Building a Healthy Community: 
Investing in the Golden Gate Neighborhood

A FireStar Fund Community Scan 
August 8th, 2008

Prepared by 
Partnership for Community Development
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A Collaboration Among:
Golden Gate Community Center
Valley of the Sun United Way
ASU Partnership for Community Development
City of Phoenix Fire Department
Stardust Foundation
United Phoenix Fire Association

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EXECUTIVE SUMMARY

Background

In 2005 the FireStar Fund was established in collaboration with the Stardust Foundation, the United Phoenix Fire Fighters Association, Valley of the Sun United Way, Phoenix Fire Department, the City of Phoenix Mayor’s Office, and other community partners. The mission of the Fund is to “improve the lives of people and communities in the Phoenix-metro region, who are in social and economic distress.”

This report presents the results of a community scan for the Golden Gate neighborhood of west Phoenix – the second neighborhood selected for FireStar investments. The boundaries for this community scan are two square miles within the city of Phoenix: 35th to 43rd Avenues (east to west) and Thomas Road to Van Buren Avenue (north to south).

An important community asset that served as the nexus for community scan activities was the Golden Gate Community Center. The Golden Gate Community Center, a member of Arizona’s Children Association Family of Agencies, has served south and west-central Phoenix neighborhoods for more than 70 years. Displaced by the construction of Sky Harbor Airport, many community members followed the center to its current location at McDowell Road and 39th Avenue where they can benefit from a 22,000 square foot facility, which houses a myriad of activities. Ultimately, FireStar investments for the Golden Gate neighborhood will be channeled through the community center.

Methods

In continuation of its work in the first FireStar neighborhood in Maryvale, Arizona State University’s Partnership for Community Development was commissioned by the Valley of the Sun United Way to conduct the Golden Gate scan on behalf of the FireStar Fund partners. The scan took place during April, May, and June 2008 and included an assessment of the assets, needs, challenges, and perceptions of the community today, as well as an assessment of the vision that residents hold for their future. Additionally, the results of FireStar Partners’ meetings in July and August 2008 are included to provide direction to community members and partners who will take action based on the results of this scan.

At its core, the community scan process was anchored in six methodologies:

1. **Community Vital Signs Assessment.** A socio-economic profile of the community was constructed utilizing available secondary data that describes core indicators of the health and vitality of the west central Phoenix-Golden Gate community.
2. **Key Informant Research.** Sixteen in-depth personal interviews were conducted with strategically chosen community members.

3. **Community Focus Groups.** Ten community focus groups were conducted among a diverse set of community members. The focus group methodology reflected a blend of needs assessment, asset mapping, and community visioning – organized around five questions.

4. **Community Asset Mapping.** An analysis of existing assets within the community was conducted to identify agencies, organizations, and institutions that are in existence to better the community.

5. **Review of National Best Practices.** The scan is anchored in nationally-recognized “best practices” for community development that informed its process and approach.

6. **Action Planning and Priority-Setting Process.** Information from the above methodologies served as the foundation for an action planning process with the FireStar Partners that is documented at the end of the report.

Results: Themes Emerging from the Scan

**Theme 1: Neighborhood Safety (Public/Personal)** – Residents were concerned with various threats to neighborhood safety. In particular, prostitution, gunshots, drugs, gang activity, and apparent disregard for the laws were detailed as major problems. In addition, assistance in domestic violence situations and animal control are needed.

**Theme 2: Community Appearance** – Problems of tagging and graffiti were consistently mentioned, as was a concern over the amount of trash and neighborhood blight. Rundown and vacant houses and apartment complexes were listed as a problem and a neighborhood call to remodel such properties was given.

**Theme 3: Community Education and Schools** – Nearly every person interviewed requested more youth programs, whether from an educational, value instillation, or athletic perspective. Of primary concern is helping young people from making poor choices that have negative consequences for both them and their community. An increase in youth programs is seen as an antidote to poor choices.

**Theme 4: Expansion of Community Events, Entertainment, and Recreation** – As an extension of the above themes, residents were specific in their desire to expand community events and programs of all kinds for all populations. There was interest in bolstering community pride and identity, as well as creating opportunities for positive experiences of youth, families, and neighbors building meaningful relationships through recreation programs.

**Theme 5: Expansion of Employment Opportunities and Training** – Residents called for an increase in employment opportunities for teenagers. With a relative lack of local retail businesses, it was noted that it has become difficult for youth to
gain employment. Also, community members expressed the need for an employment base that offers living wages within the neighborhood.

**Theme 6: Community Relations and Connectivity (Internal and External)** – Of dominant concern was the lack of a cohesive community vision among residents. With tension between different ethnic groups as well as language barriers, the sharing of information among residents has become difficult due to a sense of lack of communication and mutual respect. Many residents were troubled by a lack of mutual awareness between residents and feel a better distribution of information in bilingual format is necessary.

**Theme 7: Increase in Community Resources** – The need for an increase in community resources for assisting residents and organizations was frequently mentioned. An illustration of success was the recent acquisition of a Weed and Seed grant. Residents were eager for the FireStar project to commence as yet another success story for the community.

**Conclusion**

The FireStar Partners examined the themes in light of the following Community Health Indicators that point to how community building and development actions can be measured in the Golden Gate neighborhood.

- Quality Neighborhood Living Conditions
- Opportunities for Learning and Developing Personal Capacity
- Quality Employment Opportunities
- Strong Civic Engagement
- Positive Community Norms, Customs, and Processes
- Adequate Health and Human Service Programs

Through a facilitated process, the Partners merged the themes with the indicators to illuminate two primary focal areas for FireStar investment: **Neighborhood Safety and Community Engagement**. The Partners brainstormed a myriad of potential actions that community members and other partners can take in the coming months to address the issues identified in this scan. The FireStar Fund partners will meet quarterly to measure progress in Golden Gate and to ensure the sustainability of the initiatives implemented.

This community scan documents the quality of life possibilities for Golden Gate and the potential role of FireStar investments in affecting positive change within the neighborhood. With FireStar’s goals clearly established and anchored in the community’s vision, a profound and enduring impact can be made. The potential accomplishments can make a lasting impression to help Golden Gate attain its ideal quality of life. The resources do exist to help make a difference in the lives of Golden Gate residents. Collaborative action and leadership among the residents is needed to focus the community’s assets on achieving Golden Gate’s vision with the assistance of the FireStar Fund.
INTRODUCTION

Purpose of this report

Arizona State University’s Partnership for Community Development (PCD) was charged to conduct a community scan of the Golden Gate Community on behalf of the FireStar Fund partners. The process, which took place during April, May, and June of 2008, included an assessment of the assets, needs, challenges, and perceptions of the community today, as well as an assessment of the vision that residents hold for their future. This report provides an overview of the results of the scan process in the form of summary tables and comments about major themes that emerged from the data. The themes were presented to the FireStar Fund partners on July 7th, 2008. At subsequent meetings, the PCD facilitated an action planning process to establish FireStar Fund investment priorities. Once the process was completed, all of the outcomes were documented in this report.

The FireStar Fund

The FireStar Fund was established in 2005 in collaboration with the Stardust Foundation, the United Phoenix Fire Association, Valley of the Sun United Way, Phoenix Fire Department, the City of Phoenix Mayor’s Office and other community partners. The mission of the Fund is to “improve the lives of people and communities in the Phoenix-metro region, who are in social and economic distress.” To carry out this mission, the Fund has established three goals:

1. To assist community members encountered by firefighters with unanticipated emergency situations through an Emergency Assistance Program.
2. To provide opportunities to assist community issues in selected fire station service areas through a Community Building Program.
3. To provide support for Existing Program Enhancements to existing Firefighters Charities programs through the Firefighters Association focus on community building activities.

This community assessment pertains to a sub-component of Objective 2 – establishing a Community Building Program. As specified in the FireStar Fund prospectus, Community Building funds are to be used to identify, target, and improve a local neighborhood by focusing and utilizing services from a wide variety of providers including community members, schools, faith-based, social service, government, and business representatives. This assessment provides the basis for determining how this might be most effectively accomplished.

As with all future FireStar communities, the program in Golden Gate is to assemble new and existing partnerships, programs, volunteers, and local neighborhood representation to develop a collaborative approach to community development. A Planning Committee was organized in December, 2007 to
provide oversight for a four-point process of (1) conducting an assessment and developing outcome measurements, (2) developing an implementation plan, (3) gathering collaborative partners, and (4) implementing the program strategies. Arizona State University’s Partnership for Community Development was commissioned to conduct the assessment, develop outcome measurements, and create an implementation plan in conjunction with the FireStar Fund partners so steps three and four can be accomplished.

ASU Partnership for Community Development

The ASU Partnership for Community Development serves as a facilitating agent for building collaborative relationships among public and private community organizations to address critical community needs. The goal of the PCD is to help shape a strong and healthy quality of life in all communities – within metropolitan Phoenix and statewide. The Partnership focused on implementing the Asset-Based Community Development (ABCD) methodology (see Kretzmann & McKnight 1993, Green & Haines, 2002) – a process for empowering community members to define vision, mobilize resources to accomplish this vision, counter social challenges, and increase their quality of life. The Partnership used the ABCD model during the community scan process and in the production of this report.

Asset-Based Community Development Assessment Model

Under the Asset-Based Community Development model, communities are envisioned as having a repertoire of assets. The role of an outside resource (such as the FireStar Fund) is to work with the community to identify these assets as resources for growth. If the outside resource (FireStar) is to be effective in enhancing life quality, it does not simply introduce programs or inject financial resources into the community. This serves only to create community reliance on the outside resource, as once the outside resource is removed the impacts dissipate. A more effective role of an outside resource is to “empower” that community to establish its own vision of an ideal, and then to help the community manage its assets to achieve its ideal. It does so by helping residents of a community take stock of the community’s assets, working with the community to assemble those assets into self-generating processes for producing growth, overcoming obstacles, and achieving their self-determined goals.

The Golden Gate Community Scan

The FireStar Funds’ focus is on adding capacity to and investing in micro-neighborhoods. As such, the boundaries for this scan are two square miles within the City of Phoenix: 35th to 43rd Avenues (east to west) and Thomas Road to Van Buren Avenue (north to south). A map of the area is provided on p. 59 in Appendix A. Within those boundaries reside many community assets. One asset
served as the nexus for community scan activities: the Golden Gate Community Center (Golden Gate).

Golden Gate Community Center, a member of Arizona’s Children Association Family of Agencies, has served south and west central Phoenix neighborhoods for over 70 years. Golden Gate Community Center was founded in the 1930’s and incorporated in 1952 as a settlement house for the immigrant poor and is a true community center. Displaced by the construction of Sky Harbor Airport, many community members followed the center to its current location at McDowell Road and 39th Avenue where they benefit from a 22,000 square foot facility, which houses a myriad of activities.

The mission of Golden Gate Community Center is ‘to provide programs and services that improve the quality of life for children and families in west central Phoenix neighborhoods.’

Golden Gate currently serves over 6,000 children, youth, adults, and seniors annually through a wide variety of minimal or no-fee programs and services for tots to seniors living in the surrounding neighborhoods. Services are provided in response to community need and serve family members of all ages. Because Golden Gate exists, thousands of children, teenagers, adults, and seniors have affordable access to recreation and personal development activities, education classes, or preventive health services including:

- Head Start for preschool children and families;
- K.A.R.E. Intergenerational Center: information, referral and case management services for grandparents and other relatives raising grandchildren and children born to others;
- After-school Life Skills and Sports: educational assistance and personal development for elementary school-aged children;
- Adult Sports Leagues;
- Adult education including computer classes, citizenship classes, English as a Second Language and a reading club;
- Nutrition and Physical Activity awareness classes for the entire family;
- Health and immunization fairs;
- Aerobics for women and seniors;
- Mother/daughter dance classes;
- Senior socialization, recreation, field trips, health screenings and information, and meals;
- Clothing, food, and gifts to neighborhood families during the holidays;
- Golden Gate Neighborhood Revitalization Project; and
- Pathways to Success program: a collaborative effort to help high school students stay in school and continue on to higher education.
Golden Gate provides a diversity of programs serving residents of all ages. ASU was able to make many connections to groups that met at Golden Gate as well as connect to individuals and groups in the neighborhood. The community scan process incorporated “best practices” in community assessment and development including the use of focus groups, key informant interviews, visioning and priority planning processes, asset mapping, and demographic/socio-economic analyses.

Methodologies

At its core, the community scan process is anchored in six methodologies:

1. **Community Vital Signs Assessment.** A socio-economic profile of the community was constructed utilizing available secondary data that describes core indicators of the health and vitality of the west central Phoenix- Golden Gate community. Examples of such data include: household composition, income indicators, health and public safety indicators, and other economic and life quality indicators. A profile of the Golden Gate community’s Vital Signs is presented in Appendix A.

2. **Key Informant Research.** In-depth personal interviews were conducted with strategically chosen community members. Each interview took about one hour. Individuals were selected for their unique knowledge of community needs and aspirations and included city officials, human service providers, business owners, police officers, firefighters, and community volunteers among others. These individuals are referred to as “Key Informants” in the community assessment literature. A total of 16 Key Informants were selected for the interviews and the themes emerging from the interviews are presented in Appendix B.

3. **Community Focus Groups.** Ten community focus groups were conducted among a diverse set of community members. The focus group methodology reflected a blend of needs assessment, asset mapping, and community visioning – organized around five questions. Basic themes emerging from the focus groups are summarized in Appendix C.

4. **Community Asset Mapping.** An analysis of existing assets within the community was conducted to identify agencies, organizations, and institutions that are in existence to better the community (e.g., schools, nonprofit organizations, government agencies, businesses, faith communities, etc.). An inventory of these entities is reproduced as Appendix D.

5. **Review of National Best Practices.** This assessment is anchored in nationally-recognized “best practices” for community development. One of the key methodologies was to ensure (a) core insights of asset-based community development methodology were reflected in the preparation of this report, (b) nationally accepted approaches to assessment were followed, and (c) core insights about effective action plan development and asset-based intervention strategies were considered.
6. **Action Planning and Priority-Setting Process.** Information from the above methodologies served as the foundation for an action planning process with the FireStar Partners. The action planning, which began on July 7th, 2008 resulted in the establishment of priorities for fund distribution.

**CORE FINDINGS**

Core findings emerging from each of the project’s methodologies are presented below in executive summary format. Complete details are offered in the Appendices.

**Methodology 1: Community Vital Signs Assessment**

The vital signs show Golden Gate is a predominately Hispanic neighborhood comprised of single family dwellings with nearly 43% of the residents having completed a high school education. More than half of the residents live below the poverty threshold and the unemployment rate is nearly 10%. Crime rates are moderate to high with the number of reported homicides, aggravated assaults, auto thefts, and arsons decreasing significantly the past three years. During the same time, the number of burglaries and thefts increased, and the number of reported sexual assaults and robberies remained unchanged. The data indicates Golden Gate faces significant socioeconomic challenges. A data summary is below with the complete assessment in Appendix A. Much of the information was extracted from the U.S. Census Summary File 3, Profile of General Demographic Characteristics: 2000.

