEM fields. This initiative will also address sustainability issues associated with space exploration by encouraging and supporting students to participate in space-themed challenges. It will extend student engagement beyond the classroom by establishing a new Space Exploration club, allowing students to further explore their interests in earth and space Science.

Chandler Traditional Academy Independence - (6th grade) Phoenix \$5,000

We would like to begin using Vex Robotics systems with our 6th grade students to engage them in building robotic vehicles and entering competitions based on their builds and knowledge. Vex Robotics systems would propel our students into learning about systems and structures that are relevant to learning in the 21st century.

Circle Cross Ranch STEM Academy - (3rd grade) Florence \$2,000

We have an outdoor school garden area that we would like to fix up and grow fruits and vegetables. We have been learning about the Economy in our 3rd Grade Social Studies classes and have discussed how growing our own food helps boost our economy.

Copper King Elementary School - (3rd grade) Phoenix \$4,755.72

This project will improve the mathematical proficiencies of my third-grade students through a set of classroom manipulatives supported by digital application technology. The Owlet Math Tools program is a program developed and studied by the National Science Foundation. The program provides tools (two types of hands-on manipulatives) for my students to actively model and explore mathematical principles. The Glow device is part LED display, and part etch-a-sketch and allows students to illustrate operations, write math equations, and model fractions. The Cube is a sensor-enabled tower designed to help students understand place value, whole numbers, money, and decimals. Both the Glow and Cube devices can be used in group sessions, or in individual learning periods. The tools effectively guide my third-grade students into a deeper understanding of these foundational math principles. All learning is supported by a positive and cooperative learning environment which is carefully curated and nurtured within this classroom.

Corona del Sol High School - (High school) Tempe \$5,000

In the ever-expanding areas of Engineering, the program at Corona del Sol HS will be, adding a section of Engineering focusing on Human Factors Engineering, and the goal of designing products that can make it safer, more effective, and comfortable for people.

Using the Engineering Design Process, students will be introduced to the importance of anthropometry in the design of a TV remote control using averaged anthropometric hand measurement data points to make a TV remote more ergonomic and easier to use.

In addition, we plan to expand human factors engineering to design an ergonomic TV remote for those with a prosthetic hand. The completed designs can be 3D printed and tested, and the students will 3D print prosthetic hands to test out the TV remote design and see how well it functions.

Crimson High School - (High School) Queen Creek \$4,968

The science project I am proposing is a series of wet labs involving photosynthesis, aerobic respiration, and fermentation for Honors Biology and AP Biology courses. The labs would involve using Vernier

sensors and computer interface to indirectly measure the presence, amount, and rate of these energy metabolism processes in organisms such as pea seeds, plants, and yeast.

Desert Mirage Elementary School - (6th and 7th grades) Glendale \$5,000

This project will promote scientific education for Title I middle-school students in the Phoenix metropolitan area. Our classroom provides STEM-focused elementary education experiences through hands-on projects that encourage creativity, critical thinking, and problem-solving skills within our scholars. We are requesting funding for a laboratory incubator and accompanying items that will allow our students to conduct science experiments that study the growth of microbes. The incubator and receptacle platforms will provide a controlled environment for the safe growth and observation of various microorganisms and is a piece of vital laboratory equipment necessary for cultivating microorganisms under artificial conditions. Requested program equipment will help 6th and 7th grade students understand fundamental microbiology principles as they conduct experiments that involve growing microbial and cell cultures.

Desert Oasis Elementary School - (K-8) Phoenix \$5,000

Students will leverage the power of the Micro:bit to complete a multitude of projects across all grade levels (Kindergarten through 8th grade) merging real-world situations with potential, student-driven solutions. Students will combine the engineering process with coding and building to create solutions that can make an impact on the world around them, giving students the power to see how they can make a difference.

Desert Star School - (4th and 5th grade) Goodyear \$4,999.15

It's crucial to provide resources and opportunities for gifted students daily to nurture their boundless curiosity, ignite their passion for learning, and unleash their potential to shape the future. To address this, Desert Star School proposes offering immersive STEAM learning experiences for 4th and 5th-grade gifted students using LEGO Education kits, including SPIKE Prime, BricQ Motion Prime, and SPIKE Prime Expansion. These kits offer versatility, allowing students to delve into robotics, coding, physics, and engineering with hands-on exploration and innovation, all while seamlessly aligning with the Arizona Science Standards. By integrating these kits into our curriculum, students gain state-of-the-art tools that inspire critical thinking and creativity through engaging, inquiry-based activities. With the SRP grant, we aim to empower every gifted student as a leader equipped with the skills for success in the 21st century.

Finley Farms Elementary - (K-6) Gilbert \$5,000

We will use these funds to expand our Coding and Robotics Club due to increasing interest. We currently have 12 of each of our materials, which allows a max of 24 students at a time. These funds would be used to purchase more equipment to use for this club, so that we can reach more students. Students would meet after school for the club; however, all materials would be stored in an empty classroom called the "Innovation Lab" for all teachers to utilize during the day to support classroom instruction.

Frye Elementary School - (6th grade) Chandler

\$4,895

I teach sixth grade at a Title I school that serves low socioeconomic families. My students don't have access to technology available in higher socioeconomic areas and don't have the life experiences that other kids their age have. Virtual reality allows students to see and experience the world around them in ways they didn't know were possible. Lenovo is VR technology designed specifically for kids to help raise engagement and increase knowledge retention for all students. Lenovo offers a variety of educational lessons to help support our curriculum. I am asking for a set of 8 VR headsets and a portal license for four years. I will use the Lenovo lessons to supplement our science curriculum. With Lenovo, my sixth graders will be able to interact with their lessons in new and engaging ways!

Gilbert High School - (High school) Gilbert

\$4,500

Our high school is requesting funding for the purchase of new Pasco wave resonance devices, and related equipment, for use in our AP 1, AP 2, regular Physics and Integrated Science courses. Waves are an essential principle of physics. Wave formations are found in sound, in light, and even in rotational motion. Since waves are not often visible, as in sound and light, we use models to allow us a physical representation to aid in our comprehension. How waves interact with each other is a key principle that is often misunderstood, wave models help us to correct the misconceptions our students have. When students can manipulate the waves on the springs, they are then able to see how their actions change and alter the physical shape of the waves. They can alter the speed and frequency of the waves as well, thus solidifying the base equations of wave theory.

Katherine Mecham Barney Elementary - (K-6) Queen Creek

\$4,860

I currently work in a school with a Smartlab. Children in grades K-6th come to the Smartlab and work on STEM projects. This is a class held on a regular schedule at our school. If awarded, this grant money would be used to purchase a class set of Ozobot robots, coding magnetic tiles, and Ozobot Crawlers. We have been using Ozobots for a few years, but they are so loved and used here that we have worn out my original set, which is why I am requesting a replacement set. Ozobots are little robots that were designed to introduce students to computer programming, coding (both online and unplugged), and critical thinking activities. All grade levels will use the Ozobots during their scheduled time in the Smartlab. We will do many projects throughout the year with all grade levels. Please see below for a small sample and description of activities, by grade level.

