



KidsEcoClub

OVERVIEW

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PARTNERSHIPS



TABLE OF CONTENTS

1.0 EXECUTIVE SUMMARY	3
1.1 Mission	3
1.2 Vision	4
1.3 Objectives	4
1.4 Programs	5
1.5 Benefits	6
2.0 ORGANIZATION SUMMARY	7
2.1 Organization History	7
2.2 Location and Facilities	7
3.0 SERVICES AND PROGRAMS	8
3.1 The Environmental Education Initiative (EEI)	8
3.2 On-Campus EcoClubs	9
3.3 Interactive Social Networking/Volunteering Match	10
3.4 Eco Field Trips	11
3.5 Youth Eco Leadership Training	11
3.6 Green Youth Council	12
3.7 Ask an Expert	12
3.8 Eco Share	13
3.9 Partnerships and Collaborations	13
3.10 Mentor Program	14
3.11 Kids Harvest	14
4.0 MARKET ANALYSIS SUMMARY	15
4.1 Target Market Strategy	15
4.2 Competitive Market Analysis	16
4.3 Market Trends	16
4.4 Competitive Edge	16
5.0 PROJECTED GROWTH	17
6.0 MANAGEMENT SUMMARY AND LEADERSHIP TEAM	19
6.1 Board of Directors	19
7.0 MARKETING TOOLS / INITIAL WEB DESIGN	25

1.0 EXECUTIVE SUMMARY

Imagine an educational system that enables students to engage in innovative programs and field trips, which increases their eco-consciousness and promotes environmental sustainability. Envision schools that foster awareness, knowledge, and the desire to develop and maintain sustainability initiatives that will help to ensure our collective future. California has spearheaded this effort by establishing the first and only statewide curriculum that is intended to instill eco-consciousness into the fabric of the K-12 educational system. However, tragically California has allocated virtually no funds to implement the Education and Environment Initiative (“EEI”) curriculum. Consequently, this landmark curriculum stands waiting on the sidelines, all but unnoticed by the next generation of students and their educators.

KidsEcoClub (KEC) was formed to make sure this ground-breaking curriculum does not remain stagnant. Partnering with school districts, schools and organizations nationwide, KEC has combined the best in educational tools, youth leadership programs, innovative technology, state approved curriculum and resources to establish a nation of school based environmental clubs and a cutting edge social networking system to connect volunteers and educators.



In addition to supporting the EEI curriculum, KEC will unite the community by engaging scientific professionals, businesses, foundations, educators and philanthropists to participate in a network of projects and programs all based on increasing environmental sustainability awareness.

The needs addressed by KEC are relevant, significant and timely. Environmental concerns are rising and the education system is in dire need of support and additional resources to help create a future generation that is equipped with the content knowledge and the skills to lead efforts to sustain the planet. With its variety of programs, KEC intends to play a major role in fulfilling these challenges.

1.1 MISSION

The mission of KEC is to increase the eco-consciousness and social responsibility of K-12 children by providing them access to the natural world, state of the art social media, innovative educational programs and resources. Through diverse collaborative partnerships, KEC will develop the next generation of leaders who will have the knowledge, passion and skills to promote and work toward environmental sustainability.

1.2 VISION

The vision of KEC is to be the largest and most widespread and comprehensive organization for youth environmental education, connecting the community with youth, offering expansive programs, and providing resources for schools nation-wide.

1.3 OBJECTIVES – THE KEYS TO SUCCESS INNOVATE, ENGAGE, EMPOWER, & LEAD

KEC's objectives are to lead the nation in implementing environmental education in K-12 schools and in starting and sustaining environmental clubs in lower, middle and high schools across the nation. KEC will do this by:

- Discovering and seizing educational opportunities
- Developing youth empowerment
- Deploying future leaders

KEC is uniquely qualified to succeed based on the following.

- It is the only non-profit organization committed to establishing and supporting lower, middle and high school based environmental clubs throughout the nation. KEC's goal is an environmental club in every public school.
- It is the only non-profit organization committed to K-12 education focused on environmental sustainability and leadership empowerment for students and teachers across the nation.
- It has established collaborations with the San Diego County Office of Education, the Center for Marine Biodiversity and Conservation, the Scripps Institution of Oceanography, the Birch Aquarium, the Center of Creative Leadership and Lotus Leadership Institute to support and enhance the implementation of the Education and Environmental Initiative (EEI) Curriculum and raise the environmental consciousness of K-12 educators and students.
- It has engaged a major web development, branding and marketing firm to create an innovative custom social network and media platform to engage kids, educators and volunteers.

1.4 PROGRAMS

KEC's Mission and Vision are supported by its variety of programs.

PROGRAM NAME	PURPOSE
On-Campus EcoClubs	Establish and support after school and classroom clubs on the campus of lower, middle and high schools where kids can participate in environmental projects and gain exposure to the EEI curriculum and other sustainability principles.
Volunteer Match	Connect schools and clubs with volunteers that support KEC's mission and vision via a match.com type of database.
Eco Field Trips	Support and fund eco-educational field trips for low-income schools.
Eco School Projects	Support and fund eco-enhancing classroom and club needs.
Youth Eco Leadership Training	Offer leadership workshops, seminars, and conferences to develop and train kids involved in EcoClubs nationwide, focusing on developing the next generation of environmental leaders.
Green Youth Council	Provide leadership opportunities and training to 60 National Green Youth Council and 4,000 Regional Green Youth Council.
Ask an Expert	Establish partnerships with universities, corporations, and foundations to create video shorts designed to improve environmental awareness and share innovative energy solutions. Video shorts will be broadcast to clubs and classrooms who can participate in forum and blog discussions with Scientists, Engineers and Artists.
KidConnect	Engage, connect and mobilize kids, clubs, classrooms and volunteers using custom cutting edge social media.
Eco Share	Inspire and empower youth to share information through articles, photographs, film, blogs, forum chats, Facebook, Twitter, Skype, U-Tube and social networking to increase collective eco-consciousness.
Kids Harvest	Reduce food waste and provide at-risk K-12 students with fruits, vegetables and nutritional information.

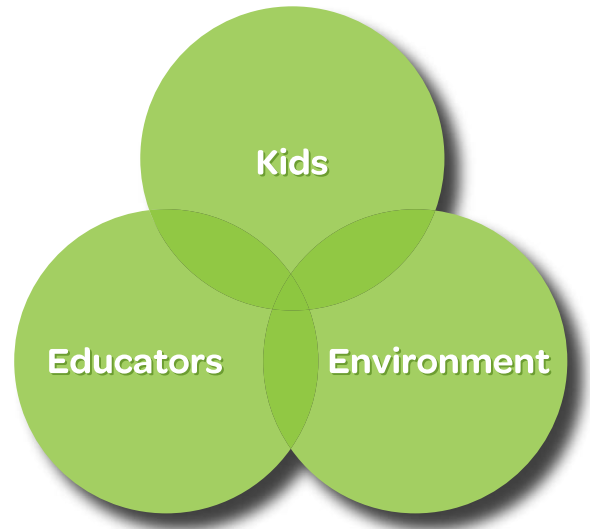
KEC will reach these goals by:

- Facilitating the implementation of the California Environmental Educational Initiative (EEI) Curriculum in schools across the nation
- Creating school environmental clubs on the campuses of schools across San Diego (Year 1), California (Year 2) and the United States (Year 3)
- Providing widespread resources for schools, clubs and educators to access volunteers as well as information to increase environmental sustainability awareness and education
- Collaborating and partnering with leading businesses, and environmental, science and education organizations to bring high-level programs, resources and volunteers to schools
- Creating leadership opportunities for youth around environmental sustainability issues

1.5 BENEFITS

Kids will benefit by:

- Expanding their eco-consciousness
- Learning about green technology
- Developing leadership skills
- Positively impacting their peers, families, schools, communities and planet
- Participating in a grass roots movement to sustain the planet
- Participating in field trips - a popular experiential form of learning that excites the imagination of students and actively involves teachers. A large body of educational research supports that field trips are a key component of school instruction. They are not an add-on, or something that can be eliminated or reduced without serious consequences for student academic achievement.