**Demographics**

*Sex and Age Distribution*

- According to the 2000 census, the total population of the neighborhood was 19,727 persons. Males make up 51.6% (10,185 individuals) of the population and females 48.4% (9,542 individuals).
Households and Housing

- The majority of the housing units in the neighborhood are 1-unit detached homes.
- The percentage of family households is 75.5%. This is higher than the city average in 2000 of 66%.
- The neighborhood has a higher percentage of couples with children than the city. In 2000, the neighborhood had 34.6% of married couples with children while Phoenix had only 24%.
- Of the neighborhood’s total population in family households, 5.6% have a female-headed household and 14.8% have a male-headed household.
- Housing in this neighborhood dates from as early as the 1930s; however, the majority of homes were built in the 1950s and 1960s. The city’s median age dates from the citywide construction boom of the early to mid-1970s. As a result, the median age of the neighborhood’s housing units is approximately ten to twenty years older than that of the city as a whole.
- The percentage of owner-occupied units in the neighborhood was 58% in 2000. This is less than the city rate of 61%. The percentage of renter-occupied units in the neighborhood was 42%, higher than the city average of 39%.
- According to the 2000 census, the overcrowding rate (more than one person per room) in the neighborhood was 32.8%. This rate was above the city’s overcrowding rate of 12.5%.

Ethnic Distributions

- The neighborhood’s Hispanic population (82.2%) was significantly higher than the city’s (34%), while the neighborhood’s White (non-Hispanic) population (13.8%) was much lower than the city’s (56%).
- According to the 2000 U.S. Census, approximately 28% of all persons 5 years of age and older in the neighborhood did not speak English well or at all.

Education and Schools

AZ Learns Elementary Achievement Profiles (2006-2007):
Alta E. Butler School: Performing
Carl T. Smith Middle School: Underperforming
Morris K. Udall Escuela de Bellas Artes: Performing Plus
Moya Elementary: Performing Plus
P.T. Coe Elementary: Performing Plus
Mitchell Elementary: Performing Plus
Carl Hayden Community High School: Performing Plus
Phoenix Union Cyber High School: Performing
West Phoenix High School: Performing

- The percentage of the adult population (25 years and older) that has graduated from high school is often used as a measure of educational attainment. The city’s educational attainment rate increased from 73% in 1980 to 79% in 1990 and then decreased to 69.3% in 2000.
- According to the 2000 U.S. Census, an estimated 42.5% of the adult residents of the neighborhood had graduated from high school.
- Within the neighborhood, 36.3% of the population had an educational attainment of less than 9th grade.
- Within the neighborhood, 3.1% of the population had a Bachelor’s degree or higher.
- In 2000, 29.9% of the population 3 years and older was enrolled in school, with 70.1% not enrolled in school. The majority of this population was in elementary and high school.
- Elementary students from the neighborhood attend P.T. Coe Elementary School (3801 W. Roanoke), Mitchell Elementary School (1700 N. 41st Avenue), Alta E. Butler School (3843 W. Roosevelt Street), Moya Elementary School (406 N. 41st Avenue), and Morris K. Udall Escuela de Bellas Artes (3715 W. Roosevelt Street).
- All of the elementary schools provide kindergarten through grade five except Alta E. Butler (K-7) and Morris K. Udall (K-8). Students in grades six through eight can attend Carl T. Smith Middle School (4301 W. Fillmore Road).
- All of the elementary schools are in the Isaac Elementary School District.
- Neighborhood residents can attend Carl Hayden Community High School (3333 W. Roosevelt Street) or Phoenix Union Cyber High School (3701 W. Thomas Road), both of which are in the Phoenix Union High School District.
- West Phoenix High School (3835 W. Thomas Road) is the only charter school in the neighborhood.

Economic Characteristics

- City residents reported having an average household income of $55,408 in 1999. In contrast, neighborhood residents reported having an average household income of $31,301 in 1999, which was approximately 56.4% of the city average.
- As defined by the U.S. Census, the poverty threshold for a family of four persons was $17,029 in 1999. At that time, 25.2% of the neighborhood’s family population was living below the poverty threshold. This percentage
is greater than the 1999 city average of 15.8%. Of persons over the age of eighteen, 60.3% are living below the poverty threshold within the neighborhood.

- The neighborhood had an unemployment rate (in the civilian labor force) of 9.7% in 1999, which was markedly higher than the city’s unemployment rate of 5.7% at that time.

- 47.6% of the neighborhood population over 16 years of age is in the labor force.

<table>
<thead>
<tr>
<th>Persons for Whom Poverty Status is Determined</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persons Below the Poverty Status</td>
<td>5573</td>
<td>28.40%</td>
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<tr>
<td>Under 5 years</td>
<td>841</td>
<td>15.10%</td>
</tr>
<tr>
<td>5 through 11 years</td>
<td>857</td>
<td>15.40%</td>
</tr>
<tr>
<td>12 through 17 years</td>
<td>516</td>
<td>9.30%</td>
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<td>18 through 64 years</td>
<td>2931</td>
<td>52.60%</td>
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<tr>
<td>65 through 75 years</td>
<td>212</td>
<td>3.80%</td>
</tr>
<tr>
<td>75 and over</td>
<td>216</td>
<td>3.90%</td>
</tr>
</tbody>
</table>

**Land Use and Zoning**

- The majority of the neighborhood consists of single family residential zoning, predominately R1-6, which permits single family residences with a density ranging to 5.3 du/acre. Areas permitting higher density and multiple-family residential are zoned R-5 (up to 43.5 du/ac). Multiple-family residential zones are located primarily along McDowell Road.

- Commercial zoning in the neighborhood is located primarily along 35th Avenue and 43rd Avenue. These commercial districts include C-1, C-2, and C-3 zoning – neighborhood retail, intermediate commercial, and general commercial, respectively.

- Industrial zoning in the neighborhood is located primarily along Thomas Road between 35th and 39th Avenues. These commercial districts include A-1 zoning (light industrial park).

**Public Safety**

*Police Protection*

- The neighborhood is served by the Maryvale Precinct located at 6180 W. Encanto Boulevard.

- Listed below are the reported crimes for both the neighborhood and the city from 2005-2006, 2006-2007, and 2007-2008.
- Crimes reported by the Police Department are recorded for each applicable category. For example, an assault that is determined to be gang-related would be recorded both as an assault as well as a gang-related crime.

- The number of reported homicides, aggravated assaults, auto thefts, and arsons decreased significantly over the past three years.

- The number of burglaries and theft increased over the past three years.

- The number of sexual assaults and robberies remained similar over the past three years.

- According to the City of Phoenix Police Department, the neighborhood as mapped on the Department’s Crime Hotspots Map has moderate to moderately high violent crime rates.

- From January 1, 2003 to January 31, 2008 there have been 2,037 traffic crashes, 55,796 calls for service, 96 gang involved crime incidents, and 954 domestic violence related crime incidents within the neighborhood.
- The City of Phoenix reports the following neighborhood associations and crime prevention programs have been established in this neighborhood:
  o 43rd & Thomas Neighborhood Coalition
  o Granada Block Watch
  o Mitchell/Golden Gate Neighborhood Association
  o Westview Manor Block Watch
  o UPEM/UPST
  o Amistad
  o Winnona Park Neighborhood Association
  o Our Neighborhood Block Watch and Crime Fight Back

*Fire Protection*

This area is primarily served by Fire Station 24 (FS24) located at 2602 N. 43rd Avenue. FS24 is staffed with several fire safety and emergency medical personnel operating an Advanced Life Support (ALS), Engine Company (E24), Ladder Company (L24), and Ladder Tender Company (LT24).

*Public Transportation*

- The Park-and-Ride lot located at 79th Avenue and I-10 serves the neighborhood.
- Dial-a-Ride usage by area is not available. If ridership were distributed evenly by geographic area, only one or two boardings would be expected daily in the neighborhood. Dial-a-Ride service is provided throughout the neighborhood to seniors and persons with disabilities. Weekday service hours are 5am to midnight. On weekends and holidays service is available from 5am to 10pm. Service for Americans with Disabilities Act (ADA) eligible persons is provided during the same hours as regular Dial-a-Ride.

While much of the Community Vital Signs Assessment is based on Census data from 2000, the ratios of difference between the data mostly likely remained the same or increased. For example, the percentage of family households in Golden Gate is 75.5% which is higher than the city average in 2000 of 66%. The difference of 9.5% most likely has held true or increased. The raw numbers may have changed, but the percentage differences between the neighborhood and the City highlight the unique situation the Golden Gate neighborhood faces. Complete results of the Community Vital Signs Assessment are presented in Appendix A.
Methodology 2: Key Informant Research

In this main body of the report, we summarize only some of the more pervasive themes emerging from each assessment. More details are provided in Appendix B, which displays the specific answers to questions.

Emerging Themes from Key Informants

**Theme 1: Neighborhood Safety (Public/Personal)** – Interviewees were all concerned with various threats to neighborhood safety. In particular, prostitution, gunshots, drugs, gang activity, and apparent disregard for the laws were detailed as major problems. In addition, assistance in domestic violence situations and animal control are needed. Of great concern is the paradoxical need for more police in conjunction with a neighborhood-wide fear of the police due to underlying immigration issues. In addition, there were two fears identified - the fear of going outdoors to enjoy activities and the fear of retaliation for reporting crimes in their neighborhoods. The fire department was applauded for its contributions to the neighborhood and the desire for them to continuing doing so was often voiced.

**Theme 2: Community Appearance** – Problems of tagging and graffiti were consistently mentioned, as was a concern over the amount of trash and neighborhood blight. Rundown and vacant houses and apartment complexes were listed as a problem and a neighborhood call to remodel such properties was given. In spite of these concerns, interviewees were pleased with the building of the pedestrian bridge and the maintenance of some of the parks. A neighborhood clean-up day was suggested as a possible response to the community’s appearance.

**Theme 3: Community Education and Schools** – Nearly every person interviewed requested more youth programs, whether from an educational, value instillation, or athletic perspective. Of primary concern is helping young people from making poor choices that have negative consequences for both them and their community. An increase in youth programs is seen as an antidote to poor choices. Also desired are programs for adult education, in particular citizenship training. Many interviewees thought that current English as a Second Language (ESL) and parenting classes within the community have been successful, as well as the Jumpstart program and Raising Grandparents Group. Additional parenting classes and meetings are also seen as an important community needs.

**Theme 4: Expansion of Community Events, Entertainment, and Recreation** – As an extension of the above themes, interviewees were specific in their desire to expand community events and programs of all kinds for all populations. There was interest in bolstering community pride and identity, as well as creating opportunities for positive experiences of youth, families, and neighbors building meaningful relationships through recreation programs. An increase in sporting opportunities was frequently mentioned- specifically additional space and
leadership for organized sports activities. Some of the parks were thought to be in good condition.

**Theme 5: Expansion of Employment Opportunities and Training** –
Interviewees called for an increase in employment opportunities for teenagers. With a relative lack of local retail businesses, it was noted that it has become difficult for youth to gain employment. Also, community members expressed the need for an employment base that offers living wages within the neighborhood.

**Theme 6: Community Relations and Connectivity (Internal and External)** – Of dominant concern was the lack of a cohesive community vision among residents. With tension between different ethnic groups, as well as language barriers, the sharing of information among residents has become difficult due to a sense of lack of communication and mutual respect. For a myriad of reasons, interviewees pointed to inadequate mechanisms for involvement in community initiatives for many ethnic groups. Praised, however, were the neighborhood associations, Weed and Seed program, Promotoras, monthly meetings, and town hall gatherings. Many interviewees were troubled by a lack of mutual awareness between residents and feel a better distribution of information in a bilingual format is necessary.

**Theme 7: Increase in Community Resources** – The need for an increase in community resources for assisting residents and organizations was frequently mentioned. An illustration of success was the recent acquisition of a Weed and Seed grant. Interviewees were eager for the FireStar project to commence as yet another success story for the community.

**Theme 8: Increase in Resident Services** – Of particular concern was the issue of immigration. There is a lack of trust among those who have immigrated to the neighborhood for fear they will be punished by the law. Therefore, many community residents are unaware of services available to them, and – even if they are aware – they are unwilling to seek them out. An information campaign was suggested to alleviate this fear. Interviewees thought many service programs have been successful, for example, food boxes in the neighborhood, health fairs and screenings, and shelters. In addition, the Adam Diaz Senior Center, Mission of Mary, St. Vincent DePaul, John F. Long Center, and Fry’s Mercado were mentioned as sources of community assistance. Most noteworthy was a consensus that the Golden Gate Community Center was a major resource for the neighborhood.

**Ideal Neighborhood, Points of Pride and Assets**

The interviewees were asked specific questions about neighborhood points of pride, assets, challenges, and what they could envision firefighters doing to help Golden Gate achieve its ideal. A sample of responses is below and congruence among answers is measured in the percentage of key informants that provided similar answers. A complete compilation of interviewee perspectives is contained in Appendix B.
The stakeholders had clear ideas about what community assets are working within the Golden Gate community to help move towards “achieving an ideal neighborhood that is a safe place in which to live, work, play, shop, and go to school.” However, when asked about what programs were working well, some informants had difficulty thinking of answers. Public safety and good schools were highlighted as the most important needed additions to the community. Other frequent themes noted for enhancement included neighborhood clean-ups and youth programs. Nonprofits, existing schools, and faith communities were noted as key community assets with (as noted above) a particular commendation for the Golden Gate Community Center.

<table>
<thead>
<tr>
<th>Think of what an “ideal” neighborhood would be like. First, state three things that need to be added to your community to make it ideal. Then name three “points of pride” in the community.</th>
<th>N = 16</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education and Schools</td>
<td>6</td>
<td>38%</td>
</tr>
<tr>
<td>Safety</td>
<td>6</td>
<td>38%</td>
</tr>
<tr>
<td>Neighborhood clean-up</td>
<td>5</td>
<td>31%</td>
</tr>
<tr>
<td>Youth activities</td>
<td>4</td>
<td>25%</td>
</tr>
<tr>
<td>Neighborhood association</td>
<td>3</td>
<td>19%</td>
</tr>
<tr>
<td>Community space</td>
<td>3</td>
<td>19%</td>
</tr>
<tr>
<td>Parks</td>
<td>3</td>
<td>19%</td>
</tr>
<tr>
<td>Community connectedness</td>
<td>2</td>
<td>13%</td>
</tr>
<tr>
<td>Health</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Transportation</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Employment</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Animal control</td>
<td>1</td>
<td>6%</td>
</tr>
</tbody>
</table>

**Community “Points of Pride”**

| Golden Gate Community Center | 10 | 63% |
| Adam Diaz Senior Center | 2 | 25% |
| Fry’s Mercado | 2 | 13% |
| Boys and Girls Club | 1 | 6% |
| Carl Hayden Community Center | 1 | 6% |
| Faith communities | 1 | 6% |
Community Challenges and Innovative Solutions

Key informants were quick to identify a host of challenges facing the community. In fact, many concerns about community challenges crept into the responses given to other more positively framed questions within the interview. Not surprisingly, public safety and clean neighborhoods were the top concerns. Key informants also had good ideas about innovative solutions that can address the challenges with enhanced communication and programs designed to increase community involvement being among those most frequently cited.