Kyrene Centennial Middle School - (6th-8th grade) Phoenix

\$5,000

Kyrene Centennial Middle School STEM department is seeking \$5,000 to develop a new Pinewood Derby program to give students hands on engineering and physics learning. The program would require purchasing a pinewood derby track, timer system and car building supplies. Students would participate in lessons to learn about the principles of physics and engineering and then be given supplies to incorporate those ideas to build pinewood derby cars. The unit would conclude with a Pinewood Derby Racing event for students and community members. Kyrene Centennial Middle School is situated in South Phoenix and serves 746 students. 42% of these students qualify for free and reduced lunch and 75.2% of the students are BIPOC. CMS has always been committed to empowering all students to reach

their fullest potential. We do this through providing opportunities at no cost that give our students a wide variety of experiences to help them understand potential career paths. This project seeks to give students hands on experience building and racing with their peers and members of the community.

Laveen Elementary School - (K-8) Laveen

\$5,000

Our urban school garden project at Laveen Elementary School aims to create an educational and sustainable green space that enriches the learning experience of our students while fostering community engagement. By establishing this garden, we intend to benefit both the students and the surrounding neighborhood. The primary goal of our project is to provide hands-on learning opportunities for our elementary school students in subjects like science, biology, and environmental studies. The garden will serve as an outdoor classroom where children can observe and participate in the growth process of plants, learn about nutrition, and develop a deeper appreciation for nature.

Legacy Traditional School - West Surprise - (7th and 8th) Surprise

\$1,453.10

I am requesting funding for calculators to be used in our 7th and 8th grade math classrooms. The calculators will be used daily by approximately 200 students, and this will help our students learn to use calculators. We will be able to support the students in their calculator use since they will all have the same calculator. This will improve their ability to make computations in higher level math classes, and will increase their confidence. The calculators requested are also allowed for use on state standardized assessments. Being familiar with the calculators prior to testing will reduce test anxiety and increase performance on state testing. Improved scores on state testing will lead to more confidence in and outside of the classroom.

Legacy Traditional Schools-Gilbert - (1st-8th) Gilbert

\$4,345

Digital literacy empowers students to use technology responsibly and creatively, setting a strong foundation for their academic and personal development in an increasingly digital world. This grant project would allow our gifted program to purchase multiple programmable robots to spark the curiosity in computer science and light up STEM learning in our classroom. Our program has over 100 students in grades 1 - 8 that will benefit from these items. The lessons included with these programmable robots will seamlessly integrate physical computing skills and computational thinking into our classroom experiences. Students will get the opportunity to explore coding with these friendly, coding robots that make coding approachable for all ages. Additionally, the 3D pens allows for more students to access the science, art, and creativity behind 3D printing without the high costs of purchasing a 3D printer. Students will not only be able to advance their critical thinking skills with the purchase of these computer science materials, they will also be able to improve their communication and collaboration as they work together. Not to mention that these robots will last our class for years to come, so the impact will be far greater than the 100 students we serve this year.

Lisa Freshley - (K-6) Mesa

\$4,775

Much needed: supplies and more resources to effectively engage students in learning. I just attended STaR chemistry PD at the science center and have previously attended Picture Perfect training at SRP. I am very excited to put my newfound knowledge to work but need help with experiment supplies and formative assessment probes. I would also like to enable my students to further their learning by providing access to Flocabulary and Legends of Learning.

Mary Jo White - (3rd-8th) Queen Creek

\$3,798.36

My 3rd grade students will use this grant money of \$3,798.36 to be able to allow Three 3rd grade classes at Pathfinder Academy in Mesa, Az. This total of \$3,798.36 will be used to purchase 12 kids' friendly microscopes, 5 sets of 120 prepared microscope slides with specimens for kids, and biological science kits for kids. This will be used for hands-on activities for science, math, and ELA. The use of the microscopes will allow 75 students in 3rd grade to have a crosscutting curriculum integrating science, math, and ELA. Students will be divided into small groups to engage in learning about microscopes and using slides to see different specimens. Children will be able to bring things to life. Children will be able to question and answer each other's curiosities with an approach to scientific facts. Microscopes are effective and an inciting device for children to learn from. Having direct access to microscopes helps supplement their learning experience. This is especially true once students develop a subtle interest in the field of science. At Pathfinder Academy, we use Mystery Science to help supplement science activities. Mystery Science has many videos and will help with the students' learning. Mystery Science also has hands-on manipulatives that will help with the use of microscopes. We also use Discovery Education. These programs are nice to have but do not give the students direct learning as microscopes and slides do to learn from directly. Students will be able to use the data from observing slides from their microscopes and recording their data on google slides and present this information to other students. Pathfinder Academy's science manipulatives are very scarce and limited for the entire school. Math will also help with learning about measurement and understanding how something is so small can be magnified to make it larger. The students will be able to collect data from the slides they will be comparing. This will also challenge gifted Students.

Mesa Digital Learning Program - (7th-12th) Mesa

\$630

Mesa Digital Learning Program, an asynchronous online school serving Grades 4-12, covers a wide range of science concepts, including cell biology, Cell Theory, osmosis, photosynthesis, cancer, and more. While we strive to incorporate high-quality microscope images into our courses to aid student understanding, sourcing suitable images from the public domain or creative commons can be challenging due to copyright restrictions.

To address this issue, we are seeking funding for an imaging microscope, slides, and related supplies. This equipment would allow us to create custom images tailored to our curriculum standards and learning objectives. By generating our own visuals, we can better engage students in scientific inquiry and experimentation, facilitating deeper comprehension of key concepts.

With access to an imaging microscope, we can ensure that relevant visuals are consistently available, enabling us to teach these concepts with precision and depth. By empowering students to interact with

scientifically accurate images, we can promote active learning and inquiry-based exploration, enhancing the overall educational experience.

Mountain View High School - (11th - 12th) Mesa

\$4,500

The goals for this project are:

- 1) to make chemistry come to life for high school students.
- 2) to teach how spectroscopy works by utilizing a poisoning scenario, thus a murder mystery.
- 3) to engage students in their own learning.
- 4) to teach students laboratory techniques.
- 5) to teach students how to collaborate effectively.

To do this, small spectrometers will be utilized so that small groups of students (4-6) will work together using the equipment and the background for the murder.

Osborn Middle School - (7th-8th) Phoenix

\$5,000

At Osborn Middle School, a Title I school, we aim to provide an inclusive STEM environment aligned with Arizona Science Standards for our self-contained, 7th & 8th grade special education students to create experiments and experiences while learning. As teachers, we recognize the connection between personalized learning, student engagement, and academic growth. We seek to incorporate our SPED classroom with a STEM maker space cart, personal whiteboard desks, active stools, floor mats, durable headphones, and online gamified math memberships through Prodigy Premium. With the help of SRP, we can create an active STEM learning environment that fosters sustainable engagement and academic growth in math and science for several years. Setting an example to not only within our middle school but our entire Osborn School district on how an inclusive STEM environment can benefit all classrooms that need additional support to succeed in math and science.

Payson Elementary School (K-2nd) Payson

\$3,872.75

My job allows me to work with students in kindergarten through 2nd grade. I work with students that are struggling in math. These are the types of students that really need hands on materials to understand certain concepts. Since we are a Title 1 school, these manipulatives are difficult to acquire. This grant would allow me to purchase much needed materials to help many students from various grade levels.

Pendergast Elementary School - (6th grade) Phoenix

\$5,000

My 6th grade science classroom provides an inclusive framework in which all students have the opportunity to engage in hands-on scientific study. Students develop a greater understanding of scientific principles through experimentation and observation. This project proposal seeks to provide our classroom with essential laboratory equipment to conduct hands-on experiments that support 6th grade Life Science competencies L1 -L4, which relate to organisms. We are requesting an incubator and assistive equipment that allow students to safely incubate and observe microorganisms.