Educators will benefit by:

- Gaining access to a wide network of volunteers to aid in projects, provide classroom lectures, hands-on teaching assistance, and guide field trips as well as nearby nature walks
- Participating in guided field trips and receiving help with transportation costs
- Connecting classrooms with STEM (science, technology, engineering, and mathematics) professionals and artists via ongoing “Ask a Scientist”, “Ask an Engineer”, “Ask a Green Technology Expert” “Ask an Artist” video shorts and related forum chats and blogs
- Accessing a dynamic events calendar offering teacher workshops and information on upcoming events
- Accessing monthly newsletters containing articles from STEM professionals and children on environmental sustainability topics
- Accessing EEI curriculum and related curriculum models
- Creating and customizing a KEC hosted classroom environmental club to securely post pictures, videos, blogs, event calendars, curriculum, newsletters and projects in addition to communicating with other KEC classroom clubs throughout the country

The Environment will benefit by:

Starting and sustaining a transformative movement committed to acting on behalf of a sustainable earth. Studies indicate that people protect what they know and what they love. KEC will educate children in environmental sustainability and give them access to the natural world around them to create a lasting connection with the health of the planet.

2.0 ORGANIZATION SUMMARY

KidsEcoClub is a 501(c) 3 nonprofit organization providing environmental education programs for K-12 schools. Programs include on campus environmental clubs, a web based volunteer platform, eco based field trips, youth leadership training and the formation and training of National and Regional Green Youth Councils.

KEC is driven to inspire, educate, connect, and empower youth to make decisions to support a healthy, sustainable planet.

2.1 ORGANIZATION HISTORY

In 2010, Susan Guinn was home with her son Max (then nine years old) when he made the comment, “One person can’t make a difference.” This statement greatly impacted Susan as she realized that Max along with many other kids often feel that they don’t have the power to make a real difference and to change the course of the world. The ecological destruction and environmental concerns around the world are often discouraging and overwhelming for young kids because they do care and want to make a difference and be more responsible. Making a difference seems too big, too expansive for them to feel that they can have a real and lasting impact. As a result, Susan and Max formed KEC.



KEC believes that no matter what age, individuals can make a difference in the world. Intentional and targeted in its focus, KEC is committed to training kids to be leaders. With its many programs and services, KEC is poised to reach more than 1,000 school districts, 9,900 schools, 150,000 teachers, 6,200,000 students, and countless families, communities and businesses in California and millions more throughout the nation.

The initial stages of development of KEC have focused on creating collaborative partnerships with leading environmental science and educational groups, as well as creating a robust web site design that will drive its many programs. Additionally, KEC recruited a strong board of directors who bring both theoretical and applied expertise to KEC. The administrative leadership team for KEC has combined expertise in environmental education, youth programs and development, business marketing and organizational management.

2.2 LOCATIONS AND FACILITIES

KEC is based in San Diego, California. To conserve costs and contribute more funds to program services, KEC is operating out of donated space in an established law office in La Jolla, California. As the organization grows, it will lease space as needed.

3.0 SERVICES AND PROGRAMS

KEC will provide a variety of services and program to support and facilitate environmental education and connect the education, scientific, and corporate community.

3.1 THE ENVIRONMENTAL EDUCATION INITIATIVE (EEI) CURRICULUM IMPLEMENTATION

California's landmark EEI Curriculum is a national environmental education model designed to help prepare today's students to become future scientists, economists, educators, and green technology leaders. The K-12 grade curriculum is comprised of 85 units, teaching select science, history and social science academic standards. Each EEI Curriculum unit allows the students to meet and master each standard using a unique set of California environmental principles and concepts. The EEI curriculum is the only state approved eco-conscious curriculum in the nation.

There are many important benefits to incorporating environment-based instruction into K-12 schools.

- Evidence from a growing body of national studies indicates that achievement increases when students learn the academic content standards in an environmental context.
- Environmental content can be connected to many subject areas, including science, history-social science, English/language arts, and mathematics. These connections help students understand how learning can be relevant to their daily lives and their communities, a significant motivating factor in the learning process.
- Students can learn about how their individual actions affect the environment, thus allowing and encouraging them to participate in identifying and helping resolve environmental issues that may have an impact on their quality of life.

The EEI curriculum is ready to be rolled out in schools throughout California. However there are almost no state funds to support the implementation of the EEI Curriculum. This places the burden on school districts and other organizations in the community to help create teacher buy-in and training at a time when teacher resources and time are already stretched perilously thin. KEC will lessen the burden by partnering with schools in California to offer innovative, experiential learning activities compatible with the new EEI Curriculum, all at minimal effort and at NO COST for the classroom teacher.

Without additional support, the EEI Curriculum will not make its way into active use throughout California's classrooms today, therefore the opportunity of providing this valuable education to a generation of students will be lost. Based on current budget projections and allocations, California will be unable to issue new text books for several more years, or even a decade or longer, making it unlikely that the EEI curriculum will make it into print. In a decade, the curriculum will be largely outdated and the

opportunity will be lost. KEC sees this challenge as a call to action to create effective educational opportunities that allow for the successful implementation of the EEI curriculum.

3.2 ON-CAMPUS ECOCLUBS

SUPPORTED BY CUTTING EDGE SOCIAL MEDIA

Unfortunately very few schools have an environmental club or other related outlets for interested students. KEC will work to establish and support on-campus EcoClubs in all schools where members and the directing faculty will agree to support KEC's mission and vision. KEC's website will host and support both after school environmental club websites and classroom club websites. Each will be able to customize their website by color, name and content. Customized content will include pictures, video, articles, newsletters, events, fund-raising goals/status, forums and blogs. The creation and support of clubs is a driving program within the KEC organization and a program that has the potential to reach hundreds of thousands of children, thereby resulting in a significant impact on the eco-consciousness and environmental education of K-12 students.

A unique aspect of the KEC on-campus EcoClubs is the united curriculum and integrated social media platform that will link clubs and classrooms across the country. Club directors/educators will receive financial support and informational resources to guide student EcoClubs. Clubs across the nation will initiate and share information about environmental projects and events at their schools to address not only the most pressing issues in their community, but also national and global issues. By 2013, KEC plans to have over 550 clubs nation-wide under the umbrella of the KEC EcoClub program.

