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

COMMUNITY RELATIONS COMMITTEE

Tuesday, November 17, 2026, No Sooner Than 10:00 AM

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

Committee Members: Sandra Kennedy, Chair; and Casey Clowes, Lupe Conchas, Thomas Galvin, Mario Herrera, Mark Pace, Paul Rovey, and Leslie 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 ..... CHAIR SANDRA KENNEDY

   - Request for approval of the minutes for the meeting of August 20, 2026.

2. Corporate Contributions .....CLARE FELIX and ANNE RICKARD

   Request for approval of the following contributions:

   A. $210,000 to the Arizona State University (ASU) Foundation – Environmental Education and STEM Stewardship Initiative: $70,000 per year for 3 years to support the Teaching Inquiry-Based STEM Science (TIBSS) Program, the Environmental Education Program (EEP), and the Environmental Stewardship Patrol (ESP) Program.

   B. $55,000 to the Society of St. Vincent de Paul: $30,000 to support the Homelessness Prevention Program; and $25,000 to support the Heat Relief Program.

   C. $50,000 to the Arizona Science Teachers Association (ASTA) to support the ASTA Ambassador Program, Summer academies in June 2028, Middle School Argument Driven Science Academy, and a four-day Becoming an AZ Next Gen Science Teacher Academy.

   D. $50,000 to Teach for America: $25,000 to support the Teach for America's Phoenix STEM Sponsor-A-Teacher Program; and $25,000 to sponsor the 2027 Teach for America Celebration Dinner on March 4, 2027.

   E. $45,000 to the Boys & Girls Clubs of the Valley: $35,000 to support the AZYouthforce Initiative Program; and $10,000 to sponsor the Today's Kids, Tomorrow's Stars event on March 6, 2027.

   F. $45,000 to Child Crisis Arizona: $35,000 to support the Shelter and Stabilization Services Program; and $10,000 to sponsor the Child Crisis Arizona's 50th Anniversary Gala on March 13, 2027.

G. $40,000 to ALL In Education: $25,000 to sponsor the Mexican American Policy Alliance (MAPA) Summit 2027 on April 9, 2027; and $15,000 to support the Parent Educator Academy.

H. $40,000 to the Center for the Future of Arizona: $35,000 to support Education Programs including Arizona Pathways to Prosperity, Beats the Odds Leadership Academy, Arizona Personalized Learning Network, and School Participatory Budgeting; and $5,000 to support the Arizona Civic Life Partnerships Program.

I. $105,000 to the ASU Foundation – Modeling Instruction in Physics and Chemistry: $35,000 per year for 3 years to support the Modeling Instruction in Physics and Chemistry Program.

J. $35,000 to Keys to Change to support the Street Outreach Program.

K. $35,000 to Valley Leadership to support the Catalyze Program, Leaders for Literacy (L4L), and Futures February.

3. Report on Current Events by the General Manager and Chief Executive Officer or Designees ..... JIM PRATT

4. Future Agenda Topics ..... CHAIR SANDRA KENNEDY

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, FEBRUARY 18, 2027

MINUTES
COMMUNITY RELATIONS COMMITTEE

DRAFT

August 20, 2026

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 2:05 p.m. on Thursday, August 20, 2026, 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 S. Kennedy, Chair; and C. Clowes, T. Galvin, M. Herrera, M. Pace, and P. Rovey.

Committee Members absent at roll call were L. Conchas and L. Williams.

Also present were President C. Dobson; Vice President B. Paceley; Board Members M. Harlan, K. Johnson, and L. Rovey; Council Chair R. Shelton; Council Liaisons N. Brown and A. Gullick; Council Members N. Haddad, R. Miller, and M. Rakow; and I. Avalos, A. Bond-Simpson, M. Burger, A. Chabrier, C. Felix, J. Felty, J. Fry, L. Hobaica, V. Kisicki, B. Koch, A. Lucas, R. Mueller, M. O'Connor, B. Olsen, J. Pratt, A. Rickard, J. Schuricht, and Z. Thompson of SRP.

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, August 18, 2026.

Chair S. Kennedy called the meeting to order.

Consent Agenda

Chair S. Kennedy requested a motion for Committee approval of the Consent Agenda, in its entirety.

On a motion duly made by Board Member M. Herrera and seconded by Board Member M. Pace, the Committee unanimously approved and adopted the following item on the Consent Agenda:

- Minutes of the Community Relations Committee meeting on May 21, 2026, as presented.

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

YES:	Board Members S. Kennedy, Chair; and C. Clowes, T. Galvin, M. Herrera, M. Pace, and P. Rovey	(6)
NO:	None	(0)
ABSTAINED:	None	(0)
ABSENT:	Board Members L. Conchas and L. Williams	(2)

Corporate Contributions

Using a PowerPoint presentation, Anne Rickard, SRP Director of Community Partnerships, presented Management's request for approval of corporate contributions to the following organizations, along with an overview of SRP employee representation on the boards of those organizations and contributions by other companies to those organizations. They introduced Clare Felix, SRP Senior Manager of Community Engagement Strategy.

C. Felix presented the contributions as follows:

A. $100,000 to St. Mary's Food Bank to support the Food Distribution Program.

B. $75,000 to United Food Bank to support the Emergency Food Assistance Program.

C. $50,000 to Habitat for Humanity: $40,000 to support the Neighborhood Revitalization for Veterans Program; and $10,000 to sponsor the Blueprints and Blue Jeans event on March 5, 2027.

D. $50,000 to The Salvation Army: $20,000 to support the Emergency Rental Assistance; $20,000 to support the East Valley and Metro-Phoenix Heat Relief; and $10,000 to sponsor the Silver Bells Gala on November 6, 2026.

E. $45,000 to SciTech: $15,000 to support the Chief Science Officer (CSO) Program; $15,000 to support the STEM for All, Kits, and STEM Free Little Libraries; and $15,000 to support the Workforce Skills Initiative.

F. $45,000 to A New Leaf: $30,000 to support the Homelessness Intervention and Prevention Services; $10,000 to sponsor the Camaraderie Gala on February 27, 2027; and $5,000 to support the Volunteer Income Tax Assistance (VITA) Program.

G. $40,000 to Arizona Science Center: $25,000 to support the Featured Exhibition 2027; $5,000 to support Girls in STEM; $5,000 to support the Cavescape Exhibition for Title I students; and $5,000 to sponsor the Galaxy Gala event on February 27, 2027.

H. $35,000 to Arizona Educational Foundation: $25,000 to support the Spheres of Industry (SOI) Renewable Energy in partnership with Mesa Public Schools; and $10,000 to support the TeachSTEM at East Valley Institute of Technology (EVIT).

I. $35,000 to House of Refuge: $25,000 to support the Adopt–a–Home Program; and $10,000 to sponsor the House of Refuge Gala Fundraising Event on April 3, 2027.

J. $30,000 to Save the Family Foundation: $25,000 to support the Housing Stabilization and Pathways to Stability Programs; and $5,000 to sponsor the Welcome Home Gala on March 6, 2027.

C. Felix and A. Rickard responded to questions from the Committee.

On a motion duly made by Board Member M. Herrera and seconded by Board Member M. Pace, the Committee agreed to recommend Board approval of all corporate contributions, as presented.

Corporate Secretary J. Felty polled the Committee Members on Board Member M. Herrera's motion for approval. The vote was recorded as follows:

YES:	Board Members S. Kennedy, Chair; and C. Clowes, T. Galvin, M. Herrera, M. Pace, and P. Rovey	(6)
NO:	None	(0)
ABSTAINED:	None	(0)
ABSENT:	Board Members L. Conchas and L. Williams	(2)

Copies of the handout 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.

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

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

Future Agenda Topics

Chair S. Kennedy 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 2:07 p.m.

Lora Hobaica
Assistant Corporate Secretary

SRP Community Relations Board Committee

Clare Felix & Anne Rickard | November 17, 2026

SRP & ASU Foundation

Environmental Education and STEM Stewardship Initiative

Request $210,000 to support: ($70,000/year for 3 years)

- $40,000 – Teaching Inquiry-Based STEM Science (TIBSS) Program
- $20,000 – The Environmental Education Program (EEP)
- $10,000 – The Environmental Stewardship Patrol (ESP) Program

Giving Priority	Previous Contribution	SRP Employee on Board
Education	$32,550	N/A

Comparatives

• APS	$315,000
• UL Solutions	$100,000
• Teach Plus	$60,000
• The Learning Agency	$50,000

SRP & Society of St Vincent De Paul

Request $55,000 to support:

- $30,000 – Homelessness Prevention Program
- $25,000 – Heat Relief Program

Giving Priority	Previous Contribution	SRP Employee on Board
Basic Needs	$55,000	N/A

Comparatives

- APS $300,000
- Bank of America $40,000
- Arizona Complete Health $25,000

SRP & Arizona Science Teachers Association (ASTA)

Request $50,000 to support:

- The ASTA Ambassador Program
- Summer Academies: 2-day PreK-2 Science & Literacy Academy, and 2-day Grades 3-5 Argument-Driven Science Academy
- Middle School Argument Driven Science Academy
- 4-day Becoming an AZ Next Gen Science Teacher Academy

Giving Priority	Previous Contribution	SRP Employee on Board
Education	$50,000	N/A

Comparatives

- APS $45,000
- TEP $10,000
- Freeport McMoRan Foundation $2,500

SRP & Teach for America

Request $50,000 to support:

- $25,000 – Phoenix STEM Sponsor-A-Teacher Program
- $25,000 – 2027 Teach for America Celebration Dinner

Giving Priority	Previous Contribution	SRP Employee on Board
Education	$50,000	Alaina Chabrier

Comparatives

- BMO $50,000
- Blue Cross Blue Shield of Arizona $15,000
- APS $10,000

SRP & Boys & Girls Clubs of the Valley

Request $45,000 to support:

- $35,000 – AZYouthforce Initiative Program
- $10,000 – Today's Kids, Tomorrow's Stars Event

Giving Priority	Previous Contribution	SRP Employee on Board
Basic Needs	$45,000	Chris Dobson

Comparatives

- Valley Toyota Dealers $50,000
- Wells Fargo Bank $50,000
- APS $27,500

SRP & Child Crisis Arizona

Request $45,000 to support:

- $35,000 – Shelter and Stabilization Services Program
- $10,000 – Child Crisis Arizona's 50th Anniversary Gala

Giving Priority	Previous Contribution	SRP Employee on Board
Basic Needs	$40,000	Katy Heth

Comparatives

- State Farm Insurance $55,000
- Bank of America $30,000
- Cox Charities $20,000

SRP & All In Education

Request $40,000 to support:

- $25,000 – MAPA Summit 2027: The State of Latino Education, Power, and Influence Summit
- $15,000 – Parent Educator Academy

Giving Priority	Previous Contribution	SRP Employee on Board
Education	$25,000	N/A

Comparatives

- Desert Financial $50,000
- Blue Cross Blue Shield of Arizona $20,000
- Cox Communications $10,000

SRP & Center for the Future of Arizona

Request $40,000 to support:

- $35,000 – Education Programs: Arizona Pathways to Prosperity (APTP), Beat the Odds (BTO) School Leadership Academy, Arizona Personalized Learning network (APLN), and School Participatory Budgeting (SPB)
- $5,000 – Arizona Civic Life Partnerships Program

Giving Priority	Previous Contribution	SRP Employee on Board
Education / Civic Engagement	$40,000	N/A

Comparatives

Blue Cross Blue Shield of Arizona	$50,000
• APS	$45,000
• Bank of America	$30,000

SRP & ASU Foundation

Modeling Instruction in Physics and Chemistry

Request $105,000 to support: ($35,000/year for 3 years)

- Modeling Instruction in Physics and Chemistry Program

Giving Priority	Previous Contribution	SRP Employee on Board
Education	$35,000	N/A

Comparatives

Fidelity Investments	$107,000
• APS Foundation	$106,500
• KLA Corporation	$100,000

SRP & Keys to Change

Request $35,000 to support:

- Street Outreach Program

Giving Priority	Previous Contribution	SRP Employee on Board
Basic Needs	$35,000	N/A

Comparatives

	Nationwide Foundation	$35,000
•	Desert Financial	$23,000
•	APS	$6,243

SRP & Valley Leadership

Request $35,000 to support:

- Catalyze Program
- Leaders for Literacy (L4L)
- Futures February

Giving Priority	Previous Contribution	SRP Employee on Board
Civic Engagement	$25,000	N/A

Comparatives

Sprouts	$175,000
• Molina Healthcare	$50,000
• Greater Phoenix Leadership	$25,000

thank you!

AGENDA

Delivering water and power®

November 17, 2026

Corporate Contributions

Committee

1. **Call to Order** ..... MS. CHABRIER
2. **Safety Minute** ..... MS. FELIX
3. **Community Partnerships Grant Renewals and Requests** –

   (Grant recommendations of over $25,001 or more including renewals) ..... MS. FELIX

   ASU Foundation - Environmental Education and STEM Stewardship Initiative

   Society of St Vincent de Paul

   Arizona Science Teachers Association

   Teach for America

   Boys & Girls Clubs of the Valley

   Child Crisis Arizona

   ALL In Education

   Center for the Future of Arizona

   ASU Foundation – Modeling Instruction in Physics and Chemistry

   Keys to Change (formerly Human Services Campus)

   Valley Leadership

4. **Chairman's Report**
5. **Adjournment**

EXECUTIVE SUMMARY

Delivering water and power®

Corporate Contributions Committee Items for Approval
November 17, 2026

Organization	Amount Recommended	Previous Year Contribution	Focus Area	SRP Employee on Board
ASU Foundation – Environmental Education and STEM Stewardship Initiative	$210,000 ($70,000/year for 3 years)	$32,550	Education	N/A
Society of St Vincent de Paul	$55,000	$55,000	Basic Needs	N/A
Arizona Science Teachers Association	$50,000	$50,000	Education	N/A
Teach for America	$50,000	$50,000	Education	Alaina Chabrier
Boys & Girls Clubs of the Valley	$45,000	$45,000	Basic Needs	Chris Dobson
Child Crisis Arizona	$45,000	$40,000	Basic Needs	Katy Heth
ALL In Education	$40,000	$25,000	Education	N/A
Center for the Future of Arizona	$40,000	$40,000	Education/ Civic Engagement	N/A
ASU Foundation – Modeling Instruction in Physics and Chemistry	$105,000 ($35,000/year for 3 years)	$35,000	Education	N/A
Keys to Change (formerly Human Services Campus)	$35,000	$35,000	Basic Needs	N/A
Valley Leadership	$35,000	$25,000	Civic Engagement	N/A

Note: Detailed descriptions for each item included in appendix.

Organization: ASU Foundation - Environmental Education and STEM Stewardship Initiative

Amount Recommended: $210,000 ($70,000/year for 3 years)

Description: SRP's support for the Environmental Education and STEM Stewardship Initiative at ASU's Mary Lou Fulton College of Teaching and Learning Innovation involves three complementary programs that move participants from knowledge to practice and from practice to community impact.

- Teaching Inquiry-Based STEM Science (TIBSS) is an intensive professional learning experience for educators. Participants engage in inquiry-based investigations, model effective STEM instruction, and develop classroom-ready lessons and activities. TIBSS helps educators translate science standards into active learning experiences and return to their schools with resources they can use immediately.
- The Environmental Education Program (EEP) provides coursework, field experiences, and professional pathways for university students, educators, and community learners.
- The Environmental Stewardship Patrol (ESP) turns learning into visible action. Pre-service and in-service teachers, ASU students, K-12 learners, and community volunteers participate in native planting, habitat restoration, invasive-species removal, water conservation, 3Rs education, renewable-energy demonstrations, gardening, food-security activities, and cleanup projects in urban, riparian, and desert environments.

Support for all three programs strengthens educator capacity to deliver engaging STEM and environmental education, expand access to hands-on, place-based learning, increase participant knowledge, confidence and career-ready skills and produce measurable stewardships benefits through school and community action.

Board Member: N/A

Comparatives:

- APS - $315,000
- UL Solutions - $100,000
- Teach Plus - $60,000
- The Learning Agency - $50,000

Organization: Society of St Vincent de Paul

Amount Recommended: $55,000

Description: The Society of St. Vincent de Paul (SVDP) is requesting support from SRP for its Homelessness Prevention and Heat Relief programs. During the summer months, St. Vincent de Paul (SVdP) plays a critical role in the Maricopa Association of Governments (MAG) Heat Relief Network by operating cooling centers, emergency shelter, and its seven-day-a-week Water Truck. Together, these services provided approximately 160,000 visits across shelters,

dining rooms, and heat-relief locations, delivering food, water, hygiene supplies, transportation, and other essential resources to individuals and families experiencing homelessness, housing instability, and extreme heat. Additionally, SVDP's Homelessness Prevention Program has provided more than $22 million in rent and utility assistance over the past six years, helping over 36,300 individuals remain safely housed. The program aims to prevent homelessness for 2,000 families this year, with 95% of families still housed one year after receiving assistance.

Board Member: N/A

Comparatives:

- APS - $300,000
- Bank of America - $40,000
- Arizona Complete Health - $25,000

Organization: Arizona Science Teachers Association

Amount Recommended: $50,000

Description: SRP funding for the Arizona Science Teachers Association (ASTA) will fund 3 main components:

- ASTA Ambassador Program: develops teacher leaders who provide high-quality, accessible professional learning for PreK - post-secondary educators throughout Arizona. Using a sustainable "train-the-trainer" model, ASTA will support 20 Ambassadors and Ambassadors-in-Training who represent ASTA, connect educators, share resources, and facilitate professional learning that strengthens science teaching and learning.
- Summer academies in June 2028: a two-day PreK-2 Science & Literacy Academy and a two-day Grades 3-5 Argument-Driven Science Academy.
- Middle School Argument Driven Science Academy and a four-day Becoming an AZ Next Gen Science Teacher Academy within the SRP service area, with trained Ambassadors assisting in facilitation.

These sustained experiences provide educators with opportunities to experience three-dimensional learning as students, examine instructional practices, collaborate with peers, and leave with strategies and resources they can immediately apply. The final goal is to build a sustainable network of teacher leaders who increase educator capacity to provide high-quality, equitable, three-dimensional science instruction and assessment aligned with the Arizona Science Standards.

Board Member: N/A

Comparatives:

- APS - $45,000
- TEP - $10,000

- Freeport McMoRan Foundation - $2,500

Organization: Teach for America

Amount Recommended: $50,000

Description: Teach for America's (TFA) mission is to find, develop, and support extraordinary leaders to transform education and expand opportunity for all children. Teach For America Phoenix serves over 9,000 students in grades K-12 in under-resourced schools from low-income communities. SRP's funding for the Sponsor-A-Teacher program supports recruiting, training, coaching, developing, and placing exceptional teachers in underserved communities, while building a workforce development pipeline of leaders committed to economic empowerment and long-term community impact. These individuals invest in teaching for at least two years. This year, Teach for America Phoenix has increased its partners from 48 to 55 schools, in high-need, underserved communities across the Phoenix metro area, in which 91% of the student population qualify for free and reduced lunch. Within the Sponsor-A-Teacher program, there is a specific focus on STEM education with over forty percent of corps members teaching in a STEM placement nationally.

Funding would also provide sponsorship for the annual Celebration Dinner. Proceeds from the dinner directly advance TFA programs and the students and communities they serve.