Porfirio H Gonzales – (K-8) Tolleson

\$5,000

Empowering Learning Through Makey Makey: Transforming Education with Creative Coding" is a hands-on project empowering students to explore coding and invention using everyday objects. With Makey Makey's innovative capabilities, students control computer programs by mimicking keyboard and mouse inputs. Lessons and experimentation foster coding proficiency and creative problem-solving skills while encouraging critical thinking and collaboration as students transform fruits, coins, or playdough into interactive interfaces. By the project end, students showcase their creations, demonstrating coding skills and inventive thinking. "Empowering Learning Through Makey Makey: Transforming Education with Creative Coding" ignites a passion for coding and equips students with essential 21st-century skills for innovation and creativity.

Queen Creek High School - (9th-12th) Queen Creek

\$5,000

This project aims to revolutionize classroom education by integrating neuroscience principles and cutting-edge neurotechnology into the curriculum. Through the utilization of Backyard Brains equipment, I intend to introduce students to the fascinating world of neuroscience, providing them with hands-on experiences in building neuroprosthetics, conducting EEG and EKG experiments, recording neurons in real time, and exploring human-to-human interfaces. By immersing students in practical neuroscience activities, I aim to enhance their understanding of brain function and inspire the next generation of neuroscientists and innovators.

Statement of Need:

There is a growing need for innovative approaches to STEM education that capture students' interest and foster their critical thinking skills. Our project addresses this need by providing students with engaging, hands-on experiences that align with STEM curriculum standards. The grant funding will enable us to purchase necessary equipment, develop educational materials, and provide professional development opportunities for teachers, thereby fulfilling the identified need for high-quality STEM resources in schools.

Richard Quinonez - (K-2nd) Chandler

\$5,000

I want to Create a STEM Makerspace where all 300 K-2 students are able to explore STEM related concepts and build their personal knowledge. My goal is to create STEM related opportunities through hands on activities that will nourish their curiosity through STEM challenges. This grant would allow us to purchase MakerSpace supplies like a criucut maker, 3D printer, consumable and non-consumable STEM materials, legos, etc. Many of our projects we can't make and take because we would not have enough material to last through all students. We are a growing school, and this would allow more students to take materials home that they create. We wanted to make flashlights at a stem night to invite the community to see projects made by our stem students. We would also like to buy coding materials like spero robots, rechargeable batteries to continue energizing the materials we have. Please help us make stem room something special that students will be able to enhance their learning.

Sheely Farms Elementary School - (K-8th) Phoenix

\$5,000

Bringing Code to Life: Igniting Creativity and Problem-Solving through Robotics" aims to empower students as inventors and critical thinkers by engaging them with Edison robots. Beyond coding, students will explore real-world challenges, leveraging Edison's sensors and build system. The project fosters interdisciplinary learning, integrating math, science, and design thinking. Students collaborate, enhancing communication and teamwork skills. Structured workshops and project-based activities deepen coding proficiency and encourage exploration. Students document their progress, culminating in presentations. By the project end, students emerge as confident coders and inventive problem solvers, prepared for the 21st century's demands. "Edison Explorers" inspires a lifelong passion for robotics, coding, and innovation.

Sunland STEAM Academy - (4th grade) Phoenix

\$2,405.50

The project entitled "4th Grade Classroom Closet" aims to produce creative and innovative 4th Grade students that can showcase their problem-solver and scientific skills in the daily classroom instructions and can make quality STEAM projects in school. This project will enhance the analytical skill, critical skill and guarded on the GLOW values namely Growth Mindset, Leadership, Ownership and Wise Choices and sense of responsibility to and with others.

Tempe Preparatory Academy - (10th and 12th) Tempe

\$3,750

The funds awarded would be used to purchase additional lab equipment for our Honors Chemistry and Advanced Chemistry classes. With this new equipment, Tempe Prep would be able to greatly expand the types of labs that students can perform. Laboratory experiences have been shown to increase a student's mastery of the scientific concepts being presented. By offering more lab opportunities, Tempe Prep hopes to increase student understanding and mastery of chemistry and advanced chemistry Concepts.

Trevor G. Browne - (10th and 11th) Phoenix

\$4,956.88

Students will be learning about Artificial Intelligence by learning about emerging trends in technology, the potential impact of AI to our world, identify the three common domains of AI related to Data Science, Computer Vision and Natural Language Processing. This is a first for the Phoenix Union High School District and will provide a cutting-edge learning experience for our high school students. Once students are exposed to the theory behind artificial intelligence, they will decide how they would like to use artificial intelligence to solve or assist someone in need. The student might decide to provide data analysis on indigenous plants in the neighborhood or local agricultural fields. A student may choose to determine the volume of water wasted through irrigation in the school yard. They will have an opportunity to use a Drone or Robotic Arm to collect data, use Machine Learning and provide a hypothesis and/or a proposed solution.

Webster Elementary - (6th) Mesa

\$2,000

Robotics at Webster: Coding and Engineering" is designed to inspire innovation and critical thinking among K-6 students at Webster Elementary School through hands-on robotics. This initiative will establish a comprehensive robotics program, enabling students to design, build, and program robots to solve real-world challenges. With a \$2,000 budget, we will invest in versatile robotics kits and coding platforms to empower students with 21st-century skills in computer science, engineering, and mathematics, directly supporting state-mandated competencies. We will also invest a portion of the grant into a digital camera so that we can record and share our engineering creations!

Westwood High School- (9th- 12th) Mesa

\$5,000

This proposal seeks to introduce cutting-edge heart rate monitors into our high school's sports medicine pathway, physical education program augmenting the curriculum with a multidisciplinary approach. By incorporating these monitors, students will explore the intricate connections between human anatomy, exercise physiology, and data science. Through real-time data collection and analysis, learners will not only grasp the physiological impact of exercise on the human body but also develop fundamental data interpretation skills. This integration will nurture a deeper understanding of human anatomy and physiology while instilling proficiency in data analysis techniques, positioning students for success in careers at the intersection of health sciences, technology, and sports medicine.

History/Social Science Awardees

American Leadership Academy Signal Butte - (2nd-3rd) Queen Creek

\$2,500

The implementation of a social studies resource lab will empower students to take an active role in their learning and will help build student confidence. Students will be able to evaluate primary sources and draw connections between historical events and the world today. The social studies resources will enrich the learning atmosphere of the classroom and provide second and third grade students with the tools needed to discover and understand their country and world through hands-on cooperative learning materials. Teachers will be able to use these social studies resources to connect and reinforce student learning between curriculum taught with hands-on materials and activities. Students will be able to not only learn about, but see country and state boundaries, states and capitals and learn about the world in which they live. Teachers will be able to use these resources to reinforce key concepts, promote mastery learning of standards and increase student interest and understanding of history and social studies. These social studies resources will provide an engaging approach to social studies education because it allows students the opportunity to learn social studies skills through hands-on resources.

Betty Fairfax HS - (10th-12th) Laveen \$1,000

As a history teacher here at Betty Fairfax I have created a class assignment for each of my classes (5) to create visuals of posters, timelines and charts from the past, present and future that will set the tone for learning for students going forward. Motivation quotes from past figures as well as ideas for the future to help motivate the students that are in the most challenging year of high school, 10th grade in classes that are full to capacity (35).