<table>
<thead>
<tr>
<th>What assets (activities, programs, etc.) are working well for community residents? What are you proud of? What do residents tell you they appreciate?</th>
<th>N = 16</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Local nonprofits</td>
<td>6</td>
<td>38%</td>
</tr>
<tr>
<td>Education / Schools</td>
<td>6</td>
<td>38%</td>
</tr>
<tr>
<td>Faith communities</td>
<td>5</td>
<td>31%</td>
</tr>
<tr>
<td>Neighborhood association</td>
<td>3</td>
<td>19%</td>
</tr>
<tr>
<td>Police department</td>
<td>3</td>
<td>19%</td>
</tr>
<tr>
<td>Community centers</td>
<td>3</td>
<td>19%</td>
</tr>
<tr>
<td>Fire department</td>
<td>2</td>
<td>13%</td>
</tr>
<tr>
<td>Local businesses</td>
<td>2</td>
<td>13%</td>
</tr>
<tr>
<td>Government officials</td>
<td>2</td>
<td>13%</td>
</tr>
<tr>
<td>Support groups</td>
<td>2</td>
<td>13%</td>
</tr>
<tr>
<td>Health programs</td>
<td>2</td>
<td>13%</td>
</tr>
<tr>
<td>Parks and recreation</td>
<td>1</td>
<td>6%</td>
</tr>
</tbody>
</table>

To best meet people’s needs and create a strong community, name a few things that are not being done well by government, schools, nonprofits, faith communities, businesses, service clubs, and volunteer organizations. What are the greatest challenges confronting the community?

<table>
<thead>
<tr>
<th>N = 15</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety</td>
<td>8</td>
</tr>
<tr>
<td>Clean-up and blight</td>
<td>6</td>
</tr>
<tr>
<td>Immigration issues</td>
<td>4</td>
</tr>
<tr>
<td>Communication barriers</td>
<td>4</td>
</tr>
<tr>
<td>Law enforcement</td>
<td>3</td>
</tr>
<tr>
<td>Education</td>
<td>2</td>
</tr>
<tr>
<td>Fear of law enforcement</td>
<td>2</td>
</tr>
<tr>
<td>Funding</td>
<td>2</td>
</tr>
<tr>
<td>Family problems</td>
<td>2</td>
</tr>
<tr>
<td>Faith communities</td>
<td>1</td>
</tr>
<tr>
<td>Homelessness</td>
<td>1</td>
</tr>
<tr>
<td>Activities and recreation</td>
<td>1</td>
</tr>
<tr>
<td>Health</td>
<td>1</td>
</tr>
</tbody>
</table>
What do you think might be some innovative ways the community can come together to ensure that neighborhood, homes, and schools are safe and prosperous?

<table>
<thead>
<tr>
<th>What do you think might be some innovative ways the community can come together to ensure that neighborhood, homes, and schools are safe and prosperous?</th>
<th>N = 16</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication and involvement</td>
<td>9</td>
<td>56%</td>
</tr>
<tr>
<td>Law enforcement</td>
<td>5</td>
<td>31%</td>
</tr>
<tr>
<td>Grants and funding</td>
<td>2</td>
<td>13%</td>
</tr>
<tr>
<td>Educational programs</td>
<td>2</td>
<td>13%</td>
</tr>
<tr>
<td>Neighborhood clean-up</td>
<td>2</td>
<td>13%</td>
</tr>
<tr>
<td>Neighborhood schools</td>
<td>2</td>
<td>13%</td>
</tr>
<tr>
<td>Activities</td>
<td>2</td>
<td>13%</td>
</tr>
<tr>
<td>Nonprofit organizations</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Faith communities</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Health programs</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Safety / Crime</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Leadership</td>
<td>1</td>
<td>6%</td>
</tr>
</tbody>
</table>

Community Initiative and Leadership

Key informants had a variety of ideas regarding what kinds of initiatives might stimulate the community to move towards its ideal. Ideas ranged from strengthening neighborhood associations to bolstering support for schools to engaging the faith communities. At the core of these ideas is the notion of having residents developing the capacity to create their own future – organically. Programs designed to increase communication, encourage leadership development, and provide opportunities for success is at the heart of the Asset-Based Community Development (ABCD) model, and these tenets were reflected in interviewee responses (Appendix B). In short, getting Golden Gate residents actively involved and leading community initiatives is a key to success.

What kinds of programs, services, or initiatives would move the community towards its ideal? How can neighborhood residents become actively involved in community projects?

<table>
<thead>
<tr>
<th>What kinds of programs, services, or initiatives would move the community towards its ideal? How can neighborhood residents become actively involved in community projects?</th>
<th>N = 13</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neighborhood association</td>
<td>3</td>
<td>23%</td>
</tr>
<tr>
<td>Education and schools</td>
<td>3</td>
<td>23%</td>
</tr>
<tr>
<td>Employment and commerce</td>
<td>2</td>
<td>15%</td>
</tr>
<tr>
<td>Activities</td>
<td>2</td>
<td>15%</td>
</tr>
<tr>
<td>Law enforcement</td>
<td>2</td>
<td>15%</td>
</tr>
<tr>
<td>Information distribution</td>
<td>2</td>
<td>15%</td>
</tr>
<tr>
<td>Neighborhood clean-up</td>
<td>1</td>
<td>8%</td>
</tr>
<tr>
<td>Faith communities</td>
<td>1</td>
<td>8%</td>
</tr>
<tr>
<td>Community centers</td>
<td>1</td>
<td>8%</td>
</tr>
<tr>
<td>Funding</td>
<td>1</td>
<td>8%</td>
</tr>
</tbody>
</table>
How do you think we can encourage other individuals to step up like these existing leaders have? What can be done to encourage them? Are current leaders willing to adapt the way they lead as times change?

<table>
<thead>
<tr>
<th></th>
<th>N = 13</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>4</td>
<td>31%</td>
</tr>
<tr>
<td>Persistence</td>
<td>2</td>
<td>15%</td>
</tr>
<tr>
<td>Activities</td>
<td>2</td>
<td>15%</td>
</tr>
<tr>
<td>Weed and Seed program</td>
<td>1</td>
<td>8%</td>
</tr>
<tr>
<td>Neighborhood association</td>
<td>1</td>
<td>8%</td>
</tr>
<tr>
<td>Health fairs</td>
<td>1</td>
<td>8%</td>
</tr>
<tr>
<td>Educational programs</td>
<td>1</td>
<td>8%</td>
</tr>
<tr>
<td>Workshops</td>
<td>1</td>
<td>8%</td>
</tr>
<tr>
<td>Funding</td>
<td>1</td>
<td>8%</td>
</tr>
</tbody>
</table>

Focus for Firefighters

Key informants had certain ideas for engaging fighters in community development, although most of the ideas were amplifying the work firefighters do already. The benefit of greater firefighter visibility in the community in various roles was noted. In particular, taking roles in community events, community gatherings, and youth-focused programs and activities were notable findings.

What can firefighters do as a community asset to improve the quality of life in Golden Gate? How can they help the community overcome its challenges (identified above) such as public safety?

<table>
<thead>
<tr>
<th></th>
<th>N = 16</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programs for adults</td>
<td>6</td>
<td>38%</td>
</tr>
<tr>
<td>Safety education</td>
<td>6</td>
<td>38%</td>
</tr>
<tr>
<td>Greater community presence</td>
<td>3</td>
<td>19%</td>
</tr>
<tr>
<td>Programs for youth</td>
<td>3</td>
<td>19%</td>
</tr>
<tr>
<td>Events and activities</td>
<td>2</td>
<td>13%</td>
</tr>
<tr>
<td>Presentations</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Reduce fear</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Neighborhood clean-up</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>School visits</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Training and ride-along programs</td>
<td>1</td>
<td>6%</td>
</tr>
</tbody>
</table>

How can firefighters enable youth, families, seniors, and adult singles to make this neighborhood a better place to live, work, and play?

<table>
<thead>
<tr>
<th></th>
<th>N = 12</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentoring</td>
<td>2</td>
<td>17%</td>
</tr>
<tr>
<td>Safety education</td>
<td>2</td>
<td>17%</td>
</tr>
<tr>
<td>Community participation</td>
<td>2</td>
<td>17%</td>
</tr>
<tr>
<td>Youth activities</td>
<td>2</td>
<td>17%</td>
</tr>
<tr>
<td>Community center</td>
<td>1</td>
<td>8%</td>
</tr>
<tr>
<td>Neighborhood clean-up</td>
<td>1</td>
<td>8%</td>
</tr>
<tr>
<td>Reduce fear</td>
<td>1</td>
<td>8%</td>
</tr>
</tbody>
</table>
Community Message

Finally, key informants were asked about the single most important message to give to those trying to make Golden Gate a better place to live. Having residents get involved, becoming inter-connected, and taking pride in their community was the central theme they felt might contribute to achieving the community’s ideal neighborhood.

<table>
<thead>
<tr>
<th>In closing, what do you think is the single most important message that needs to be heard by those who want to make the community a better place and are trying to understand what human services programs are needed to support it?</th>
<th>N = 16</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Involvement</td>
<td>3</td>
<td>19%</td>
</tr>
<tr>
<td>Togetherness</td>
<td>3</td>
<td>19%</td>
</tr>
<tr>
<td>Family</td>
<td>2</td>
<td>13%</td>
</tr>
<tr>
<td>Reduce fear</td>
<td>2</td>
<td>13%</td>
</tr>
<tr>
<td>Pride</td>
<td>2</td>
<td>13%</td>
</tr>
<tr>
<td>Community already has the necessary skills</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Funding</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Safety</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Embrace diversity</td>
<td>1</td>
<td>6%</td>
</tr>
</tbody>
</table>

Methodology 3: Community Focus Groups

Ten focus groups with Golden Gate community residents were conducted May through June 2008. The groups included residents sampled from a variety of programs at the community center, senior center, and the local school district. On average, nine people were in each group. A total of 85 Golden Gate residents were involved in the process.

The focus group followed five fundamental conversation themes:

- What is your vision for the Golden Gate neighborhood in 2020?
- What are the neighborhood’s greatest assets (what’s working well)?
- What are the neighborhood’s greatest challenges?
- If you were THE community leader – the person in charge -- what would you do that is not being done now?
- How could Firefighters help the community?

The facilitators guided the focus groups into several sub-conversations around these five major themes. Confidentiality of response was ensured as the facilitators guided the conversations to ensure a diversity of expression and to maximize the contributions of all individuals present. The conversations, on
average, lasted an hour. Major themes were recorded on flip charts and are itemized in Appendix C.

Emerging Themes from Community Focus Groups

Core themes from the focus groups are summarized below:

**Theme 1: Neighborhood Safety (Public/Personal)** – Residents cited more than any thing else a concern for their own well-being and safety along with that of their family members – in their neighborhoods, in their homes, on the streets, and in the parks. Every focus group mentioned crime and fear of crime as a major problem. They are seeking help and ways to overcome what they consider the main challenge within their neighborhood. In addition, nearly every focus group highlighted prostitution including child prostitution, drug and gang activities as of utmost concern. Issues of theft, drugs, shootings, and child abductions and molestations were also a basis for fear.

**Theme 2: Community Appearance** – The way the neighborhood looks was an important issue for the neighborhood residents. Every focus group mentioned the blight of graffiti and vandalism, as well as problems with homeowners not maintaining their homes and adjacent alleys. Vacant housing and homelessness are also of concern. Suggestions for community support often came in the form of requests for neighborhood clean-up.

**Theme 3: Community Education and Schools** – As the welfare of the neighborhood’s children was of supreme concern to the residents, the state of education and schools were of high importance to them. They would like to see more educational opportunities available for adults, such as ESL and civic responsibility programs. Classes in pregnancy prevention, parenting, family structure, and self-defense were also mentioned. An increase in the number of teachers, as well as an improvement in the quality of these teachers was frequently expressed as a concern. The nearest library was highly praised as a community asset. Frequent mention was made of the need for inclusion of fire and police personnel into schools and school curricula -- including mentoring of students, teaching safety strategies, and offering glimpses into possible careers in these fields.

**Theme 4: Expansion of Community Events, Entertainment, and Recreation** – Residents expressed a need for increased number and variety of community events, entertainment, and recreation. Related to the concern for safety and well-being, residents particularly noted the need for activities geared toward children and youth to provide them with alternatives to risky and negative choice behaviors. A frequent request was for more or renovated parks and pools, as were requests for the development of more programs, such as those offered by Boys and Girls Clubs and YMCAs. Another frequent theme was the need for block parties so neighbors could meet each other and thus build relationships among community members. The desires for additional access to public transportation and extended hours at the Adam Diaz Senior Center were noted.
As was true for the key informants, the Golden Gate Community Center was often praised for its programs and cited repeatedly as a “point of pride” within the community.

**Theme 5: Expansion of Employment Opportunities and Training** – Residents pointed to the relative lack of employment opportunities within the neighborhood. Vocational training and college preparation are seen as vital to the future success of the community in meeting its vision.

**Theme 6: Community Relations and Connectivity (Internal and External)** – A prevailing theme among focus groups was that many residents do not know their neighbors -- and as a result the strong ties between neighbors necessary for a community to flourish are lacking. There is a disconnect between new neighbors and those who have lived in the neighborhood for years. To tend to this problem, an increase in large community events such as block parties and/or neighborhood watch meetings was recommended. A major challenge facing the neighborhood is the lack of involvement and communication on the part of residents, which stands in the way of reaching its potential for a high quality of life. Also of concern was the relationship between the city and the neighborhood and the need to establish quality interaction between city officials and residents. It is clear residents desire to build partnerships with city businesses and develop a core of positive leaders to create change within the community.

**Theme 7: Increase in Community Resources** – Residents cited the lack of community funding as a challenge to community empowerment. They noted money for community events is hard to come by as well as the funding necessary of neighborhood clean-up. Residents hope to secure more investments from the city and its leaders.

As mentioned above, five questions guided the focus group questions. Participants provided a diversity of answers to each. While detailed records of the responses are provided in Appendix C, core themes are summarized in the tables below. For each theme, there is indication of the number (and percentage) of focus groups that include the theme as a discussion point.

**Ideal Neighborhood**

Focus group participants’ responses provide an excellent basis for creating a community vision. All of the focus groups aligned with the ideal of personal and public safety. A clean neighborhood was the next most frequently cited ideal. Other common themes were a drug-free neighborhood and more recreational activities. The availability of good educational opportunities, better neighborhood relations, an increase of health-related opportunities, and an increase in funding also appeared within two or more groups. A clearly and widely communicated vision statement for Golden Gate would provide an ideal state that residents can work towards achieving.
Imagine the Golden Gate neighborhood in the year 2020. Ideally, what does it look like (i.e., the vision)? Imagine a ‘perfect’ neighborhood for your family and friends. What do you see?