Board Member: Alaina Chabrier

Comparatives:
- BMO - $50,000
- Blue Cross Blue Shield of Arizona - $15,000
- APS - $10,000

Organization: Boys & Girls Clubs of the Valley

Amount Recommended: $45,000

Description: Boys & Girls Clubs of the Valley empowers young people, especially those who need them most, to reach their full potential. Funding from SRP will support the Club's annual fundraiser, workforce development, and career-readiness programming for more than 350 teens participating in 14 Clubs located throughout SRP's service territory. Through the AZYouthforce initiative, teens gain the skills, experiences, and exposure needed to prepare for future education and career opportunities. The program combines career-readiness training, workforce development, and hands-on learning experiences that build workplace skills such as professional communication, financial literacy, resume writing, and interviewing. Participants also explore a variety of career pathways through workshops, guest speakers, job-shadowing opportunities, and internships that provide real-world work experience and

individualized coaching. In addition, youth are introduced to high-demand industries, including energy, engineering, skilled trades, technology, and sustainability, helping them develop the confidence, knowledge, and practical skills needed to succeed in the workforce.

Board Member: Chris Dobson

Comparatives:

- Valley Toyota Dealers - $50,000
- Wells Fargo Bank - $50,000
- APS - $27,500

Organization: Child Crisis Arizona

Amount Recommended: $45,000

Description: Child Crisis Arizona (CCA) provides children and youth with a safe environment free from abuse and neglect by strengthening families and fostering long-term stability. SRP funding will support critical shelter and support services for children and youth in crisis, as well as the organization's 50th Annual Fundraiser. CCA's Shelter & Stabilization Services provides emergency shelter, safe housing, and supportive living programs for children, youth, and young adults in or transitioning from foster care. Services include case management, educational support, life-skills training, and other wraparound supports that help promote safety, stability, and long-term well-being.

Board Member: Katy Heth

Comparatives:

- State Farm Insurance - $55,000
- Bank of America - $30,000
- Cox Charities - $20,000

Organization: ALL In Education

Amount Recommended: $40,000

Description: ALL In Education's mission is to ensure that individuals from the communities most impacted by education inequities, particularly Latino families, are leading the decisions that affect all students. SRP funding will support two main elements.

- MAPA 2027 Summit: MAPA is ALL In Education's annual research initiative and statewide convening focused on educational outcomes, representation, leadership, and influence of Arizona's Latino community. Each year, ALL In Education analyzes key indicators and translates complex data into an accessible resource that families, educators, policymakers, business leaders, and community organizations can use to better understand both progress and persistent disparities.

- Parent Educator Academy (PEA): PEA is ALL In Education's flagship family leadership program, designed to ensure parents and caregivers, particularly from underrepresented and historically marginalized communities, have the tools and confidence to advocate for their children's education and engage meaningfully with schools. Through a ten-week curriculum offered in English and Spanish, participants gain strategies for literacy and math support at home, learn how to navigate the education system, and develop leadership skills to advocate for systemic improvements. Sessions are designed to remove barriers to participation by offering flexible scheduling and virtual options.

Board Member: N/A

Comparatives:
- Desert Financial - $50,000
- Blue Cross Blue Shield of Arizona - $20,000
- Cox Communications - $10,000

Organization: Center for the Future of Arizona

Amount Recommended: $40,000

Description: Center for the Future of Arizona (CFA) is a nonprofit, nonpartisan organization whose mission is to bring Arizonans together to create a stronger and brighter future for our state. Funding from SRP will support 4 education programs as well as the Arizona Civic Life Partnership. The education programs include:
- Arizona Pathways to Prosperity: Through APTP, CFA is leading a statewide movement to reimagine how we prepare Arizona youth for the future of work. APTP develops, implements, and scales college- and career-connected pathways to expand economic opportunities for all young people and meet regional talent needs in STEM jobs and careers.
- Beat the Odds School Leadership Academy: Provides executive leadership training for Arizona's school leaders, CFA not only strengthens the education workforce, but also creates a supportive school environment that leads to increased educational attainment, helping prepare youth to meet their educational and career goals, and improve teacher retention.
- Arizona Personalized Learning Network: APLN provides pathways for individual educators, schools, and districts/charter networks to implement personalized, competency-based learning, an evidence-based student-centered approach where students are true partners in the learning process, taking ownership of their learning and working towards mastery of skills, knowledge, and characteristics.
- School Participatory Budgeting: SPB is an impactful civic learning strategy that addresses the urgent need for evidence-based interventions that foster meaningful civic learning opportunities for educators and K-12 students. CFA recruits and collaborates with school partners that dedicate a portion of their budget to implementing school

improvement projects developed and voted on by the student body in a democratic process

And, lastly, the Arizona Civic Life Partnership drives work across the state to bring organizations together to strengthen civic life and empower Arizonans to shape their communities, creating a bright future for our state.

Board Member: N/A (Alaina Chabrier on Advisory Board)

Comparatives:

- Blue Cross Blue Shield of Arizona - $50,000
- APS - $45,000
- Bank of America - $30,000

Organization: ASU Foundation – Modeling Instruction in Physics and Chemistry

Amount Recommended: $105,000 ($35,000/year for 3 years)

Description: SRP's support for the Modeling Instruction in Physics and Chemistry program provides funding to close the gap in STEM content knowledge of Arizona teachers.
The program is designed for high school science teachers pursuing professional development and/or a Master of Natural Science (MNS) degree in physics during the summer. Approximately 50 teachers participate each summer. Its primary objectives are to:

- Improve the quality of physical science-focused education through the development of highly effective teachers
- Prepare teachers to better equip students for success in the physical sciences once they graduate and attend a post-secondary educational institution
- Develop job readiness and employment skills for students, including technology and soft skills. Teachers are eligible to receive graduate credit and professional development hours for participating in ASU's Modeling Instruction program.

Board Member: N/A

Comparatives:

- Fidelity Investments - $107,000
- APS Foundation - $106,500
- KLA Corporation - $100,000

Organization: Keys to Change (formerly Human Services Campus)

Amount Recommended: $35,000

Description: Keys to Change is requesting that SRP provide support for The Street Outreach program which provides critical support to unsheltered individuals in Maricopa County. Its short-term goal is to build trust and connect people to services, while the long-term aim is to reduce

the time spent living unsheltered. The team addresses immediate health, and safety concerns and works patiently to overcome deep-rooted challenges such as mental illness, substance abuse, domestic violence, and unemployment. Through consistent engagement, along with support from partnerships organizations, the program fosters incremental progress. With homelessness rising over 47% since 2019, driven by high eviction rates, limited affordable housing, and reduced services—the program responds to a growing crisis, as seen in the 2026 Point in Time count showing over 9,720 people living unsheltered.

Board Member: N/A

Comparatives:

- Nationwide Foundation - $35,000
- Desert Financial - $23,000
- APS - $6,243

Organization: Valley Leadership

Amount Recommended: $35,000

Description: Valley Leadership empowers, leverages and mobilizes leaders to meaningfully impact the most pressing issues facing Arizona. SRP Funding supports the Catalyze program, and increased funding this year would support two education programs.

- Catalyze: Catalyze is a 6-month leadership program that connects Arizonans who are passionate about the community. The program expands an individual's knowledge and perspectives of the issues facing Arizona and explores them with the people working on them each day. Participants build skills and gain experiences that will help them navigate challenges in their personal, professional, and community life. Valley Leadership Catalyze remains one of few leadership programs in the greater Phoenix area with tuition based on a sliding scale allowing people to participate regardless of their socioeconomic status.
- Leaders for Literacy: Leaders for Literacy (L4L) directly address Arizona's reading crisis. L4L recruits, credentials, and places community leaders into classrooms as recurring substitute teachers in Title I K--8 schools. This unlocks dedicated contract hours for teachers to complete intensive Science of Reading training without sacrificing student instructional time or adding additional work outside of contract hours. L4L serves underserved K--8 students in Maricopa County, partnering with Mesa Public Schools, Phoenix Elementary District, and Roosevelt School District, with expansion planned for Alhambra in Spring 2027. Partner campuses serve high-poverty student bodies (82--95% free/reduced lunch) where reading proficiency falls between 8% and 20%.
- Futures February: In partnership with the Arizona Institute for Education and the Economy at NAU, Futures February is designed to get all high school seniors aligned to the "State 48 Graduate Profile" and focused on their post-high school futures. This

includes making sure all Arizona graduates are ready to pursue enrollment, employment, enlistment, and entrepreneurship. This campaign will launch in February 2026, and funding will support Valley Leadership building some of the campaign infrastructure and project management for the initial launch.

Board Member: N/A

Comparatives:

- Sprouts - $175,000
- Molina Healthcare - $50,000
- Greater Phoenix Leadership - $25,000

Corporate Contributions Budget Summary

FY27 Arizona/Valley Year-to-Date Actuals – (May 1, 2026 – Nov 5, 2026)

Focus Area	Budget	YTD Actuals	Remaining Budget
Basic Needs	$2,220,894	$1,271,300	$949,594
Education	$1,943,282	$948,042	$995,240
Arts & Culture	$832,835	$562,000	$270,835
Civic Engagement	$385,656	$125,550	$260,106
Environmental	$169,567	$65,600	$104,067
Total	**$5,552,234**	**$2,972,392**	**$2,579,842**

Organization

***Organization Category:**	Education
Official Name:	
***Legal Name:**	Arizona State University Foundation for A New American University
***Address:**	P.O. Box 2260
Address 2:	
***City:**	Tempe
***State:**	Arizona
***Zip/Postal Code:**	85280-2260
***Main Telephone:**	480-965-3759
***Main Email Address:**	asufoundationgrants@asufoundation.org
***Website Address:**	www.ASUFoundation.org
***Executive Director Name:**	Gretchen E. Buhlig
***Executive Director Phone Number:**	480-965-3759
***Executive Director Email Address:**	asufoundationgrants@asufoundation.org

Proposal

***Request Owner:**	Samantha Diep
Request Source:	External (Submitted 2026-09-15)
Proposal Type:	General Grant Application
***Determination Status:**	Scheduled for Committee
Strategy:	
Organization Category:	Education
Type of Request:	Pledge
Purpose:	Operating Expenses
Project Title:	Environmental Education and STEM Stewardship Initiative: Teaching Inquiry-Based STEM Science (TIBSS), Environmental Education Program (EEP), and Environmental Stewardship Patrol (ESP)
In-Kind Request?:	No
Request Amount:	$220,000.00
Requested Cash Amount:	$220,000.00
Cash Recommended:	$210,000.00
In-Kind Recommended:	$0.00

Describe Mission/Geographic Impact :

Through Arizona State University's Mary Lou Fulton College for Teaching and Learning Innovation, this initiative extends high-quality STEM and environmental education across Arizona. TIBSS, EEP, and ESP serve pre-service and in-service educators, ASU students, K--12 learners, and community members through professional learning for educators, university coursework, citizen science, field experiences, and hands-on environmental stewardship.

The programs are centered in the Phoenix metropolitan area and Maricopa County while reaching participants statewide through online coursework, professional networks, school partnerships, and community projects. Activities serve urban, suburban, rural, and tribal communities and are designed to make environmental and STEM learning accessible to diverse learners. Collectively, the programs reach more than 2,000 direct participants annually, with a substantial multiplier effect as trained educators and university students carry the learning into their own classrooms and communities.

Program/Project tie to SRP Goals:

The Environmental Education and STEM Stewardship Initiative directly advances SRP's education, environmental sustainability, water, energy, and community-impact priorities. The three programs create a connected pathway from educator preparation to classroom implementation to visible community stewardship.

* Enriches K-12 and college classrooms with standards-aligned, inquiry-based STEM and environmental education materials.

* Strengthens teacher knowledge and confidence in physical, life, Earth, engineering, and environmental sciences.

* Builds career-ready skills in scientific inquiry, data collection, problem solving, communication, collaboration, and project leadership.

* Promotes water conservation, renewable energy awareness, waste reduction, habitat restoration, native biodiversity, and community resilience.

* Expands access to experiential STEM education for first-generation students, students from historically underserved communities, and educators serving diverse Arizona schools.

* Creates a multiplier effect: educators and university students use the training and materials with learners in their own classrooms and communities.

A three-year investment will move these efforts from short-term program support to a coordinated pathway: TIBSS strengthens educator STEM practice; EEP develops environmental education knowledge and credentials; and ESP provides meaningful opportunities to apply learning through stewardship.

Project/Program Description:

The Environmental Education and STEM Stewardship Initiative integrates three complementary programs that move participants from knowledge to practice and from practice to community impact.

* Teaching Inquiry-Based STEM Science (TIBSS) is an intensive professional-learning experience for educators. Participants engage in inquiry-based investigations, model effective STEM instruction, and develop classroom-ready lessons and activities. Funding supports faculty instructors, student assistants, participant stipends, instructional texts, consumable materials, equipment, and workshop logistics. TIBSS helps educators translate science standards into active learning experiences and return to their schools with resources they can use immediately.

* The Environmental Education Program (EEP) provides coursework, field experiences, and professional pathways for university students, educators, and community learners. Its Environmental Education Certificate is open to students across majors and is supported by a micro-certificate option for nontraditional educators and community practitioners. Coursework incorporates Project Learning Tree, Project WET, Project WILD, GLOBE, citizen science, place-based education, and partnerships with parks, museums, zoos, nature centers, and nonprofit organizations. Graduates may pursue state-level certification through the Arizona Association for Environmental Education, aligned with the North American Association for Environmental Education Guidelines for Excellence.

* The Environmental Stewardship Patrol (ESP) turns learning into visible action. Pre-service and in-service teachers, ASU students, K-12 learners, and community volunteers participate in native planting, habitat restoration, invasive-species removal, water conservation, 3Rs education, renewable-energy demonstrations, gardening, food-security activities, and cleanup projects in urban, riparian, and desert environments. Projects function as living laboratories where participants build ecological literacy, leadership, and a lasting ethic of stewardship.

Across the three-year grant period, the initiative will pursue four goals: (1) strengthen educator capacity to deliver engaging STEM and environmental education; (2) expand access to hands-on, place-based learning; (3) increase participant knowledge, confidence, and career-ready skills; and (4) produce measurable stewardship benefits through school and community action.

Program Metrics:

The initiative will use participation records, course enrollment and completion data, brief pre/post surveys, educator implementation logs, partner feedback, and stewardship project records to assess reach and impact. Key targets and measures include:

* Prepare approximately 90--100 educators through three annual TIBSS cohorts, with a target of at least 85% completing the full training.

* Support 20--25 EEP course sections annually and approximately 300--600 ASU enrollments per semester across online and in-person offerings.

* Engage approximately 1,000 K--12 and college students and 400 community members annually through ESP stewardship, restoration, and environmental learning activities.

* Reach at least 6,000 direct and indirect participants over three years while documenting unique participants separately where feasible to avoid duplicate counting.

* Conduct or support at least 12 stewardship, citizen-science, or community-learning activities annually.

* Achieve at least 80% of surveyed participants reporting increased knowledge, confidence, or readiness to teach or apply STEM and environmental concepts.

* Track tangible outputs such as native plants installed, area restored or cleaned, waste collected or diverted, citizen-science observations submitted, teaching kits distributed, and classroom lessons implemented.

* Primary service areas include Phoenix, Tempe, Mesa, Chandler, Gilbert, Scottsdale, Glendale, Goodyear, and other Arizona communities reached through online delivery and partner networks. Participants include K--12 learners, undergraduate and graduate students, pre-service and in-service educators, nonformal educators, families, nonprofit partners, and community volunteers.

Intended Use of SRP Funds:

SRP funds will provide the people, materials, and access supports needed to deliver all three programs consistently over the grant period.

* TIBSS: faculty instruction, student-worker assistance, educator completion stipends, textbooks and workbooks, inquiry-based STEM equipment and consumables, and workshop logistics.

* EEP: instructional kits and materials for 20-25 courses annually; Project Learning Tree, Project WET, and Project WILD resources; field guides; laboratory and citizen-science tools; guest speakers and workshop facilitation; and reusable classroom-ready materials for participants.

* ESP: native seeds and plants, soil amendments, compost, mulch, reusable gloves, safety vests, restoration tools, cleanup materials, water and energy demonstration kits, 3Rs activity kits, and printed field or workshop resources.

* Programwide: assessment, documentation, participant recognition, and the ASU Foundation administrative fee.

The three-year structure will allow the programs to purchase durable resources, replenish consumables, sustain annual educator cohorts, deepen community partnerships, and improve evaluation from year to year.

Organization

***Organization Category:**	Basic Needs
Official Name:	DIOCESAN COUNCIL FOR THE SOCIETY OF ST VINCENT DE PAUL DIOCESE PHOENIX
***Legal Name:**	Diocesan Council for the Society of St Vincent de Paul Diocese Phoenix
***Address:**	P.O. Box 13600
Address 2:	
***City:**	Phoenix
***State:**	Arizona
***Zip/Postal Code:**	85002-3600
***Main Telephone:**	602-261-6885
***Main Email Address:**	jcollins@svdpaz.org
***Website Address:**	https://www.stvincentdepaul.net/
***Executive Director Name:**	Shannon Clancy
***Executive Director Phone Number:**	602-254-3338
***Executive Director Email Address:**	jcollins@svdpaz.org

Proposal

***Request Owner:**	Samantha Diep
Request Source:	External (Submitted 2026-09-24)
Proposal Type:	General Grant Application
***Determination Status:**	Scheduled for Committee
Strategy:	
Organization Category:	Basic Needs
Type of Request:	Annual
Purpose:	Operating Expenses
Project Title:	Heat Relief Through Homelessness Prevention and Outreach
In-Kind Request?:	No
Request Amount:	$55,000.00
Requested Cash Amount:	$55,000.00
Cash Recommended:	$55,000.00
In-Kind Recommended:	$0.00

Describe Mission/Geographic Impact :

At its core, St. Vincent de Paul (SVdP) is an organization that offers vital services such as food, shelter, healthcare, safety and relief to people in our community. Relief from the devastating summertime heat. Relief from the worry and fear of losing your home and bringing your children into the cycle of homelessness. Relief from the anxiety that, once you find a home after being unsheltered, you have someone to lean on for your basic needs and future assistance.

SVdP is an 80-year-old nonprofit in central and northern Arizona that fulfills the wrap-around needs--to be fed, clothed, housed and healed--of the poor, those experiencing homelessness, and volunteers seeking meaningful interactions. We have grown from a singular "Feed" mission in 1946 to a holistic one that promotes systemic change and greatly increased quality of life for those in need.

We have created an environment that surrounds guests with the proper resources to overcome their challenges and barriers, versus helping them move past just one hurdle. Our hope is for each person to achieve his or her full potential and thrive in the community.

In this effort, we are proud of some of our achievements last year:

- Feed: We fed 2.6M meals to the community and delivered about 148,000 emergency food boxes to families' doorsteps through a network of 80 neighborhood food banks.

- House: We helped stabilize housing for 39,100 people in 12,600 households. We housed 2,600 people experiencing homelessness across 5 emergency programs, helping many permanently end their homelessness. On average, people lived with us for 5 months.

- Heal: Our Medical, Dental and Chronic Disease Education Clinics served 5,100 low-income, uninsured patients across 17,700 visits, helping them navigate chronic conditions and return to health.