Circle Cross Ranch K-8 STEM Academy - (K-8) Florence \$2,500

Our district is embracing diversity by celebrating all cultures. I am working with a small group of students to create activities for our middle school students to utilize with our elementary students. These activities include lessons and read aloud books.

Fremont Junior High - (8th) Mesa \$2,500

The social studies room that I share with my 150 8th graders is a wonderful, scholarly space, but my hope is to transform it from a traditional, facing-the-front classroom into a student-centered environment that more efficiently fosters thinking, collaboration, and rigor through the creation of a Building Thinking Classroom.

Instructional Resource Center - (4th-12th) Chandler \$2,500

The intent of this project is for each teacher taking a two hour professional development (led by Chandler Social Studies Academic Coaches & teachers) to receive the book Making History: A Teacher's Guide to the National History Day Program by National History Day. This how-to guide provides teachers with step-by-step guidance on the NHD framework, historical research skills, and historical argument development. It also includes instructions and tips for creating NHD projects and preparing students for competitions.

Lookout Mountain Elementary - (K) Phoenix \$1,500

I love our State 48! LOVE all the local authors, & to support them, purchase their books, to teach my Kindergarten kids about our BEAUTIFUL State Arizona! There are so many gaps that can be filled in our curriculum to teach our kids about the state they live in!

Montessori Education Centre North Campus - (3rd) Mesa \$1,317.41

I am writing to request funding for our 3rd-grade class to purchase the Arizona State Studies curriculum. "Exploring Arizona" will enable our students to dive into the rich history, geography, and culture of our beloved Grand Canyon State. The Splash publications curriculum aligns perfectly with our state standards, ensuring our students receive a well-rounded education.

Mountain View HS Mesa Public Schools - (10th) Mesa

\$600

The Change Makers Capstone project is a full Unit of study comprising their sophomore 4th quarter where students apply their knowledge of making positive change into a specific research project tied to one of the 17 United Nations Sustainable Development Goals (SDGs) that impact Mesa, Arizona. One of the goals is SDG 6 Clean Water and Sanitation which is vital to our way of life in the Sonoran Desert. The resources from this grant will help students pay for the expensive tri-fold presentation boards which will be used to present their Capstone Projects to the school and community members. The main objective of the Change Makers Capstone Project is to increase student civic engagement within Mesa and problem solve local issues facing our community. Students apply the civic, history and environmental statistics skills they have learned throughout the year into a student created presentation of how to take action to solve a problem within our community. The larger tie to the UN SDG's is to highlight that positive change starts locally. For students to get the most from this course we want to use this SRP Grant money specifically on the trifolds which students will use to present the solutions for their Capstone Projects but additionally we are hoping to book both Mary Beth Tinker and Ruby Bridges to speak with our students about activism which entails speaker fees. If we are unable to book these guest speakers, we would like to purchase a classroom set of the book *Becoming a Changemaker, An Actionable, Inclusive Guide to Leading Positive Change at Any Level* by Alex Budak. Or, the book, *Innovation for Social Change: How Wildly Successful Nonprofits Inspire and Deliver Results* by Leah Kral.

Our Lady of Mt. Carmel Catholic School - (K) Tempe

\$2,500

Stars and Stripes Forever is a stage production of a patriotic play that casts students as historical figures to illustrate the forming of the United States of America. The production includes the singing nine classic patriotic songs, dancing, as well as vignettes that spotlight the Founding Fathers, Abraham Lincoln and the Statue of Liberty. This production fulfills a number of the social studies standard of Concept 1: Foundations of Government PO 1. Identify national symbols and monuments that represent American democracy and values: a. American flag b. Bald Eagle c. Statue of Liberty d. White House e. Washington Monument PO 2. Recognize the Pledge of Allegiance and the National Anthem. DPO 2. Sing patriotic songs. In additions this project utilizes a variety of the Discipline with Purpose Skills including: Listening, sharing, following instructions and asking questions. Students are introduced to the historical figures during a classroom lesson that show historical pictures of each person/monument in the production. Children learn the name, contribution or purpose of each character/monument. The classroom lesson reaches all learners via audio cues, visual cues, hands on manipulatives and reinforces the lesson with a matching worksheet where the students match the figure to his/her historical act.

Phoenix Elementary School District #1 - (7th and 8th) Phoenix

\$2,500

This project will be aimed at making historical curriculum more fun and engaging. In my current district, social studies is not a priority, so I have been on my own with funding projects and classroom supplies that could help. Whittier Elementary School is a Title I school and social studies is usually an afterthought. I am a department of one and have to create all of my own curriculum and resources. If awarded this grant, I would use the funds towards purchasing classroom supplies and subscriptions that would make social studies more relevant and accessible for the students that I teach.

Saddle Mountain Unified School District #9 - (10th-12th) Tonopah

\$1,000

The money awarded from this project will go toward purchasing supplies for the forensic science investigations in my classroom. These investigations, that will support not only my Forensic Science classes but also my Law & Public Safety classes, will help engage my students in the more difficult side of science -- explaining their findings in a way that makes sense to those who are non-experts. These students would benefit greatly from the opportunity to develop critical-thinking skills and problem-solving skills in a professional environment, such as putting on and working through mock trials, evidence kits, and other equipment items supporting the investigative inquiry of exploratory practice in criminal and civil cases. These students whole-heartedly accept academic challenges, and a specific challenge we are currently facing includes developing the soft skills lost during their formative years due to the COVID-19 pandemic. This project would fund the equipment that allows them to apply their knowledge learned to real-world concepts through casework.

T. Dale Hancock Elementary - (2nd-6th) Chandler

\$2,300

If awarded this grant, Hancock would purchase 140-150 children's biography books for the library collection. These books would be for the target grade of 4th grade for their annual Living Wax Museum project but would be available to all students to check out. The books' reading level would range from 2nd to 6th grade, to accommodate learners at a wide variety of abilities. Many of our current biographies are too challenging for students with language or reading challenges. Students would love to see themselves reflected in the books featuring artists, singers, actors, activists, athletes, politicians, TV hosts, and other women and men from a wide variety of diverse backgrounds. The books would be utilized for the 4th Grade Living Wax Museum projects. Students dress up and portray important people by creating a backdrop and memorizing a speech as that person. It is one of our school community's favorite events.

Coal Community Transition Grants

St. John's High School (9-12) St. Johns

\$8,000

This grant would help us to purchase Chromebooks and carts for Chromebooks for our Career Center. The Career Center is a place where students can complete FAFSAs, apply for colleges, and research careers. Having the additional Chromebooks will allow more students to have access to these essential college preparation activities.

St. John's High School (9-12) St. Johns

\$5,000

We want to buy tools and supplies for our High School Culinary Arts program. We just recently registered with a nationally recognized and accredited program sponsored by the National Restaurant Association called ProStart. Students involved in the 2-year program will walk away with 2 industry-

recognized professional credentials and a leg up with potential employers in the hospitality and culinary industry. The project we would like funded is one that will replace many old, worn-out, and dangerous pots and pans, update much of the cooking equipment and utensils, and buy specialty equipment and supplies to help students meet the rigorous requirements of the ProStart Program. We already have the curriculum but would also like to purchase equipment and supplies for the ProStart Arizona and National competitions so our students can participate in industry-run activities.