<table>
<thead>
<tr>
<th>Safe</th>
<th>10</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clean</td>
<td>8</td>
<td>80%</td>
</tr>
<tr>
<td>Drug-free</td>
<td>5</td>
<td>50%</td>
</tr>
<tr>
<td>More recreational activities</td>
<td>4</td>
<td>40%</td>
</tr>
<tr>
<td>Good educational opportunities</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>Better neighborhood relations</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>Increase in health</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>Increased funding</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>Arts programs</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Employment opportunities</td>
<td>1</td>
<td>10%</td>
</tr>
</tbody>
</table>

Points of Pride and Assets

Participants identified a variety of community resources that serve the Golden Gate community. The Golden Gate Community Center was highlighted as a community asset by nearly three-quarters (70%) of the focus groups – as well as current educational programs. A high number of groups also have an appreciation for park and landscaping programs and health services programs.

| Golden Gate Community Center | 7 | 70% |
| Educational programs | 7 | 70% |
| Parks and landscape | 4 | 40% |
| Health services | 4 | 40% |
| Fire department | 2 | 20% |
| Nonprofit organizations | 2 | 20% |
| Fry's Mercado | 2 | 20% |
| Police department | 2 | 20% |
| Neighborhood Watch | 2 | 20% |
| Government officials | 2 | 20% |
| Senior Center | 2 | 20% |
| Faith communities | 1 | 10% |
| Neighborhood communication | 1 | 10% |
| Boys and Girls Club | 1 | 10% |
| Sports | 1 | 10% |
Community Challenges

In general, residents were eager to develop a comprehensive list of challenges they face in the community. Some of the more pervasively expressed themes across groups were those of violence, graffiti, blight, vacant housing, law enforcement, prostitution, theft, and unemployment. Yet, there were many other challenges of concern. Some of these challenges could become the heart of community investment opportunities for the FireStar Fund.

<table>
<thead>
<tr>
<th>Currently, what challenges does Maryvale face in making the neighborhood a better place to live?</th>
<th>N = 10</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violence</td>
<td>6</td>
<td>60%</td>
</tr>
<tr>
<td>Graffiti, blight, vacant housing</td>
<td>5</td>
<td>50%</td>
</tr>
<tr>
<td>Law enforcement</td>
<td>4</td>
<td>40%</td>
</tr>
<tr>
<td>Prostitution</td>
<td>4</td>
<td>40%</td>
</tr>
<tr>
<td>Theft</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>Unemployment</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>Lack of education</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>Lack of recreation</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>Gangs</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>Homelessness</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>Drug and alcohol abuse</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>Lack of funding</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>Lack of leadership</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>Discrimination</td>
<td>1</td>
<td>10%</td>
</tr>
</tbody>
</table>

Community Leadership Ideas

Participants were asked what they would do if they were the community leader who could indeed make their vision for the Golden Gate community come true. The most persistent themes across the groups were about improving education, reducing crime, cleaning up the neighborhood, improving law enforcement, expanding recreational activities, and expanding human service support services. These themes align with themes expressed for questions about community ideals and community challenges.

<table>
<thead>
<tr>
<th>If you were the community leader who could make your vision come true, what would you do that is not being done now? First, second, third?</th>
<th>N = 10</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>8</td>
<td>80%</td>
</tr>
<tr>
<td>Crime</td>
<td>7</td>
<td>70%</td>
</tr>
<tr>
<td>Neighborhood clean-up</td>
<td>7</td>
<td>70%</td>
</tr>
<tr>
<td>Law enforcement</td>
<td>6</td>
<td>60%</td>
</tr>
<tr>
<td>Recreational activities</td>
<td>6</td>
<td>60%</td>
</tr>
<tr>
<td>Support services (day care, pregnancy prevention)</td>
<td>5</td>
<td>50%</td>
</tr>
</tbody>
</table>
Focus group participants were directly asked for ideas about how they envision what firefighters can do for their community. While offering a safety and prevention class was a continual theme across focus groups, increased community presence and involvement in youth development programs were mentioned. Assistance in developing information and communication programs was also a consistent theme. All of these themes point to the broader roles in community development (e.g., activity programs, mentorship, positive role modeling, and leadership development) that firefighters might have in the desired goal of helping communities.

**Firefighter Focus**

Firefighters want to take an active role in helping the community become a better place to live. What can they do beyond their life-saving, fire fighting, fire and drowning prevention duties to help address the neighborhood’s challenges and empower neighborhood leaders to make Golden Gate a better place to live?

<table>
<thead>
<tr>
<th>Activity</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety and prevention classes</td>
<td>9</td>
<td>90%</td>
</tr>
<tr>
<td>Increased community presence</td>
<td>6</td>
<td>60%</td>
</tr>
<tr>
<td>Distribute information</td>
<td>5</td>
<td>50%</td>
</tr>
<tr>
<td>Youth education</td>
<td>5</td>
<td>50%</td>
</tr>
<tr>
<td>Youth activities</td>
<td>4</td>
<td>40%</td>
</tr>
<tr>
<td>Neighborhood clean-up</td>
<td>4</td>
<td>40%</td>
</tr>
<tr>
<td>Fundraising</td>
<td>3</td>
<td>30%</td>
</tr>
<tr>
<td>Training / Mentoring</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>Reduce crime</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Provide health services</td>
<td>1</td>
<td>10%</td>
</tr>
<tr>
<td>Adult education</td>
<td>1</td>
<td>10%</td>
</tr>
</tbody>
</table>
General Finding: Key Informant Interviews and Focus Groups

In general, the key informant interview and focus group results indicate residents want to live in a safe, clean neighborhood with educational programs for youth and families with enhanced opportunities for life and job skills development to ensure economic success for themselves and their families. Residents also want good relations among community members and the organizations serving them. They also want well-funded community events, entertainment, and recreation programs that celebrate life in the community.

Residents clearly want to improve the quality of life in the Golden Gate community while they understand the challenges and opportunities that await them in this pursuit. They seek additional help and resources. At the same time, the need for community members to take ownership in solving community problems is of great importance to them, thereby increasing pride in their own community and making it a better place to live. These ideals reflect the essence of the Asset-Based Community Development (ABCD) model. Many assets already reside within the community – including the residents themselves. The FireStar Fund can add capacity to these assets by addressing the key concerns identified in this community scan. True to the ABCD model, on a long term basis, the residents and organizations within the community itself must make the desired goals/changes to make any improvements self-sustaining. Thus, the role of the FireStar fund is to work with the community to create the desired goals/changes (e.g., enhanced opportunities for youth, the development of leadership capacity) as well as doing things for the community (e.g., neighborhood clean-ups, smoke detector installation, public safety classes).

Methodology 4: Community Asset Mapping

The Community Asset Mapping process creates an inventory of agencies, organizations, and institutions in existence to better the community (e.g., schools, nonprofit organizations, government agencies, businesses, faith communities, etc.). An inventory of these entities, listed in Appendix D, reflects assets within and in the immediate proximity of the Golden Gate FireStar neighborhood boundaries. The inventory suggests Golden Gate currently has diverse assets to rely on to meet the needs of the neighborhood. An important role of the FireStar Fund might be to capitalize on the existence of these assets and their already proven capacity to maximize the impact of new investments in the community. The inventory shows:

- Over 267 incorporated businesses serve the Golden Gate community.
- Eleven schools (including one charter school) serve the community.
- The community has eight faith communities or faith-based centers.
Three government agencies or programs have operations within the neighborhood.

Eight health care physicians, agencies or centers have operations within the Golden Gate community.

Three Parks and Recreation facilities serve the community.

Five nonprofit and human service organizations operations are based in the community.

Assessment Component 5: Review of National Literature and Best Practices

As the introduction to this report makes clear, all forms of assessment for this community scan were anchored in a nationally-recognized “best practices” for community development. Much has been written about what constitutes key components of a healthy and vital neighborhood – and what can be done from an intervention perspective to help a neighborhood achieve maximum health and vitality (Kretzmann & McKnight 1993; Green and Haines 2002; Anderson, Scrimshaw, Fullilove, and Fielding 2003; Mattessich, Monsey, & Roy, 2004). Key insights from the national perspective are most succinctly captured by the work of Anderson et al. (2003). Their work describes the results of a national Task Force on Community Preventive Services organized under the auspices of the U.S. Department of Health and Human Services to summarize what is known about the effectiveness of community-based interventions to improve the health of communities.

Their comprehensive review revealed six primary characteristics of a healthy community:

- Quality Neighborhood Living Conditions
- Opportunities for Learning and Developing Personal Capacity
- Quality Employment
- Strong Civic Engagement
- Positive Community Norms, Customs, and Processes
- Adequate Health and Human Service Programs

Importantly, Anderson et al. (2003) addressed the question of how to work with each of these six characteristics to build stronger communities. For each of the six characteristics, they identified key indicator variables that would define “success” if the characteristic was fully present. Then, drawing on the work of the National Task Force on Community Preventive Services, they identified over 200 community-based intervention strategies that could be employed to move a community toward such “success.” Table 1 (see page 29) contains an extensive summary of the link between desired characteristics, key indicator variables, and potential intervention strategies in a matrix format.
This *national framework* is important for two reasons:

- First, it provides a structure for identifying specific *action strategies* that could be implemented by the FireStar program in light of the vision, assets, needs, and opportunities highlighted within this report.
- Second, the information underscores the need to focus on building intervention strategies targeted to long-term structural change in the community – as opposed to short-term activities that focus on short-term gains.

Short-term activities include those that produce a very real and tangible benefit to the community – but do not strike at the heart of the conditions, which precipitated the need for the activity. Examples might be neighborhood clean-ups, fire code enforcement, and housing hazard elimination.

Long-term investment strategies seek ways for outside resources (such as FireStar) to work *with* existing community assets (organizations, businesses, education systems, and residents) to create enduring change in the way community assets are organized to serve the community well. Primarily, the matrix of Table 1 points FireStar investments away from short-term “*in and out of the community action*” and more toward long term investments in *community change* that result in:

- Improved Neighborhood Living Conditions
- Improved Opportunities for Learning and Developing Personal Capacity
- Better Employment
- Improved Civic Engagement
- Coalesced Community Norms, Customs, and Processes
- Better Access to Health and Human Service Programs

If organized in this way, in full partnership with identified community assets, FireStar investments in the Golden Gate community would be strategically positioned to best empower the neighborhood to move toward its vision.
**Table 1.** Key indicators of a healthy neighborhood and corollary intervention strategies (adapted from Anderson et al., 2003)

<table>
<thead>
<tr>
<th>Healthy Neighborhood Indicator</th>
<th>Example of Intervention Strategy</th>
</tr>
</thead>
</table>
| **Component 1.**  
**Quality Neighborhood Living Conditions** | |
| Housing quality and safety | • Programs to abate housing hazards (lead paint removal, rodent extermination)  
• Fire safety protection (e.g., inspections, detector checks) |
| Safe neighborhoods | • Neighborhood Watch programs  
• Rapid access to emergency personnel (e.g., fire, police, and EMT) |
| Affordable housing | • Support for subsidized housing  
• Housing units for low-income, single adults |
| Building, improving, and retaining neighborhood assets | • Increase neighborhood businesses and home-based enterprises  
• Increase cultural organizations and citizen associations |
| Neighborhood cohesion and strong social support systems | • Mentoring programs (e.g., Big Brothers/Sisters, youth business mentoring, adopt-a senior programs)  
• Neighborhood planning to increase public meeting spaces (e.g., plazas, parks, trails, local open space/centers). |

**Component 2.**  
**Opportunities for Learning and Developing Personal Capacity**

| Early learning and child development opportunities | • Child development programs (e.g., Head Start)  
• High quality foster care programs |
| High quality educational systems | • Schools as sites for human service support systems (e.g., after-school programs, parenting programs, or community support programs)  
• Senior citizens serving as models and mentors in schools |
| Recreation and leisure activities for all ages | • Increased nonprofit organizations (e.g., YMCA/YWCA programs, Boys and Girls Clubs  
• Community sports for youth |
| Life-long learning environment | • Leadership development for all ages  
• Adult education programs |
### Component 3. Quality Employment Opportunities

| Economic viability | • Small loans to support locally owned businesses  
|                    | • Local business clubs as resource for business owners |
| Job training, workforce development and employment opportunities | • Volunteer programs to mentor students in diverse occupations  
| | • Quality, affordable child care for workers |

### Component 4. Strong Civic Engagement

| Civic engagement in communities | • Voter registration drives  
| Social engagement in communities | • Active civic clubs (e.g., Rotary, volunteer firefighters, parent-teacher associations)  
| Community infrastructure to maximize local decision-making | • Neighborhood social clubs  
| | • Community centers or facilities for group meetings  
| | • Training in negotiation/mediation skills for community groups  
| | • Re-enforcement of cultural heritage to build common interests (e.g., language courses or Saturday schools to teach ethnic group customs and art) |

### Component 5. Positive Community Customs, Norms, and Processes

| Social solidarity and understanding across diverse groups | • Anti-stigma campaigns (AIDS, mental illness, etc.)  
| | • Diversity training in schools and workplaces |
| Focal point for community growth and social support activities through religious organizations | • Provide locations for social support, leisure and spiritual fulfillment  
| | • Provide outlets for members to provide community service |
| Embracing multicultural beliefs and customs | • Neighborhood multicultural festivals  
| | • Multicultural training for care providers |
| Support for community centers for socialization | • Opportunities for after-school programs  
| | • Provide senior and youth programs that provide alternative to unsupervised leisure (e.g., music, sports, and art) |
| Democratic norms for equal voice and influence for all community members | • Increased community voice in local government  
| | • Encouragement of accountability of public agencies |
### Component 6.  
**Adequate Health and Human Services Programs**

| Community-defined goals for health and human service programs | • Community participation in health and human service decision-making  
• Continuous access to health and human service information for decision-making |
|---------------------------------|-------------------------------------------------------------------|
| Accessible health and human service programs accessible | • Collaboration between health and human services and broader social, economic, and political sectors  
• Use of media for community health education and raising of awareness of health and human service programs |
| Culturally appropriate health and human services | • Multicultural providers  
• Health education materials in multiple languages |
| Promoting health and disease prevention in the workplace | • Mental health promotion and care  
• Opportunities for exercise and healthy eating |
| Monitoring community health indicators | • Health indicators (e.g., preventable morbidity and mortality or health disparities)  
• Socioeconomic indicators (e.g., rates of employment, crime, or housing availability; surveys of quality community life) |

**Assessment Component 6: Action planning with FireStar Partners**

**ACTION PLANNING RESULTS**

The FireStar Partners met on July 7th, July 29th, and August 5th, 2008 to discuss the results of the Community Scan and develop a strategy for guiding FireStar investments within the Golden Gate neighborhood during the eighteen month implementation period defined for the program. ASU’s Partnership for Community Development facilitated the meetings that determined outcomes and next steps for FireStar in the Golden Gate neighborhood.