KEC is fortunate to have Courtney Browne on its board, who designs and implements district-wide professional development for teachers throughout the San Diego Unified School District (SDUSD) related to the integrated 21st Century (i21) Interactive Classroom Initiative. KEC will help teachers use this technology to create and connect classroom EcoClubs. Each classroom club will be encouraged to undertake stewardship and expertise of an environmental sustainability principle or nature site. For example, one classroom may decide to become all things knowledgeable about a local estuary or bio-fuels or conservation photography. The options are endless. The classroom EcoClubs will use digital media to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the collective environmental awareness of others. Students will be able to upload photographs and videos and participate in forum/blog chats via KEC's Ask a Scientist/Ask an Engineer/Ask an Artist program. The social network functions will allow classes to search for and "friend" other EcoClubs similar to Facebook.

As of right now, all 3rd, 4th, 6th and 7th grade classrooms within the SDUSD have been outfitted with 21st century technology through the classroom initiative. During

the 2011/2012 school year, 5th and 8th grade rooms will join them. In high schools, most Math and English class rooms have received the equipment with History due to be updated this school year. By 2013, all 133,000 SDUSD students will have a computer netbook. Every teacher will have a laptop and all classrooms will be equipped with Promethean Interactive Whiteboards, audio-visual systems, student-response systems, document cameras, printers, and wireless internet. This system is the future of the classroom.

By March of 2012, KEC anticipates 15% of the 187 SDUSD schools will have at least one classroom EcoClub. At 28 EcoClubs, with an average of 37 students, KEC will engage and connect 1,036 students and 28 educators. By the end of 2012, KEC believes it will have 100 more classroom EcoClubs throughout SDUSD. At 128 EcoClubs, KEC will empower and raise the collective environmental awareness and knowledge of 4,736 students and 128 educators. See attached as ***Exhibit 3.2-A***, a list of the SDUSD lower, middle and high schools that are equipped with i21 technology. The Title 1 column indicates the percentage of students that receive free and reduced lunch. KEC will focus on student populations which are the most underserved and diverse first. See ***Exhibit 3.2-B***, for details of the i21 program. This program can be replicated in any district or classroom equipped with computer technology. KEC will continue to press and actively strive to reach more and more students. Students will share information and populate the site adding to the KidsConnect and Eco Share Programs

3.3 INTERACTIVE SOCIAL NETWORKING/VOLUNTEER MATCH

KEC has engaged a premier Los Angeles based website development, branding and marketing firm to support KEC's vision and mission. The site will be a combination of a social network, volunteer database, financial management system, and expansive digital learning library. This powerful digital system is intended to improve education, environmental understanding, youth leadership training, youth empowerment, coordination of volunteers and contact between STEM professionals and the classroom. The transformative power and potential of this system is enormous. The core technology will connect and provide for a cooperative learning environment between multiple education partners, classrooms, volunteers, teachers and businesses.

For example, the volunteer platform of the website, **Volunteer Match**, is a fully customized, unique, hand crafted database application that in many ways rivals the highly successful 'match.com' style of searching a large database and finding just the right volunteer. The KidsEcoClub database is designed to match the perfect volunteers with targeted opportunities within their local communities. The volunteer's security status, educational background, picture, geographic area and interest will all be searchable. Robust and ever expanding, this database is easily scalable to the entire country. This volunteer system will also work seamlessly with all other aspects of the website including grants, schools, educators, calendar, security features and the like.

3.4 ECO FIELD TRIPS

KEC will support environmental based field trips for underserved schools that would otherwise not have access to such outings and educational adventures. KEC will help connect schools and classroom teachers with stem professionals to lead field trips to sites aligned with the EEI curriculum, energy innovation, energy efficiency, clean energy and nature exploration. KEC will also fund school bus transportation for the schools that do not have the necessary funds.

The value of field trips includes the following:

- Museums, aquariums, science centers, and natural areas offer resources that are simply not available in the classroom, including hands-on experiences, real artifacts, original sources, and more up-to-date information than textbooks
- Well-designed field trips result in higher student academic performance in all subject areas
- Students are motivated for classroom learning by real world application of what they are learning
- Low-income and English language learner students make connections between community resources and opportunities, and their family and culture, leading to higher involvement in the classroom
- The civic engagement mission of schools is met when students use their learning to benefit their community through service learning projects, and to practice the skills of citizenship
- Experiences match the variety of learning styles and intelligences, allowing all students to succeed

3.5 YOUTH ECO LEADERSHIP TRAINING

A principle part of KEC's vision is to increase the leadership skills and opportunities for all youth participating in EcoClubs throughout the nation. The focus will be on creating a grass roots youth movement to support their vision of a sustainable world. Youth will be challenged to address environmental issues on a local, national, and global scale. They will be taught to work in teams, to lead a team, to speak confidently and competently in front groups, and to have the courage and character to become individuals prepared to make a significant difference within their families, schools, communities and the broader world. These programs will ultimately be offered to thousands of students nationwide at no charge.

The Center for Creative Leadership and Lotus Leadership Institute will develop these local, regional and national seminars and workshops for KEC. In addition, they will train masters and doctoral graduate students in leadership programs to conduct local regional and

national leadership workshops for youth. A three-pronged approach will be used: insight-based (assessments and feedback); knowledge-based (models, discussions); and, action-based (experiential exercises, application to real life). Students will receive a range of self-assessments and feedback regarding preferences that affect leadership and learning styles.

3.6 GREEN YOUTH COUNCIL

KEC has established a National Green Youth Council to act as a governing board for all EcoClubs. KEC, along with the Center for Creative Leadership, Lotus Leadership Institute, and student mentors from the University of San Diego, the University of California at San Diego and the University of Southern California, will develop the leadership skills of the Green Youth Council. This appointed national council will eventually consist of sixty plus youth who are nominated by educators or community members for their character and commitment to a sustainable earth and their leadership potential. To date, fifteen have been selected. This group will participate in the Annual Eco Youth Leadership Summit and a number of workshops throughout the year. The first summit was held in August of 2011 at the Center for Creative Leadership in La Jolla, California. They will also travel and present to schools, politicians, corporations and various groups. They will serve as directors for local, regional and national workshops for youth involved in EcoClubs across the country. In addition, members for approximately 200 Regional Green Youth Councils will be selected based upon each individual's inherent leadership skills and passion for raising eco-consciousness in their geographic area. The total number of members will be roughly 4,000 strong. These students will also participate in an intensive study of leadership concepts, skills, models, styles and methods.

3.7 ASK AN EXPERT

Through collaborative efforts between KidsEcoClub and the Scripps Institution of Oceanography, the Center for Marine Biodiversity and Conservation at Scripps Oceanography, and the Birch Aquarium, scientists, educators, artists and graduate students will create compelling video shorts focused on developing and enhancing environmental sustainability awareness in K-12 kids and educators. Video shorts will be posted on the KidsEcoClub site with a schedule of broadcast dates communicated to educators across California through the San Diego Office of Education and the California Environmental Protection Agency as well as our partners. During the dates each video is "live" on the site, the scientist, engineer or artist will respond to blog and forum questions from students and educators. All videos and related discussion will be digitally archived and searchable for future use. New video shorts will continually be added to keep content fresh and to showcase the latest research and ideas related to sustainability principles. The options are virtually unlimited. The options are virtually unlimited.