Organization

***Organization Category:** Arts and Culture
***Legal Name:** Desert Botanical Garden
***Address:** 1201 N Galvin Pkwy
Address 2:
***City:** Phoenix
***State:** Arizona
***Zip/Postal Code:** 85008-3437
***Main Telephone:** 4809411225
***Main Email Address:** contact@dbg.org
***Website Address:** https://dbg.org
***Executive Director Name:** Ken Schutz
***Executive Director Phone Number:** 480-481-8103
***Executive Director Email Address:** kschutz@dbg.org

Proposal

***Request Owner:** Karla Esparza
Request Source: External (Submitted 06/30/2023)
Proposal Type: Capital Campaign Grant Application
***Determination Status:** Scheduled for Committee
Organization Category: Arts and Culture
Type of Request: Pledge
Purpose: Operating Expenses
Project Title: Hazel Hare Center for Plant Science
Request Amount: \$0.00
Requested Cash Amount:
Cash Recommended:

Programs and Accomplishments Statement: Since 1939, the Garden has held steadfast to our mission: to advance excellence in education, research, exhibition and conservation of desert plants. We have been teaching and inspiring visitors from the local community and around the world, conducting research and implementing conservation projects, and developing exhibits and experiences designed to help everyone enjoy, understand and preserve the Sonoran Desert.

As one of Arizona's trusted arts and culture brands and a leading center in the Southwest for research and conservation of plants, the Garden has been recognized for excellence in many ways, including:

- Voted number one on Trip Advisor's "Top Attractions in Phoenix" (2023)
- One of only 24 botanical gardens accredited by The American Alliance of Museums, an assessment program that recognizes a museum for carrying out its commitment to the public trust, collections stewardship and educational role
- The Garden holds the Nationally Accredited Plant Collections of Cactaceae (cactus family) and Agavaceae (Agave family)
- 2022 Governor's Tourism Award for Best Tourism Partnership for Chihuly in the Desert exhibition with Frank Lloyd Wright's Taliesin West
- 2020 Inclusive Community Workplace Award granted by Diversity Leadership Alliance and AZ Society for Human Resource Management

The Garden is open to everyone. We welcomed over 850,000 visitors in 2022 from all 50 states and 32 countries. There are currently 33,000+ households with Garden memberships; approximately 80% of those are Greater Phoenix residents. We have a robust volunteer program that engages nearly 600 dedicated volunteers annually; 97% of these volunteers are Arizona residents.

In line with the four pillars of the Garden's mission, we offer programming that provides accessible entry points for visitors of all ages, interests, and backgrounds. These include:

Exhibits & Events

- Las Noches de las Luminarias
- Music in the Garden
- Majestic Mariposas Butterfly Exhibit
- Annual Artist Exhibits -- Chihuly (FY22), Rotraut (FY23), Botero (FY24)
- Dia de Muertos
- Fall and Spring Plant Sale

Education (Adult and Children)

- Desert Landscape School
- Desert Sol Wellness Series
- Cactus Kids Club & Summer Camp
- Flashlight Nights

Research & Conservation

- Central Arizona Conservation Alliance
- Great Milkweed Grow Out
- Urban Saguaro Census
- Herbarium (more than 98,000 accessions in the collection)
- Schilling Library (more than 9,000 books and 500 journal titles available to the public)

The Garden is dedicated to sustained outreach efforts so that it continues to engage Maricopa County's growing, diverse community. We recognize that the admission price can represent a barrier for members of our community who have limited discretionary income. In response, the Garden initiated the CAECOM challenge to provide local community organizations full access at no cost. In 2022, the Garden provided free access to 8,000 community members through this effort. In addition to the CAECOM Challenge, visitors can attend for free on monthly Community Days or with the library Culture Pass. In total, 62,000 visitors attended the Garden free of charge during 2022.

In addition to these community outreach efforts and on-site programs and services, the Garden is a lead partner in Spaces of Opportunity (Spaces), a project that focuses on serving the residents of South Phoenix. Spaces is a 19-acre urban farm that provides space for over 40 quarter-acre incubator farmer plots, more than 200 community garden plots, an edible desert garden, medicinal healing garden, regular farmers market, children's nature exploration classroom, and a host of community activities and events. At Spaces, the Garden embraces the opportunity to expand our impact and share the health benefits of community gardening and native plants.

Capital Campaign Statement:

The research and conservation activities and community engagement programming planned for the Hazel Hare Center for Plant Science align with SRP's priority focus area of improving quality of life for people in the Valley. Once the project is completed, these activities and programs will:

Promote public engagement by inviting the community to participate in new and exciting ways. While the Garden is already a respected institution, woven into the fabric of the Valley, our community will be able to engage with, and become involved in, shaping the future of the Valley's efforts to create a more sustainable future. Our hope is that the work being done at HHCPs will increase interest in citizen scientist participation.

Champion environmental stewardship and sustainability by driving awareness and understanding of issues affecting the Sonoran Desert and the global environment.

- People of all ages will learn more about our natural world and how to live in it sustainably through educational offerings, plant-centered exhibitions, and tours of the new facilities with our staff and docents. For example, plant exhibitions will focus on rare, threatened and endangered plants, such as cactus. The Garden can showcase not just the wonderful diversity of cactus through the rare specimens we have, but also highlight threats to these plants, which all of us can play a part in mitigating.

- HHCPs incorporates water-saving systems in the form of two water-harvesting cisterns to collect and store water for later use. These cisterns will also serve to demonstrate how water can be captured at different scales given their varied sizes. Additionally, the sophistication of the HHCPs facilities and improvements to working conditions will increase the Garden's research and conservation team's capacity to collaborate with global partners in the field, advancing our knowledge and increasing our impact.

Encourage, and provide access to, arts and culture in our community by offering the best of the art world alongside the best of the plant world. The Garden aims to reflect the diversity of our community, as the issues of environmental stewardship and sustainability affect us all. We are taking the following steps to build a more equitable organizational framework which will carry over to the programs offered at the HHCPs: (1) Improve access and enhance visitor experience for the Latinx community through culturally relevant programming and engagement with Latinx artists; (2) The Senior Director of Social Responsibility & Inclusion, who reports directly to the Executive Director, continuously works to identify and act on opportunities for the Garden to remove systemic barriers for Black, Indigenous, and People of Color (BIPOC) and underserved communities; and (3) Lastly, the Garden recently hired a Diversity Specialist who will collaborate in implementing the Garden's IDEA (Inclusion, Diversity, Equity, and Accessibility) strategy and strengthen community relationships to cultivate a fully inclusive organization.

At the completion of the HHCPs, a visit to Desert Botanical Garden will transcend a walk in the garden or a visit to an art exhibition; it will be an integration of learning through the arts and connecting with the natural world for all.

Location and Description:

In 2017, Desert Botanical Garden successfully completed Phase I of the Hazel Hare Center for Plant Science (HHCPs), located on the northeast side of the Garden grounds. This final phase of HHCPs is being constructed in the same area on campus as Phase I and includes six new structures:

Ahearn Horticulture Center (5,906 s.f.)

Greenhouse East (5,700 s.f.)

Shade Pavilion (11,948 s.f.)

Exhibits Gallery (2,320 s.f.)

Teaching Garden House (1,000 s.f.)

Solar & Shade Canopy (23,850 s.f.)

The vision for the Hazel Hare Center for Plant Science was conceived in 2008, when Garden leadership took part in a 20-year planning process. The idea behind the Center was to weave together the four pillars of the Garden's mission: Education, Research, Exhibition, and Conservation. In 2014, the current Master Plan for the campus was developed. The Garden did not approach the campus planning in the conventional way; rather, we engaged in an integrated design process. From the beginning, all stakeholders were at the table -- architect, contractor, engineers, staff, and volunteers. More than 40 people participated in the design phase. The resulting master plan has driven the design and development of the HHCPs, always keeping not only the plants top of mind, but the people who care for them.