**The Process**

During the first meeting, the Partners were given a draft of the Scan and they reviewed the major findings of the report. Discussion focused on the FireStar mission, context for the study, the major themes that emerged from the key informant interviews, community focus groups, community vital signs assessment, and the best practices assessment of community health indicators that would guide investment choices. During this meeting, there was preliminary discussion about the findings and clarification of core issues. The Partners were instructed to reflect on the findings, and to prepare to prioritize and link the emergent themes with the community health indicators and determine potential actions in which FireStar would invest.
During the second meeting, the seven emergent themes of the report were reviewed (see pp. 2-3). Using the Decreasing Options Technique (DOT) voting procedure, the Partners were asked to prioritize the themes to determine investment options that would reflect the mission of the FireStar program. Each Partner voted their top three choices. In a near consensus, the following three priorities were identified:

- Neighborhood Safety
- Expansion of Community Events, Entertainment, and Recreation
- Community Connectivity—Internal and External

Next, the Partners discussed the six components that comprised the Community Health Indicators (see pp. 29-31) to determine which ones were most relevant to the issues identified by the scan and to the themes prioritized for action. The goal was to identify indicators that would be most useful in measuring progress of the investments within Golden Gate and to provide guidance to specific actions that would emerge from the three themes identified above. Using DOT, each Partner voted for their top three choices and again, the virtual consensus was that three indicators should guide the investments:

- Quality Neighborhood Living Conditions
- Strong Civic Engagement
- Positive Community Customs, Norms, and Processes

Subsequent discussion determined the themes and indicators were highly correlated in the following ways:

- **Theme 1 Neighborhood Safety** (p. 21) was strongly linked with the **Quality Neighborhood Living Conditions** indicator component (p. 29).
- **Theme 4 Expansion of Community Events, Entertainment and Recreation** (p. 21) was highly interrelated with theme 6 **Community Relations and Connectivity** (p. 22) and was strongly linked with the **Strong Civic Engagement** (p. 30) and **Positive Community Customs, Norms, and Processes** (p. 30) indicator components.

**Investment Focus**

During the third meeting, the interrelationships described above were affirmed, and the Partners specified two programmatic areas for FireStar investments: **Neighborhood Safety** and **Community Engagement** (with Community Engagement being the new name for the combined themes noted above). The Partners decided to convene two Community Project Teams, one for each theme, to administer the FireStar Fund. The Teams are charged with (1) developing and implementing actions around Neighborhood Safety and Community Engagement and (2) being inclusive of appropriate community-based organizations, agencies, and community partners in the process. It was decided that each Community Project Team will report progress to the FireStar Partners.
quarterly; the Partners will ensure the Teams have the resources available to accomplish their actions including leveraging partnerships and other resources to make certain the community building and development initiatives are sustainable over time. The FireStar Fund will invest over $100,000 in the Golden Gate neighborhood.

In providing guidance to the Teams, the Partners also engaged in process that identified community organizations and/or individuals to be tapped to assist in action plan development and execution. Consideration was given to the list of community assets in Appendix D.

**Community Project Teams**

<table>
<thead>
<tr>
<th>Neighborhood Safety Project Team</th>
<th>Recommended Representation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nonprofits:</strong></td>
<td><strong>Businesses:</strong></td>
</tr>
<tr>
<td>• United Phoenix Firefighters</td>
<td>• Maryvale</td>
</tr>
<tr>
<td>Assoc.</td>
<td>• Community Alliance</td>
</tr>
<tr>
<td>• Golden Gate</td>
<td>Coordinator (Meyers Turkin)</td>
</tr>
<tr>
<td>• Local Initiatives Support Corp.</td>
<td>• Fry’s Mercado</td>
</tr>
<tr>
<td>(LISC)</td>
<td>• Food City</td>
</tr>
<tr>
<td>• United Way Partner agencies</td>
<td></td>
</tr>
<tr>
<td>• Habitat for Humanities</td>
<td></td>
</tr>
<tr>
<td>• Neighborhood Services (NHS)</td>
<td></td>
</tr>
<tr>
<td><strong>Government Agencies:</strong></td>
<td>**Individuals, Families</td>
</tr>
<tr>
<td>• Community Action Officers</td>
<td>and/or Associations:**</td>
</tr>
<tr>
<td>(Police)</td>
<td>• Phoenix Neighborhood</td>
</tr>
<tr>
<td>• Phoenix Fire Departments</td>
<td>Patrol (community members)</td>
</tr>
<tr>
<td>• Housing Department</td>
<td>• Neighborhood Association-</td>
</tr>
<tr>
<td>• Isaac School District</td>
<td>Golden Gate</td>
</tr>
<tr>
<td>• Carl Hayden High School</td>
<td>• Dwight Amery</td>
</tr>
<tr>
<td></td>
<td>• Weed and Seed Community</td>
</tr>
<tr>
<td></td>
<td>meeting</td>
</tr>
</tbody>
</table>
### Community Engagement Project Team

#### Recommended Representation

<table>
<thead>
<tr>
<th><strong>Nonprofits:</strong></th>
<th><strong>Businesses:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Boys and Girls Clubs</td>
<td>• Fry's</td>
</tr>
<tr>
<td>• Learning Center (future)</td>
<td>• Food City</td>
</tr>
<tr>
<td>• Cesar Chavez Foundation</td>
<td>• United Parcel Service</td>
</tr>
<tr>
<td>• Local Initiatives Support Corp. (LISC)</td>
<td>• Local businesses</td>
</tr>
<tr>
<td>• Make A Difference</td>
<td>• MCCA</td>
</tr>
<tr>
<td>• St. Vincent de Paul-- community members</td>
<td>• Carpenter’s Union</td>
</tr>
<tr>
<td>• Area Agency on Aging</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Government Agencies:</strong></th>
<th><strong>Individuals, Families and/or Associations:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Carl Hayden Youth Center</td>
<td>• VFW</td>
</tr>
<tr>
<td>• Adam Diaz Senior Center</td>
<td>• Evelyn Shapiro (Isaac Schools)</td>
</tr>
<tr>
<td>• City Parks and Recreation</td>
<td>• Phoenix Neighborhood Associations</td>
</tr>
<tr>
<td>• Isaac School District (Kazan Center)</td>
<td>• Golden Gate groups</td>
</tr>
<tr>
<td>• Fire Department (partner on community health fair)</td>
<td>• Parent Coordinators (Gloria and Sylvia)</td>
</tr>
<tr>
<td></td>
<td>• PTO/PTAs</td>
</tr>
<tr>
<td></td>
<td>• Refugee Association</td>
</tr>
<tr>
<td></td>
<td>• Faith based- Bhatia Church</td>
</tr>
</tbody>
</table>

### Guidelines for Strategic Initiatives

After identifying these community assets, the Partners moved through a process of discussing general guidelines for directing strategic initiatives of the Community Project Teams. The Partners used the following criteria in determining potential community building and development actions.

In considering the merits of a potential action –

#### Does it:

- Improve community health, physical appearance, and leadership skills within the neighborhood?
- Increase capacity of the Fire Department to meet emergent non-life-threatening needs of individuals and families in the neighborhood?
- Improve coordination and integration of City, VSUW partner agencies, and other community services in the neighborhood (program integration)?
Is it:
- Feasible to do within the FireStar budget?
- Sustainable with other resources and leverage from other community partners?
- Based on the community scan?

There was considerable discussion about how to transmit the expectations of the community members articulated in the Community Scan to the Community Project Teams. The discussion framed the importance of communicating the specific changes wanted by the community, which became the goals, the tasks needed to accomplish the goals, and the expected outcomes or results of the actions. Using this framework, the following matrices summarize the community ideas and activities for moving the FireStar Community Project Teams into action.

### Neighborhood Safety Matrix

<table>
<thead>
<tr>
<th>Goal: Establish neighborhood watch program.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tasks needed:</strong> Convene neighborhood meeting to create neighborhood watch. Create a list of invitees and meet. Conduct training.</td>
</tr>
<tr>
<td><strong>Outcome(s):</strong> Residents will create a neighborhood block watch.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal: Emergency housing repair (minor) and home rehabilitation (major).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tasks needed:</strong> Qualified agency to administer repair and rehabilitate housing problems. Financing mechanism for single family and multi-family rehabilitation. Community outreach to identify properties to repair/rehabilitate (Fire Department part of property identification). Expand scopes of Emergency Repair Program-allow more activity.</td>
</tr>
<tr>
<td><strong>Outcome(s):</strong> Reduction of unsafe properties and negative impacts on community appearance and safety.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal: Inform Promotoras and community leaders to educate high-need families on fever and diabetes prevention.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tasks needed:</strong> Training and partnership on health fair in Nov. Fire Department to refer families, help with access to medications/monetary help, conduct safety walks.</td>
</tr>
<tr>
<td><strong>Outcome(s):</strong> Less calls to Fire Department on fevers and diabetes w/in 6 months and 1 year.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal: Safety Walks- identify houses in need of pool fence and/or smoke detectors.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tasks needed:</strong> Walks to identify and install fences and smoke detectors.</td>
</tr>
<tr>
<td><strong>Outcome(s):</strong> Reduce preventable deaths.</td>
</tr>
<tr>
<td><strong>Goal:</strong> Educate Promotoras on Emergency Management Services as local health education leaders.</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td><strong>Tasks needed:</strong> Train the Trainer. Medicines. Prevention. Community rooms for classes.</td>
</tr>
<tr>
<td><strong>Outcome(s):</strong> Decrease call-volume. Better educated community.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Goal:</strong> Neighborhood walks with the Police Department. Conduct a series of walks where the neighborhood residents walk the streets with police officers to show that the residents are taking back the community.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tasks needed:</strong></td>
</tr>
<tr>
<td><strong>Outcome(s):</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Goal:</strong> Assist with crime suppression. Solar alley lighting. Paint address numbers on curbs.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tasks needed:</strong></td>
</tr>
<tr>
<td><strong>Outcome(s):</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Goal:</strong> Open Communication. Greeting the neighbors.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tasks needed:</strong> Organizing meeting. Bring to the table community as a whole community including businesses and faith-based organizations.</td>
</tr>
<tr>
<td><strong>Outcome(s):</strong></td>
</tr>
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<table>
<thead>
<tr>
<th><strong>Goal:</strong> Improve housing quality and safety.</th>
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<tbody>
<tr>
<td><strong>Tasks needed:</strong> Neighborhood walks that promote safety awareness of housing hazards or neighborhood clean-ups.</td>
</tr>
<tr>
<td><strong>Outcome(s):</strong> Cleaner, safer, neighborhoods; Increased safety education. Longevity of neighborhood strength and vitality.</td>
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<thead>
<tr>
<th><strong>Goal:</strong> Intergenerational program/mentoring--create an opportunity to match seniors with youth to have youth teach seniors about computers, cell phones, etc., and seniors to teach/read to youth, play games with at senior center, or teach CPR and First Aid. Tie into community resources.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tasks needed:</strong> Contact senior center to coordinate. Use Golden Gate or schools to communicate to youth. Use computer room in late afternoon to early evening to conduct computer/cell phone training. Use senior center areas to read and play games together. Fire Department can train seniors or youth to teach CPR or First Aid. Field trip to baseball game or a local park.</td>
</tr>
<tr>
<td><strong>Outcome(s):</strong> Identified contacts at senior center and volunteers willing to organize efforts. Identified youth and seniors (10-20 of each) interested in program; 1-3 volunteers to oversee/organize efforts. 10-20 each of youth and seniors participating. Senior center to conduct program.</td>
</tr>
<tr>
<td>Community Engagement Matrix</td>
</tr>
<tr>
<td>----------------------------</td>
</tr>
<tr>
<td><strong>Goal:</strong> Community infrastructure to maximize local decision making.</td>
</tr>
<tr>
<td><strong>Tasks needed:</strong> Training in negotiation. Community wide event to develop pride. Build upon multi-cultural festival.</td>
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<tr>
<td><strong>Outcome(s):</strong></td>
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</table>
Community Engagement Matrix cont.

**Goal:** Find support for the UPEM- Unidos Padres Estudiantes Maestras- multicultural event. (United Parents Students and Teachers.

**Tasks needed:** Use existing community team members. Repair 15 sewing machines. Collect donations for material for costumes (i.e. sheets, bedspreads, curtains, old skirts, etc.). Find new participants for festival- to create better or more cultural understanding.

**Outcome(s):** 15 sewing machines repaired. Plenty of material for costumes. More than 10 new participants from local businesses and firefighters from 3 stations included to gain awareness.

**Other Points of Action for Teams**

In addition to this general framework, many other specific ideas were offered as possible points of action for the two Community Project Teams. These include:

- Identifying community members who can become community health leaders and be trained in CPR, installing car seats, and smoke detectors (train-the-trainer)
- Graffiti abatement/neighborhood clean-up events
- Police Neighborhood Patrols (PNP)
- Files of Life (already started in FireStar Maryvale)
- Foreclosure/housing education
- Community events to reduce fear
- Gang prevention program integration
- Firefighter Cadet program
- A community newsletter (bilingual) with a community calendar of events
- Mentorship/Apprenticeship opportunities with firefighters
- Multimedia outreach and community communication strategies
- Community forums and Community Council (resident involvement/leadership)
- Fire Department outreach to active Neighborhood Associations

**Next Steps**

The broader framework is intended define the scope and content of specific actions by the Community Project Teams. Some of the FireStar Partners (yet to be identified) will participate in the Team formation and action planning processes. The Teams will be charged to leverage resources of existing community groups, organizations, and funding (e.g., the Weed and Seed program/meetings that include City of Phoenix police). The intent is to anchor FireStar investments in ongoing initiatives in ways that will maximize sustainability of the programs that are implemented over time.
The Community Scan will serve as an ongoing reference for the FireStar Partners and Community Project Teams as they proceed to implement community building and development programs that improve the quality of life of Golden Gate residents.

SIGNIFICANT “LESSONS LEARNED” FROM THE SCAN

While the voices of the community expressed through this community scan are rich and varied, it appears that four fundamental themes of this scan are particularly worthy of highlighting:

- Healthy communities are built by empowering the residents and organizations within the community – not by outside organizations doing something for the community.
- Effective community development is accomplished by long-term investments in structural change – not by short-term investments in cleaning up community “problems.”
- Significant investments in the community’s youth will result in improved life quality for all generations.
- Effective community development happens when many sectors work together in partnership.

Empowering Residents and Organizations

It is clear from the scan neighborhood residents have many hopes and aspirations, and they are seeking ways to build even better lives for themselves, their families, and their neighbors. It is equally clear from the literature on community building that true community development happens only when assets within the community are mobilized to create change. While external resources are important to a community, these resources – in order to be effective – need to be invested in ways that produce leadership from within the community to create enduring solutions to the challenges the community faces.

Short-Term versus Long-Term Investments

There are many ways to invest in the development of a neighborhood. Some investments are immediate, highly visible activities conducted over a relatively short time-frame that produce a specific outcome -- such as a neighborhood clean-up activity. While these investments are important, they may not result in the necessary structural change in a community to perpetuate the desired outcome. Other investments create fundamental changes within a community to bring about long-term solutions to community challenges and long-term opportunities to assist residents in achieving their vision of the ideal.

For example, a short-term needs-based problem-solving approach would have the FireStar investments work for the neighborhood by creating a neighborhood clean-up
day and engaging volunteer firefighters in the task of neighborhood clean-up. A long-term asset-based investment strategy would have the same volunteer firefighters working with neighbors to help them create a neighborhood event that would encourage their own clean-up activities and a subsequent celebration of what was accomplished. The former would create a “project” with short-term success. The later would create a “format” for having the neighbors repeat the process on their own accord in the future. From a long term perspective, it is the “format” that will be more successful than the “project” in creating true community development.