3.8 ECO SHARE

The vision of Eco Share is of a self-populating digital library created by kids for kids. The library will include articles, photographs, projects, and video – all generated by Kids. EcoClubs will be encouraged and rewarded for uploading material. To date there is no such database in the country. This unique program will provide an ever changing snapshot of the collective eco-consciousness of America's youth. In every grass roots movement, there must be a venue to be heard, to test ideas, to push boundaries, to give voice.... This will be that platform. Inspired by the "What is Your Eco Memory" campaign, Public Service Announcements, celebrity endorsements and targeted outreach programs, Kids will be inspired to participate.

3.9 PARTNERSHIPS AND COLLABORATIONS

KEC has established collaborations with the San Diego County Office of Education, the Center for Marine Biodiversity and Conservation, the Scripps Institution of Oceanography, the Birch Aquarium, the Center for Creative Leadership and the Lotus Leadership Institute, all with the goal of supporting and enhancing the implementation of the Education and Environmental Initiative (EEI) Curriculum and raising the environmental consciousness of K-12 educators and students.

KEC recognizes the need to leverage community resources and is targeting partnerships with the top organizations in each field. For example, the Scripps Institution of Oceanography is one of the oldest, largest, and most important centers for ocean and earth science research, education and public service in the world, encompassing physical, chemical, biological, geological, and geophysical studies of the oceans and earth. The Center for Creative Leadership is a preeminent global institution for leadership development and research. The Lotus Leadership Institute is a regional hands-on leadership training and coaching program with experience working with youth. The Scripps Center for Marine Biodiversity and Conservation is a center of interdisciplinary cooperation in research, collaborating with partners and scientists from other academic institutions, government agencies, industry leaders, and conservation organizations around the world, to seek technically sophisticated, regionally appropriate strategies to prevent and reverse biodiversity collapse.

These collaborations are critical to the mission of KEC as they not only provide quality content and support for KEC, these organizations are leaders in their field and well-respected nation-wide. As such, these successful collaborations will bring the necessary exposure, credibility, and effective expertise needed to fulfill KEC's mission and vision.

3.10 MENTOR PROGRAM

KEC mentoring programs pair a Green Youth Council youth with a mentor for 6-12 months. Mentors may rotate out every six to twelve months. However, Green Youth Council members will continue to be mentored until they graduate from high school. The youngest Green Youth Council member is currently nine years of age. The oldest is sixteen. Mentors are being provided by the University of San Diego, the University of California at San Diego and the University of Southern California. Mentors will be trained and supervised by both the Center for Creative Leadership and the Lotus Leadership Institute. Mentors and youth will participate in weekly planned activities to strengthen the relationship between the two and improve the young person's confidence, leadership skills and hopefulness. Mentors will receive continuous training throughout the year and will participate in monthly meetings to report the young person's progress and define goals. The purpose of the mentor program is to create leadership opportunities for both the mentor and the mentee around environmental issues.

3.11 KIDS HARVEST

Around the country two parallel processes are at work: millions of pounds of fresh, consumable produce are being thrown out or left to go to waste and simultaneously millions of Americans are going hungry every day. Additionally, the systems in place to ameliorate the effects of hunger, including many food banks, are largely devoid of fresh produce and vegetables. Their pantries are mostly filled with pasta and canned foods since these are the easiest to donate, store and distribute. However, fresh produce is essential to a healthy diet and should be provided whenever possible to those who cannot afford it. Young children are especially at risk for malnourishment and yet they are the segment of the population most in need of proper nutrition due to the demands of their growth and development.

The purpose of Kids Harvest is to reduce food waste and provide at-risk K-12 students in San Diego County with fruits, vegetables and nutritional information. KEC will partner with organizations, volunteers, schools and the community, to pick and/or collect excess fruit and vegetables that would otherwise be discarded and distribute them to the most underserved and diverse schools. KEC will focus on serving K-6 student populations in which 90 percent or more of the school's student population is subject to financial hardship.

4.0 MARKET ANALYSIS SUMMARY

4.1 TARGET MARKET STRATEGY

There are over 6.6 million students in California (K-12) schools. San Diego County is home to almost 500,000 of those students. With 733 elementary, middle and high schools with 22,889 full-time equivalent teachers, the San Diego community is in great need of an organization to support environmental education. In fact, both the head of sciences and the head of arts for the 42 San Diego County school districts sit on the KEC board. KEC is the only organization providing K-12 services related to a state approved environmental curriculum, experiential activities and youth leadership training.

From a marketing perspective, a driving strategy is to make KEC user friendly and resource rich for kids, educators and volunteers. By creating a brand that attracts kids, educators and volunteers, and is focused on environmental sustainability, KEC will be attractive for corporate buy-in and partnerships.

In order to help create that brand knowledge, KEC will embark on a major marketing campaign that incorporates recognizable celebrity endorsements of KEC in distributed Public Service Announcements (PSAs). The campaign will be based on the premise that everyone has had a great environmental experience that has somehow shaped his or her life in a positive and unforgettable way. Sharing environmental experiences is an incredible way to engage youth and get them excited about how the environment can be a bigger part of their lives. KEC has acquired a number of cameras that will be sent to celebrities and sport figures. Posed with the simple question; “What is your eco memory?” Celebrities, athletes, teachers, students will answer the question on camera. These high profile testimonials will create buzz about the website. This exposure will capture the interest of mainstream media resulting in editorial exposure for KEC. The environment is a natural fit for celebrity endorsement. KEC has already approached several high profile individuals who are willing to lend their names to the charity. The campaign will put a face to the endless ways the environment changes people’s lives. Other non-profit organizations have used similar campaigns with great success.

In addition to the “What is your eco memory?” campaign, KEC will engage a PR firm to distribute press releases and solicit publicity for the organization. This will take the form of magazine and newspaper articles, a web based campaign and TV story placement on news and entertainment outlets. The combination of both PSAs and a public relations campaign will give KEC high visibility allowing it to attain the rapid growth stated in the plan.

4.2 COMPETITIVE MARKET ANALYSIS

KEC stands alone in the programs and services that it provides. No other environmental educational organization is as robust or offers environmental education grounded in approved curriculum, social media and expert professional collaboration. In addition, no other environmental educational organization has an integrated, comprehensive website, or is poised to offer actual programs and support to so many children and teachers. KEC is truly a layered organization, benefiting the community, corporate partnerships, educators, kids and the environment through a solid mission and highly effective programs.

Similar organizations are one-dimensional, or target a limited audience, for example, focusing on only 4th-6th grade. Additionally, KEC has already partnered with many of the leading organizations in environmental science and education, making it the only comprehensive organization that provides educational programs to youth, financial support to schools and educators and a custom social media platform to connect it all.

4.3 MARKET TRENDS

A market analysis done by LA Visual supports an image and branding that is both bright and energetic, while also approachable and environmental. Extensive research into what attracts children to a website and engages them in programming and online social interaction has resulted in an exciting, integrated web platform.