From the time we developed the Master Plan for HHCPs, we determined that we want to design and build beyond LEED standards. We have looked to the Living Building Challenge (LBC) standards as our aspiration. LBC goes above and beyond the requirements of even the highest level of LEED certification. LBC standards are predicated on seven petals: Place, Water, Energy, Health+Happiness, Materials, Equity, and Beauty. Ecology of Place is in part met by building fully within an existing built footprint, no pristine land impacted; Responsible Water use in part met through water harvesting from all roofed structures; Energy in part addressed through efficiently designed buildings and solar power generation; Health+Happiness met in part by providing views outside and daylight via windows (including operable) for > 75% of regularly occupied spaces; Responsible Materials met in part via use of salvaged wood for >50% of need; Beauty, we recognize the need for beauty and the connection to nature as a precursor to caring enough to preserve, conserve and serve the greater good - it is inherent in our mission.

In line with this aspiration, the Garden selected CoLAB studio/Matthew Salenger to be the architect for the HHCPs after rigorous review of the response to the RFP and interview by an ad hoc selection committee composed of Garden Trustees and members of Garden senior leadership. The choice was unanimous. Mr. Salenger co-founded CoLAB studio after graduating with honors from the Architectural Association of London. Deeply driven to find real-world solutions to some of our most pressing issues, Mr. Salenger studies Biophilic Design, Regenerative Development, and Sociology in addition to pushing the boundaries of progressive construction.

Mr. Salenger recommended 180 degrees and James Trahan as contractor for our project. 180 degrees specializes in "commercial, public, and high-end residential architecture for people who want to spend their days in memorable spaces". They strive to achieve their mission through what they call "the Four Pillars: Restraint, Rigor, Patience and Craftsmanship". During Phase I, CoLAB studio and 180 Degrees proved themselves to be highly capable of translating the Garden's vision for the HHCPs into reality, with the highest level of respect for the values of the Garden. There was no question that the two entities would continue as architect and contractor for Phase II.

Project/Program Description:

Campaign Goals:

The Garden has an 84-year history of advancing excellence in education, research, exhibition, and conservation of desert plants and a proven record successfully administering large-scale projects. In the past 20 years, the Garden has successfully completed three capital campaigns -- Growing a Legacy (\$17 million), Tending the Garden (\$18 million), and The Saguaro Initiative (\$18 million). A number of the same dedicated staff who ensured these successes will administer this project.

The Garden's measures of success for the upcoming years center on achieving both fundraising and construction benchmarking for the Hazel Hare Center for Plant Science. We have drafted a four-and-a-half-year construction timeline to complete construction of all six structures.

Completed stages: Design and Drawings; Permitting (for the first three buildings to be constructed). The architectural and engineering work for the exhibit gallery, shade pavilion, and horticulture center began in March 2022. Construction documents for these buildings were submitted to the City of Phoenix in February 2023, and we anticipate receiving final permitting in July 2023.

Current stage of the project: Construction. In June 2023, we achieved the first construction benchmark, breaking ground for the first three buildings of Phase II. Preparation for the groundbreaking has been underway since early 2023. As new construction will take place in the footprint of existing horticulture workspaces, including multiple shade hoop houses, thousands of plants must be relocated prior to groundbreaking. This work is near completion.

Fundraising: The total campaign goal is \$15 million. To date, the Garden has raised \$9.8M of the \$12M philanthropic funding goal from individuals and family foundations. We have proposals to two large local foundations: The Virginia G. Piper Charitable Trust - \$1.2M (pending) and The Kemper & Ethel Marley Foundation - \$1M (pending). We are also soliciting additional gifts from individual donor prospects that are past major funders to Garden campaigns. Many individual donors made five-year pledges, which enable us to move forward with construction as we complete the necessary fundraising. In addition to this philanthropic funding, the Garden is using \$3M from our Capital Expenditure reserve fund to assist with project construction. The majority of this reserve funding came from proceeds made during the Garden's blockbuster Chihuly in the Garden exhibit (2021-2022).

LEED Certification: Yes
Percentage of Board Members: 100%
Executive Director Name:
Executive Director Phone Number:
Executive Director Email Address:
Letter Signer & Title: Andrea Moreno, Manager, Community Outreach
Internal Comments: Hazel Hare Center for Plant Science Capital Campaign.

Capital Campaign Request. Has been on hold. Per previous notes, this was to go to Committee in November however, no amount had been solidified.

TO BE LEFT ON HOLD - Not going to committee in Feb. Not going until next FY (May 2024).

Attachments

Community Need Letter: DBG_Community Need Letter_6.29.23_signed.pdf
Campaign Budget: Cost Estimate for HHCPS Phase II.pdf
Campaign Commitments: DBG Campaign Commitments_6.30.23.pdf
Board of Directors and Affiliations: DBG Board List_2022-2023 (2).pdf
Most Recent Audited Financials: FY2022_DBG_Final Audited Financials (5).pdf
List of Capital Campaign Leadership/Committee Leaders: DBG Peer Outreach Team list (1).pdf
Additional Attachment (1):
Additional Attachment (2):
Signed Letter & Non PO Payment Form:

Payment

Scan

No record of recent scan exists

Approval

Requested Amount: \$0.00
***Recommended Amount:**
Prior Approved Grants:

- 2013 - Desert Botanical Garden Support - \$25,000.00
- 2014 - Mariposa Monarca Fall Butterfly Exhibit - \$25,000.00
- 2015 - - \$25,000.00
- 2016 - - \$25,000.00

- 2016 - - \$625.00
- 2017 - - \$25,000.00
- 2017 - Saguaro Initiative Capital Campaign - \$100,000.00
- 2018 - Sponsorship: Conservation Celebration - \$1,500.00
- 2019 - Desert Botanical Garden 2018-2019 Season - \$25,000.00
- 2020 - Desert Botanical Garden 2019-2020 Season - \$25,000.00
- 2020 - Dave Roberts Sponsors Conservation Celebration Luncheon - \$1,500.00
- 2021 - Desert Botanical Garden COVID-19 Recovery - \$5,000.00
- 2021 - Desert Botanical Garden General Operating Support and Dinner on the Desert - \$25,000.00
- 2022 - Chihuly in the Desert / Two Palo Brea Sponsorships - \$50,000.00
- 2023 - Desert Botanical Garden Programming - Two Palo Brea Sponsorships - \$50,000.00
- 2024 - Desert Botanical Garden Programming - Two Palo Brea Sponsorship - \$50,000.00

Request Status: Pending

Contact

Salutation:
***First Name:** Jessica
Middle Name:
***Last Name:** Nierad
Vendor Number:
Title: Director of Development, Institutional Giving
Title (CEO):
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Province:
Country:
Zip/Postal Code:
Telephone: 480-481-8115
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Contact Type:
Creation Date: 06/14/2022
Last Saved By: 1000000013399109
Last Saved Date: 23-JUN-23 01.44.05.878017 PM
Notes:
***Internal Use Only?:** N
CEO First Name:
Principal Prefix:
CEO Last Name:
Mobile Phone:
CEO Email Address:
CEO Phone:
CEO Mobile Phone:
CEO/Executive Director Contact:
Person completing application:

Organization

***Organization Category:** Arts and Culture
***Legal Name:** The Phoenix Theatre Company
***Address:** 1825 N Central Ave
Address 2:
***City:** Phoenix
***State:** Arizona
***Zip/Postal Code:** 85004
***Main Telephone:** 6028896306
***Main Email Address:** a.steinmetz@phoenixtheatre.com
***Website Address:** http://phoenixtheatre.com
***Executive Director Name:** Vincent VanVleet
***Executive Director Phone Number:** 6028895295
***Executive Director Email Address:** v.vanvleet@phoenixtheatre.com

Proposal

***Request Owner:** Karla Esparza
Request Source: External (Submitted 01/22/2024)
Proposal Type: Capital Campaign Grant Application
***Determination Status:** Scheduled for Committee
Organization Category: Arts and Culture
Type of Request: Pledge
Purpose: Capital
Project Title: Centennial Capital Campaign Project
Request Amount: \$0.00
Requested Cash Amount:
Cash Recommended:

Programs and Accomplishments

Statement: The Phoenix Theatre Company (TPTC), Arizona's oldest and largest regional theatre, believes that live theatre should be a force for positivity. We are committed to storytelling through live theatre because it communicates with the deepest parts of us, encouraging and strengthening human connection. Ranging from fantasy to challenging work highlighting heroic people prevailing against the odds, our programming seeks to uplift the human spirit and open dialogue for positive change through activities and important conversations that heighten the theatre experience and engage our community. We produce exceptional theatre year-round on our three stages, reaching an audience of more than 100,000 annually.

The canon of shows we produce ranges from world premieres developed through our Festival of New American Theatre (like the current season's *The Truth About Winnie Ruth Judd*) to established classics (such as our upcoming productions of *Fiddler on the Roof* and *Cabaret*), and from serious stories that challenge us to look at the world with a broader understanding (like the world premiere of *Tiananmen the Musical*, which debuted in October of this year), to those that bring us joy (such as our December 2023 production of *Elf*).

As a self-producing company that casts, designs, builds and mounts nearly everything seen on our stages, we maintain a vibrant campus that includes our three stages, extensive scene, costume, and prop shops, as well as three lobbies and an ArtBar + Bistro (restaurant and bar) and kitchen. With more than 500 individuals on our annual payroll, we are the largest employer of artists and theatre professionals in the state of Arizona.

Our community service programming is similarly mission-driven. We developed our signature Partners That Heal program through more than a decade of intensive work in area hospitals and care centers. Unduplicated in the United States, Partners That Heal is a troupe of theatre artists who deliver improvisational interventions that offer hope and understanding while facilitating communication with caregivers.

Our Summer Camp, Arizona's most inclusive arts camp, is one of the only arts camps that teaches neurotypical and neurodivergent youth together. We partner with Southwest Autism Research and Resource Center (SARRC) to provide rigorous inclusivity training to the staff of our Summer Camp program. All campers, whether neurotypical or neurodivergent, participate in all parts of the program, including daily activities and end-of-session public performances.

We have a deep, long-standing passion for new works, including those developed through our Festival of New American Theatre, an annual, three-week event. It is a formalized, step-by-step process for supporting new work in every stage of development -- from the kernel of an idea, through readings and workshops, to fully staged productions. The world premiere of the musical ¡Americano! -- the true story of an Arizona DREAMer -- arose from this festival to a world premiere on our stage in 2020. It went on to an Off-Broadway run in 2022.

Our vision for the last 20 years has been to grow The Phoenix Theatre Company into a regional powerhouse and elevate Arizona to national cultural prominence by making ourselves a preferred destination for pre-Broadway show development. To do so, we knew we needed to build a 500-seat theatre with significantly enhanced technical capabilities -- a full fly loft, below-stage traps, and the infrastructure to model a Broadway production. During and despite the COVID-19 shutdowns, we raised \$28 million of this \$30 million capital project, and broke ground on the new Dr. Stacie J. and Richard J Stephenson Theatre in September 2023.

Capital Campaign Statement:

The Phoenix Theatre Company's Centennial Capital Campaign Project directly relates to SRP's corporate contributions focus on "Support for Quality of Life: Support professional arts organizations that reflect the diversity of SRP's customers." We produce works that appeal to diverse audiences and reflect our mission and vision, through stories that are unique and yet universal: the "outsider" creating their own place, the promise realized by breaking through stereotypes, the effort to preserve who we are while adapting to change. Our seasons also strive to speak to diverse experiences and perspectives within our community (Lady Day at Emerson's Bar and Grill speaking to the African-American experience, The Prom speaking to the LGBTQIA + experience, Beautiful and The Truth About Winnie Ruth Judd speaking to the experience of women who don't "fit the mold") and around the world (Tiananmen, Cabaret and Fiddler on the Roof all speak to efforts to break free from oppression).

We are as inclusive as possible in casting. General auditions for the season are open to anyone. We welcome all actors, regardless of experience, to audition for any production in the season. We accept in-person and video auditions. We reserve timeslots each day for actors who need accommodations to successfully audition. At every point in the casting process, the casting director puts a particular focus on diverse casting when the script allows for it. This ensures not only that the broadest range of artists in the community are able to work, but also that members of our diverse community see role models on our stages that reinforce positive self-identity.

The Phoenix Theatre Company recognizes that many members of our community have been financially impacted by not only the pandemic shutdowns in 2020 and 2021, but also the inflation that soared in 2022 and 2023. To ensure that everyone has the opportunity to engage in exceptional theatrical experiences, we dedicate one night in the run of every production as "community night." This night features a pay-what-you-can structure, in which anyone in the community can pay any price they can afford for any available seat. We provide this option to first responders prior to opening it to the general public. When the show is family-oriented, we provide elementary school principals with printed information about community night to be sent home with students.

To ensure accessibility, we offer designated wheelchair seating, assistive listening devices, audio description, ASL, large print and Braille programs. Our facilities are fitted with ramps with handrails, wide doors to accommodate wheelchairs, fully accessible bathrooms, automatic door openers, elevators, a visual emergency alarm and lighting system, and signage with braille and raised lettering. Our Mainstage Theatre exceeds the number of required accessible exits and the number of wheelchair accessible seats available is double the requirement.

Our new theatre will similarly exceed ADA requirements and provide wheelchair seating in multiple parts of the house. Backstage will also exceed ADA requirements, with multiple accessible bathrooms, rehearsal spaces and green room (where actors wait to go onstage) with kitchen.

The exceptional theatre we produce year-round draws audiences from every county in Arizona. The data from our ticketing software also shows that we attract tourists from every state in the country, as well as from locations throughout Canada, Europe, and Australia. This will only increase with the construction of our new, Broadway-model theatre. The millions of dollars in impact on Arizona's economy will be multi-pronged: the audiences drawn to downtown Phoenix patronize other businesses, we purchase most of the goods for our sets in Arizona (with an emphasis on purchasing from BIPOC -- Black, Indigenous, People of Color -- vendors), and income for artists, designers and technicians, who in turn, spend their money in Arizona.

Location and Description:

The theatre is located in downtown Phoenix, at 1875 N Central Avenue, Phoenix, AZ 85004. The land on which our facility sits is owned by the City of Phoenix with The Phoenix Theatre Company named as "Preferred Tenant" and we operate under a shared maintenance agreement. The property was donated to the City in the 1940's by a Phoenix Theatre Company donor for our use; and it is leased to us for \$1/year, on a 100-year lease that was paid in advance. We maintain full control of all activities and operations within our buildings. The initial structure, upon which we have improved, was built in 1951.