Program/Project tie to SRP Goals:

SVdP's mission and service work directly align with SRP's Basic Needs priorities and service area, particularly its focus on community partnerships that support heat relief efforts for Arizonans experiencing poverty and homelessness. Together, SRP and SVdP meet community members' needs across a continuum of care that addresses heat resiliency and homelessness prevention.

Our approach is to not only provide basic necessities, but to work at a higher level by providing dignity and a safety net of supportive wrap-around services to help each person and family with their unique circumstances. This nuance sets us apart from all others in this space.

Neighbors often come to us for help with one immediate need, and that interaction opens the door to additional resources. With a presence in communities across Arizona and generations of trusted service, SVdP is the first place people turn during times of uncertainty.

Finally, as an employer and a community-centered nonprofit organization, similar to SRP, we actively seek to build a diverse and inclusive team with a wide range of backgrounds, perspectives and skills to support the incredible diversity of the guests we serve. As such, we do not discriminate based upon race, ethnicity, religion, national origin, gender, sexual orientation, gender identity, gender expression, age, status as a veteran, status as an individual with a disability, and any other characteristics.

Project/Program Description:

SVdP's mission and service work directly align with SRP's Basic Needs priorities and service area, particularly its focus on community partnerships that support heat relief efforts for Arizonans experiencing poverty and homelessness. Together, SRP and SVdP meet community members' needs across a continuum of care that addresses heat resiliency and homelessness prevention.

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*Program/Project Description. Describe what services you will provide and program goals. (32500 character maximum)

As SRP is keenly aware, heat poses a significant public health threat in Arizona. As of August 2026, Maricopa County had reported 81 confirmed heat-related deaths and 587 additional deaths under investigation, underscoring the ongoing risks faced by vulnerable residents experiencing poverty, homelessness, chronic health conditions and limited access to cooling resources. With this knowledge, SVdP and SRP choose to be part of the solution.

As an integral part of the Maricopa Association of Governments' Heat Relief Network, SVdP turns our dining rooms into Cooling Stations from June through September. These efforts include extended payroll hours, shifts and resources such as food, clothing, hygiene items and more.

By way of example, this year we added 24-hour shifts at SVdP's and Arizona's largest dining room dedicated to people experiencing homelessness in downtown Phoenix. This dining room, which has seen a 14% increase in meals served this year, turns into overnight emergency shelter for reprieve from the summertime heat. It also includes extra supplies and activities such as evening movies. Watch a video that best encapsulates this critical operation here: https://youtu.be/27E3MaVHjqA?si=y7Abl7cirpknUtjx

Each SVdP respite location includes case management, housing navigation and pet accommodation. We estimate we hand out as many as 7,000 bottles of water each day all summer long, at a cost of roughly $100,000.

To help save more lives, the SVdP Water Truck outreach team extends its days of operation from 5 to 7 to conduct outreach to every homeless camp in Maricopa County. The team's focus is on life-saving services for those who don't have access to heat relief centers or other services. The team offers water, food, pet supplies, clothing and rides to services.

Unique to SVdP's heat relief program is our offering of wrap-around support that includes immediate placement into one of SVdP's transitional or emergency shelters, which house 601 adults each night. We also offer shelter navigation and moteling for families as a means of emergency shelter and heat relief during homelessness.

Our goal is to serve at least 1,600 individuals a day with heat relief services among 5 shelters, dining room Cooling Stations, Water Truck outreach, family support, and other services.

An extension of our heat relief efforts includes financial assistance to people on the verge of eviction and homelessness. There is no better solution to homelessness and extreme temperatures than ensuring families have a roof over their heads and the A/C turned on. With funding for this program, our team surrounds guests with the resources to overcome their challenges and setbacks. We target one-time financial assistance to those who have the potential to regain self-sufficiency quickly, are sustainable over the long-term, and can prove the unexpected crisis. Payments are made directly to the landlord/mortgagee or other vendor. Our goal is to support at least 2,000 families each year.

Program Metrics: We serve men and women experiencing poverty and homelessness in Coconino, Gila, La Paz, Maricopa, Mohave, Navajo, Pinal, and Yavapai counties.

In the Valley, we have had approximately 160,000 visits to our various heat relief locations, including our 5 shelters, 2 dining rooms and Water Truck. Additionally, in the last 6 years alone, the Homelessness Prevention team has negotiated with almost 10,400 landlords to pay more than $22 million in rental and utility assistance to keep more than 36,300 people safely housed.

Of course, the community need is much greater than these numbers, and we hope to prevent homelessness for at least 2,000 families this year with about $1,700 per family. Most importantly, 95% of families are still housed 1 year after receiving financial assistance.

The demographics for the people we serve who are experiencing homelessness are roughly 46% White, 28% Black/African American, 19% Hispanic, 6% Native American, and 1% Native Hawaiian. 67% are men, 32% are women, and 1% are transgender. 75% identify as having a disability. The largest age group, at 33%, is 55-69. Second are the ages of 45-54, at 22%.

The demographics for people receiving homelessness prevention and moteling assistance are roughly 36% White, 34% Black/African American, 2% Indigenous, and 22% Hispanic. Roughly 73% of families needing rent and utility assistance are women. The average family size is 3.1 per household.

By way of example, Johanna is a dedicated single mother raising four children, all under the age of 10, while also caring for her 14-year-old brother. Her mother lives with the family and helps care for the children while Johanna works to provide for her household. In August, Johanna unexpectedly lost her job. Fortunately, she found new employment just a few weeks later, but the gap in income made it difficult to keep up with her household expenses and caused her to fall behind on rent.

Providing $2,577 in rental assistance covered Johanna's past-due rent and half of her upcoming October rent, giving her the opportunity to catch up financially while transitioning into her new job. This timely support helped protect her family's housing during a vulnerable period and gave Johanna the breathing room she needed to regain her financial footing.

Intended Use of SRP Funds: SRP funding will support the heat relief activities at our Dining Room, Shelter, Water Truck and Homelessness Prevention programs. For those in our shelter communities, we care for their every need (3 meals a day, case management, security, laundry, etc.). For those spending time in our Cooling Centers or Dining Rooms, we pay for extended staffing, food and other amenities, such as supplies for pets and hundreds of thousands of bottles of water. We provide funding for families to stay in their homes or in motels until they can find a new home.

Organization

***Organization Category:**	Education
Official Name:	
***Legal Name:**	Arizona Science Teachers Association
***Address:**	1601 E University Blvd.
Address 2:	
***City:**	Tucson
***State:**	Arizona
***Zip/Postal Code:**	85721-0091
***Main Telephone:**	5207091886
***Main Email Address:**	astaexecdir@azsta.org
***Website Address:**	www.azsta.org
***Executive Director Name:**	Sara Torres
***Executive Director Phone Number:**	5207091886
***Executive Director Email Address:**	astaexecdir@azsta.org

Proposal

***Request Owner:**	Samantha Diep
Request Source:	External (Submitted 2026-09-15)
Proposal Type:	General Grant Application
***Determination Status:**	Scheduled for Committee
Strategy:	
Organization Category:	Education
Type of Request:	Annual
Purpose:	Operating Expenses
Project Title:	ASTA Ambassador Program
In-Kind Request?:	No
Request Amount:	$50,000.00
Requested Cash Amount:	$50,000.00
Cash Recommended:	$50,000.00
In-Kind Recommended:	$0.00

Describe Mission/Geographic Impact :

The Arizona Science Teachers Association (ASTA) is a statewide professional organization whose mission is to inspire, engage, and support science educators in preparing STEM learners for success. Our vision is a scientifically literate Arizona where all students develop the knowledge and problem-solving skills needed to make sense of the world and make evidence-based decisions.

ASTA supports PreK--post-secondary educators across Arizona, including teachers, instructional coaches, administrators, and informal educators. Through in-person and virtual professional learning (PL), ASTA reaches urban, suburban, and rural communities across Arizona, increasing access to high-quality science education.

In 2026, ASTA provided more than 253 hours of PL to over 900 educators through Ambassadors, Content Coaching, Administrator Power Sessions, customized district PL, STEM workshops, conferences, and Canvas courses. These opportunities strengthen science content knowledge, educator efficacy, and implementation of the Arizona Science Standards.

Using a conservative estimate of 25 students reached per educator, ASTA's 2026 professional learning has the potential to positively impact more than 22,500 Arizona students annually.

Program/Project tie to SRP Goals:

The ASTA Ambassador Program directly supports SRP's priority of improving the quality of PreK--12 science education by developing teacher leaders who expand access to high-quality professional learning (PL) across Arizona. Through a "train-the-trainer" model, 20 Ambassadors and Ambassadors-in-Training build their own leadership and facilitation skills while helping other educators strengthen science instruction.

The program focuses on three-dimensional instruction, the foundation of the Arizona Science Standards (AzSS), including alignment among standards, instruction, and assessment. Ambassadors help educators make the shifts necessary for students to move beyond learning science facts to investigating phenomena, using evidence, developing models, constructing explanations, and solving problems. Assessment is an increasing area of need as teachers and districts work to ensure that what and how they assess reflects three-dimensional classroom instruction. In June 2026, ASTA partnered with Activate Learning to offer a three-day 3D Assessment Academy. Ambassadors participated to deepen their expertise and build capacity to replicate components of the academy through future workshops and multi-day professional learning.

SRP funding will support a continuum of professional learning rather than a single event, thereby following research-based best practices in education. Ambassadors will facilitate webinars, online courses, Communities of Practice, conference workshops, day-long learning experiences, and multi-day academies. Funding will also support two summer academies: a PreK--2 Science & Literacy Academy and Grades 3--5 Argument-Driven Science Academy. The funding will also partially support a four-day Becoming an AZ Next Gen Science Teacher Academy within the SRP service area. This differentiated approach allows educators to access learning that meets their grade level, experience, location, and professional needs.

The program also creates a multiplier effect. Ambassadors develop as science education leaders; participating educators gain knowledge, strategies, and classroom-ready resources; and students benefit from stronger, more engaging science instruction. ASTA's professional learning intentionally builds teacher content knowledge, efficacy, and collegial support.

SRP's investment therefore builds sustainable capacity rather than funding isolated professional development. By strengthening educators who influence students year after year, the partnership helps prepare Arizona learners to think critically, solve problems, make evidence-based decisions, and pursue future STEM opportunities.

Project/Program Description:

The ASTA Ambassador Program develops teacher leaders who provide high-quality, accessible professional learning (PL) for PreK--post-secondary educators throughout Arizona. Using a sustainable "train-the-trainer" model, ASTA will support 20 Ambassadors and Ambassadors-in-Training (AiTs) who represent ASTA, connect educators, share resources, and facilitate professional learning that strengthens science teaching and learning.

Ambassadors participate in ongoing professional and leadership development through an annual training and monthly Community of Practice (CoP) meetings. These experiences allow Ambassadors to deepen their knowledge of science content and pedagogy, strengthen adult facilitation skills, learn from one another, and collaboratively develop PL responsive to educator needs. Ambassadors-in-Training work alongside experienced Ambassadors, creating a pipeline of science education leaders and increasing ASTA's capacity to provide PL statewide.

Ambassadors facilitate learning in multiple formats, including webinars, synchronous and asynchronous Canvas online courses, CoPs/book studies, conference workshops, day-long workshops, and multi-day academies. This differentiated approach allows educators to participate regardless of geographic location, experience level, or available time. Ambassadors also collaborate with ASTA's Professional Learning Specialist and other expert partners to continually expand their expertise and bring current, research-based practices to Arizona educators.

A primary focus is supporting implementation of three-dimensional instruction aligned with the AzSS. Increasingly, this work includes helping educators align assessment with three-dimensional instruction. In June 2026, ASTA partnered with Activate Learning for a three-day 3D Assessment Academy. Ambassadors participated to deepen their expertise and build capacity to replicate all or portions of the learning through future workshops and academies.

SRP funding will also support two summer academies in June 2028: a two-day PreK--2 Science & Literacy Academy and a two-day Grades 3--5 Argument-Driven Science Academy. In addition, the funding will support a Middle School Argument Driven Science Academy and partially support a four-day Becoming an AZ Next Gen Science Teacher Academy within the SRP service area, with trained Ambassadors assisting in facilitation. These sustained experiences provide educators opportunities to experience three-dimensional learning as students, examine instructional practices, collaborate with peers, and leave with strategies and resources they can immediately apply.

Program Goal: Build a sustainable network of teacher leaders who increase educator capacity to provide high-quality, equitable, three-dimensional science instruction and assessment aligned with the AzSS.

Objectives:

1) Increase educators' knowledge and confidence in implementing three-dimensional instruction and aligned assessment.

2) Strengthen Ambassadors' science content, pedagogy, leadership, and adult-facilitation skills.

3) Increase implementation of three-dimensional instructional and assessment practices in Arizona classrooms.

4) Expand access to sustained, high-quality science PL across Arizona, including rural and underserved communities.

Ultimately, the Ambassador Program builds capacity at multiple levels: Ambassadors grow as leaders, educators strengthen their practice, and students experience more engaging, coherent, and meaningful science learning.

Program Metrics:

ASTA will partner with an external evaluator to measure the effectiveness and impact of the Ambassador Program and guide continuous improvement. Evaluation will examine both program reach and changes in educator knowledge, confidence, and reported instructional practice. Quantitative and qualitative data will be collected through participant evaluations, pre/post or retrospective pre/post measures when appropriate, Ambassador reflections, participation records, and follow-up surveys.

Evaluation will align with the program's four objectives:

1. Increase educator knowledge and confidence in three-dimensional instruction and assessment.

Metrics will measure changes in participants' understanding of the Arizona Science Standards, three-dimensional instruction, student sensemaking, and alignment of assessment with instruction. The goal is for participants to demonstrate measurable growth in knowledge and confidence following PL.

2. Strengthen Ambassador capacity to lead high-quality professional learning.

The evaluator will examine Ambassador self-reflections, Community of Practice feedback, facilitation experiences, and the number and variety of PL opportunities Ambassadors lead. Outcomes will include increased confidence, knowledge, and skill in facilitating adult learning and evidence that AiTs progress toward independently facilitating PL.

3. Increase implementation of three-dimensional instructional and assessment practices.

Participant evaluations and follow-up measures will assess educators' confidence and reported use of strategies learned through Ambassador PL. Particular attention will be given to educators' ability to align instruction and assessment so students demonstrate understanding through integrated use of science content, practices, and crosscutting concepts.

4. Expand access to high-quality science PL statewide.

ASTA will track the number of educators served, PL hours provided, delivery format, geographic distribution, and participation by rural educators. Data will help identify communities being reached and areas where additional outreach is needed.

Impact: Evaluation findings will be reviewed by ASTA leadership, the Professional Learning Specialist, and Ambassadors to identify strengths, gaps, and needed adjustments to future PL. This creates an ongoing cycle of professional learning, evaluation, reflection, and continuous program improvement.

Ultimately, success will be demonstrated not simply by the number of educators participating, but by increased educator capacity to provide high-quality, standards-aligned science instruction extending the impact of SRP's investment to students throughout Arizona.

Intended Use of SRP Funds:

ASTA requests $50,000 from SRP to support the 2027--28 Ambassador Program and expand high-quality science professional learning for educators throughout Arizona.

The largest portion of SRP funding will support the planning and facilitation of professional learning by trained ASTA Ambassadors. This includes the two-day PreK--2 Picture Perfect STEM Academy, Grades 3--5 Argument-Driven Science Academy, Middle School Argument-Driven Science Academy, assessment-focused professional learning, conference workshops, webinars, Communities of Practice/book studies, and partial support for the Becoming an AZ Next Gen Science Teacher Academy.

Funds will also invest directly in the 20 Ambassadors as teacher leaders through monthly Community of Practice meetings, curriculum-development resources, program coordination, and substitute coverage for training. ASTA's Professional Learning Specialist will support Ambassador development and PL resource design.

SRP funding will provide classroom-ready materials and resources for participating educators, including Picture Perfect STEM books and literature, Argument-Driven Inquiry resources, and materials for assessment workshops. Funding also helps remove geographic barriers by supporting Ambassador travel and lodging when delivering PL across Arizona.

Finally, SRP funds will support the Project Coordinator and an external evaluator who will provide formative and summative evaluation of program effectiveness and impact.

Together, these investments allow SRP funding to extend beyond individual events by building a sustainable network of teacher leaders who strengthen science instruction and assessment across Arizona.

Organization

***Organization Category:**	Education
Official Name:	TEACH FOR AMERICA INC
***Legal Name:**	Teach For America Phoenix
***Address:**	4747 N 32nd St Suite 130
Address 2:	
***City:**	Phoenix
***State:**	Arizona
***Zip/Postal Code:**	85018
***Main Telephone:**	602-304-0211
***Main Email Address:**	Denise.Wisdom@teachforamerica.org
***Website Address:**	https://www.teachforamerica.org/where-we-work/phoenix
***Executive Director Name:**	Lauren Arndt
***Executive Director Phone Number:**	602-304-0211
***Executive Director Email Address:**	Lauren.Arndt@teachforamerica.org

Proposal

***Request Owner:**	Samantha Diep
Request Source:	External (Submitted 2026-09-16)
Proposal Type:	General Grant Application
***Determination Status:**	Scheduled for Committee
Strategy:	
Organization Category:	Education
Type of Request:	Annual
Purpose:	Sponsorship of Event
Project Title:	Teach for America's Phoenix STEM: Sponsor-A-Teacher program and Celebration Dinner
In-Kind Request?:	No
Request Amount:	$50,000.00
Requested Cash Amount:	$50,000.00
Cash Recommended:	$50,000.00
In-Kind Recommended:	$0.00

Describe Mission/Geographic Impact :

Teach for America's mission is to find, develop, and support extraordinary leaders to transform education and expand opportunity for all children. Our vision is that one day all children will have access to an excellent and equitable education. Across the country, 60% of active Teach For America corps members are teachers of color, more than 40% are first-generation college graduates, and three in five alumni continue working in education after completing their two-year commitment. For 35 years, we've applied our core capabilities toward making a tremendous impact. We've recruited over 70,000 leaders to work toward our vision, the majority of whom did not intend to work in education and yet now have full-time jobs that connect to our vision in some way. Many continue to teach while others lead roles and sectors that shape the context and conditions in which schools operate; they are school and system leaders; policy makers and elected officials; founders of advocacy organizations; social entrepreneurs; and business, philanthropic and civic leaders.

In the Phoenix metro area, over 1200 Teach For America alumni continue to lead as teachers, principals, superintendents, counselors, nonprofit executives, public servants, and community advocates. Currently 100 of our corps members-first- and second-year teachers proficiently work to strengthen student achievement via the mobilization of core components focused on academic achievement/outcomes, student experience, and classroom conditions for student learning/youth development.

Since 1994, Teach For America Phoenix has sourced, matched, and developed mission driven leaders dedicated to tackling one of the most significant social issues of our lifetime: uneven access to quality education.

Teach For America Phoenix appreciates SRP's long-term partnership, which is critical to supporting our network of educators and changemakers in under-resourced communities so they can effectively serve over 9.000 students across the Valley.

Today, our network includes 55 school partners encompassing 13 school districts, along with post-secondary institutions such as Arizona State University, Grand Canyon University, and University of Arizona. Together, we can transform and shape the future of education and economic mobility across the valley as well as make a sustainable difference in the lives of thousands of students and their families.