A competitive market analysis on similar organizations has identified a need for a comprehensive environmental educational program that blends curriculum implementation, experiential activities, educational programs, financial support for educators, volunteers and social networking. KEC has been structured to meet that need.

4.4 COMPETITIVE EDGE

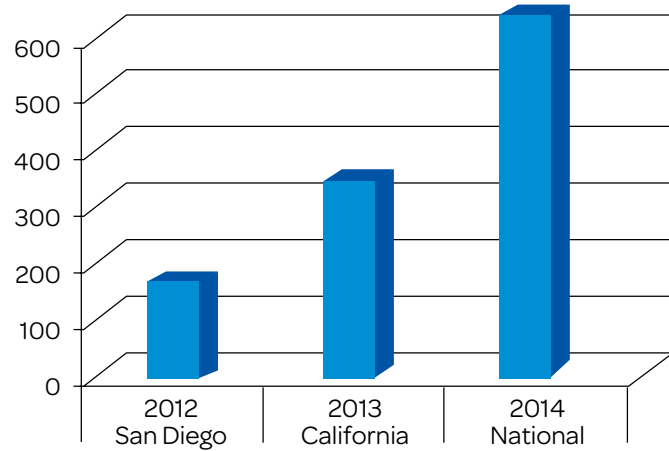
KEC has a clear competitive advantage for several principle reasons. It has.

- A highly professional and accomplished Board
- Expansive programming that benefits educators and children, as well as sponsors and partners
- Already established partnerships with the nation's leading environmental education groups
- Engaging robust social media to connect kids, educators and volunteers
- Vision
- Passion

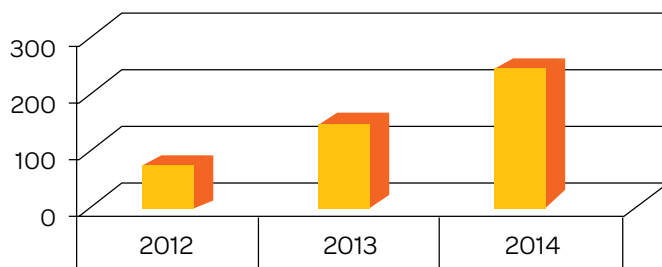
5.0 PROJECTED GROWTH

KEC expects a high growth rate in the first three years with an expanding focus shifting from local (San Diego) to state (California) to national each year.

Number of Classroom Eco Clubs



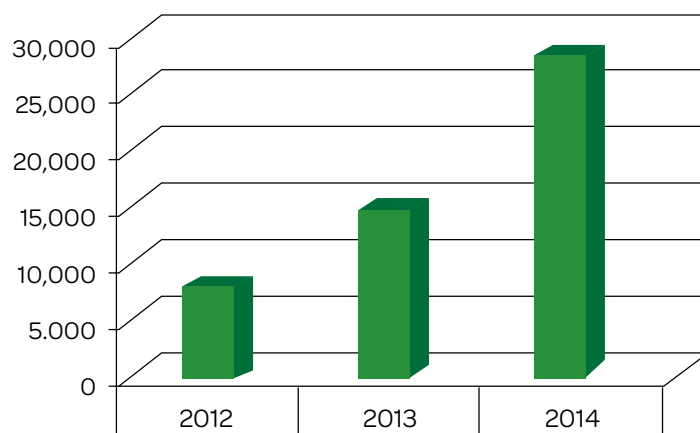
Number of After School Eco Clubs



This growth will ensure KEC reaches kids nationwide and will provide more exposure for our sponsoring businesses and partnerships.

Beginning with 128 clubs in 2012, KEC anticipates a growth to 300 California-wide in 2013 and 300 additional clubs nation-wide beginning in the fall 2014 academic year.

Number Of Kids Reached In School Based Eco Clubs



THREE YEAR PROJECTED GROWTH CHART

	2012	2013	2014
CLASSROOM ECOCLUBS			
Number of EcoClubs	128	300	600
Number of Kids (avg. class size 37)	4736	11,100	22,200
Number of Educators	128	300	600
AFTER SCHOOL ECOCLUBS			
Number of EcoClubs	30	100	200
Number of Kids (avg. club size 15)	450	1500	3,000
Number of Educators	30	100	200
Total EcoClubs	158	400	800
Total Kids Engaged via EcoClubs	5186	12,600	25,200
ASK AN EXPERT			
Ask a Scientist Video Shorts	50	200	300
Ask an Engineer Video Shorts	50	100	150
Ask an Artist Video Shorts	100	200	300
Ask a Naturalist	10	40	50
Total Video Shorts	210	540	800
ECO FIELD TRIPS			
Number of Field Trips	100	200	1,000
Number of Kids (average 37)	3700	7400	37,000
Total Kids Inspired	3700	7400	37000
YOUTH ECO LEADERSHIP TRAINING			
Number of Green Youth Council workshops	5	15	40
Number of Kids Empowered	20	100	4,000
VOLUNTEER MATCH			
Number of Scientists	200	400	600
Number of Engineers	100	200	600
Number of Artists	50	100	150
Number of Other Volunteers	200	400	600
Total Volunteers Activated	550	1100	1950
Total EcoClubs	158	400	800
Total Video Shorts	210	540	800
Total Eco Field Trips	100	200	1,000
Total Leadership Training Workshops	5	15	40
Total Kids Learning Sustainability Principles	8906	20,100	66,200

6.0 MANAGEMENT SUMMARY AND LEADERSHIP TEAM

6.1 BOARD OF DIRECTORS

As KEC grows the staff will be structured similar to a traditional non-profit structure. KEC has compiled a Board of Directors that reflects the professionalism, expertise, and leadership skills the organization embodies. This group will be a part of all major decisions and oversee both the process and content of KEC programming. The Board will also play a vital role in establishing partnerships and raising funds.

SUSAN GUINN, President & Co-Founder

Susan L. Guinn received her Baccalaureate Degree in Nursing from the University of New Mexico in 1988 and graduated from the University of Denver School of Law with her J.D in 1991. She has been practicing law for approximately twenty years.

Guinn has a national law practice based in San Diego, California. The Law Offices of Susan L. Guinn has an emphasis in consumer protection.

Guinn has successfully litigated cases ranging from severe personal injury to business litigation, which have resulted in numerous multi-million dollar recoveries for her clients. As a partner at Robinson, Phillips & Calcagnie, Guinn represented the County of Los Angeles in its unfair business practices lawsuit against the tobacco industry resulting in a 3.3 billion dollar settlement.

She was a two time President for the Western Trial Lawyers and is or has been in the past a member of the Consumer Attorneys of California (“CAOC”), the San Diego Trial Lawyers Association, the Western Trial Lawyers Association (“WTLA”), the Association of Trial Lawyers of America (“ATLA”), the Attorneys Information Exchange Group (“AIEG”), and Trial Lawyers for Public Justice (“TLPJ”). Guinn served as a Board Member for CAOC from approximately 1996 through 2000. As a sustaining member of ATLA, she served as co-chair of the Publications Committee and was an Executive Committee Member of the Product Liability Section.