Community Leadership Development

There is an opportunity in the Golden Gate community for organizing investments in a way that cultivates the development of local neighborhood leaders from various cultural backgrounds and groups. The need for diversified, multicultural leadership is clear. This need for leadership development, inclusive of individuals of all backgrounds, was expressed by community members and those involved in organizations serving the neighborhood. A particularly recurring theme was the need to mentor and encourage the development of leadership skills within the Hispanic community. There is a strong climate of fear within the community – some of it is anchored in prejudice, some of it precipitated by victimization from crime, and some of it anchored in real and perceived threats to personal safety. To overcome these obstacles, leadership must be developed in all pockets of the community – among students, among all cultures, across all neighborhoods, in the business community, in the faith communities, and indeed with the nonprofit communities. Leadership development should lead to heightened community awareness of – and advocacy for -- resources and assistance available to the community from all levels of government. This would result in greater effectiveness by the whole of the community in securing resources and growing assets that would propel the community toward its ideal.

Youth Development

As the interviews and community focus groups revealed, developing the youth and providing after-school programs must be a clear priority. Golden Gate residents know if their children and grandchildren are kept active and taught positive life skills, they are less likely to be attracted to gangs, depreciative behavior, and other criminal action. They will also learn how to be productive citizens who can help their community, not hurt it. Investments in youth must be understood as pivotal for community well-being. In concert with the sentiments expressed by participants in this scan, more opportunities are needed to develop the capacity of youth to help shape and guide them into leadership roles within the neighborhood.

Multi-Sector Partnerships

The scan revealed numerous facilities, programs, and services being provided by many organizational sectors serving the Golden Gate community. Although these organizations are working well independently and serving specific target clientele well, it
is clear there are many opportunities for the various providers to join forces to create synergy and cost-effectiveness in program delivery. It is also clear the community development assets of faith communities have not been mobilized within the community relative to their potential. At the same time, the potential of expanding the existing organizational assets in the neighborhood (e.g., schools, faith communities, Boys and Girls Club, City of Phoenix Neighborhood Services) should be a priority for any external investment mechanism such as FireStar. There is a need to provide a more effective, holistic approach to meeting neighborhood needs and creating structure for the cultivation of leadership that can catalyze action within the community to work towards achieving the ideal.

A multi-sector approach to community development would bring more constituents into the community building process, sharpen the efficiency and strategic focus of resource allocation, produce synergy among resources, help unify the community, and create formats for enduring change long after the financial resources of the original FireStar investment are expended.

**BUILDING A HEALTHY GOLDEN GATE COMMUNITY**

This community scan documents the quality of life possibilities for Golden Gate and the potential role of FireStar investments in affecting positive change within the neighborhood. With FireStar's goals clearly established and anchored in the community's vision, a profound and enduring impact can be made. The potential accomplishments can make a lasting impression to help Golden Gate attain its ideal quality of life. The resources exist to help make a difference in the lives of Golden Gate residents. Collaborative action and leadership among the residents is needed to focus the community's assets on achieving Golden Gate’s vision.
LITERATURE CITATIONS


Appendix A
Golden Gate Community Vital Signs

Demographics
Much of the information was extracted from the U.S. Census Summary File 3, Profile of General Demographic Characteristics: 2000.

Social Characteristics
- According to the 2000 Census, the total population of the neighborhood was 19,727 persons. The total population of Phoenix was 3,251,876. As a result, the neighborhood makes up approximately 0.06% of the city.

- The average household size (persons per household) was 3.68, with the average of persons per family being 4.46.

Sex and Age Distribution
- According to the 2000 census, the total population of the neighborhood was 19,727 persons. Males make up 51.6% (10,185 individuals) of the population and females 48.4% (9,542 individuals).

- The neighborhood population under 5 years of age and over 75 years of age totals 15.7% of the population.
- The percentage of residents between 18 and 54 years of age was 50.6%.
- In 2000, the percentage of residents between 5 and 17 years of age was 21.4%.
- The majority of the housing units in the neighborhood are 1-unit detached homes.

- The percentage of family households is 75.5%. This is higher than the city average in 2000 of 66%.

- The neighborhood has a higher percentage of couples with children than the city. In 2000, the neighborhood had 34.6% of married couples with children while Phoenix had only 24%.

- Of the neighborhood’s total population in family households, 5.6% have a female-headed household and 14.8% have a male-headed household.

- Housing in this neighborhood dates from as early as the 1930s; however, the majority of homes were built in the 1950s and 1960s. The city’s median age dates from the citywide construction boom of the early to mid-1970s. As a result, the median age of the neighborhood’s housing units is approximately ten to twenty years older than that of the city as a whole.

- In 2000, the average home value in the neighborhood was $66,500. Average gross monthly rent was $495. These figures compare to the 2000 average home value and rent for the city of $146,525 and $643, respectively.

- The percentage of owner-occupied units in the neighborhood was 58% in 2000. This is less than the city rate of 61%. The percentage of renter-occupied units in the neighborhood was 42%, higher than the city average of 39%.

- The percentage of vacant housing units in the neighborhood was 4.6%, which is lower than the city’s vacancy rate of 6%.

---

**SEX AND AGE DISTRIBUTION**

<table>
<thead>
<tr>
<th>Total Population</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>10185</td>
<td>51.60%</td>
</tr>
<tr>
<td>Female</td>
<td>9542</td>
<td>48.40%</td>
</tr>
<tr>
<td>Under 5 years</td>
<td>2286</td>
<td>11.60%</td>
</tr>
<tr>
<td>5 through 9</td>
<td>2014</td>
<td>10.20%</td>
</tr>
<tr>
<td>10 through 14</td>
<td>1801</td>
<td>9.10%</td>
</tr>
<tr>
<td>15 through 17</td>
<td>945</td>
<td>4.80%</td>
</tr>
<tr>
<td>18 through 19</td>
<td>752</td>
<td>3.80%</td>
</tr>
<tr>
<td>20 through 24</td>
<td>1819</td>
<td>9.20%</td>
</tr>
<tr>
<td>25 through 34</td>
<td>3232</td>
<td>16.40%</td>
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<tr>
<td>35 through 44</td>
<td>2573</td>
<td>13.00%</td>
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<tr>
<td>45 through 54</td>
<td>1616</td>
<td>8.20%</td>
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<tr>
<td>55 through 59</td>
<td>520</td>
<td>2.60%</td>
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<td>60 through 64</td>
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<td>65 through 74</td>
<td>982</td>
<td>5.00%</td>
</tr>
<tr>
<td>75 through 84</td>
<td>567</td>
<td>2.90%</td>
</tr>
<tr>
<td>85 years and over</td>
<td>233</td>
<td>1.20%</td>
</tr>
</tbody>
</table>

*Households and Housing*
According to the 2000 census, the overcrowding rate (more than one person per room) in the neighborhood was 32.8%. This rate was above the city’s overcrowding rate of 12.5%.

**Ethnic Distributions**

<table>
<thead>
<tr>
<th>Persons of One Race (includes Hispanic)</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>White or Caucasian</td>
<td>10,526</td>
<td>55.50%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>357</td>
<td>1.90%</td>
</tr>
<tr>
<td>American Indian &amp; Alaska Native</td>
<td>293</td>
<td>1.50%</td>
</tr>
<tr>
<td>Asian</td>
<td>195</td>
<td>1.00%</td>
</tr>
<tr>
<td>Native Hawaiian &amp; Other Pacific Islander</td>
<td>--</td>
<td>0.00%</td>
</tr>
<tr>
<td>Other</td>
<td>7,592</td>
<td>40.00%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Persons of Two or More Races (includes Hispanic)</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>764</td>
<td>3.90%</td>
</tr>
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</table>

* As a percent of the total population
** As a percent of the Hispanic population
### Demographics

<table>
<thead>
<tr>
<th>Not Hispanic or Latino (of any Race)</th>
<th>Number</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>White*</td>
<td>2725</td>
<td>13.80%</td>
</tr>
<tr>
<td>Black or African American*</td>
<td>345</td>
<td>1.70%</td>
</tr>
<tr>
<td>American Indian &amp; Alaska Native*</td>
<td>244</td>
<td>1.20%</td>
</tr>
<tr>
<td>Asian*</td>
<td>140</td>
<td>0.70%</td>
</tr>
<tr>
<td>Native Hawaiian &amp; Other Pacific Islander*</td>
<td>--</td>
<td>0.00%</td>
</tr>
<tr>
<td>Other*</td>
<td>4</td>
<td>0.00%</td>
</tr>
<tr>
<td>Two or More Races*</td>
<td>52</td>
<td>0.30%</td>
</tr>
<tr>
<td>Hispanic or Latino (of any Race)*</td>
<td>16217</td>
<td>82.20%</td>
</tr>
<tr>
<td>White**</td>
<td>7801</td>
<td>48.10%</td>
</tr>
<tr>
<td>Black or African American**</td>
<td>12</td>
<td>0.10%</td>
</tr>
<tr>
<td>American Indian &amp; Alaska Native**</td>
<td>49</td>
<td>0.30%</td>
</tr>
<tr>
<td>Asian**</td>
<td>55</td>
<td>0.30%</td>
</tr>
<tr>
<td>Native Hawaiian &amp; Other Pacific Islander**</td>
<td>--</td>
<td>0.00%</td>
</tr>
<tr>
<td>Other**</td>
<td>7588</td>
<td>46.80%</td>
</tr>
<tr>
<td>Two or More Races**</td>
<td>712</td>
<td>4.40%</td>
</tr>
</tbody>
</table>

* As a percent of the total population
** As a percent of the Hispanic population

- The neighborhood’s Hispanic population (82.2%) was significantly higher than the city’s (34%), while the neighborhood’s White (non-Hispanic) population (13.8%) was much lower than the city’s (56%).

- According to the 2000 U.S. Census, approximately 28% of all persons 5 years of age and older in the neighborhood did not speak English well or at all.

### Education and Schools

- The percentage of the adult population (25 years and older) that has graduated from high school is often used as a measure of educational attainment. The city’s educational attainment rate increased from 73% in 1980 to 79% in 1990 and then decreased to 69.3% in 2000.

- According to the 2000 U.S. Census, an estimated 42.5% of the adult residents of the neighborhood had graduated from high school.

- Within the neighborhood, 36.3% of the population had an educational attainment of less than 9th grade.

- Within the neighborhood, 3.1% of the population had a Bachelor’s degree or higher.

- In 2000, 29.9% of the population 3 years and older was enrolled in school, with 70.1% not enrolled in school. The majority of this population was in elementary and high school.

- Elementary students from the neighborhood attend P.T. Coe Elementary School (3801 W. Roanoke), Mitchell Elementary School (1700 N. 41st Avenue), Alta E. Butler School (3843 W. Roosevelt Street), Moya Elementary School (406 N. 41st Avenue), Morris K. Udall Escuela de Bellas Artes (3715 W. Roosevelt Street).

- All of the elementary schools provide kindergarten through grade five except Alta E. Butler (K-7) and Morris K. Udall (K-8). Students in grades six through eight can attend Carl T. Smith Middle School (4301 W. Fillmore Road). All of the elementary schools are in the Isaac Elementary
School District. Neighborhood residents can attend Carl Hayden Community High School (3333 W. Roosevelt Street) or Phoenix Union Cyber High School (3701 W. Thomas Road), both of which are in the Phoenix Union High School District. West Phoenix High School (3835 W. Thomas Road) is the only charter school in the neighborhood.

- P.T. Coe has an enrollment of 1027 students. Mitchell has 753 students. Alta E. Butler has 592 students. Moya has 589 students. Udall has 654 students. Carl T. Smith Middle School has 231 students. The remaining schools did not report school enrollment numbers.

Types of city and school programs available at these schools:

**P.T. Coe Elementary**
*Instructional Programs:* Reading First Program; Corrective Reading Program; full-day kindergarten; Rodel mathematics; 21st Century Afterschool Program
*Special Facilities:* library and technology lab
*Extracurricular Activities:* Co-ed volleyball, basketball, and soccer; Go Girls Go Club; Boy Scouts of America; Cub Scouts of America; Arizona Cardinals Flag Football League; Golf Club; Student Council
*Social Services:* After School Reading Intervention Program; Adult ESL Classes; Parent Training Program; clothing/food banks; Isaac District Kazan Family Center

**Moya Elementary**
*Instructional Programs:* small-group leveled reading; six traits writing; writer’s workshop; SRA corrective reading; Project LEAP after school tutoring; Title I Reading Coach; cross-grade reading buddies/pen pals; phonetics
*Special Facilities:* multimedia center/library; art and music room; mobile computer lab
*Extracurricular Activities:* after school tutoring; Girl Scouts; student council; sports; art program
*Social Services:* breakfast and lunch program; crisis intervention; adult ESL classes

**Morris K. Udall Escuela de Bellas Artes**
*Instructional Programs:* sheltered instruction observational protocol; multiple intelligences based instruction; special fine arts programming; special education inclusion program; after-school tutoring; academic language development
*Special Facilities:* technology lab; media library; band/music lab; fine arts facilities
*Extracurricular Activities:* athletics; Lego and robotics team; student government; Intel Afterschool Science Program; 21st Century Afterschool Program; Mariachi; Newcomer’s Program
*Social Services:* probation officer; counselor; community liaison; parent/community classes; parent ESL/technology classes; dental screening for selected grades

**Mitchell Elementary**
*Instructional Programs:* full-day kindergarten; on-site special education; gifted classes; ESL; MAC-Ro Math
*Special Facilities:* Multimedia center and library
*Extracurricular Activities:* student council; Superintendent’s MAC-Ro Club; extended day program; sports programs; Science Club; Arizona Quest for Kids
*Social Services:* breakfast and lunch program; extended day program; crisis intervention; parent liaison services; Parent Institute for Quality Education

**Alta E. Butler Elementary**
*Instructional Programs:* full-day kindergarten; gifted program; inclusion program for special education; character education; tutoring
*Special Facilities:* library and computer lab
*Extracurricular Activities:* sports; student council; LEAP enrichment
*Social Services:* clothing/food banks; adult education; after school programs
Carl T. Smith Middle School
*Instructional Programs:* core academics; visual arts and writing; ELL instruction; physical education; special education on-site; media technology
*Special Facilities:* media center; art room; science labs; technology lab
*Extracurricular Activities:* sports; student council; school newspaper; science club; ELL assistance; math club; Lego and robotics club; cheerleading and dance club
*Social Services:* conflict resolution; after school tutoring; parenting classes; parent ESL classes; individual and group counseling

Carl Hayden Community High School
*Instructional Programs:* computer magnet; gifted and honors classes; marine science magnet; on-site special education; advanced placement courses; ESL; vocational education
*Special Facilities:* 14 computer labs; marine science teaching environment; multimedia library
*Extracurricular Activities:* 5A Conference Division II athletics; National Honor Society; Student Government/Peer Leadership; Academic Decathlon/Gifted Seminar; JROTC; band; dance; choir; robotics team
*Social Services:* support group; counseling/social services; crisis intervention; adult education/English classes; ESL summer classes; summer placement program; college tutoring

Phoenix Union Cyber High School
*Instructional Program:* on-line curriculum
*Special Facilities:* two computer labs with 34 stations each

West Phoenix High School (Charter School)
*Instructional Programs:* on-site special education; college advisement
*Extracurricular Activities:* art; drama; athletics; MeCHA; student council
*Social Services:* college and career advisement

Honors and awards received by these schools:

**P.T. Coe Elementary**
- Student Presidential Education Awards (2005)
- Project More Boys Basketball Champions (2005)

**Moya Elementary**
No awards listed.

**Morris K. Udall Escuela de Bellas Artes**
- National Corporate and School Partnership Award (2004)
- Wells Fargo Grants (2002)
- Esperanza Award Winner for Hispanic Teacher of the Year (2001)

**Mitchell Elementary**
- Comprehensive School Reform Grant (2006)
- Reading First Grant (2003)
- Silver Apple Award (2003)

**Alta E. Butler Elementary**
- Virginia Piper Grant (2005)
- Recognition and Donation Award by DHL (2004)

**Carl T. Smith Middle School**
- Johns Hopkins Talented Student Award (2005)
Carl Hayden Community High School
First Robotics – AZ Regional – Chairman’s Award (2005)
AIPA – 1st Place Newspaper Award (2005)
Boys Cross Country Team State Champions (2005)

Phoenix Union Cyber High School
Qwest Foundation Technology/Innovation Grant (2006)

West Phoenix High School
No awards listed.