Program/Project tie to SRP Goals:

As a community-based, not-for-profit organization, SRP focuses on the best interests for customers, with a strategic, continuous investment in improving infrastructure, enhancing programs, and benefiting communities. As we remain committed to our mission and vision, SRP's priorities enhance our ability to continue addressing urgent barriers towards educational progress and economic empowerment. We, too, operate in a similar manner to better serve the community -- with continuous focus on strengthening capacity, operating effective programs, and community enrichment. Teach For America is the largest provider of teachers in low-income communities, the most diverse teacher provider in Arizona (and across the country), and the largest source of STEM teachers.

We know potential is equally distributed among children, but opportunity is not. As a long-standing supporter of Teach For America, SRP's partnership continues to be deeply aligned with our mission to expand access to an excellent education for all children, making Arizona a better place to live for all. Our shared belief drives our purpose to create opportunities, face challenges, and implement strategies designed to facilitate progress.

Project/Program Description:

Teach For America works to generate sustainable talent and recruit & select the strongest, high-quality leaders for our students, who will remain committed to system change and our movement towards educational excellence and opportunity. The Sponsor-A-Teacher program consists of recruiting, training, coaching, developing, and placing exceptional teachers in underserved communities, while building a workforce development pipeline of leaders committed to economic empowerment and long-term community impact. These talented individuals, who become our corps members, invest in teaching for at least two years in under-resourced communities, helping to create the conditions for students' socio-emotional development and academic growth. This year, Teach for America Phoenix has increased its partners from 48 to 55 schools, in high-need, underserved communities across the Phoenix metro area, in which 91% of the student population qualify for free and reduced lunch.

In August 2026, a local community newspaper (Ahwatukee Foothills News) highlighted the importance of attracting and sustaining high-quality teachers. The recent article, Arizona teacher turnover outpaces nation's rate, it was noted that Arizona public schools are experiencing teacher turnover at twice the national rate. According to the most recent data from the Arizona Department of Education, over 14% of Arizona's teachers left the public school system during the 2024-2025 school year. Research also showed that those school districts that overcame this barrier, were the ones that had put in place proactive components such as transparent pay structures, preparation, and mentorship to build a positive culture of retention, responsibility, and respect -- giving teachers a real voice. Education leaders expressed that strong educator preparation programs and early-career mentorship are essential to preventing burnout and long-term retainment. Teach For America takes into consideration these factors and our program design is centered on skills that are critical to know prior to leading a classroom of students, skills such as lesson plan development, conflict resolution practices, classroom routine procedures, assessment completion, and individualized coaching support.

STEM (Science, Education, Technology, and Math) learning remains at the forefront as we charter the path to educational equity. Nationally, over forty percent of our corps members are teaching in a STEM placement. Even as technology and AI are transforming everything, including classrooms, the future of education remains human-centered - rooted in relationships, belonging, and people working together. Instead of relying on individuals to shoulder an over-burdened system, we must build capacity through collective leadership where students, teachers, and school and system leaders collaborate to pursue a better future of education. By pairing talent and technology, we can close the capacity gap by driving collective impact and expanding individual educator capacity to give students the attention and education they deserve.

The Sponsor-A-Teacher programmatic components are:

1. Talent sourcing: we recruit extraordinary, action-oriented leaders from all backgrounds, early in their careers, often straight out of college. These leaders demonstrate evidence of the values, mindsets and experiences necessary to have an outsized, positive impact on student learning and personal growth. We are proud of our track record of recruiting leaders from all academic majors, life experiences and backgrounds, united by a shared commitment to ensuring educational excellence for every child.

Incoming candidates undergo a comprehensive hiring and onboarding process consisting of resume submission, scheduled interviews, 1-to-1 support, teacher certification instruction, test prep sessions and study guides, & test completion, and full introduction to the core values of the organization.

2. Talent development: we prepare and support these leaders to go beyond traditional expectations to advance the learning and personal growth of their students and help strengthen their schools. As they do so, they form deep connections and relationships with students, families, and fellow educators, which further strengthens their convictions and expands their perspective, knowledge and skill as educators, advocates and systems change leaders. We support this development by providing access to exceptional training, coaching and ongoing professional and leadership development rooted in research-backed approaches, and an unparalleled resource and support network. It is the sum of these experiences that lead to our participants' tremendous growth as leaders and their commitment to work toward our vision throughout their lifetimes.

Incoming corps members are provided with an initial baseline stipend while they attend the eight-week pre-service practicum (online and in-person) and teach summer school classes. During their two-year commitment, they have access to and engage in monthly e-blasts, corps member connections and community calls, exposure to region in which they work, 1-to-1 coaching, all corps members workshop retreats, and team building activities.

3. Talent matching: focusing on community needs, we match the interests of these leaders - and the alumni they become - with high impact roles and opportunities to expand educational excellence for all students in and with local communities.

Corps members are exposed to our meaningful and exclusive partnerships with school leaders and school districts. After completing the pre-service practicum training, corps members are hired and placed in schools. They become school employees and undergo the school district's onboarding process.

All corps members and alumni receive ongoing exposure to fellowships, scholarships, career accelerators, mentorship, job boards, national & regional networking events, and personalized career coaching opportunities.

Teach For America Phoenix knows that teachers need to enter the profession with adequate preparation and support. Teaching is one of the fastest ways to grow as a leader. Our corps members set big goals, earn trust from their students, and solve complex challenges. They develop a leadership style rooted in empathy and action.

Program Metrics:

Teach For America Phoenix serves over 9,000 students in grades K-12 in under-resourced schools from low-income communities -- predominantly students of color and multilingual learners. Our outcome measurements are consistently and continuously tracked via data assessment and data collection processes to regularly monitor reporting, verification, accuracy, and non-duplication. Data collection tools such as Culture Amp, Corps Members Mid-Year Survey, and Classroom Assessment Scoring System (CLASS) continue to generate high percentages of engagement amongst corps members and their students, reflecting their perceptions of satisfaction and support received. These tools allow the coaches to understand corps member and student experiences as well as identify if any additional support is necessary pertaining to emotional support, classroom organization, instructional support, and student outcomes. Testimonials, success stories, and qualitative/quantitative data continue to be shared via impact updates through face-to-face and/or virtual meetings as well as email.

Just recently after an internal assessment of organizational structure and capacity, Teach For America implemented a few changes across the national network. New branding was introduced, integrating a new logo and theme (The Power of Us) to embody the power of the movement. With the new branding/logo in place, TFA is positioned to strengthen how we tell detailed stories of teacher support, corps member experience, and classroom impact -- while building clearer, more compelling career pathways for our prospective applicants and selected leaders.

Also, a new plan for increasing enrollment and retention rates incorporates a refinement of staff roles focused on an added element to maximize the growth of unique partnerships with mission-aligned organizations that early expose undergraduates (college sophomores and juniors) to education via recruitment hubs - casting a wider net that captures top talent early -- expanding connections and broader networks while testing new "outside the box" approaches to attract and engage top applicants by the time they are college seniors.

Teach For America Phoenix's goal continues to increase meaningful opportunities, sustainable resources, generate high-quality talent and recruit & select the strongest, high-quality leaders for our students, who will remain committed to system change and our movement towards educational excellence and economic mobility.

With support from our valued partners, we can strengthen teacher support, corps member experience, and classroom impact -- while building clearer, more compelling career pathways for our prospective applicants and selected leaders.

As Phoenix continues to experience teacher shortages and poor teacher retention rates, our corps members remain steadfast and committed to filling in the gap. We field a corps that is clear on what to expect, have the support they need to persist, and have built the tools to demonstrate resilience as they enter their classrooms. Our enrollment, recruitment, and retention goals center on:

*Recruitment of up to 60 new incoming members.

*Maintain an enrollment rate of 80% or above.

*Maintain a retention rate of 85% or above.

Data is collected and assessed to reflect performance and progress, with the outcome measurement achievement to be at least 90% of corps members and 85% of students responding positively to the following goals.

*Corps Members feel prepared to apply the practices they learned this summer in their classrooms this school year.

*Corps Members agree they are growing the capabilities needed to play a valuable role in the movement to ensure that all children have the opportunity to attain an excellent education.

*Corps Members feel a strong sense of belonging.

*Corps Members feel confident and able to apply what they learn.

*Corps Members agree that they are satisfied with their 1:1 or group coaching experience.

*Corps Members agree that they feel valued by TFA staff.

*Corps Members are committed to their ongoing development as teacher leaders.

*Students agree that their Corps Members/Teachers treat them with respect.

*Students believe they can be successful in the class.

*Students agree that their Corps Members/Teachers make sure they know what they're supposed to learn.

Teach For America also shares success via corps member testimonials. 2nd year Corps Member, Savana Hoover remarks about a reflective moment of why she joined Teach For America.

"I want to start by sharing a moment from a few months ago that reminded me exactly why I joined Teach For America. Back in February, during parent-teacher conferences, I met with one of my student's grandmothers to go over her report card. As we started talking, tears began rolling down her face. She stopped me mid-sentence and said, 'You have to help her. Everyone has given up on her. Everyone has left her. This is her only way out of this life.'

That moment has stayed with me. Because it reminded me that for many families, school isn't just school. It represents hope. It represents opportunity. It represents the possibility of a different future. Even before this moment and before my time with Teach For America, I had already witnessed the power of education firsthand. When I lived in New York, I volunteered with a small afterschool program which stepped in to meet the needs of the community in the south Bronx. This program was committed to the belief that education can bring renewal to underserved communities. Over time, that program grew and began empowering students to break cycles of poverty.

Ten years later, I went back to the South Bronx and saw something remarkable. There had been a transformation from within the community itself. Education had become a beacon of hope: empowering students to step into the best versions of themselves. From that point on, I became deeply invested in understanding our education system. What struck me most was the disparity between the value education had in my own upbringing and how inaccessible or undervalued it can be in so many other communities.

That realization sparked a deep passion in me to pursue education at the policy level, to better understand the inequities that exist and the policies that continue to create barriers for so many students.

Even though I knew pursuing education law was in my future, I wrestled with what my next steps would be. I knew that meaningful change in education often has to happen beyond the classroom, through policy, leadership, and systems-level decisions. But at the same time, I wanted to do something that keeps students at the center of my 'why.'

Through the guidance and mentorship of Teach for America, I realized that the best way to truly understand the challenges within our education system and to serve an immediate need, was to start in the classroom. That is why I am so grateful for the opportunity to be a part of Teach for America. I have stepped into an organization that deeply understands the intersection between education and policy. I have learned and experienced that lasting change requires leaders both inside and outside the classroom.

So that's where I'm at today. In my second year of teaching Structured English Immersion to middle school students at Monte Vista. Where I have learned so much. If you stepped into my classroom on the first day and then walked in today, you would see a fundamental shift in the culture of kindness and respect.

I want to share an example of what this looks like in my classroom. Throughout the year, my students worked towards preparing for the Arizona English Language Learner Assessment - the AZELLA. Passing this test in eighth grade is a major milestone for them. When students pass the AZELLA, they demonstrate English proficiency and are able to move into mainstream classes when they enter high school. If they don't pass, they must remain on an English language track while also balancing all the academic requirements of high school. Beyond the hurdles within the classroom many of my students were carrying heavy burdens in their own lives. Some were navigating the fear and uncertainty of deportation. While others were wrestling with questions about identity and belonging. But the culture we've built in our classroom creates something powerful, a sense of consistency and stability. A place where students keep showing up, even when life outside the classroom is incredibly hard. What my students and I have learned is that hardship will always be there. But it's about pushing towards our desired outcomes for true impact to occur. Over time, that mindset--one built on self-belief, resilience, and hard work--began to show real results. Those students who faced that incredibly difficult season didn't just overcome it, they rose above it. Students like Kamila, who navigated the challenge of living apart from her family, came in shy and unsure of her English, yet grew into a leader who used her voice to support and teach others, even creating flashcards to help her peers succeed. Students like Jimmy, who experienced the impact of deportation in his family, yet continued to show up, consistently, growing from a student who was hesitant to participate into one who valued inquiry and confidently engaged in his first Socratic seminar. Even students like Rachel and Edward, who would jump in and remind their classmates to use complete sentences helped create a classroom where everyone pushed each other to grow. Together, that collective effort led to something incredible: They achieved the highest AZELLA growth rate in the entire district."

Intended Use of SRP Funds:

Teach For America Phoenix respectfully requests a $50,000 investment to expand educational opportunity for students across our region. This gift would be allocated equally, with $25,000 supporting the STEM: Sponsor-A-Teacher Program and $25,000 supporting the annual Celebration Dinner, where proceeds directly advance our program and the students and communities we serve. This investment would help our team recruit, develop, and retain exceptional leaders, particularly those with STEM backgrounds, who possess the critical-thinking skills necessary to prepare students for a rapidly changing world. By bringing STEM educators into partner schools, Teach For America can help students build the problem-solving, analytical, and collaborative skills that are increasingly essential for college, career, and civic life. Once placed in partner schools, these STEM teachers will be supported by a powerful network of staff, alumni, and community partners committed to helping them succeed. As Teach For America marks 35 years of building transformational student-teacher relationships, strong academic environments, and pathways to economic mobility, this support would help fuel the next era of educational excellence. With your partnership, we can continue cultivating educators, changemakers, and community leaders who are prepared to ensure more students have access to the rigorous, inspiring education they deserve.

Organization

***Organization Category:**	Education
Official Name:	BOYS & GIRLS CLUBS OF THE VALLEY INC
***Legal Name:**	Boys & Girls Clubs of the Valley
***Address:**	4309 E Belleview St., Bldg 14
Address 2:	
***City:**	Phoenix
***State:**	Arizona
***Zip/Postal Code:**	85008-5409
***Main Telephone:**	6029549192
***Main Email Address:**	info@bgcaz.org
***Website Address:**	www.bgcaz.org
***Executive Director Name:**	Marcia Mintz
***Executive Director Phone Number:**	6029548182
***Executive Director Email Address:**	marcia.mintz@bgcaz.org

Proposal

***Request Owner:**	Samantha Diep
Request Source:	External (Submitted 2026-10-02)
Proposal Type:	General Grant Application
***Determination Status:**	Scheduled for Committee
Strategy:	
Organization Category:	Basic Needs
Type of Request:	Annual
Purpose:	Operating Expenses
Project Title:	BGCAZ Career Pathways
In-Kind Request?:	No
Request Amount:	$75,000.00
Requested Cash Amount:	$75,000.00
Cash Recommended:	$47,500.00
In-Kind Recommended:	$0.00

Describe Mission/Geographic Impact :

Boys & Girls Clubs of the Valley empowers young people, especially those who need us most, to reach their full potential as productive, caring, responsible members of the community. We provide affordable after-school and summer programs to more than 20,000 young people annually across our Club network. Our programs support academic success, character and leadership, health and wellbeing, and life and workforce readiness.

This request focuses on the 14 BGCAZ Club sites identified in our prior SRP proposal as being within SRP's service territory, serving communities in Phoenix, Avondale, Tempe, San Tan Valley, Mesa, Guadalupe and Apache Junction. These Clubs give young people a place to build relationships with caring adults and connect education to employment. AZYouthforce extends this work through career exploration, work-readiness training and paid internships with employer partners. The organization-wide annual reach is distinct from the number of teens who will participate in this SRP-funded project.

Program/Project tie to SRP Goals:

The partnership directly supports SRP's community education priority by helping teens develop job-readiness and employment skills and connecting them with STEM-related career pathways. Through AZYouthforce, participants practice communication, workplace responsibility, problem solving and financial literacy, then apply those skills in paid internships.

Within the $62,500 program allocation, proposed career-pathway activities will introduce teens to energy, engineering, skilled trades, technology and sustainability. We propose working with SRP to develop career presentations and hands-on activities that show how classroom learning connects to work in the utility industry. Employee participation and any facility visits would be arranged with SRP, including its safety and access requirements.

The partnership also supports personal development for youth who need opportunity and guidance. The Stars sponsorship sustains SRP's longstanding relationship with BGCAZ and helps fund the Club experiences that support young people's progress toward adulthood.

Project/Program Description:

The partnership directly supports SRP's community education priority by helping teens develop job-readiness and employment skills and connecting them with STEM-related career pathways. Through AZYouthforce, participants practice communication, workplace responsibility, problem solving and financial literacy, then apply those skills in paid internships.

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Program Project Description

Preparing young people for success after high school is a core part of the BGCAZ mission. We help youth explore career interests, build employability skills, and gain hands-on experiences that increase their economic mobility and confidence.

Our workforce readiness programs include:

Junior Staff and Club internship opportunities

AZYouthforce, a signature teen workforce development program that provides job readiness training, career exploration, paid internships, and transportation support

Financial literacy, resume building, interview prep, and goal setting

Field trips, guest speakers, and college or trade school exposure

These programs are grounded in both soft skill development and real-world application. Teens learn to communicate professionally, solve problems, and envision themselves as future employees, entrepreneurs, and leaders.

In 2024--2025, Club members participated in more than 54,000 hours of workforce-focused programming. AZYouthforce alone provided over 18,000 hours of academy, mentorship, and on-the-job learning. 241 interns were placed across 16 employer partners, with $984,000 in wages earned. 100 percent of participants completed training and received financial literacy education.

BGCAZ helps young people see that their future is full of possibility--and gives them the skills and access to pursue it with confidence.

AZYouthforce trains and connects youth, ages 16-21, with paid internships with quality employers across diverse sectors and locations. This program creates opportunities for teens by connecting them to subsidized work opportunities and helping them explore and develop their career and educational plans. In addition to their work placement, youth are enrolled in the AZYouthforce Essential Skills Academy. AZYouthforce Academy is conducted for each participant over three consecutive Saturdays from 8am -- 4pm. The Academy includes classroom sessions, hands-on experiences, and coaching to prepare youth for employment. Skills learned include resume building, networking, soft skills for employment, job readiness, personal career interest exploration, and more. Youth work directly with an AZYouthforce mentor during their AZYouthforce Academy to build individualized employment plans and future goals with consideration to their aptitude, interests, and skills. Participants continue to receive regular check-ins with their mentor at least weekly throughout their employment or for at least 8 weeks during the summer.

After completing the Academy, youth are partnered with their work placement. They are trained in work-specific skills through orientation, given a regular schedule of working hours, and receive mentorship from an on-site supervisor within the company. Work experiences vary in length based on the organization a young person is placed with.

AZYouthforce also offers participants support services to ensure the successful completion of their work training and employment. These services include transportation costs (public transportation passes provided upon request), childcare and dependent costs, the provision of uniforms or other appropriate work attire and work-related tools including items such as eyeglasses and protective gear, and referrals for support services as needed. BGCAZ and partnering employers also ensure reasonable accommodation for youth with disabilities.

Measures of success for AZYouthforce are grounded in both participant outcomes and community engagement. According to the most recent National Youth Outcomes report (March 2025), results from 9th--12th grade members highlight strong engagement and impact:

100% of members participated in a work experience in the past 12 months.

30% of members held a paid full-time job or internship.

56% of members held a paid part-time job or internship.

34% of members participated in an unpaid internship.

50% of members reported that the Club helped them access these work experiences.

27% of members obtained or are in the process of obtaining a certification.

13 interns earned a Google Career Certificate through the "Grow with Google" initiative.