Currently, The Phoenix Theatre Company occupies over 85,000 square feet, including three stages that have historically been called the Mainstage Theatre, Hormel Theatre, and Judith Hades Theatre. In addition, the facility includes a box office, administrative offices, production shops (props, costumes, scene shop, and paint shop), two conference rooms, mezzanine event space, a rehearsal hall, dance studio, two classrooms/dance studios, three green rooms, and multiple dressing rooms. Lobby area includes the ArtBar + Bistro (bar and restaurant) with a mobile kitchen, and contemporary lobbies with retractable glass doors leading to an outdoor sculpture garden/patio space.

What was once the Hormel Theatre will become the new Dr. Stacie J. and Richard J Stephenson Theatre. When complete, the overall dimensions of the new theatre will be 98' deep by 70' wide. The stage dimensions will be 47'-7" deep, of which 9'-2" is the front apron, and 37'-10" wide. The proscenium opening will be 26' high, with a 30'-6" space above to "fly" scenery onto and off the stage. The stage will have a trap system of openings for special effects. We have long been committed to the superior sound of live musicians, and this theatre will finally have an under-stage orchestra pit. This lowest level also includes lounge space. Backstage accommodations at stage level include a dedicated, spacious quick-change area, stage-level restrooms, and extra wide hallways to accommodate costume gondolas. On the second floor will be a fully equipped green room kitchen and dressing rooms, as well as a wardrobe room for the cleaning and maintenance of costumes.

The rigging system, which moves curtains and scenery, was designed with front loading arbors which significantly reduces the risk of injury. It has built in fall arrest systems throughout. We are making a significant transition to LED stage lighting. The system will have 384 dimmers, 2 Apex 5 lighting consoles plus Robert Juliat LED follow spots, 32 moving lights, and 2 Radiance Hazer packages. The entire theatre will be outfitted with high quality video projection and mapping options.

Project/Program Description:

Campaign Goals:

The construction of the Dr. Stacie J. and Richard J Stephenson Theatre in the space that was previously the Hades Theatre, is the second phase of a 20-year, three-phase, \$70 million expansion plan. In 2010-2011, we built what was then a new theatre, in addition to the existing 378-seat Mainstage on our campus. Initially, we had planned it to be a 500-seat theatre with significantly enhanced technical capabilities, which we knew was going to be necessary to be able to compete to model and produce pre-Broadway musicals. However, the 2008 recession forced a financial compromise, and the project was split into two phases. Phase 1 of that construction was a 250-seat black box Hades Theatre that was pre-engineered for future (Phase 2) expansion into a 500-seat theatre.

We broke ground on the Dr. Stacie J. and Richard J Stephenson Theatre on September 14, 2023, and anticipate completion in spring 2025. We have set a goal to complete the fundraising for this phase of the project by 8/31/2024.

LEED Certification: No
Percentage of Board Members: 100% at inception of the campaign
Executive Director Name:
Executive Director Phone Number:
Executive Director Email Address:
Letter Signer & Title: Andrea Moreno, Manager, Community Outreach
Internal Comments: Support for the Centennial Capital Campaign Project.

May 2024 Committee?

Attachments

Community Need Letter: Phoenix_Theatre_Company_Letter.pdf
Campaign Budget: Stephenson Theater Budget.pdf
Campaign Commitments: Centennial Capital Campaign Donors.pdf
Board of Directors and Affiliations: Phoenix-Theatre-Company_Board-List.pdf
Most Recent Audited Financials: TPTC Audit 2022.pdf
List of Capital Campaign Leadership/Committee Leaders: Phoenix_Theatre_Company_Capital_Campaign_Leadership.docx
Additional Attachment (1):
Additional Attachment (2):
Signed Letter & Non PO Payment Form:

Payment

Scan

No record of recent scan exists

Approval

Requested Amount: \$0.00
***Recommended Amount:**
Prior Approved Grants:
Request Status: Pending
Approval Step 1: Owner Step Definition
Performed By: Karla Esparza / Community Engagement Strategist
Completed: 01/31/2024
Result: Defined
Approval Step 2: Recommend / Do Not Recommend
Performed By:
Completed:
Result:
Comments:
Approval Step 3: Request Owner Approval
Performed By:
Completed:
Result:
Comments:

Contact

Salutation:
***First Name:** Amy
Middle Name:
***Last Name:** Steinmetz
Vendor Number:
Title: Director of Foundation and Government Relations
Title (CEO):
Address:
Address 2:
City:
State:
Province:
Country:
Zip/Postal Code:
Telephone: 6028896306
Fax:
Email Address: a.steinmetz@phoenixtheatre.com
Contact Type:
Creation Date: 01/22/2024
Last Saved By: 1000000015587613
Last Saved Date: 22-JAN-24 03.46.41.750024 PM
Notes:
***Internal Use Only?:** N
CEO First Name:
Principal Prefix:
CEO Last Name:
Mobile Phone:
CEO Email Address:
CEO Phone:
CEO Mobile Phone:
CEO/Executive Director Contact:
Person completing application:

Proposition 479

Buchanan Davis and Patricia DiRoss | May 23, 2024

Proposition 479:

- Proposition 479, if approved, would continue a half-cent sales tax in Maricopa County to fund transportation; the Proposition will be on the ballot in November.
- The dedicated tax was first established in 1985 by Maricopa County voters with Proposition 300.
- It was subsequently renewed by voters in 2004 with Proposition 400.
- Maricopa County is the only county in Arizona that must get approval from the state to request an election to ask voters to approve a transportation tax.
- A bipartisan coalition are working collaboratively to support the passage of Proposition 479.

What Would Proposition 479 do?

- Will extend the half-cent sales tax for another 20 years (through 2045).
- Will bring in \$14.9 billion in revenues.
 - 40.5% allocated to freeways and highways
 - 22.5% to arterial roads and regional transportation infrastructure
 - 37% to transit
- Revenue from this tax extension combined with other funding sources will result in a nearly \$30 billion regional transportation plan.

Furtherers the Public Interest by:

- Over sixty percent of Arizona's population lives in Maricopa County.
- Maricopa continues to be among the fastest growing counties in the country and where vast majority of SRP workforce reside.
- Proposition 479 plan includes new projects as well as future road maintenance.
- According to MAG, the Proposition 479 plan is projected to reduce average afternoon commute by 1/3 and reduce congestion by 51k hours (compared to no build option).
- Also projected to save local businesses \$1.6 billion per year in travel time savings and reduced shipping and logistic costs.
- Creates \$2.6 billion in net new economic activity per year.

SRP Comparatives:

- 2004 - SRP contributed \$50,000 for get-out-the-vote efforts for the first extension of Maricopa County's half-cent transportation sales tax, Proposition 400.
- 2016 - SRP contributed \$75,000 for get-out-the-vote efforts regarding Proposition 123, a statewide tax ballot proposition regarding disbursement of state trust land distributions for Arizona schools.

Peer Comparatives:

Arizona Public Service	\$100,000
Southwest Gas	\$15,000
COX	\$15,000

Recommendation:

- Management requests that the Community Relations Committee recommend that the Board approve a contribution of \$75,000 to the Connect Maricopa Committee for get-out-the-vote and voter education efforts regarding the Proposition 479 campaign.