- Achievement Profiles and Progress:

AZ Learns Elementary Achievement Profiles (2006-2007):
Alta E. Butler School: Performing
Carl T. Smith Middle School: Underperforming
Morris K. Udall Escuela de Bellas Artes: Performing Plus
Moya Elementary: Performing Plus
P.T. Coe Elementary: Performing Plus
Mitchell Elementary: Performing Plus
Carl Hayden Community High School: Performing Plus
Phoenix Union Cyber High School: Performing
West Phoenix High School: Performing

No Child Left Behind Adequate Yearly Progress Elementary School (2006-2007):
Alta E. Butler School: Not Met
Carl T. Smith Middle School: Not Met
Morris K. Udall Escuela de Bellas Artes: Not Met
Moya Elementary: Not Met
P.T. Coe Elementary: Not Met
Mitchell Elementary: Met
Carl Hayden Community High School: Not Met
Phoenix Union Cyber High School: Met
West Phoenix High School: Met

Title 1 Funded Schools – School Improvement Status:
Alta E. Butler School: Warning Year
Carl T. Smith Middle School: Warning Year
Morris K. Udall Escuela de Bellas Artes: School Improvement Year 1
Moya Elementary: Warning Year
P.T. Coe Elementary: Corrective Action
Carl Hayden Community High School: Warning Year

Economic Characteristics

- City residents reported having an average household income of $55,408 in 1999. In contrast, neighborhood residents reported having an average household income of $31,301 in 1999, which was approximately 56.4% of the city average.

- In 1999, approximately two-thirds of the neighborhood’s households (66.8%) reported having incomes below $35,000.

- 16.5% reported annual incomes between $35,000 and $49,999.
- 14.4% reported annual incomes between $50,000 and $99,999, less than the percentage of city households (29%).

- 2.5% of the neighborhood’s households reported incomes in excess of $100,000.

- As defined by the U.S. Census, the poverty threshold for a family of four persons was $17,029 in 1999. At that time, 25.2% of the neighborhood’s family population was living below the poverty threshold. This percentage is greater than the 1999 city average of 15.8%. As regards persons over the age of eighteen, 60.3% are living below the poverty threshold within the neighborhood.
The neighborhood had an unemployment rate (in the civilian labor force) of 9.7% in 1999, which was markedly higher than the city’s unemployment rate of 5.7% at that time.

Employment and Occupation

<table>
<thead>
<tr>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Families</td>
<td>4024</td>
</tr>
<tr>
<td>Families in Poverty</td>
<td>1016</td>
</tr>
<tr>
<td>with related children under 18 years</td>
<td>837</td>
</tr>
<tr>
<td>only children under 5 years</td>
<td>151</td>
</tr>
<tr>
<td>both children under 5 years and 5-17 years</td>
<td>392</td>
</tr>
<tr>
<td>only children 5-17 years</td>
<td>294</td>
</tr>
</tbody>
</table>

- 47.6% of the neighborhood population over 16 years of age is in the labor force.
- The neighborhood had an unemployment rate (in the civilian labor force) of 9.7% in 1999, which was markedly higher than the city’s unemployment rate of 5.7% at that time.

<table>
<thead>
<tr>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population 16 years &amp; over</td>
<td>13406</td>
</tr>
<tr>
<td>In Labor Force</td>
<td>6376</td>
</tr>
<tr>
<td>Civilian Labor Force</td>
<td>6376</td>
</tr>
<tr>
<td>Employed</td>
<td>5760</td>
</tr>
<tr>
<td>Unemployed</td>
<td>616</td>
</tr>
<tr>
<td>Armed Forces</td>
<td>0</td>
</tr>
<tr>
<td>Not in Labor Force</td>
<td>7030</td>
</tr>
<tr>
<td>Unemployment Rate</td>
<td>9.70%</td>
</tr>
</tbody>
</table>

- The majority of the neighborhood’s population was employed in the service occupation, construction, extraction, and maintenance occupation, and production, transportation, and material moving occupation sectors.

<table>
<thead>
<tr>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed Civilian Population 16 years &amp; over</td>
<td>5760</td>
</tr>
<tr>
<td>Management, professional, &amp; related occupations</td>
<td>568</td>
</tr>
<tr>
<td>Service occupations</td>
<td>1365</td>
</tr>
<tr>
<td>Sales &amp; office occupations</td>
<td>1071</td>
</tr>
<tr>
<td>Farming, fishing &amp; forestry occupations</td>
<td>67</td>
</tr>
<tr>
<td>Construction, extraction &amp; maintenance occupations</td>
<td>1323</td>
</tr>
<tr>
<td>Production, transportation &amp; material moving occupations</td>
<td>1366</td>
</tr>
</tbody>
</table>
Occupation Distribution
[Employed Civilian Population 16 Years and Over]

- Management, professional, & related occupations
- Service occupations
- Sales & office occupations
- Farming, fishing & forestry occupations
- Construction, extraction & maintenance occupations
- Production, transportation & material moving occupations

Types of Industry

- Public administration: 273
- Other services (except public administration): 428
- Arts, entertainment, recreation, accommodation & food services: 622
- Educational, health, & social services: 497
- Professional, scientific, management, administrative & waste management services: 587
- Finance, insurance, real estate, & rental/leasing: 178
- Information: 107
- Transportation & warehousing and utilities: 74
- Retail trade: 406
- Wholesale trade: 191
- Manufacturing: 1181
- Construction: 1017
- Agriculture, forestry, fishing & hunting, mining: 99
Commuter Information

<table>
<thead>
<tr>
<th>Workers 16 years &amp; over</th>
<th>Number</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Car, truck, or van - drove alone</td>
<td>3022</td>
<td>54.70%</td>
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<tr>
<td>Car, truck, or van - carpooled</td>
<td>1892</td>
<td>34.20%</td>
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<td>Public transportation (including taxi)</td>
<td>267</td>
<td>4.80%</td>
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<td>Walked</td>
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<td>2.60%</td>
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<td>Other means</td>
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<td>1.80%</td>
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<tr>
<td>Worked at home</td>
<td>104</td>
<td>1.90%</td>
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</table>

- According to the 2000 U.S. Census, only 54.7% of the neighborhood population drove to work alone.
- 34.2% carpooled and nearly 5% used public transportation.
- 1.9% of the neighborhood population works from home.

Land Use and Zoning

- The majority of the neighborhood consists of single family residential zoning, predominately R1-6, which permits single family residences with a density ranging to 5.3du/acre. Areas permitting higher density and multiple-family residential are zoned R-5 (up to 43.5 du/ac). Multiple-family residential zones are located primarily along McDowell Road.
- Commercial zoning in the neighborhood is located primarily along 35th Avenue and 43rd Avenue. These commercial districts include C-1, C-2, and C-3 zoning – neighborhood retail, intermediate commercial, and general commercial, respectively.
- Industrial zoning in the neighborhood is located primarily along Thomas Road between 35th and 39th Avenues. These commercial districts include A-1 zoning (light industrial park).
Streets and Traffic

Streets, Sidewalks, and Alleys

- The City of Phoenix Street Light Policy generally recommends that street lights be placed approximately 250 feet apart. In areas where there are crime, security and/or traffic concerns, the Street Transportation Director may determine that street lights may be spaced less than 250 feet or that existing street lights may be upgraded to a higher intensity than the typical residential street lights.

Public Safety

Police Protection

### NEIGHBORHOOD AND CITY CRIME DATA

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<tr>
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- The neighborhood is served by the Maryvale Precinct located at 6180 W. Encanto Boulevard.

- Crimes reported by the Police Department are recorded for each applicable category. For example, an assault that is determined to be gang-related would be recorded both as an assault as well as a gang-related crime.

- Listed are the reported crimes for both the neighborhood and the city from 2005-2006, 2006-2007, and 2007-2008.

- The number of reported homicides, aggravated assaults, auto thefts, and arsons decreased significantly over the past three years.
- The number of burglaries and theft increased over the past three years.

- The number of sexual assaults and robberies remained similar over the past three years.

- According to the City of Phoenix Police Department, the neighborhood as mapped on the Crime Hotspots Map has moderate to moderately high violent crime rates.

- From January 1, 2003 to January 31, 2008 there have been 2,037 traffic crashes, 55,796 calls for service, 96 gang involved crime incidents, and 954 domestic violence related crime incidents within the neighborhood.

- The City of Phoenix reports the following neighborhood associations and crime prevention programs have been established in this neighborhood:

**Fire Protection**

- This area is primarily served by Fire Station 24 (FS24), located at 2602 N. 43rd Avenue. FS24 is staffed with several fire safety and emergency medical personnel operating an Advanced Life Support (ALS), Engine Company (E24), Ladder Company (L24), and Ladder Tender Company (LT24).

- Typical Response Times:
  - Three units (Engine 24, Ladder 24, and Ladder Tender 24) from Fire Station 24 reported their response times from 2004 and 2005.
    - 2004: Engine 24 had a goal of 4 minutes; met this goal 32.5% of the time; had a response count of 2097 times; and an average response time of 4 minutes 23 seconds.
    - 2005: Engine 24 had a goal of 4 minutes; met this goal 43% of the time; had a response count of 3089 times; and an average response time of 4 minutes 19 seconds.
    - 2004: Ladder 24 had a goal of 4 minutes; met this goal 27.6% of the time; had a response count of 577 times; and an average response time of 5 minutes 18 seconds.
    - 2005: Ladder 24 had a goal of 4 minutes; met this goal 27% of the time; had a response count of 527 times; and an average response time of 5 minutes 18 seconds.
    - 2004: Ladder Tender 24 had a goal of 4 minutes; met this goal 27% of the time; had a response count of 1649 times; and an average response time of 4 minutes 26 seconds.
    - 2005: Ladder Tender 24 had a goal of 4 minutes; met this goal 38% of the time; had a response count of 1649 times; and an average response time of 4 minutes 43 seconds.
Public Transportation

- The Park-and-Ride lot located at 79th Avenue and I-10 serves the neighborhood.

- Dial-a-Ride usage by area is not available. If ridership were distributed evenly by geographic area, only one or two boardings would be expected daily in the neighborhood. Dial-a-Ride service is provided throughout the neighborhood to seniors and persons with disabilities. Weekday service hours are 5am to midnight. On weekends and holidays, service is available from 5am to 10pm. Service for Americans with Disabilities Act (ADA) eligible persons is provided during the same hours as regular Dial-a-Ride.

- Bus Route Green Line operates daily along Thomas Road from Desert Sky Mall to 81st Street. The bus runs weekdays from 4:30am to 11:00pm, every 20 minutes. Saturday service runs from 5:15am to 9:05pm, every 30 minutes. Sunday and holiday service is between 6:00am to 8:00pm, every 30 minutes.

- Bus Route 17 daily along McDowell Road from 75th Avenue to Granite Reef Road. The bus runs weekdays from 4:30am-11:00pm, every 30 minutes. On Saturdays the bus runs from 5:00am to 9:00pm, every 30 minutes. Sunday and holiday service is between 5:40am and 7:40pm, every 30 minutes.

- Bus Route 43 operates daily along 43rd Avenue from Union Hills Road to Buckeye Road. The bus runs weekdays from 4:45am to 11:15pm, every 30 minutes. Saturday service runs from 5:15am to 9:15pm, every 30 minutes. Sunday and holiday service is between 6:00am and 9:00pm, every hour.

- Bus Route 3 operates daily along Van Buren Road from 67th Avenue to the Phoenix Zoo. The bus runs weekdays from 4:30am to 10:30pm, every 30 minutes to one hour. Saturday service runs from 5:00am to 9:00pm every hour. Sunday and holiday service is between 7:00am and 8:00pm, every hour.
## Appendix B
### Key Informant Interview Results

<table>
<thead>
<tr>
<th>Date</th>
<th>Name</th>
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<tbody>
<tr>
<td>6/10/2008</td>
<td>Frank Cañez, Manager</td>
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<td>Fry’s Mercado</td>
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<tr>
<td>6/4/2008</td>
<td>Tom Simplot, Councilman District 4</td>
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<td>City of Phoenix</td>
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<td>6/2/2008</td>
<td>Captain Phil Eno</td>
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<td>Phoenix Fire Station #24</td>
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<td>5/19/2008</td>
<td>Mary Lopez</td>
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<td>Neighborhood Citizen</td>
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<td>5/19/2008</td>
<td>Captain Paul Knobbe</td>
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<td>Phoenix Fire Department</td>
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<td>5/12/2008</td>
<td>Susie Zavala, Parent Coordinator</td>
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<td>Mitchell Elementary School (K-5)</td>
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<td>5/11/2008</td>
<td>Gloria Sesma and Sylvia Salas, Parent Coordinators</td>
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<td>Isaac Middle School (6-8)</td>
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<td>5/1/2008</td>
<td>Henrietta Cordova,</td>
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<td>Neighborhood Citizen</td>
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<td>5/1/2008</td>
<td>Nancy Vasquez, Promotora</td>
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<td>5/1/2008</td>
<td>Zuleka Aguilar, Promotora</td>
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<td>4/30/2008</td>
<td>Phyllis Habib, Director</td>
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<td>4/30/2008</td>
<td>Tammy Hort and Amber Campbell,</td>
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<td>4/30/2008</td>
<td>Christina Araiza, Supervisor Promotoras</td>
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<td>4/30/2008</td>
<td>Irene Cañez, President</td>
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<td>Mitchell/Golden Gate Neighborhood Association</td>
</tr>
</tbody>
</table>
1) **What resources, assets or services does your organization provide to the Golden-Gate Neighborhood?**

**Resources – Assets – Services**

**Neighborhood Association**
- 43rd + Encanto, Sueno Park meeting every 3 month

**Neighborhood Association Mitchell/Golden Gate**
- Monthly meetings
  - Every 2nd Tuesday
  - May 31st Community Event/Social
    - City likes events
- Topics: immigration, state complaints for neighborhood, prostitutes on McDowell, gangs, tagging
- Neighborhood mostly Hispanic
  - Irene translates
  - Promotoras attend
  - Lack of childcare hurts attendance (need volunteers)
- Working with Weed and Seed program
  - speed bumps
  - ASU volunteers and GCU Students worked on 7 houses

**City of Phoenix**
- Augustine Perez Parks and Rec. Rep
- Can call for any issues or program
  - trash pick up, dogs loose, etc.