In FY2025, 372 youth (ages 14--21) participated in AZYouthforce, taking part in more than 300 hours of programming that included 30 hours of workforce readiness training, career exploration tours, and work-based experiences with employer partners, including Boys & Girls Club branches. These efforts directly supported our goal of preparing teens for successful transitions into the workforce and post-secondary pathways.

To enhance engagement, we refined our curriculum to include more relatable content and integrated empathy-building strategies to better connect with youth. A significant step forward included implementing a post-assessment through the National Work Readiness Council, enabling participants to earn a nationally recognized soft skills credential.

The 14 SRP-territory Clubs will provide the geographic focus for outreach and recruitment. Teens will explore career interests, participate in AZYouthforce, prepare for interviews and workplace expectations, and receive support in connecting to paid internships with employer partners. Program staff and workplace mentors will help participants address challenges and develop the skills needed to complete their placements.

Career-pathway and workforce development activities within the $62,500 program allocation will complement this pathway. We will collaborate with SRP on age-appropriate exposure to utility careers, including energy, engineering, skilled trades and sustainability. Activities may include career conversations, practical demonstrations, employee mentoring and visits where feasible. Internship placements with SRP are not assumed.

Our goals are to expand access to work-based learning for teens in the participating communities, strengthen employment readiness, support successful internship completion, and increase awareness of education and training pathways relevant to the utility sector.

Program Metrics:

Our prior proposal reported that AZYouthforce served 372 participants against a goal of 215, with 357 completing internships and 165 obtaining jobs. These are historical AZYouthforce results across the program, not outcomes attributed solely to SRP.

For FY26, BGCAZ previously projected 350 or more teens served, 250 or more Academy graduates and 200 or more paid internship placements. We are well on our way toward meeting these projections this year and anticipate a large increase in FY27.

The proposed geographic footprint is 14 SRP-territory Boys & Girls Clubs in Phoenix, Avondale, Tempe, San Tan Valley, Mesa, Guadalupe and Apache Junction; as well as access to teens in the surrounding schools to gain access to AZ Youthforce.

For the grant period, we propose reporting unduplicated teens served from the eligible Clubs; Academy enrollment and completion; paid internship placements and completion; employment outcomes; and participation in the SRP workforce and STEAM activities. We will track participant age, city and Club affiliation, and report demographic information in aggregate using available program records. Participants appearing in more than one activity will be identified as overlapping rather than added together as unique individuals.

Intended Use of SRP Funds:

$62,500 will support AZYouthforce, career pathways and workforce development for teens connected to the participating SRP-territory Clubs. Uses include Academy instruction, career exploration, work-readiness activities, internship coordination, eligible participant stipends or wage support, and staff coaching during placements. Career-learning experiences may introduce participants to energy, engineering, skilled trades, technology and sustainability, with any SRP employee engagement coordinated separately.

$10,000 will fund the Whatever It Takes sponsorship for Today's Kids, Tomorrow's Stars on March 6, 2027, including one table for 10 guests, at the price listed in the supplied sponsorship packet.

$2,500 will cover Chris Dobson's Board dues. This allocation is separate from program support and the Stars table.

The allocations total $75,000.

Organization

***Organization Category:**	Basic Needs
Official Name:	CHILD CRISIS ARIZONA
***Legal Name:**	Child Crisis Arizona
***Address:**	424 W. Rio Salado Parkway
Address 2:	
***City:**	Mesa
***State:**	Arizona
***Zip/Postal Code:**	85201
***Main Telephone:**	480-834-9424
***Main Email Address:**	info@childcrisisaz.org
***Website Address:**	www.childcrisisaz.org
***Executive Director Name:**	Torrie A. Taj, CFRE, Chief Executive Officer
***Executive Director Phone Number:**	480-834-9424
***Executive Director Email Address:**	Torrie.Taj@childcrisisaz.org

Proposal

***Request Owner:**	Samantha Diep
Request Source:	External (Submitted 2026-09-22)
Proposal Type:	General Grant Application
***Determination Status:**	Scheduled for Committee
Strategy:	
Organization Category:	Basic Needs
Type of Request:	Annual
Purpose:	Operating Expenses
Project Title:	Supporting Foster Kids & Families in Arizona
In-Kind Request?:	No
Request Amount:	$72,500.00
Requested Cash Amount:	$72,500.00
Cash Recommended:	$70,000.00
In-Kind Recommended:	$0.00

Describe Mission/Geographic Impact :

Child Crisis Arizona's mission is to provide children and youth in Arizona with a safe environment, free from abuse and neglect, by creating strong and successful families. The organization began by responding to an urgent need in the community: ensuring children had a safe place to go when no other placement options were available. Over five decades, Child Crisis Arizona has built upon this foundation of crisis intervention, expanding its services in response to the changing and increasingly complex needs of children and families across Arizona.

Today, we provide a comprehensive continuum of services centered on crisis intervention, child abuse prevention, and lifelong wellness. Our crisis intervention programs offer immediate safety, stability, and support during some of the most difficult moments in a child's life. These programs include trauma-informed shelter and stabilization services for foster children and youth ages 2 to 21; foster care and adoption support, including services for kinship caregivers; and Children's Refugee Services for unaccompanied minors entering the United States.

As our work grew, we recognized that protecting children also requires reaching families before challenges become crises. Our prevention programs help caregivers build the knowledge, confidence, and resources needed to create safe and nurturing homes. Early Education supports children during critical stages of development while connecting and empowering their entire families. Family Support Services further strengthen households through safe parenting courses, distribution of basic needs items, and Healthy Families Arizona, a voluntary home visitation program that supports families during pregnancy and early childhood.

Our newest area of growth advances child and family wellness by creating opportunities for collaboration, healing, connection, and long-term resilience. Through the Center for Child & Family Wellness and Whispering Hope Ranch, children and families can access supportive experiences and community resources that promote their overall wellbeing.

Since residential emergency shelter services began in 1977, Child Crisis Arizona has provided emergency shelter to 35,635 children and foster care and adoption services to 8,618 children. Throughout our history, our programs have provided family education and stabilization services to 129,406 adults and children, early childhood education and wraparound services to 5,380 children from low-income households and their families, and basic-needs items to 13,967 individuals. In FY25-26 alone, Child Crisis Arizona served 13,021 individuals across all programs from our locations in Mesa, Phoenix, and a summer camp in Payson, Arizona. Our families are primarily from Maricopa County; however, we often serve foster kids or caregivers from other parts of Arizona as well.

Whether responding during a crisis, preventing abuse and neglect, or supporting lasting stability and wellness, our scope of work reflects Child Crisis Arizona's continued commitment to our vision of Safe Kids. Strong Families.

Program/Project tie to SRP Goals:

Child Crisis Arizona requests programmatic support for our Shelter & Stabilization Services and Pool Fence Safety Program, both aligning strongly with SRP's priority to support basic needs.

For foster kids in Arizona, longing for a safe place to call home is a daily reminder of the traumatic experiences that resulted in their foster care placement. Each year, thousands of Arizona children are removed from unsafe homes and enter the foster care system where they urgently need safe, stable homes. Children without permanent family connections are at increased risk of experiencing multiple foster homes or shelters, emotional trauma, and aging out of care without lifelong support. Older youth are at a high risk for homelessness, human trafficking, and lifelong adverse health outcomes. Our Shelter & Stabilization Services continuum provides food, shelter, and safety while also offering the foster kids, youth, and young adults opportunities that promote personal development and positive life choices. All of the meals we serve are nutritious, always promoting healthy food habits. Educational support and life skills are an important piece of our programming, especially for the teens and young adults that are preparing to exit the child welfare system into adulthood on their 18th birthday. We encourage teens to join clubs, sports, or even secure their first after school job. Staff act as role models and mentors for kids who often grew up with unhealthy or even abusive caregivers.

The Pool Fence Safety Program also falls under SRP's basic needs as it educates families about water safety. In addition to providing fences and physical barriers to swimming pools, we offer a popular Water Safety course that is available virtually and on-demand. The course teaches caregivers and families how to create layers of protection to keep children safe and reduce drowning risks.

As an organization, Child Crisis Arizona is firmly committed to environmental sustainability as well--another important priority of SRP. Our headquarters in Mesa, the Center for Child & Family Wellness, is a first-of-its kind net-zero nonprofit facility in Arizona. The building's design features solar panels, energy-saving appliances, a Zero Carbon Industrial kitchen, rainwater harvesting, graywater irrigation system, green spaces, and recycling programs. We practice environmental sustainability throughout our other program locations too. Several of our program vehicles are electric and we have installed charging stations at most of our buildings. This commitment to sustainability is embedded in our culture and is a priority in the future of our organization.

Project/Program Description:

Child Crisis Arizona requests grant funding from SRP to support two key services areas: our Shelter & Stabilization Services and Pool Fence Safety Program.

Our Shelter & Stabilization Services offers a continuum of trauma-informed residential programs for foster children and youth who cannot safely remain with family--many of whom enter our care after a failed foster placement, and not for the first time. These programs fill a critical gap in the child welfare system: when children cannot return home, and when foster homes are not available or appropriately resourced, they still deserve care, dignity, and a path forward--not just a place to sleep. Child Crisis Arizona offers three locations, each providing 24-hour care and wraparound support with an overarching goal that each child and youth receives safe shelter and has their essential needs met.

*The Emergency Children's Shelter Home (ages 2-10) is the only licensed shelter of its kind in Arizona for young foster children. It is designed for short-term care, typically under 90 days, and serves children who have just been removed from unsafe homes or who have experienced disruption in a previous placement. Many children arrive carrying layers of trauma, fear, and confusion. The primary goal is stabilization, not storage. Within the first days, children receive medical and behavioral screenings, nutritious meals, and emotional support from trained staff. Case managers coordinate next-step placement planning with the Department of Child Safety or Tribal Social Services. Every decision is made with the goal of preserving safety, dignity, and emotional regulation, so the child can transition successfully, not simply be moved again.

*The Teen Group Home (ages 11-17) offers long-term healing for boys who have typically experienced multiple foster placements, system fatigue, and chronic distrust of adults. For this age group, short-term care is not enough--they need consistency, relationship-building, and time. Many youth stay in this program for one to two years or more, because healing does not happen on a schedule. Our trauma-informed staff act as trusted adults, not rotating supervisors. Youth receive individualized case management, education support, behavioral health care, life-skills development, and opportunities to participate in school activities, sports, work, and community events. The program centers around three pillars: rebuilding trust, rebuilding identity, and rebuilding a future that extends beyond the child welfare system.

*The Independent Living Program (ages 18-21) provides apartment-style housing and structured support for young adults aging out of foster care, many of whom have been in the child welfare system their entire lives and are at high risk of homelessness. Our three-phase model allows youth to gradually increase responsibility for budgeting, meals, employment, education, and daily living. The program includes case management, financial literacy, workforce readiness, mental health support, and three months of aftercare support following discharge to prevent relapse into crisis. Some participants are also young parents, so the program provides safety and support for their infants or toddlers as well.

Our Pool Fence Safety Program falls under our Parenting Education & Support continuum, geared towards caregiver education and resources to prevent unintentional injury. We began this partnership with SRP and Phoenix Firefighters Charities in 2022 as a way to provide pool fences to families in need at no cost. According to the Arizona Child Fatality Review Program, nearly half (48%) of all child deaths in Arizona were preventable. They go on to report that drowning was the third most common cause of accidental injury deaths, which had increased from the year before. Lack of pool barriers, inability to swim, and lack of supervision were the most common risk factors in these deaths--75% of these children were under 5-years old (November 2025). With this ongoing partnership, we have been able to create safe backyard spaces for kids to play and be active without worry of accidental pool injuries.

Twice per year, we open up applications and invite eligible families to apply for a pool fence. Families must have a child who is 6-years old or younger living in the home, must own the home, and can verify that they meet income requirements. These households include families where the grandparents serve as primary caregivers, single or widowed parents, and families in the process of adoption. Each year, we raise funds for this program and, in turn, provide as many pool fences as we can with that funding. It is our goal to provide families in need with the security of a fence that can keep their children safe from unintentional harm.

Program Metrics:

Our Shelter & Stabilization Services aims to serve 100 foster children, youth, and young adults annually-- providing them with 10,000 nights of safe, stable, and supportive care. Our most recent 12-month data report (July 2025 -- June 2026) shows we provided 11,854 nights of care to 104 foster youth. Of these, 28% were White; 26% were Black or African American; 23% were Hispanic or Latinx; 11% were Native American; 11% were Multi-Racial; and 1% were Hawaiian or Pacific Islander. Our homes are physically located in Mesa and Phoenix; however, we receive placements from across Maricopa County and, occasionally, in other parts of Arizona (e.g. Tucson, Gila River, Casa Grande, etc.). The highest number of residents are from Phoenix.

Our Pool Fence Safety Program has already installed 24 pool fences in 2026 year-to-date, with another 20 estimated before the end of the year. Each year, the number of fences depends solely on the amount of funding we receive to support the program. We have been fortunate enough to increase the number of fences each year, serving a total of 89 families since the program began in 2022. The 24 families served this year to date were 50% White; 34% Hispanic or Latinx; 10% Black or African American; 2% Multi-Racial; and 4% preferred not to respond. These families were from Avondale, Buckeye, Chandler, El Mirage, Gilbert, Laveen, Litchfield Park, Mesa, Peoria, Phoenix, Queen Creek, San Tan Valley, Tempe, and Tolleson.

Intended Use of SRP Funds: Child Crisis Arizona requests $72,500 to support our Shelter & Stabilization Services ($35,000), Pool Fence Safety Program ($30,000), and annual gala ($7,500).

The funding allocated to our Shelter & Stabilization Services will be used to directly support program expenses for our Emergency Children's Shelter Home, Teen Group Home, and Independent Living for young adults aging out of the system. This includes items such as program food, clothing, personal hygiene products, and taking the kids on field trips to places like the zoo or water park. For the youngest children, many times they arrive with only the clothes they are wearing. At a time that is often scary and confusing for them, we provide them with new clothes, toothbrushes and hygiene items, toys, school supplies and uniforms, and comfort items like a soft blanket and stuffed animal. Other costs include program staff, transportation expenses to drive them to school and appointments, medical supplies, and of course, the upkeep and maintenance of the homes themselves. The funding allocated towards our Pool Fence Safety Program will be used for hard costs associated with pool fence installations across the valley for eligible families. And, finally, sponsorship funds received for our annual gala are used for the overall Child Crisis Arizona operations, being deployed in our areas of greatest need.

Organization

***Organization Category:**	Education
Official Name:	ARIZONA LATINO LEADERS IN EDUCATION
***Legal Name:**	Arizona Latino Leaders (ALL) In Education
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***Main Email Address:**	development@allineducation.org
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***Executive Director Name:**	Angelica Vega Foley
***Executive Director Phone Number:**	4803858044
***Executive Director Email Address:**	vfangelica@allineducation.org

Proposal

***Request Owner:**	Samantha Diep
Request Source:	External (Submitted 2026-10-02)
Proposal Type:	General Grant Application
***Determination Status:**	Scheduled for Committee
Strategy:	
Organization Category:	Education
Type of Request:	Annual
Purpose:	Sponsorship of Event
Project Title:	MAPA 2027: From Leadership to Collective Impact
In-Kind Request?:	No
Request Amount:	$40,000.00
Requested Cash Amount:	$40,000.00
Cash Recommended:	$40,000.00
In-Kind Recommended:	$0.00

Describe Mission/Geographic Impact :

ALL In Education's mission is to ensure that individuals from the communities most impacted by education inequities, particularly Latino families, are leading the decisions that affect all students. We believe those closest to the challenges also hold the solutions, and we build pathways for parents, caregivers, and emerging leaders to gain the knowledge, confidence, and influence needed to improve educational outcomes and shape more responsive systems. ALL In Education's vision is an Arizona where every community has equitable access to opportunity, justice, and a high-quality education.

Since its founding in 2020, ALL In Education has grown from a grassroots effort into a statewide leadership movement, engaging more than 1,000 alumni through programs including the Parent Educator Academy (PEA), Adelante Fellowship, and Leaders In Support of Transformational Opportunities (LISTO) Academy. The organization's work reaches communities across Arizona, with a significant concentration in Maricopa County and additional engagement in Pima and Yuma counties. The people ALL In Education serves largely reflect the communities historically underrepresented in education decision-making: approximately 95% of participants are women, and 95% qualify as low- to moderate-income.

ALL In Education alumni are translating leadership development into action, advocating for their children, leading parent and community initiatives, serving on school and governing boards, and engaging in civic and policy efforts that influence the systems affecting Arizona students and families.

MAPA strengthens this community leadership through The State of Latino Education, Power and Influence, ALL In Education's annual data-driven report and convening. MAPA examines educational outcomes, representation, leadership, and influence within Arizona's Latino community, making complex data accessible to families and bringing together community members, educators, policymakers, civic leaders, and cross-sector partners to understand where progress is occurring and where action is still needed. MAPA serves as both a mirror and a roadmap, grounding conversations in data while elevating the voices and experiences behind the numbers. MAPA not only educates and empowers the broader community, but the 2027 event will also engage program alumni in new and important ways, deepening our commitment beyond our programs and into the long-term impact our alumni aim to make in their communities.

Together, ALL In Education's leadership programs, the MAPA convening, and our alumni support create a continuum from information to engagement to influence: identifying disparities, equipping communities to understand them, and developing leaders with the skills and access to help change them. Through this work, ALL In Education is building the community leadership and civic infrastructure necessary to create lasting improvements for students and families across Arizona.

Program/Project tie to SRP Goals:

ALL In Education's MAPA Summit and Alumni Leadership Celebration advance SRP's priorities in public/civic engagement and education by connecting community members with information, relationships, and opportunities to participate more fully in the decisions affecting Arizona's schools and communities.

SRP's corporate giving strategy recognizes that strong communities depend on engaged local leaders and specifically supports programs that identify and develop community leadership and promote public and civic engagement. MAPA and ALL In Education's alumni network put that priority into practice by ensuring that people with lived experience in Arizona communities have both access to critical information and opportunities to use their voices and leadership.

At the statewide level, MAPA: The State of Latino Education, Power and Influence makes complex education, demographic, and representation data accessible to the broader community. The annual MAPA Summit convenes more than 300 parents, educators, business and nonprofit leaders, policymakers, and civic stakeholders to examine the findings, elevate community perspectives, and identify opportunities for collective action. In this way, MAPA functions not simply as an event, but as civic infrastructure: a place where data informs dialogue, relationships are built across sectors, and community members can engage directly with issues affecting Arizona's future.

The Alumni Leadership Celebration extends that investment by reconnecting and activating the network ALL In Education has built since 2020. More than 1,000 individuals have participated in ALL In Education's leadership programs, developing the knowledge and confidence to advocate for students, serve their communities, and participate in education and civic decision-making. More than 50 are now serving on school boards, advisory councils, nonprofit organizations, and community initiatives.

As this network has grown, ALL In Education sees an important next step: investing not only in developing individual leaders, but in the relationships, access, and collective capacity that allow those leaders to sustain their impact.

Immediately before MAPA 2027, ALL In Education will bring approximately 30-50 alumni together for a dedicated experience focused on recognition, reconnection, and renewed engagement. SRP support will also help remove financial barriers to participation in the MAPA Summit, allowing alumni to engage with current data, connect with established education, business, nonprofit, and civic leaders, and contribute their own perspectives to statewide conversations.