Guinn is also a founding board member and Secretary for the non-profit organization the St. Paul’s Foundation for International Reconciliation, which provides legal and financial support to the St Paul’s Center in Kampala, Uganda. The Center is led by Bishop Christopher Senyonyo, who was recognized as one of the top ten religious leaders in the world by the Huffington Post. It provides women’s self-help and advocacy programs, HIV education and prevention, literacy training, and micro loan programs to under served populations in Uganda and elsewhere.

MAX GUINN, Co-Founder

Max is eleven years old and a member of the national Green Youth Council. His vision of a sustainable world is one in which there is an environmental club at every public school and a planet that is clean and safe with enough food and water for everyone, including animals and fish. He enjoys basketball, golf, hiking, paddle boarding, snow-boarding, fly fishing, biking and birding.

CHRISTIAN DARBY, Treasurer

Christian Darby is a seasoned marketing executive with 27 years of experience in the consumer products industry. As President of Marketplace Products, he has recently managed or manages DRTV campaigns for WD-40, RONCO and the American Kennel Club. His expertise rests in the areas of product development, licensing and marketing operations. His recent efforts have him focused within the DRTV industry.

Darby brings to Marketplace Products an intimate knowledge of the DRTV business which includes product development, marketing and manufacturing of the following product lines: AKC branded pet products, WD-40 cleaning supplies, Montell Williams' My Rotisserie, Wow Containers, Miss Army, Everycut, Bandit, Miracle Reach, Easy Freezy and the Euro Juicer. Developing marketing strategies which include a DRTV component that focus on servicing the mass, drug and specialty retail channels has helped place Marketplace Products in over 40,000 retail outlets. Darby has expanded the AKC line of products from one SKU to over two dozen across several categories including making them the first AKC branded products to sell at Walmart. A Marketplace Product is advertised on TV somewhere every five minutes.

Prior to his position with Marketplace Products, Darby held the position of Vice President of Product Development and Marketing at Sylmark (previously Kent & Spiegel), a \$300 million DRTV company based in Los Angeles. Duties included oversight of all product development, manufacturing and marketing. Prior to Sylmark, Darby spent 15 years in the toy industry developing and marketing products under some of the world's premier brands including Disney, Nintendo, Microsoft, Warner Brothers and Sony. Darby earned a Master's of Business Administration from Stanford University as well as a Master's of Product Design from Stanford University.

Dr. AMY PARISH, Secretary

is a Biological Anthropologist, Primatologist, and Darwinian Feminist who has taught at University of Southern California in the Gender Studies, Arts and Letters, and Anthropology programs and departments since 1999. She received her undergraduate training at University of Michigan and her graduate school education at University of California-Davis and then taught at University College London. She conducted post-doctoral research at the University of Giessen in Germany on the topic of reciprocity. Dr. Parish has been studying the world's captive population of bonobos for the last twenty years. The bonobo, whose name derives from the ancient Batu word for ancestor, is one of the two species comprising the chimpanzee genus. Bonobos and chimpanzees are the two closest living relatives of humans living today. In 2008, she received a Mellon Award for excellence in faculty mentoring of undergraduate students. Dr. Parish teaches with the goal of helping students to internalize learning enough to pursue it in the future in their own ways. She wants active learners to emerge—students who make sense of the world through their own eyes, experiences, and values, so that they might be significantly enriched by their educational experiences. She also hopes to engage the students in activist pursuits that might lead to more community involvement in their post-campus lives. Dr. Parish is Co-Founder of WorldWideVisionaries.org, an online forum for young people to develop and exchange ideas about working on social justice and environmental causes. Dr. Parish has served on the Board of Directors for the Arusha Project, a non-profit organization devoted to helping HIV infected women in Tanzania. Current activities include a position on the Board with the organization Up the River Endeavors, which is devoted to addressing sustainable development, global peace and social justice. Her work has been featured in Ms. Magazine and she has appeared on Nova, National Geographic Explorer, NPR, and Discovery Health Channel productions. She gives numerous public lectures: the most recent and upcoming include: giving the keynote addresses at the “Women in Science: Molecules to Ecosystems” conference at Indiana State University and the “Science of Gender” conference at Lewis and Clark; lectures in the School of Medicine and the School of Journalism at USC; and a lecture for at the Human Ethology meetings in Bologna, Italy. Dr. Parish recently completed a project in Malawi on childhood growth and development where she supervised USC Master's in Public Health students.

JEREMY JACKSON

Jeremy Jackson is the co-founder and former Director of the Center for Marine Biodiversity and Conservation at Scripps Oceanography and the William E. and Mary B. Ritter Professor of Oceanography at the Scripps Institution of Oceanography in La Jolla, California, as well as a Senior Scientist at the Smithsonian Tropical Research Institute in the Republic of Panama. He was Professor of Ecology at the Johns Hopkins University from 1971 to 1985. Jackson is the author of more than 100 scientific publications and five books. His current research includes the long-term impacts of human activities on

the oceans and the ecological and evolutionary consequences of the gradual formation of the Isthmus of Panama. He co-founded the Panama Paleontology Project in 1986, an international group of some 30 scientists, to help support his isthmian research. He has also worked extensively on the ecology of coral reef communities and the tempo and mode of speciation in the sea.

Jackson is a Fellow of the American Academy of Arts and Sciences and the American Association for the Advancement of Science, and received the Secretary's Gold Medal for Exceptional Service from the Smithsonian Institution in 1997 and the UCSD Chancellor's Award for Excellence in Science and Engineering in 2002. His work on overfishing was chosen by Discover magazine as the outstanding environmental achievement of 2001. He has served on committees and boards of the World Wildlife Fund US, the National Research Council, the National Center for Ecological Analysis and Synthesis, and the Science Commission of the Smithsonian Institution.

NANCY KNOWLTON

Nancy Knowlton is the Sant Chair for Marine Science at the Smithsonian Institution in Washington, DC. She graduated summa cum laude from Harvard University in Biology and obtained her Ph.D. in Zoology from the University of California at Berkeley.

Professional Activities include: Senior scientist emeritus, Smithsonian Tropical Research Institute; Adjunct professor, Scripps Institution of Oceanography, University of California San Diego; Board of Directors, Coral Reef Alliance; Editorial Board, Annual Review of Marine Science; Pew Marine Fellows Advisory Committee; Chair, Editorial Board, Ocean Portal; Founder, Scripps Center for Marine Biodiversity and Conservation.

Her honors and elected Offices include: AAAS Board of Directors, Peter Benchley Award for Science in Service of Conservation. In addition, Knowlton has published numerous scientific publications.

KATHRYN MENDERINK

Kathryn J. Mengerink, Director of the Ocean Program at the Environmental Law Institute, researches law and policy to support effective ocean management. Current work includes supporting coastal and marine spatial planning (CMSP) implementation; developing innovative approaches to addressing cumulative impacts to West Coast marine ecosystems; supporting Alaska Natives communities' engagement in Arctic CMSP; and examining the legal ramifications of the federal CMSP framework. She is a lecturer at Scripps Institution of Oceanography. She serves on the editorial board for the Sea Grant Law and Policy Journal. Before joining ELI, she served as research associate at the Law of the Sea Institute. She holds a Ph.D. in Marine Biology from Scripps (UCSD) and a J.D. with a Certificate of Specialization in Environmental Law from UC Berkeley.