This approach also complements SRP's significant investment in education. Strong educational outcomes depend not only on what happens inside classrooms, but on informed families, responsive institutions, and community leaders who understand education data and can participate effectively in decisions affecting students. By making information accessible and strengthening community participation around that information, MAPA helps create the conditions for stronger schools and communities.

The partnership also offers SRP employees and leaders opportunities to engage directly by attending MAPA, participating in cross-sector conversations, connecting with alumni, and sharing their experience as community and business leaders. SRP employees collectively contribute thousands of volunteer hours annually, making this kind of direct community connection particularly aligned with SRP's culture of engagement.

Together, MAPA and the Alumni Leadership Celebration move participants from information to access to activation. MAPA creates a statewide platform for understanding challenges and opportunities; the alumni initiative ensures that community-rooted leaders have access to that platform and stronger connections to one another. With SRP's support, ALL In Education will strengthen a network of informed, connected leaders equipped to contribute to the schools and communities where they live, work, and raise their families.

Project/Program Description:

ALL In Education requests $40,000 from SRP to support two connected components of MAPA 2027: The State of Latino Education, Power and Influence report and Summit ($25,000) and a new Alumni Leadership Celebration and engagement initiative ($15,000). Together, these investments will connect data, community leadership, and action while ensuring that the leaders ALL In Education has developed over the past six years have meaningful access to Arizona's broader education and civic conversations.

MAPA Summit 2027 ($25,000)

MAPA is ALL In Education's annual research initiative and statewide convening focused on educational outcomes, representation, leadership, and influence of Arizona's Latino community. Each year, ALL In Education analyzes key indicators and translates complex data into an accessible resource that families, educators, policymakers, business leaders, and community organizations can use to better understand both progress and persistent disparities.

The annual MAPA Summit brings these findings to life by convening more than 300 leaders and community members from across sectors. Participants examine the data, hear directly from those most affected by education inequities, explore promising solutions, and build relationships that can lead to collective action. The Summit also recognizes community leaders creating meaningful change and provides a platform for perspectives historically underrepresented in education conversations.

MAPA is designed to do more than document disparities. By putting credible data into the hands of communities and decision-makers and creating a forum for dialogue around that data, ALL In Education uses MAPA to build awareness, strengthen accountability, and help move Arizona from understanding challenges to acting on them.

Alumni Leadership Celebration and Engagement ($15,000)

Since 2020, ALL In Education has invested in developing more than 1,000 parents, caregivers, advocates, and emerging leaders through its leadership programs. As this network has grown, so has the opportunity to intentionally reconnect these leaders across programs and cohorts and activate their collective knowledge, relationships, and influence.

Immediately before MAPA 2027, ALL In Education will host a dedicated Alumni Leadership Celebration for approximately 30--50 alumni. More than a recognition event, the gathering will serve as an intentional point of reconnection and activation, celebrating alumni accomplishments, strengthening relationships across cohorts, reconnecting participants to ALL In Education's current work, and creating opportunities for continued engagement in education and civic leadership.

SRP funding will also help reduce financial barriers to alumni participation in MAPA itself. By providing complimentary or subsidized access to the Summit, ALL In Education can ensure that cost does not prevent community leaders from participating in the statewide conversations their experiences and perspectives should help shape. Alumni will have opportunities to engage with MAPA data, connect with education, business, nonprofit, and civic leaders, and carry new information and relationships back into their schools and communities.

The alumni initiative represents an important evolution in ALL In Education's strategy. After six years of investing in individual leaders, the organization is entering its next chapter: investing in the strength, connectivity, and collective influence of the network those leaders have created.

Program Goals

Through MAPA 2027 and the Alumni Leadership Celebration, ALL In Education will:

-Convene 300+ community members and cross-sector leaders through the MAPA Summit to examine data on Latino education, representation, and leadership in Arizona.

-Produce and broadly disseminate the annual MAPA report as an accessible resource for Arizona communities and decision-makers.

-Re-engage approximately 30-50 alumni from across ALL In Education's leadership programs and cohorts.

-Reduce financial barriers to MAPA participation so alumni can contribute their perspectives to statewide education conversations.

-Strengthen relationships and knowledge-sharing among alumni who are serving their communities in different capacities.

-Create pathways for alumni to remain engaged in education, civic leadership, advocacy, and systems change beyond completion of an individual program.

-Connect community-rooted leaders with broader networks of education, business, nonprofit, and civic stakeholders.

These investments create a continuum from information to access to activation. MAPA provides the data and statewide forum; the alumni initiative ensures that the community leaders ALL In Education has spent years developing have access to that forum, connections to one another, and opportunities to put their leadership into action. With SRP's support, ALL In Education will continue developing leaders and invest in the enduring network necessary to translate individual leadership into collective impact across Arizona.

Program Metrics: ALL In Education will measure the impact of SRP's investment through participation, geographic and demographic reach, access, alumni engagement, and continued leadership and civic involvement. Through MAPA 2027 and the Alumni Leadership Celebration, more than 300 individuals will be directly engaged, with thousands more reached through distribution of the MAPA report, recorded content, presentations, and other outreach.

MAPA: The State of Latino Education, Power and Influence

The annual MAPA Summit is expected to convene more than 300 participants from across Arizona, including parents and caregivers, educators, business and nonprofit leaders, state and local decision-makers, civic leaders, and alumni of ALL In Education's leadership programs. Participation is concentrated in Greater Phoenix and Maricopa County, with additional attendees and partners representing communities throughout Arizona.

MAPA's reach extends well beyond the Summit. Historically:

-300+ participants attend the annual MAPA Summit.

-2,000+ copies of the MAPA report are downloaded or distributed annually.

-Recorded sessions of previous Summits have received more than 1,300 views.

-MAPA findings are presented at more than 40 convenings across Arizona and nationally each year, extending the report's data, community perspectives, and calls to action to thousands of additional stakeholders.

ALL In Education will also collect participant feedback to assess whether MAPA increases attendees' understanding of Arizona education and representation trends, exposes participants to new perspectives, and creates meaningful connections across sectors.

Alumni Leadership Celebration and Engagement

Since 2020, ALL In Education has built a network of more than 1,000 alumni through its leadership programs. Alumni are predominantly women and represent communities historically underrepresented in education decision-making. The network is most concentrated in Maricopa County, including communities throughout the Greater Phoenix area.

The 2027 Alumni Leadership Celebration will directly engage approximately 30-50 alumni from across programs and cohorts immediately before MAPA. SRP support will also help reduce financial barriers to participating in the MAPA Summit, enabling alumni to stay for the larger statewide convening and engage with education, business, nonprofit, civic, and community leaders.

Metrics for the alumni initiative will include:

-Engage 30-50 alumni in the pre-MAPA Alumni Leadership Celebration.

-Increase the number of alumni able to participate in MAPA by providing complimentary or subsidized access.

-Engage alumni representing multiple ALL In Education programs and graduating cohorts.

-Measure alumni who take a defined leadership/civic action within 6--12 months.

-Measure alumni-reported increases in connection to the broader ALL In Education network.

-Track new relationships and connections developed among alumni and with cross-sector MAPA participants.

-Measure alumni interest in continued education, civic, advocacy, and community leadership opportunities.

-Track subsequent alumni participation in ALL In Education initiatives and other education or civic leadership activities.

-Achieve a 50% alumni giving rate, reflecting alumni investment in and commitment to ALL In Education's mission.

ALL In Education will also continue tracking alumni's longer-term leadership trajectory. Members of the network have gone on to serve on school boards and advisory councils, lead parent and community initiatives, participate in nonprofit and civic organizations, and advocate for policy and systems change affecting Arizona students and families.

Collectively, these measures will allow ALL In Education to evaluate impact at two levels. MAPA measures broad reach, awareness, and cross-sector engagement; the alumni initiative measures access, connection, and activation within the leadership network ALL In Education has spent six years building. Success will mean not simply bringing alumni together for one event, but strengthening the relationships and opportunities that help their leadership continue long after MAPA concludes.

Intended Use of SRP Funds:

ALL In Education is requesting $40,000 from SRP to support MAPA 2027: The State of Latino Education, Power and Influence ($25,000) and the inaugural Alumni Leadership Celebration and engagement initiative ($15,000). These investments will support both a statewide platform for education data and dialogue and greater access to that platform for the community leaders ALL In Education has developed over the past six years.

MAPA 2027 - $25,000

SRP's $25,000 MAPA sponsorship will support the production, execution, and reach of the 2027 MAPA Summit, which convenes more than 300 parents, educators, business and nonprofit leaders, policymakers, civic leaders, and other community stakeholders from across Arizona.

Funding will support direct event expenses including venue rental, food and beverage, photography, printing and marketing materials, promotion, speaker and program needs, and other logistical costs associated with producing a high-quality statewide convening. Funds will also support dissemination and promotion of the MAPA report so that its findings on Latino education, representation, leadership, and influence reach audiences beyond those able to attend the Summit.

SRP's investment will help ensure that MAPA remains an accessible platform where community experience and credible data come together, giving Arizona residents and decision-makers an opportunity to better understand educational challenges, build cross-sector relationships, recognize community leadership, and identify opportunities for action.

Alumni Leadership Celebration and Engagement - $15,000

The remaining $15,000 will support a new Alumni Leadership Celebration immediately preceding MAPA 2027. ALL In Education anticipates bringing together approximately 30-50 alumni representing multiple programs and cohorts for a dedicated experience focused on recognition, reconnection, and renewed engagement.

Funding will support the direct costs of the gathering, including event space and logistics, food and beverage, a featured speaker or facilitated conversation, program materials, alumni recognition items, and activities designed to strengthen relationships across cohorts and reconnect alumni with opportunities for continued education and civic engagement.

Importantly, a portion of SRP's investment will also reduce the financial barrier to participating in MAPA by providing complimentary or subsidized Summit access for alumni. This will allow alumni to move directly from their dedicated gathering into the broader MAPA experience, where they can engage with current data, participate in statewide conversations, and build relationships with education, business, nonprofit, civic, and community leaders.

This investment reflects an important evolution in ALL In Education's work. Since 2020, the organization has invested in developing more than 1,000 individual leaders. SRP funding will help ALL In Education invest in the network those leaders now comprise, creating opportunities for alumni to reconnect across cohorts, learn from one another, expand their networks, and remain actively engaged in the issues affecting their schools and communities.

SRP's $40,000 investment will support a continuum from information to access to activation: $25,000 will help create and disseminate MAPA's statewide platform for data and dialogue, while $15,000 will help ensure that community-rooted leaders have meaningful access to that platform and stronger connections to one another. In doing so, SRP will help ALL In Education leverage six years of leadership development into a more connected and activated network capable of sustaining impact across Arizona.

Organization

***Organization Category:**	Education
Official Name:	CENTER FOR THE FUTURE OF ARIZONA
***Legal Name:**	Center for the Future of Arizona
***Address:**	455 N. Third Street, Suite 260
Address 2:	
***City:**	Phoenix
***State:**	Arizona
***Zip/Postal Code:**	85004
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***Main Email Address:**	grants@arizonafuture.org
***Website Address:**	https://www.arizonafuture.org/
***Executive Director Name:**	Sybil Francis
***Executive Director Phone Number:**	480-815-7981
***Executive Director Email Address:**	sybil.francis@arizonafuture.org

Proposal

***Request Owner:**	Samantha Diep
Request Source:	External (Submitted 2026-08-22)
Proposal Type:	General Grant Application
***Determination Status:**	Scheduled for Committee
Strategy:	
Organization Category:	Education
Type of Request:	Annual
Purpose:	Operating Expenses
Project Title:	Strengthening Education and Civic Engagement in Arizona
In-Kind Request?:	No
Request Amount:	$45,000.00
Requested Cash Amount:	$45,000.00
Cash Recommended:	$40,000.00
In-Kind Recommended:	$0.00

Describe Mission/Geographic Impact :

Center for the Future of Arizona (CFA) is a nonprofit, nonpartisan "do tank" whose mission is to bring Arizonans together to create a stronger and brighter future for our state. We remain committed to achieving The Arizona We Want -- a shared vision of success based on what matters most to Arizonans that expresses their highest aspirations and hopes for the future. Based on trusted data (i.e. CFA's Gallup Arizona Project), we know that Arizonans want a high-quality education for all, to live in healthy and vibrant communities, have rewarding jobs that help Arizonans and our state's economy thrive, stewardship of our state's natural beauty and resources, and equity and justice for all.

Making progress to achieve The Arizona We Want depends on more than intention -- it requires clear, shared measures of where we are and where we want to go. CFA's Arizona Progress Meters serve as a source of trusted data for understanding where Arizona stands across key issues and helping leaders, organizations, and communities align around shared priorities and action. CFA regularly updates data in the Progress Meters and works closely with partners across sectors to help leaders interpret the data, connect it to their priorities, and inform decision-making statewide. Building on this foundation, CFA recently developed interactive dashboards that complement the Arizona Progress Meters and provide new ways to organize, explore, and apply data -- giving decision-makers and community leaders additional tools to understand Arizona's progress and support informed action.

As a "do-tank," CFA maintains a solid track record of contributing to The Arizona We Want through our own evidence-based programs and initiatives in education, workforce, and civic health, which are described below.

EDUCATION. Preparing Arizona's students for success requires systems that connect learning to opportunity, center the success of each student, and develop leaders capable of driving lasting change. CFA's education work focuses on strengthening these systems so students can leave school with purpose, momentum, and pathways to a future they believe in.

Through Arizona Pathways to Prosperity, CFA develops, implements, and scales college- and career-connected pathways that help our youth gain skills and knowledge that lead to high-quality STEM jobs and careers. Beat The Odds School Leadership Academy equips school leaders with the essential knowledge and skills to raise student achievement and attainment for all learners, create a culture of high expectations, lead for excellence and equity, and enhance teacher retention and quality. Through the Arizona Personalized Learning Network, CFA provides support and training to educators, schools, and districts/charter networks to implement an approach to education designed to meet individual students where they are, ensure mastery of academic content and social and emotional skills, and foster student ownership in their own learning. Lastly, School Participatory Budgeting supports Arizona's students in hands-on, high-impact civic learning that centers student voice and choice in decision-making opportunities to allocate real resources and improve school communities.

WORKFORCE. A strong workforce is essential to Arizona's economic vitality and quality of life. CFA's workforce development efforts focus on aligning education, industry, and regional leadership so Arizonans can access opportunities and employers can find and grow the talent they need. Across research, partnerships, and convenings, CFA works to strengthen workforce systems so they are more responsive, inclusive, and future-ready.

Through RetailWorks AZ, CFA empowers individuals to secure meaningful employment and advance their careers through innovative strategies for upskilling and talent management in Arizona's retail industry, making it easier and faster for retail workers to move up the career ladder and build a pipeline of skilled talent for the state. CFA also hosts Workforce Leadership Academies across the state to build the skills and networks leaders need to drive systems change and advance coordinated, long-term solutions to address urgent workforce challenges across the state.

CIVIC HEALTH. Strong communities depend on trust, shared responsibility, and the ability to work together across differences. Our civic health work focuses on strengthening these foundations -- helping Arizonans feel informed, connected, and empowered to shape the future of their communities.

In collaboration with the Arizona Center for Civic Leadership at Flinn Foundation, CFA leads the Arizona Civic Life Partnership, which drives work across the state to strengthen civic education, build civic leaders, and increase our capacity to solve problems and create a bright future for Arizona. Through the Gabe Zimmerman Public Service Awards, CFA recognizes non-elected public servants who are contributing to their communities and civic life, working collectively to build a stronger and brighter future for our state.

Through its programs and initiatives, CFA impacted 315,600+ students, 16,350+ teachers, and 200+ education leaders over the past year, in collaboration with 260+ local, state, and national partners in 60+ communities throughout the state.

The significant progress CFA has made to ensure Arizonans' shared public values are realized for all has only been possible because of our collaborative partnerships across the state, and the generous investments from government, foundation, and corporate donors, including SRP. We remain sincerely grateful to SRP for your investments over the years and your alignment of community giving priorities with what matters most to Arizonans and their aspirations and hopes for the future. The support SRP provides to CFA, and other non-profit organizations across the state, drives research, partnerships, and programs that create lasting impact -- helping to build a stronger, more vibrant Arizona for everyone.

Program/Project tie to SRP Goals:

Like SRP, CFA is committed to building a sustainable and vibrant future for all Arizonans. CFA's education and civic health programs and initiatives are strongly associated with SRP's giving priorities in Community Education and Community Enrichment/Quality of Life, as are the shared public values of Arizonans -- a quality education system that is both excellent and equitable, preparing every child to succeed and thrive; and, connected and vibrant communities with a pipeline of strong leaders who work together to develop long-term solutions on behalf of all Arizonans.

COMMUNITY EDUCATION. CFA strengthens community education through its four education programs and initiatives described below.

1) Arizona Pathways to Prosperity (APTP). Students are more likely to succeed when education is connected to real-world experiences and clear career pathways. APTP brings K-12 schools, post-secondary institutions, and employers together to help students build skills, confidence, and direction -- while strengthening Arizona's talent pipeline in high-demand, high-pay STEM jobs and careers, and bolstering state and regional economies.

For over a decade, CFA has led APTP, part of a national network of states and regions in partnership with Jobs for the Future and the Harvard Graduate School of Education. APTP strengthens and improves the state's workforce system by developing, implementing, and scaling college- and career-connected pathways that help Arizona's youth better prepare for higher education and develop job-readiness and employment skills that will lead to successful careers in high-demand STEM related fields. These seamless pathways include three primary strategic key levers: quality career exploration, early college programs of study (dual enrollment), and work-based learning, as well as innovations supporting systems changes across the education and workforce development sectors.

2) Beat the Odds School Leadership Academy (BTO). Arizona's school and district educational leaders bear key responsibilities for improving student outcomes, including academic achievement results and educational attainment. Principals who act as effective instructional leaders are also cited by classroom teachers as a key reason they continue to stay in the profession. School leaders must be supported through a continuum of training and development -- and they must operate in innovative, achievement-oriented systems that are conducive to ensuring student success.

CFA established BTO, a locally delivered, research-based executive leadership training program for Arizona's aspiring and current school leaders, in 2017. The curriculum is the National Center for Education and the Economy's (NCEE's) nationally recognized National Institute for School Leadership (NISL) curriculum that draws on the strongest leadership development practices from education, business, and the military. A recent independent program evaluation conducted by CFA found that BTO participants are overwhelmingly satisfied with the program, and over 85% would recommend the program to a colleague. Participants specifically noted the program's impact on improving their leadership skills, focusing on strategic thinking, and instructional leadership.

CFA recently expanded its work in educational leadership through the Emerging Leaders program, which integrates curriculum from the BTO Academy and additional research from KnowledgeWorks to provide customized and targeted supports for school and district leaders specifically implementing research- and evidence-based innovations in their practice. Through these educational leadership programs, CFA is creating a supportive school environment that improves teacher retention, leads to increased educational attainment, and helps teachers and school leaders better prepare students to meet their higher education and career goals.

3) Arizona Personalized Learning Network (APLN). For decades, CFA has played a leading role in advancing the future of learning in Arizona -- always with a focus on the success of each individual student. CFA works alongside school systems across the state to help move education beyond a one-size-fits-all approach, supporting learning environments that recognize students' strengths, needs, and pathways.

Current research pertaining to post-secondary readiness reveals that many Arizona graduates of our current educational system face significant gaps in knowledge and skills. Personalized, competency-based learning addresses these needs by moving away from the "one-size-fits-all" approach and aligning education today with the needs of tomorrow. APLN provides pathways for individual educators, schools, and districts/ charter networks to adopt personalized, competency-based learning to meet individual students where they are, ensure mastery of academic content and social and emotional skills, and foster student ownership in their own learning.

CFA, KnowledgeWorks and the ASU Prep Digital Virtual Teachers Institute developed PLN Explore, a series of no-cost, on-demand 300+ modules available to any Arizona educator interested in exploring personalized, competency-based learning. In addition, CFA, in collaboration with the Arizona Institute for Education and the Economy (AIEE) at Northern Arizona University, is advancing Permission Granted -- a statewide effort to help schools translate existing policy flexibility into meaningful action. Through tools like the Policy Primer and Innovation Guide, this work clarifies what flexibility already exists and provides practical examples of how schools and systems can use it to support student success in K-12, higher education and beyond. CFA supports schools in implementation of the policies and practices through workshops and direct technical support.

4) School Participatory Budgeting (SPB). Participation in civic life is essential to sustaining a democratic form of government. Unfortunately, for several decades, levels of civic engagement have declined across the U.S., as well as in Arizona. Schools, present in virtually every community, can and should play a role in catalyzing increased civic engagement and equipping our youth with the knowledge, beliefs, and skills to be active participants in civic life in the 21st century.

SPB uniquely ties to two of SRP's giving priorities (Community Education and Community Enrichment/Quality of Life) as a classroom enrichment program that promotes civic engagement, helps develop students' job-readiness and employment skills, and strengthens local school communities.

Through SPB, students "learn democracy by doing" through a process of generating ideas, developing proposals, campaigning and deliberating, and voting to fund improvement projects that build stronger school communities. CFA provides training and support to our school partners to implement a year-long process, led by students working alongside their educators and the community. Arizona has been at the forefront of SPB implementation and experimentation since 2013 when Bioscience High School in Phoenix became the first school within the US to pilot this democratic decision-making process. In 2016, Phoenix Union High School District adopted the nation's first district-wide SPB process in partnership with Arizona State University Participatory Governance Initiative (PGI), Center for the Future of Arizona (CFA), and Participatory Budgeting Project (PBP).

SPB connects to existing curriculum and supports the teaching of Arizona K-12 academic standards across a myriad of subject areas, including History and Social Sciences, English Language Arts, Math, Arts, Science, and Social Emotional Learning/ Character Education. CFA has developed 14 new, standards-aligned lesson plans to support educators as they implement participatory budgeting in schools.

This innovative and highly malleable civic learning process is designed to build student agency and collaboration, while creating equitable opportunities for students to participate in authentic, impactful decision-making opportunities within their school communities and prepare for civic life. Evaluation results have also demonstrated increases in job-readiness and employment skills, such as teamwork, communication and public speaking, and critical thinking and problem solving.

COMMUNITY ENRICHMENT. CFA strengthens community enrichment and Arizona's quality of life through its civic health initiative, the Arizona Civic Life Partnership (ACLP). Strong communities depend on trust, shared responsibility, and the ability to work together across differences. Our civic health work focuses on strengthening these foundations -- helping Arizonans feel informed, connected, and empowered to shape the future of their communities.

The ACLP, a collaboration between CFA and the Arizona Center for Civic Leadership at the Flinn Foundation, brings local and statewide leaders together to align around shared goals to strengthen civic culture in Arizona. This partnership is driven by use of the Civic Health Progress Meters, part of the Arizona Progress Meters developed by CFA to measure progress, frame conversations, and prompt action on the issues that matter most to Arizonans. In Arizona Gallup Survey data, Arizonans have consistently identified Civic Participation and Connected Communities as two pillars for creating a stronger and brighter future for our state.

Project/Program Description:

CFA respectfully requests SRP's consideration of a $45,000 investment to support the proposed project, Strengthening Education and Civic Engagement in Arizona.

We propose $40,000 of the total investment to support CFA's four education programs & initiatives, which are described below. A strong education system is critical to our state's economic prosperity, quality of life, and civic health. Arizonans want a quality education system that is both excellent and equitable -- preparing every child to succeed and thrive. With a focus on systems change, CFA works to make this vision a reality by reimagining education, closing achievement and opportunity gaps, and increasing educational attainment.

1) Arizona Pathways to Prosperity (APTP). Through APTP, CFA is leading a statewide movement to reimagine how we prepare Arizona youth for the future of work. APTP develops, implements, and scales college- and career-connected pathways to expand economic opportunity for all young people and meet regional talent needs in STEM jobs and careers. APTP has experienced tremendous growth since its inception due, in large part, to strong cross-sector partnerships between K-12 and postsecondary education leaders, policymakers, and industries and employers, bringing together a diverse group of stakeholders to build a future that works--for everyone.

CFA has a statewide team of regional experts who collaborate with local education and industry partners to develop and provide college- and career-connected pathways that help young people advance from high school to post-secondary education and into family-supporting jobs and careers. We partner directly with employers and industry leaders across STEM fields--such as semiconductor, advanced manufacturing, energy, mining, and engineering--to both inform this work and provide opportunities for students to gain direct workplace exposure and experience, ultimately expanding individual economic opportunity and creating a stronger future pipeline of skilled workers.

2) Beat the Odds School Leadership Academy (BTO). By providing executive leadership training for Arizona's school leaders, CFA not only strengthens the education workforce, but also creates a supportive school environment that leads to increased educational attainment, helping prepare youth to meet their educational and career goals, and improve teacher retention. CFA has also identified, from evaluation and research, the importance of improving recruitment, pre-service training, retention, support, and evaluation systems for educational leaders, and aims to engage further in these systems-change efforts to improve outcomes for leaders, teachers, and students.

CFA delivers the BTO training program to cohorts of aspiring and current school leaders who come together over 12-18 months for in-depth inquiry-based and job-embedded executive development. CFA also offers coaching and mentoring to better support leaders' ability to think strategically, manage change, and execute best practices in instructional leadership. The new Emerging Leaders training program builds upon the successful implementation of BTO by integrating its curriculum and additional research from KnowledgeWorks to equip educators, school and district leaders with the leadership skills, tools, and strategies required to implement learner-centered education in their districts.

3) Arizona Personalized Learning Network (APLN). Traditional education typically uses a one-size-fits-all approach where educators make all of the decisions in the learning process. APLN provides pathways for individual educators, schools, and districts/ charter networks to implement personalized, competency-based learning, an evidence-based student-centered approach where students are true partners in the learning process, taking ownership of their learning and working towards mastery of skills, knowledge, and characteristics. By expanding this work with the new Permission Granted program, CFA is helping schools prepare students for what comes next -- college, career, and lifelong learning -- without waiting for policy change.

Through APLN, CFA provides localized professional education, support, and training for educators and school leaders in advancing student-centered learning across the state and embeds equity within the culture, structure, and pedagogy of schools, allowing the needs of every learner to be met every day. Permission Granted offers two practical tools: a Policy Primer, which explains where policy flexibility exists and an Innovation Guide, which shows how schools are using that flexibility in practice. CFA and AIEE are bringing Permission Granted to communities across the state through convenings, and will provide implementation support through workshops, technical assistance, communities of practice, and deep dives into the resource.

4) School Participatory Budgeting (SPB). SPB is an impactful civic learning strategy that addresses the urgent need for evidence-based interventions that foster meaningful civic learning opportunities for educators and K-12 students. Research has shown that access to high-quality, participatory civic education increases the likelihood of participation in community, political, and electoral engagement in the long-term, yet significant gaps persist in access to these strategies by educators and underserved student populations. In SPB, students make real decisions over real dollars to improve their school communities in a year-long process. SPB is proven to improve student civic skills, attitudes, knowledge, and practices. It is also a highly adaptable strategy that can be quickly scaled, applied in diverse community contexts, connect to the existing curriculum, and support the teaching of Arizona K-12 academic standards.

Through SPB, CFA recruits and collaborates with school partners that dedicate a portion of their budget to implementing school improvement projects developed and voted on by the student body in a democratic process. CFA provides training and support to educators and students to implement the year-long process, where the school community collects and cultivates ideas, develops proposals, and votes on which projects to fund.

In addition, we propose $5,000 of the total investment to support CFA's civic health initiative, the Arizona Civic Life Partnership (ACLP). Bringing Arizonans together to define and address public problems is critical to long-term individual and community well-being. Communities with robust civic health have higher employment rates, stronger schools, better physical health, and more responsive governments. The ACLP is driving work across the state to bring organizations together to strengthen civic life and empower Arizonans to shape their communities, creating a bright future for our state. The ACLP recently released new data pertaining to Civic Participation and Connected Communities across Arizona, representing key pillars of the Arizona Progress Meters. While positive trends were noted (e.g. volunteerism is up, with Arizona outpacing the national ranking; neighbor-led actions have increased, etc.), the data clearly shows more work needs to be done to foster dialogue, participation, and civic connection.

Through the ACLP, CFA is advancing a statewide effort to reimagine the Civic Health Progress Meters and explore how the tools can better support civic participation, community leadership, and civic problem-solving across Arizona. As part of this effort, CFA is convening leaders from philanthropy, education, nonprofit organizations, local communities, and civic institutions to help identify the civic health indicators with the greatest potential to drive shared action and measurable progress statewide.

Program Metrics:

CFA is grounded in the belief that our state will thrive when all Arizonans do. Thus, our programs and initiatives strategically focus on reaching underserved populations. Furthermore, equitable access to high-quality learning is a key factor in advancing socioeconomic mobility and individual prosperity, reducing inequalities and disparities among underserved and marginalized Arizonans, and strengthening our communities. Students reached through our education programs and initiatives are 54% economically disadvantaged (eligible for free-and reduced school lunch) and 69% students of color.

Arizona Pathways to Prosperity (APTP). Through APTP, CFA partners with over 70 middle and high schools, six community colleges, and 80+ employers across the state, impacting more than 300,000 students.

Beat The Odds School Leadership Academy (BTO). Since BTO's inception, CFA has supported over 500 educational leaders across more than 50 partnering school district and charter networks, impacting 130,000+ students in 7 Arizona counties--Coconino, Maricopa, Mohave, Pima, Pinal, Yavapai, and Yuma. Furthermore, the new Emerging Leaders program has supported 36 educational leaders from Maricopa, Pima, Santa Cruz, and Yuma counties.

Arizona Personalized Learning Network (APLN). APLN continues to support school districts and charter networks ready to shift policies and practices in support of personalized, competency-based learning in Maricopa, Pima, Santa Cruz, and Yuma Counties, impacting over 150 educators and more than 85,000 students.

School Participatory Budgeting (SPB). More than 100 school communities have implemented SPB since 2016. During the 2025-2026 school year alone, CFA engaged 51 school partners across 12 school districts, reaching 50,000 students.

Arizona Civic Life Partnership (ACLP). The ACLP Steering Committee includes representatives from statewide organizations, including non-profits, K-12 education, and higher education, whose work is vital to improving Arizona's progress in two key areas of civic health: Civic Participation and Connected Communities. The 12-member Steering Committee is convened by CFA and the Arizona Center for Civic Leadership at the Flinn Foundation. Ultimately, the work of the ACLP will benefit all 7.6 million Arizonans by elevating the civic health of our communities and improving social connectedness, community engagement, community involvement and political action and participation.

Intended Use of SRP Funds: An investment from SRP will be used to sustain, expand, and support innovative practices across our evidence-based Education programs and the Arizona Civic Life Partnership:

Arizona Pathways to Prosperity (APTP). SRP funds will be used to expand APTP evidence-based best practices across the state through a regional capacity building approach, with a priority focus on serving historically underrepresented students, specifically students of color and students from low-income families and rural communities. CFA will expand: (a) quality career exploration and opportunities for meaningful, career-connected early college experiences that accelerate academic success in STEM and other high-demand fields; (b) support the transition from high school to post-secondary, and increase access and ensure quality implementation of dual enrollment programs; and, (c) address inequities in work-based learning -- providing thousands of students the opportunity to connect with industry, build social capital, envision a career pathway, and connect learning success with future career success and fulfillment. In addition, CFA's regional project managers will provide technical assistance to help industry, education, and other partners apply APTP best practices and overcome barriers to implementation; support regional leaders to build high-functioning pathways networks and ecosystems; and ensure CFA, and other pathways stakeholders, remain responsive to needs elevated by the field.

Beat the Odds School Leadership Academy (BTO). SRP funds will be used to provide rigorous, job-embedded, and research-based executive leadership development through the BTO Academy and Emerging Leaders programs to a growing number of current and aspiring Arizona school leaders, as well as lead systems change efforts impacting educational leadership and academic achievement.

Arizona Personalized Learning Network (APLN). SRP funds will be used to support more school leaders and teachers to implement, expand, and sustain personalized, competency-based learning. Through APLN and Permission Granted, we will help ensure students are better prepared for success in postsecondary education, the workforce, and civic life beyond high school. Over the next year, CFA and AIEE will bring Permission Granted to communities across Arizona through workshops and convenings, followed by deeper implementation support for school systems ready to engage further.

School Participatory Budgeting (SPB). SRP funds will support SPB's continued statewide expansion in the coming school year, onboarding 10-15 additional schools participate in SPB processes, ensuring more students learn the power of their voice and are equipped to contribute to their communities and the state. SPB will also continue to deepen program impact through the provision of professional development opportunities for 50-75 educators annually. CFA will continue to strategically focus SPB partner recruitment with schools that serve students from low-income families and are located in rural communities.

Arizona Civic Life Partnership (ACLP). SRP funds will support the continued work of the ACLP and ultimately improve Arizona's civic health by strengthening civic engagement and empowering Arizonans to shape their communities and the future of the state. CFA, through the ACLP, will continue to advance its statewide effort to reimagine the Civic Health Progress Meters. The next phase of this work will focus on establishing shared goals, benchmarks, and strategies for advancing civic health in Arizona.

Organization

***Organization Category:**	Education
Official Name:	
***Legal Name:**	Arizona State University Foundation for A New American University
***Address:**	P.O. Box 2260
Address 2:	
***City:**	Tempe
***State:**	Arizona
***Zip/Postal Code:**	85280-2260
***Main Telephone:**	480-965-3759
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***Website Address:**	www.ASUFoundation.org
***Executive Director Name:**	Gretchen E. Buhlig
***Executive Director Phone Number:**	480-965-3759
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Proposal

***Request Owner:**	Samantha Diep
Request Source:	External (Submitted 2026-09-16)
Proposal Type:	General Grant Application
***Determination Status:**	Scheduled for Committee
Strategy:	
Organization Category:	Education
Type of Request:	Pledge
Purpose:	Operating Expenses
Project Title:	Modeling Instruction in Physics and Chemistry
In-Kind Request?:	No
Request Amount:	$105,000.00
Requested Cash Amount:	$105,000.00
Cash Recommended:	$105,000.00
In-Kind Recommended:	$0.00

Describe Mission/Geographic Impact :

The ASU Foundation for A New American University (ASUF) is a private, nonprofit organization that raises and invests private contributions to support ASU. A subsidiary of ASU Enterprise Partners, its mission is to build partnerships and relationships, uniting ideas, people, philanthropic support and investments to advance ASU's goals for inclusion, student success, discovery and local and global impact. In so doing, the foundation coordinates and directs all major fundraising campaigns on behalf of ASU and its colleges and schools. Fundraising activities support student scholarships, transformational education ventures, faculty research, programs and other initiatives important to the university, its students and the higher education sector.

ASU's charter states that the university is "a comprehensive public research university, measured not by whom it excludes, but by whom it includes and how they succeed; advancing research and discovery of public value; and assuming fundamental responsibility for the economic, social, cultural and overall health of the communities it serves." Modeling Instruction helps ASU achieve its mission by meeting the STEM education needs of Arizona communities.

Since its inception, Modeling Instruction has reached 1,500 Arizona high school teachers and impacted hundreds of thousands of Arizona high school students. In 2025, the ASU-Helios Decision Center for Educational Excellence recognized ASU Modeling Instruction as providing exceptional professional development for Arizona science teachers: https://decisioncenter.asu.edu/impactcorps.

Program/Project tie to SRP Goals:

Though there are many advantages to physical science education in high schools, Arizona has a chronic shortage of qualified teachers proficient in the material and high teacher turnover. Teaching the physical sciences requires expertise in the subject and an understanding of how to communicate complex topics effectively. In the current educational landscape, a teacher with training in another discipline, such as biology or engineering, is often tasked with leading a physical science class, despite lacking training. Modeling Instruction rectifies this gap. The Modeling Instruction program at ASU meets SRP's objectives by:

* Improving the quality of math and science education through the development of highly effective teachers and "train the trainer" programs for physics and chemistry teachers.

* Preparing teachers to better equip students for higher education by encouraging student success in the physical sciences through access to technology.

* Developing job readiness and employment skills for students through teacher development.

* Assisting educators to implement programs that highlight wise use of electricity as an important resource (two of ASU's Modeling Workshops focus on electricity).

Project/Program Description:

Modeling Instruction in Physics and Chemistry started in 2001 to close the gap in STEM content knowledge of Arizona teachers. Through a guided-inquiry approach to teaching science and organized instruction around a coherent storyline of model development (https://vimeo.com/channels/modelingphysics), Modeling Instruction provides disciplinary content instruction while immersing students in the process of doing science. Research shows that students in Modeling Instruction classrooms perform significantly better on measures of concept knowledge when compared to similar students in traditional classrooms. Dr. Jane Jackson (https://vimeo.com/178494222), the first woman to receive a PhD in physics at ASU, manages the Modeling Instruction program, which is held each summer on ASU's Tempe campus.

The program is designed for high school science teachers pursuing professional development and/or a Master of Natural Science (MNS) degree in physics during the summer. Its primary objectives are to: 1) improve the quality of physical science-focused education through the development of highly effective teachers; 2) prepare teachers to better equip students for success in the physical sciences once they graduate and attend a post-secondary educational institution; and 3) develop job readiness and employment skills for students, including technology and soft skills. Teachers are eligible to receive graduate credit and professional development hours for participating in ASU's Modeling Instruction program.

Teachers can choose from twenty rotating courses (6 offered each summer), in three categories: contemporary physics, interdisciplinary science, and seven distinct Modeling Workshops in physics and chemistry. For pre-service teachers, Modeling Workshops are their required ASU "teaching methods" courses, and students laud them as useful and worthwhile.

Physics is the foundation of all sciences, engineering, and technology, so Arizona's economic health requires strong high school physics. Given Arizona's chronic shortage of qualified physics and chemistry teachers, the impact of ASU's Modeling Instruction program cannot be overstated.

In each of the summers from 2027 to 2029, three graduate-level Modeling Instruction courses (Modeling Workshops) will be offered in June. Each is 90 contact hours. Mechanics and 1st- or 2nd-semester chemistry are held each summer. The third (advanced) Modeling Workshop will, in succeeding years, cover thermodynamics, waves and sound, and circuit electricity. Two 5-week advanced courses will be offered in late June and July. These rotating courses are, in order: Energy and the Environment, Structure of Matter; Physics and Astronomy, Matter and Light; Astrophysics, Integrated Physics and Chemistry.