COURTNEY BROWNE

Courtney Browne is currently a technology resource teacher for San Diego Unified School District. She designs and implements district-wide professional development for teachers through the Integrated 21st Century (i21) Interactive Classroom Initiative, which brings technology tools, including an interactive whiteboard and class set of netbooks, to every classroom in the district. Browne helps teachers utilize technology in effective and innovative ways that increase engagement and student participation in the learning process.

Browne has taught biology at the high school and middle school levels, as well as art and computer literacy classes. Her love for teaching began by working in outdoor educational settings, including the Blue Ridge Mountains of Virginia, the tallgrass prairie in Nebraska, the beaches of Long Island, as well as the Birch Aquarium in San Diego. She received a B.A. in Biology and Studio Art from Hollins University, an M. Ed from UCSD and most recently an administrative credential from San Diego State University.

In 2007, Browne was awarded San Diego Unified School District Teacher of the Year. She inspired her students through interdisciplinary projects that provided them with real world, hands-on experiences. Through field trips, data collection, video creation, and volunteer work, students shared their understandings and new awareness of the world around them. For her creative ways of connecting science, art, and the environment, she received an Ambassador for the Planet Award from the Wyland Foundation. She continues to advocate for STEM programs and teaches with the BeWISE Program engaging young women in science.

RON JESSEE

Ron Jessee is the Coordinator of Visual and Performing Arts for the San Diego County Office of Education (SDCOE), overseeing 42 school districts. He began his educational career in 1975 as a theatre, dance and music teacher in the Grossmont Union High School District. From 1996 to 2001, Ron served as the Assistant Principal of Monte Vista and Grossmont High Schools.

Upon his arrival at the SDCOE in 2001, Mr. Jessee created the innovative VAPA Standards 101-103 Workshops, recognized throughout California as a model for standards based professional development. He is also the founder and facilitator of the San Diego Arts Network and the Co-Founder of the Arts Education Resource Organization of San Diego. In his position with the SDCOE, Mr. Jessee facilitates the needs of the 42 county school districts, comprising 680 schools and 490,000 students. Mr. Jessee is a sought after keynote speaker and travels frequently to Sacramento to meet with the California CISC and CCSESA Regional Arts Leads. He is also a member of the Kennedy Center Partners in Education. Mr. Jessee is the recipient of many educational awards.

NANCY TAYLOR

Nancy Taylor is an educational leader with 28 years of experience including fourteen as K-12 Curriculum Coordinator of the 42 district, 500,000 student wide San Diego County Office of Education, including nine as Director of the National Science Foundation PISCES Project. Nancy is a community builder, researcher, fund developer and innovator as a 1995 founding member and Executive Director of the San Diego Science Alliance (501 c3), Co-Principal Investigator of the National Science Foundation grant to Cal State University, San Marcos for the Cyber TEAM project, three years as Director of the Middle School Science Education Leadership Initiative (MSSELI) reaching 14 districts and 28 middle schools.

Nancy served three years as K-6 principal and assistant principal of the 750 student Hanson Lane Elementary School in Ramona, and 17 years as the founder and director of Swim Ramona! Prior to that, serving as Regional Director of the California Department of Education's State Systemic Science Initiative. Honored as distinguished educator by the California Curriculum and Instruction Superintendent's Council, Athena San Diego, Governor's Digital Visioning Committee and award recipient of the Classroom of the Future Foundation's Impact Award and the California School Board Association's Golden Bell (2005 and 2009). Nancy is a published author of professional articles and managing editor "Strategic Science Teaching", 4,000 copies in print. Nancy is a university adjunct faculty Pt. Loma Nazarene and San Diego State University. She has classroom teaching experience, spanning 14 years in bilingual settings at grades 1-5 and middle school science in the Ramona Unified School District and San Diego Unified School District. Fluent in Spanish.

7.0 MARKETING TOOLS / INITIAL WEB DESIGN

Having employed LaVisual marketing design company, KEC has already established a series of slides used for presentations with collaborators, partners, and potential investors. These slides reflect both the educational and dynamic content of KEC, as well as the creative and engaging image that embodies the KEC brand. These slides and presentation material help convey the expansive programming and wide-reaching resources of KEC.

“Connecting classrooms to interactive “Ask a Scientist”, “Ask an Engineer”, “Ask a Green Technology Specialist” “Ask an Artist” and “Ask a Naturalist” video shorts and live forum chats/blogs.”

Home Page



“Accessing dynamic events calendar offering teacher workshops, upcoming events, community volunteering etc.”



“Gaining access to a wide network of volunteers with specific expertise to aid in projects, provide classroom lectures, hands-on teaching assistance, guide field trips and nearby nature walks”



“EcoClubs can highly customize their website and connect with resources, volunteers and peers in a safe environment.”

EcoClub Page

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The screenshot displays the KidsEcoClub website interface. At the top, there's a navigation bar with links like 'WHO WE ARE', 'STUDENTS', 'EDUCATORS', 'VOLUNTEERS', 'PARTNERS', 'LEADERSHIP TRAINING', and 'YOUTH PROTECTION'. A 'SIGN UP' / 'LOGIN' section and a 'Donate Now!' button are also present. The main content area shows a user profile for 'Earth Eagles' (Waldorf Academy) with options to 'Edit Profile', 'Compose', 'New Post', 'New Video', 'New Photo', and 'Donate to this Club'. A pink callout box points to the 'Compose' button, containing the following text:

Feature Highlight:
Participating Eco Kids Clubs will be able to upload their school logo, create their own unique profile theme, choose custom colors, create a newsletter, post blogs, upload pictures/videos, and relevant articles. (These websites will be password protected and children will need parents permission to participate.)

The news feed below the profile shows posts from 'Alabama Outdoor Organisation' and 'Mr. Thompson Science Teacher'. On the right side, there's a 'What's New?' section with a calendar for May 2011 and an 'EcoActivity Progress' bar.

Exhibit 3.2-A

a list of the SDUSD lower, middle and high schools that are equipped with i21 technology.

School	Title I %	PI Status
Adams Es	81	3
Alba Hs (North Park)	68	5
Alba Ms (Marston)	82	5
Alcott Es	64	3
Angier Es	71	0
Audubon Es	90	3
Baker Es	96	5
Balboa Es	95	5
Barnard Es	67	0
Bay Park Es	42	0
Bayview Terrace Es	89	0.5
Bell Ms	80	5
Benchley/weinberger Es	28	0
Bethune Es	74	1
Bird Rock Es	8	0
Birney Es	68	0.5
Boone Es	85	0
Burbank Es	97	4
Cabrillo Es	77	0
Cadman Es	73	0.5
Carson Es	90	5
Carver Es	90	3
Central Es	99	1
Challenger Ms	54	1
Chavez Es	95	0.5
Cherokee Point Es	96	0.5
Chesterton Es	67	0
Chollas/mead Es	93	1
Clairemont Hs	63	5
Clark Ms	99	5
Clay Es	85	0
Correia	54	5
Cpma (Kroc) Ms	77	5
Crawford Hs	94	2
Crown Point Es	75	0.5
Cubberley Es	72	1
Curie Es	21	0
Dailard Es	26	0
Dana Ms	46	1
De Portola Ms	49	2