Each course is 3 graduate credits of hands-on, minds-on interactive engagement. Teachers complete a minimum of 135 hours of work in each course, a requirement of the Arizona Board of Regents. Modeling Workshops are peer-led, each with two leaders. Teachers choose ASU graduate credit (~$2,500 for 3 credits) or non-credit (free clock hours for recertification).

A 3-credit online course for MNS degree candidates in their second summer focuses on designing action research and analyzing data. It culminates in teams of participants submitting proposals to the ASU Institutional Review Board for approval to do their required 135-hour action research project in their classrooms during the school year.

Approximately 50 teachers, the vast majority from Arizona schools, are expected to participate each summer. Some teachers attend simply to become better teachers of physics or chemistry. Others prepare to become certified in physics or chemistry by taking Modeling Workshops. Some teachers earn 18 graduate credits in physics or chemistry (and an MNS degree if they don't already have a master's degree) and thus qualify to teach dual enrollment (which provides high school students the opportunity to earn college credits while still in high school). A few pre-service teachers typically participate by taking senior-level versions of the Modeling Workshops.

During the academic year, teachers can participate in online subject-specific communities of practice to discuss classroom implementation issues and continue to build expertise in teaching. They also subscribe to a listserv for Arizona teachers of physics and chemistry to stay informed about career-related events and opportunities.

In sum, the goal of ASU Modeling Instruction is to empower Arizona teachers with content knowledge, pedagogy, and skills in classroom technology to teach physics and/or chemistry effectively.

Program Metrics:

We expect that approximately 50 Arizona high school teachers will participate in ASU Modeling Instruction courses each summer. Assuming each teacher teaches between 150 and 175 students each year, we estimate the total number of individuals served each year to be over 8,000 students.

Most Arizona-based participants teach in high school districts serving students in high-poverty areas, a majority of which are public schools in Maricopa County. Districts with high participation in recent summers include Phoenix Union High School District, Tolleson Union High School District, Tempe Union High School District, Mesa Public Schools, Chandler Unified School District, Gilbert Unified School District, and Great Hearts Charter School Academies.

Specific metrics that will be captured include: 1) number and demographics of Arizona teacher participants; 2) names and types of schools represented (i.e., public, charter, independent, etc.); 3) evidence of course-related knowledge acquisition (as measured by pre- and post-course testing); 4) number of scholarships awarded; and 5) teacher satisfaction in the program (as gleaned through detailed course evaluations).

A possible new advance, which might lead to a new metric, is an explicit connection of Modeling Instruction and the ICAP framework by ASU College of Education faculty Michelene "Micki" Chi, for which she won a $3.8M Yidan Prize in fall 2024. Her research findings are that interactive engagement is the most effective instructional method, cognitively. Her ICAP research expands and deepens the interactive engagement philosophy of Modeling Instruction, using different terminology and different instructional strategies. It might be beneficial to explicitly integrate Dr. Chi's advances into future Modeling Workshops. This will require curriculum development. Her Yidan Prize website is https://icap.education.asu.edu.

Intended Use of SRP Funds:

As outlined in the attached budget, SRP funds will be used for program support, including salaries and wages each summer for three peer co-leaders (for three weeks full-time, including minimal ERE/benefits). Peer co-leaders help lead the instruction of courses. Participants state that co-leaders are essential for a broader perspective on how to teach effectively to different clientele and to keep the peer leader's workload manageable.

Each Modeling Instruction course and the online 3-credit course on action research requires curriculum development to incorporate new physics and chemistry education research learnings and effective classroom practices. Peer leaders are paid to do this work.

Instructional/lab materials are needed for teachers to use in the three summer Modeling Workshops.

A major expense is a licensing fee to the American Modeling Teachers Association (AMTA), our national partner, for each teacher's year-round use of research-informed downloadable instructional resources.

A stipend is needed for a peer trainee each summer to learn to co-lead a Modeling Workshop and to ensure that the workshop will continue after current peer leaders retire.

Organization

***Organization Category:**	Basic Needs
Official Name:	HUMAN SERVICES CAMPUS INC
***Legal Name:**	Human Services Campus, Inc., d.b.a. Keys to Change
***Address:**	204 S 12th Ave
Address 2:	
***City:**	Phoenix
***State:**	Arizona
***Zip/Postal Code:**	85007
***Main Telephone:**	(602) 282-0853
***Main Email Address:**	grants@keystochangeaz.org
***Website Address:**	www.keystochangeaz.org
***Executive Director Name:**	Amy
***Executive Director Phone Number:**	Schwabenlender
***Executive Director Email Address:**	amy@keystochangeaz.org

Proposal

***Request Owner:**	Samantha Diep
Request Source:	External (Submitted 2026-09-30)
Proposal Type:	General Grant Application
***Determination Status:**	Scheduled for Committee
Strategy:	
Organization Category:	Basic Needs
Type of Request:	Annual
Purpose:	Operating Expenses
Project Title:	Street Outreach
In-Kind Request?:	No
Request Amount:	$50,000.00
Requested Cash Amount:	$50,000.00
Cash Recommended:	$35,000.00
In-Kind Recommended:	$0.00

Describe Mission/Geographic Impact :

The mission of Keys to Change is "using the power of collaboration to create solutions to end homelessness." Our vision is a community without homelessness, and our legacy is a model for collaborative community solutions.

Key Campus opened in November 2005 and houses 12 nonprofit and government organizations collaborating to meet the unique needs of individuals working to end homelessness. More than 1,200 individuals take advantage of a range of services offered on Key Campus daily. These include food, shelter, identification document assistance, healthcare, income and employment resources, Homeless Court, and housing services. Keys to Change facilitates collaboration among these organizations at a campus-wide level, while also providing core client programs that support our mission.

Keys to Change programs that support clients include: Coordinated Entry through the Brian Garcia Welcome Center, which serves as the primary access point for initial assessments of the needs of single adults for housing and services in Maricopa County; Respiro, a 95-bed no-barrier shelter; postal services; street outreach; showers and bathroom facilities; safe storage, navigation, and housing match. While most individuals report Phoenix as their last known address, clients come from throughout Maricopa County, the state of Arizona, and even out of state. For the fiscal year ending June 30, 2026, Keys to Change served 21,669 unduplicated individuals.

Program/Project tie to SRP Goals:

The Street Outreach program aligns with SRP's emphasis on addressing basic needs by actively working with the unsheltered homeless population in neighborhoods around the Key Campus and throughout Maricopa County. This program employs a multidisciplinary approach to engage with individuals, assess their situations, and prioritize their needs.

The 2026 Point-in-Time count identified 9,726 people experiencing homelessness. While the overall PIT count remained nearly unchanged, our community saw a 12% decrease in the unsheltered population and a 14% increase in the number of people sleeping in shelters. Homelessness impacts communities from the West Valley Loop 303 corridor to the eastern edges of Loop 202, underscoring that this is a region-wide crisis, not a Phoenix-only issue. While imperfect, the Point-in-Time count illustrates a stark reality: homelessness has risen dramatically from 6,614 people in 2019 to today's levels, reflecting a crisis that demands urgent, coordinated action.

Homelessness in Maricopa County continues to outpace the community's ability to move people into stable housing. For every person who secures housing, two more become homeless. Record-high eviction rates, a severe shortage of affordable housing, and reductions in shelter, bridge housing, and supportive services, including resources previously sustained through ARPA funding, are placing more individuals and families at risk of homelessness. Increasingly, people are experiencing homelessness for the first time, often arriving in crisis with few resources and limited knowledge of where to turn for help.

The consequences extend far beyond the immediate loss of housing. Homelessness can disrupt employment and education, worsen physical and behavioral health conditions, separate families, and increase vulnerability to violence, exploitation, and trafficking. For the broader community, rising homelessness places additional demands on emergency healthcare, law enforcement, public services, businesses, and neighborhoods. As shelter and housing resources become increasingly constrained, more people are forced to remain unsheltered, contributing to the growth of encampments throughout the Valley.

Keys to Change is responding by strengthening the full continuum of homelessness services--from prevention and crisis intervention to shelter, supportive services, and permanent housing. By coordinating resources and addressing barriers at multiple points in the system, Keys to Change is working to reduce the number of people entering homelessness, shorten the time individuals remain homeless, and help more people achieve lasting housing stability.

Project/Program Description:

The Street Outreach program works with the unsheltered homeless population in the neighborhoods surrounding the Key Campus and throughout Maricopa County, using a multidisciplinary approach to engage, assess, and triage their needs. While the long-term goal of Street Outreach is to reduce the time a person spends unsheltered, the short-term goal is to provide individuals with the support and encouragement they need to begin accessing services from Keys to Change and our partners.

The Street Outreach team focuses on addressing immediate health and safety needs while establishing relationships and trust that will lead to problem-solving and solid housing plans. This can take time as the team works to unravel months and years of distress and lack of health and support. Outreach Specialists travel the streets of Maricopa County daily to assist unsheltered individuals. They are equipped to perform vulnerability and serious mental illness assessments, screen for Social Security/ disability eligibility, and perform case management for housing documents, state identification, birth certificates, and other necessary documents. Outreach Specialists also coordinate with other organizations to link individuals to services and may accompany them until they are settled into a new home.

Outreach Specialists are trained to navigate these issues in ways that address immediate needs and encourage participation in housing and healthcare programs. For instance, the team frequently encounters individuals who have been discharged from the hospital but still require substantial care and ongoing healing. In such cases, the team may work to secure a bed for them at Circle the City, a partner organization that provides recuperative respite care for people experiencing homelessness. For those grappling with mental illness, staff may petition for a psychiatric hold if individuals pose a danger to themselves or others.

A crucial aspect of Street Outreach is the ability to listen without judgment, with the understanding that you cannot force someone to get help. Nevertheless, among individuals experiencing homelessness, a domino effect exists regarding access to services: if someone can utilize one service, they are more likely to engage with additional services. Victories are often small and incremental, ranging from a simple conversation to distributing water and sunscreen or convincing someone who has previously expressed resistance to agree to complete an intake and assessment at Key Campus. Some days, the impact of outreach is saving a life; other days, it is providing transportation to a behavioral health clinic or a pharmacy to pick up prescriptions.

The unsheltered homeless population is struggling to meet the most basic and essential human needs: safety, food, shelter, and healthcare. Without those things, they cannot begin to address the challenges preventing them from obtaining the services and shelter they need for long-term success.

Program Metrics: With support from SRP, Keys to Change will deliver meaningful and measurable outcomes that move individuals from crisis to stability and permanent housing. Including:

* Increased Connection. During the grant term, the Street Outreach team will conduct 6,240 hours of surface connections (direct contact) with an average of 60 individuals each month who are living on the street. The population served is extremely at risk and faces a range of challenges that adversely affect their capacity to secure and keep housing, such as substance abuse, mental health challenges, eviction, and joblessness.

* Increased engagement with supportive services: Among individuals experiencing homelessness, a domino effect exists regarding access to services: if someone can utilize one service, they are more likely to engage with additional services. These include shelter case management, mental health and substance use treatment, legal support, and access to public benefits.

Keys to Change is experienced in tracking both emergency services and fund use. Staff enter all client information and data collected into the Homeless Management Information System (HMIS) database. HMIS tracks individuals seeking services through the Coordinated Entry system, emergency shelter, transitional housing, and permanent housing. This information is also used to create the "By-Name List," managed by Keys to Change, and to track the services that individuals access through the homeless services system. The data collected in HMIS will also be used by Keys to Change to track the outcomes outlined in this proposal.

These outcomes demonstrate Keys to Change's commitment to client-centered and results-driven care, supporting individuals where they are and helping them progress with dignity, safety, and lasting support.

Intended Use of SRP Funds: Funding from SRP will support critical Street Outreach programming in 2027, specifically the salary and benefits of 1 FTE Outreach Specialist. The Outreach Specialist will engage in at least 30 hours of street outreach each week. Each specialist will work in depth with at least 20 individuals each week and will help move at least 60 individuals into permanent housing in 2027.

Organization

***Organization Category:**	Education
Official Name:	VALLEY LEADERSHIP CORPORATION
***Legal Name:**	Valley Leadership
***Address:**	7000 N. 16th Street
Address 2:	STE# 120-439
***City:**	Phoenix
***State:**	Arizona
***Zip/Postal Code:**	85020
***Main Telephone:**	6029526760
***Main Email Address:**	dave@valleyleadership.org
***Website Address:**	www.valleyleadership.org/
***Executive Director Name:**	David Brown
***Executive Director Phone Number:**	6029526760, x1
***Executive Director Email Address:**	dave@valleyleadership.org

Proposal

***Request Owner:**	Samantha Diep
Request Source:	External (Submitted 2026-09-21)
Proposal Type:	General Grant Application
***Determination Status:**	Scheduled for Committee
Strategy:	
Organization Category:	Public/Civic Engagement
Type of Request:	Annual
Purpose:	Operating Expenses
Project Title:	Catalyze and Impact Maker
In-Kind Request?:	No
Request Amount:	$50,000.00
Requested Cash Amount:	$50,000.00
Cash Recommended:	$50,000.00
In-Kind Recommended:	$0.00

Describe Mission/Geographic Impact :

Our Mission: Valley Leadership empowers, leverages and mobilizes leaders to meaningfully impact the most pressing issues facing Arizona.

Our Vision: A broad spectrum of Arizonans working together to impact the issues that matter most, setting the example on leadership.

Our impact is statewide through our strategic learning programs:

1- Catalyze is our foundational leadership development program and our most accessible program ever. It is available to anyone living in Arizona, with most of the 100 + annual participants residing in SRP service areas.

2 - Impact Maker is a collaborative space to solve challenges together. As part of Impact Maker, our leaders roll up their sleeves and get to work right away -- drawing on our Principles of Doing leadership framework, and values, skills and perspective gained from their VL experience.

Joined with strategic partners and community champions, we're able to chart a path toward thoughtful, strategic solutions on the issues that matter most to Arizona.

Program/Project tie to SRP Goals:

CATALYZE:

Catalyze program ties to SRP's "community enrichment" pillar.

IMPACT MAKER - EARLY LITERACY AND POST SECONDARY ACCESS

Impact Maker's Leaders for Literacy and PSA programming ties to SRP's "community education" pillar.

Project/Program Description:

IMPACT MAKER - TREES AND SHADE

This program ties to SRP's "community enrichment" pillar.

CATALYZE

The Catalyze program connects Arizonans who are passionate about the community.

The program expands an individual's knowledge and perspectives of the issues facing Arizona -- and explores them with the people working on them each day.

Participants build skills and gain experiences that will help them to navigate challenges in their personal, professional and community life.

Leaders will make a plan for how they'll make a difference going forward -- personally, professionally and as part of our Impact Maker work.

Catalyze is for any Arizonan who is ready to lead and be guided by Valley Leadership's Principles of Doing. Programming is both virtual and in-person. We are committed to empowering a broad spectrum of Arizonans to lead.

IMPACT MAKER - EARLY LITERACY

Created by the Early Literacy Impact Maker Team, Leaders for Literacy (L4L) directly addresses Arizona's reading crisis, where only 36% of 3rd graders read proficiently. L4L recruits, credentials, and places community leaders into classrooms as recurring substitute teachers in Title I K--8 schools. This unlocks dedicated contract hours for teachers to complete intensive Science of Reading training without sacrificing student instructional time or adding additional work outside of contract hours.

L4L serves underserved K--8 students in Maricopa County, partnering with Mesa Public Schools, Phoenix Elementary District, and Roosevelt School District, with expansion planned for Alhambra in Spring 2027. Partner campuses serve high-poverty student bodies (82--95% free/reduced lunch) where reading proficiency falls between 8% and 20%.

Across three completed semesters thus far, L4L has deployed 48 alumni substitutes/ volunteers, unlocking 1,600+ professional development (PD) hours for 37 educators, directly strengthening literacy instruction for ~925 K--8 students. Concurrently, substitutes complete structured learning modules on Title I systems and educational policy, becoming informed civic champions advocating for long-term public education reform.

IMPACT MAKER - POST SECONDARY ACCESS

The Postsecondary Access Impact Team is executing an operational framework and long-term vision for the statewide "Futures February" initiative - in partnership with the Arizona Institute for Education and the Economy. Futures February is designed to get all high school seniors aligned to the "State 48 Graduate Profile" and focused on their post-high school futures. The campaign will launch in February 2026 and the Impact Team is helping build the campaign infrastructure and project management for the inaugural launch in February 2026.

IMPACT MAKER - TREES AND SHADE

The Trees and Shade Impact Team is working to increase tree canopy in Phoenix-region neighborhoods with low tree equity scores to limit overall heat stress in our communities. The Team is focused on helping commercial property owners increase their tree canopy. The team has initiated and coordinated several key local projects, including supporting a City of Phoenix funded planting of 32 trees at Chicanos Por La Causa (CPLC) properties.

The Team is currently working on an important redevelopment effort in South Phoenix at the corner of 24th street and Broadway. The Team is underway with plans to strategically plant 30-40 trees at the P.L. Julian Elementary School and the MLK Family Resource Center. SRP's investment would help plant more trees and the help defray some of the maintenance costs of those new trees.

Program Metrics:

CATALYZE:

We have consistently had 100+ participants in the first five Catalyze classes and 115 participants for Catalyze Class 6 (current class).

The Catalyze program is statewide, however, a majority of participants are from Maricopa, Pinal and Gila Counties.

IMPACT MAKER - EARLY LITERACY

Approximately 40 to 50 substitutes per semester--expanding into Alhambra in Spring 2027 and a fifth district in Fall 2027 leading to foundational reading instruction for over 1,200 Title I K--8 students each year.

Program success is evaluated against clear quantitative benchmarks: 1) Unlocking 1,000+ additional teacher professional development hours annually; 2) Achieving district expansion milestones in Alhambra and a 5th district; 3) Teacher and substitute survey evaluations tracking classroom implementation and leader retention; and 4) Systemic advocacy output (number of participants delivering testimony or legislative call-to-action testimonials).

IMPACT MAKER - POST SECONDARY ACCESS

The launch of Futures February in 2027 will impact high-school seniors across all Arizona high schools. Schools targeted for specific launch are being finalized now. The Team expects to reach 1000s of high schools seniors in planned launch activities.

IMPACT MAKER - TREES AND SHADE

The trees planted at P.L. Julian and MLK will help shade and cool the 500+ students, 50+ staff (at Julian) and 120 children being served at MLK Family Resource Center.

Intended Use of SRP Funds:

CATALYZE

Funding will help underwrite some of the costs of managing our Catalyze program, including technology costs, staff, and meetings/events.

IMPACT MAKER - EARLY LITERACY

Funding for Leaders for Literacy will support the staff capacity required to scale from 25--30 to 40--50 substitutes per semester--expanding into Alhambra in Spring 2027 and a fifth district in Fall 2027--improving foundational reading instruction for over 1,200 Title I K--8 students each year.

Funding will also help offset certification costs for substitutes (finger-printing, application fee) as well as some school-based costs.

IMPACT MAKER - POST SECONDARY ACCESS

Funding will help cover staff capacity for project management and event/meeting costs.

IMPACT MAKER - TREES AND SHADE

Funding will help cover the costs to plant trees in the 24th street and Broadway schools (Julian and MLK):

(1) - trees

(2) - irrigation if needed

(3) - site planning

(4) - maintenance training