School	Title I %	PI Status
Dewey Es	78	0.5
Dingeman Es	7	0
Doyle Es	55	0
E.b. Scripps Es	6	0
Edison Es	99	0
Emerson/bandini Es	91	5
Encanto Es	87	0
Ericson Es	52	0
Euclid Es	99	1
Farb Ms	83	5
Fay Es	98	1
Field Es	91	0.5
Fletcher Es	60	0
Florence Es	77	0
Foster Es	67	0.5
Franklin Es	86	0
Freese Es	88	2
Fulton Es	90	2
Gage Es	59	0.5
Garfield Es	90	0
Garfield Hs	86	5
Golden Hill Es	95	2
Grant Es	28	0
Green Es	44	0
Hage Es	38	0
Hamilton Es	97	1
Hancock Es	73	0.5
Hardy Es	62	0
Hawthorne Es	84	0.5
Hearst Es	20	0
Henry Hs	47	0
Hickman Es	47	0
Holmes Es	25	0
Hoover Hs	96	5
Horton Es	93	4
Ibarra Es	96	0.5
Innovation	68	0.5
Jefferson Es	87	0.5
Jerabek Es	8	0
John Muir	68	0

School	Title I %	PI Status
Johnson Es	92	1
Jones Es	62	0
Joyner Es	93	0.5
Juarez Es	78	0.5
Kearny Hs	80	0.63
Kimbrough Es	99	3
Knox Es	97	2
Kumeyaay Es	20	0
La Jolla Es	11	0
La Jolla Hs	30	0
Lafayette Es	79	1
Language Academy Es	56	5
Lee Es	85	0
Lewis Ms	52	0
Lincoln Hs	84	1
Linda Vista Es	96	2
Lindbergh/schweitzer Es	74	0.5
Logan Es	95	5
Loma Portal Es	45	0
Longfellow Es	53	0
Madison Hs	77	5
Mann Ms	91	5
Marshall Es	96	3
Marshall Ms	19	0
Marston Ms	72	5
Marvin Es	36	0.5
Mason Es	64	0.5
Mckinley Es	59	0.5
Memorial Prep Ms	75	0.5
Millennial Tech Ms	78	0.5
Miller Es	67	0.5
Mira Mesa Hs	53	0
Miramar Ranch Es	19	0
Mission Bay Hs	78	2
Montgomery Ms	86	5
Morse Hs	73	5
Mt. Everest	24	0
Muirlands Ms	32	0
Normal Heights Es	95	0.5
Nye Es	79	0.5
Oak Park Es	85	2
Ocean Beach Es	68	0
Pacific Beach Es	49	0

School	Title I %	PI Status
Pacific Beach Ms	71	5
Paradise Hills Es	87	0
Penn Es	79	0.5
Perkins Es	93	4
Perry Es	72	0
Pershing Ms	51	4
Point Loma Hs	51	2
Porter, North/south	93	3
Riley/new Dawn	73	5
Rodriguez Es	98	0.5
Rolando Park Es	87	2
Roosevelt Ms	85	5
Rosa Parks Es	99	4
Ross Es	89	2
Rowan Es	89	0.5
Sandburg Es	42	0
Scpa Hs	58	1
Scripps Ranch Hs	28	0
Sdhs	93	2.67
Sequoia Es	71	0
Serra Hs	62	2
Sessions Es	24	0
Sherman Es	98	0
Silver Gate Es	22	0
Spreckels Es	45	2
Standley Ms	42	3
Sunset View Es	19	0
Taft Ms	78	5
Tierrasanta Es	38	0
Toler Es	61	0.5
Torrey Pines Es	15	0
Twain Main Campus	88	5
University City Hs	51	0
Valencia Park Es	88	0.5
Vista Grande Es	57	0
Walker Es	75	0.5
Wangenheim Ms	58	5
Washington Es	85	2
Webster Es	93	1
Wegeforth Es	76	0
Whitman Es	80	1
Whittier (Del Sol)	40	2
Wilson Ms	97	5
Zamorano Es	77	1

Proposition S

i21 Interactive Classroom

Exhibit 3.2-B,
The i21 Program



Proposition S November 2008

The voter-approved bond mandates that we
...create 21st century learning environments...



Prop S Bond

... the creation of 21st century learning environments in every district classroom...

- *Equip Classrooms*
- *Upgrade Technology*
- *Campus-Wide Wireless*
- *Network Upgrades*



i21 Classroom Initiative Aligns with...

- ***US Dept. of Ed. National Technology Goals***
 - Put a computing device in the hands of every student
- ***District 2020 Vision***
 - Students will have access to and will be proficient in the use of the latest technology...
- ***Goals for Student Achievement - GSA 2***
 - Students to be critical and creative thinkers, able to integrate and apply their knowledge, skills and interests...
- ***Board goals***
 - Develop curriculum integration through coordination of all departments...

Prop S

“Creating 21st Century Classrooms”

- Provides state of the art technology-based teaching and learning tools paired with quality digital instructional resources
- Creates engaging student-centered classrooms with opportunities for new practices that support the teaching and learning of 21st century skill outcomes
- Allows all students to become expert learners in relevant, real world 21st century contexts through project-based or other applied work

21st Century Learner

National Educational Technology Standards (NETS)

i21 fosters an environment that allows students to develop skills necessary to effectively meet the challenges of this century:

•***Creativity and Innovation***

- Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

•***Communication and Collaboration***

- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

•***Research and Information Fluency***

- Students apply digital tools to gather, evaluate, and use information

21st Century Learner

National Educational Technology Standards (NETS)

i21 fosters an environment that allows students to develop skills necessary to effectively meet the challenges of this century:

- ***Critical Thinking, Problem-solving and Decision Making***

- Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources

- ***Digital Citizenship***

- Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

- ***Technology Operations and Concepts***

What is *i21*?

i21 Interactive Classroom Initiative – The Rollout

- Fully equip every core subject area classroom with technology over a five year period to ensure that **ALL** students have access to technology and the powerful resources it provides.
- Each year, 20% of the core subject area classrooms in the district will undergo a transformation, providing the district's 133,000 students with an interactive, engaging technological learning space.

What is *i21*?

i21 Interactive Classroom Initiative – The Rollout

- The 5-year implementation plan maintains continuity of instruction as students progress through each grade level.
- After 5 years, SDUSD will have a continuous, cohesive educational program for every grade level for every student.
- The unique implementation design allows for the continued development of 21st century skills as students move through SDUSD's educational system.

5 Year Rollout Plan



What is *i21*?

i21 Interactive Classroom Initiative – The Rollout

The i21 classroom consists of the following core elements:

- *Promethean Interactive Whiteboards*
- *Student Netbooks*
- *Teacher Laptops*
- *Audio-visual Systems*
- *Student Response Systems*
- *Document Cameras*
- *Printers,*
- *Wireless Access Points, And*
- *Continuing Sustained Professional Development*

Supporting this transformation is a well-designed, systematic professional development program that is grounded in research-based approaches to foster change.

i21 Interactive Classroom Suite Implementation Flowchart