**American Legion**
- Sponsored 21 kids to Disneyland for kids raised by extended family
- make donations, etc.

**Grandparents: Time to Share**
- Meet every 3rd Saturday

**Fry’s Mercado**
- Frank Cañez store manager
- Donates backpack with school supplies, breakfast
- Community room, no charge built in technology, projector, flip charts, table, etc.
- Involved in birthday parties, Block Watch, and catering

**New Medical Clinic-Urgent Care**
- Gave presentation of what they offer
- 43rd to Encanto and 35th to McDowell (expanding to Thomas)

**Golden Gate Community Center**
- Health Program, 10 years,
  - part time coordinator does health fairs
  - + free screenings
- Golden Gate Health fairs
  - Last one best attended
  - 8 per year (3 large family, 5 baby shots)
  - 7,000 screenings per year
    - 3,000 per event, follow-up with abnormal screenings
• Golden Gate Mammogram screenings
  o Koman funds
  o 250-280 screening per year, with follow-up

• Golden Gate Health Education
  o Each Fri 10-11 am. “Today’s Women”
  o general topics, specific topics (15-20 x 2/mo), series- 8 workshops- supermarket, cooking, portions, graduates= nutrition network

• Golden Gate Promotoras
  o Boundaries are 35th to 43rd Aves and McDowell to Encanto
  o Get lots of requests south of McDowell- not boundaries for Promotoras
  o Created a resource list, 2 full time,
  o 200 surveys-affordable access to health services+ safe neighborhoods
  o Health advocates connected 350 families in 2007 and 600 in 2008
  o Peer education- with walk and meeting for meals
  o Golden Gate Funding with others:
    ▪ ATSU, ASU, Midwest, Dr.’s, Nurses, Agencies
  o Goes door to door and gives info to everyone who calls
  o Give information on free or low cost medical insurance and health care, domestic violence, clothes, help with rent and utilities, safety, have shelter info-free clinics, counselors
  o Do follow-up with people
  o Will take people to the shelters (DeColores in south Phoenix)
  o 90% Hispanic, not many older adults, mostly 20-40 years old with minor children
    ▪ Target low income, undocumented, Hispanic, women 30-50 years
    ▪ Most calls are looking for preventatives: mammograms, paps, other family needs
  o Role- to educate them where to find resources
    ▪ help with barriers
    ▪ help them travel or communicate at English speaking clinics-
  o Work with St. Vincent- Food
    ▪ 51st Ave + Osborn- -SRP-utilities (water, gas, electric, not phone bills) Boundaries: 59th Ave to 43rd Ave and McDowell to Camelback
  o Anne’s Closet- can borrow wheelchairs and walkers
  o Vouchers for clothing- thrift stores
  o Baby Formula- an issue
    ▪ WIC program- individuals donate leftovers to be distributed
      o Food boxes- thru St. Mary’s (30-50 per month)
      o Mom Mobile- out of St. Joseph’s Hospital for Prenatal care visits
        ▪ 1 day per week

Phoenix PD Maryvale
• Serve large community
  o 61st Ave + Encanto as base
  o FireStar- Golden Gate boundaries are included
  o Southside of Van Buren not in their beat areas
    ▪ Is in South Mountain precinct
• Patrols
• Weed and Seed grant- 39th to 43rd and Thomas to McDowell
Clean up
- Additional officer overtime
- Safe havens
- To prevent violent crime ('05), ASU West David Choat and Sherry Arteise submitted renewal funding thru 9/30

Isaac Middle School
- 3 schools East of Isaac Middle School with 6 schools from Golden Gate community (causes large funding cuts in budgets)
- Isaac Middle School attendance was as high as 1200
  - down to 850 since immigration issues
- Smith Middle School-43rd and Van Buren/Fillmore
  - 2-3 years old- quite small- 300 kids
- Parent Coordinators
  - Sylvia and Gloria
- ESL classes
- Parenting classes
- Refer to services and medical
- Food boxes, clothing
- Home visits
- Two parent involvement events-
  o 30 minute Focus Group about advocacy; Forca de Communidad-( Arizona Department of Economic Security-Breakthrough Series Collaborative)
  o 5/28 mini workshops morning and evening 5:30-8pm
  o Awareness programs- community, city, rights as parents: do have a voice in school how to keep children in school: academics, help them help kids in school
- Work closely with Golden Gate- referrals to Golden Gate when have too many
- Neighborhood Association meeting held at Mitchell Elementary School
- R.A.S.- refer clothing, food box-parent liaison fax to them, uniforms-
- Back to School Phoenix League
- Medical, dental, every Wednesday-parents without insurance
- Parent Time, ESL in summer
- Education workshops-
  o Bring info in from outside- presenters-nutrition-Fry's Mercado-new clinic
  June- Jump Start program for kindergartners, preschoolers who didn't go to preschool

Chicanos Por La Causa - De Colores –
- Domestic Violence Shelter

Fire Department
- Fire protection and EMS services
  - Station 24- 43rd Ave and Virginia- 2602 N. 43rd Ave
  - Station 14- 35th Ave and McDowell- 1330 N. 32nd Ave
  - Station 21- 1212 S. 27th Ave
  - Station 34- 51st Ave and Van Buren- 50 N. 51st Ave
- Assist a Citizen (majority of calls EMS)
- Depend on Fire Department for health care
• Community Involvement Section- target urban (k-8) survival
  o 1) Transportation Safety- patterned after pedestrian- bike+ skateboard, 2) Water- lessons plan-pool, 3) Gun Safety, and 4) Fire Safety- Smoke detectors- home and pool safety- pool fence walk- can provide fence- dying in a house fire is fairly high without a smoke detector
• Choose to Survive Critical Decision Model
  o vehicular plan- 5 times likely to be killed in automobile- knowledge is power
• Adopt a family at Christmas
• Pool fence program
• FireStar program
  o issue with seizure- bought medication for 18 year-old, generic subscriptions, help get on “Arizona Health Care Cost Containment System (AHCCCS)”
  o purchase: mattress, utilities, food
• Zeto School, fun day, end of the year party
• Read Across America
  o read to kids, one day 1 ½ hours
• Programs, as needed
• Crisis response teams ($200 cash department resources)
• Burn Out Program
• Drowning prevention - budget cuts hurting
• Teach various grade levels – issues with
  o fire safety, bike, strangers, graffiti/tagging picked up, prostitution

Local Government- Council
• Community breakfast meetings, used to be at Golden Gate Community Center, older adult crowd
• Evening town hall meetings (August), Adam Diaz Senior Center, Thomas and 43rd Avenue, different format, working parents
• Informal: meetings with Isaac District board members– father’s group, Evelyn Shapiro and Jose Velia – in tune with school district
• Redistrict to one city council district, serves district 5, redistricting will split Isaac, asks that this not happen

  2) Think of what an “ideal” neighborhood would be like. First, state three things that need to be added to your community to make it ideal. Then name three “points of pride” in the community.

    – Add These Three Things to Your Community –

Add to Our Community:
  1) Want this in 10 years- a place to turn to- for people to know about Golden Gate Community Center-what it has to offer (have to go door to door now)
  2) Bigger center for more youth activities- so kids get off the street- after school programs- help with homework thru H.S., Isaac MS, C Hayden

Add to Our Community:
  1) People need to be safe- hang around- walk where they need to be- aren’t able to spend time in community
  2) Space/ Recreational- YMCA
  3) Primary Medical care- community clinic- serving neighborhood-one that can be trusted
  4) Fry’s Mercado- is fine but should have healthier options for shopping
  5) Bus system difficult and too expensive-needs discounts and/or lower rates
**Add to Our Community:**
1) Not enough organized youth/teen activities - baseball, soccer, etc... bored = tagging
2) No community building with inside area for sports
3) Opportunity for teenage jobs - not much retail - mom and pop
4) Golden Gate larger - able to offer more families of all ages - intergenerational programs, musical theatre and cultural activities

**Add to Our Community:**
1) Parents actively involved in schools (IMS and Mitchell)
2) Safe to walk - night and day - left kids playing in front or backyard without watching them
3) Families who live on the same street know each other and their children and help each other i.e. watch kids

**Add to Our Community:**
1) More police officers- to make us feel safer, to respond to calls
2) More dog catchers and general education about dog laws- people don’t know the rules or what to do with all the loose dogs running around- need to know how to put in fenced yard and have a limit on how many
3) More programs for teens- have for little kids and seniors

**Add to Our Community:**
1) Nice park for families
2) Less graffiti
3) Community to feel comfortable calling the police when they have a need, have protection due to high crime rate
4) Animal Control- lots of dogs- need to be kept in yards

**Add to Our Community:**
1) Work on no loud music that rattles windows, no gun shots
2) People to get along better
3) Everyone who drives to have auto insurance and license
4) No vendors on bicycles with horns
5) Pick up La Voz papers (on the ground) in neighborhood

**Add to Our Community:**
1) Police officers and Fire Department - come to classes and talk to kids, make a presence
2) Money in Parent Involvement - reach parents, motivate them, will help our kids - less crime
3) Youth activities - have speakers, after school activities

**Add to Our Community:**
1) Golden Gate- sustainable impact- develop list of people as CPR certified to get out into community- teach them to teach CPR - helps with language barrier
2) Car seats Program- provide checks- will get transportation model- safety lessons and knowledge
3) Certify- to be their own safety consultant/ expert in the neighborhood → all CPR certificates and Car Seat certificates- greatest danger facing children is riding in a vehicle- avoid t-bone accident

**Add to Our Community:**
1) Youth Center- between McDowell and Van Buren
2) Youth Center-Golden Gate- to be open on the weekends and during breaks- north of McDowell
3) Senior Center- that is open all the time for people- Adam Diaz is not open very much

**Add to Our Community:**
1) Kids safety, education to parents – not watching close enough – cars, drowning, accidents, gun shots
2) Dangerous items in neighborhood, trash, cars, fridges, alleys, etc.
3) More public spaces, places, more amenities in park, money, programs
4) Expanding Golden Gate for older kids, job counseling, youth workshops
5) Rundown apartments, ghost town, weeds, dirt, not painted.

**Add to Our Community:**
1) Central Village, identifier for Golden Gate, exposed the deficiencies, “Barrio Latino Corner” – how to develop that wanted
2) Learning Center 35th and McDowell (SW corner), library, 25 computers, volunteers
3) Pedestrian bridge, got federal, state, city, across McDowell, community was heard and empowered
4) Boys and Girls Club building leverage with city and state, private funding
5) Clean-up site with Brownfield money, 33rd and McDowell, will be designed as an active park, free shuttle service

**Add to Our Community:**
1) Clean-up neighborhood, small businesses need to maintain, city enforce standards including businesses
2) Landscape, maintenance (weeds, etc.), not keeping up appearance – if this is done then individuals will follow
3) “Food City” lower standards, Fry’s Mercado proved wrong
4) Weed and Seed program will help (volunteers), sweep up block a week, trash pick-up, etc.

**Add to Our Community:**
Can’t think of any

**“Points of Pride” In the Community**

**Points of Pride:**
1) Golden Gate Center-senior-wants to see it grow
2) Boys and Girls Club- behind Isaac
3) Learning Center- 35th Ave and McDowell- Jerry Coangelo donated land City of Phoenix
4) Senior Center- 41st Ave and Thomas- most come from

**Points of Pride:**
1) Golden Gate- big asset, hangout
2) Fry’s Mercado- only one in the nation- families love it
3) School District- Isaac, enrollment, Carl Hayden- Clinic- primary medical, vision, dental
4) DES-right in the neighborhood
5) Neighborhood Association- captures the community- has a mix of families and individuals

**Points of Pride:**
1) Carl Hayden Community Center- serves youth from Golden Gate out of boundaries
2) Adam Dias Senior Center-popular, constantly being used- better access for seniors
3) Golden Gate always busy- wish capacity to do more
4) UPEM- (Unidos Padres Estudiantes Maestras) Gloria and Sylvia- Multicultural-Parade event- Festival with booths, music and dancing, all Cart Wright and Isaac districts, Butler school

Points of Pride:
1) Golden Gate Community Center
2) Neighborhood Association- Irene Cañez
3) Fry’s Mercado
4) Schools- all in neighborhood

Points of Pride:
1) Golden Gate- Have one senior day that serves everyone in the community
2) Sueno Park- 43rd and Encanto- getting better, feels safer, sports, changing swings and playground to a better place, in progress, Phoenix Park and Recreation doing programs for kids
3) Senior Center- 40th Ave and Thomas

Points of Pride:
1) More police in the neighborhood = “feel good”
2) Keep America clean- pick up trash- tells neighbor-education
3) Open YMCA

Points of Pride:
1) Proud of homes and families in the community
2) Our community cares- parents want to do better- not afraid to ask for help
3) Schools- nice physically and has good teachers
4) Councilman Tom Simplot
5) Golden Gate
6) Maryvale Police and Fire Departments- involvement, do great job with community, donate time during festival

Points of Pride:
1) Golden Gate
2) Mitchell- Isaac- after school program, parent involvement
3) Everybody working together with schools and Golden Gate to see what is going on

Points of Pride:
1) Doesn’t live there- worked at Station 24
2) Golden Gate
3) Not sure- place is economically depressed though

Points of Pride:
No- Neighborhood doesn’t talk anymore

Points of Pride:
1) Golden Gate- felt like I was poor, I was always protected, no people who try to sell rugs or threaten safety
2) Fry’s Mercado- always participate in community, this is a safety center-day care, classes, and programs are safe
3) Neighborhood Association, Golden Gate but with a focus on seniors
Points of Pride:
1) Golden Gate Community Center
2) Sueno Park – well used
3) Schools, some 43rd Avenue and Thomas
4) Vo-tech Westside High School
5) Maryvale Stadium
6) St. Vincent DePaul Church, 51st Avenue and Osborn
7) Generations of families kept blocks and neighborhoods clean, producing good working class people

Points of Pride:
1) Golden Gate Community Center
2) Isaac School District (not underperforming, high density) – festival and parade – young Latino families tie into the district

Points of Pride:
1) Schools, Isaac School District, school uniforms (Mitchell) reduce peer pressure
2) Good job maintaining facilities, grounds
3) Pedestrian bridge

3) What assets (activities, programs, etc...) are working well for community residents? What are you proud of? What do residents tell you they appreciate?
– Assets…Proud of…Appreciate –

Neighborhood Association
  o a place to come to complain and voice opinion

Maryvale Precinct
  o once a month voice a complaint/issue
  o info shared re: car issues-parking wrong way in front and back yards
  o people haven’t been as afraid, can do anonymous complaint, info passed to them and is taken care of within 30 days
  o saw the police doing a clean up- 40th Ave and McDowell Neighborhood Association

Fire Stations – are big assets
  o highly trained- ready to help
  o Police and fire department do well, well-known

Irene Cañez – head of Neighborhood Association
  o Able to talk to Irene in Spanish, makes people feel comfortable
  o can knock on her door or call her
  o she gives info to help them
  o will help them talk to people in English, goes door to door, she has 43 years in the community

Raising Grandparents Group
  o once a month every third Saturday- “Time to Share” meeting, includes aunts and uncles bringing kids to Disneyland
  o needs donations, respite, legal needs-no other community centers
**DES Family Connections**
- caseworkers assigned and in the community at Golden Gate but difficult to access

**Mission of Mercy Mobile**
- 51st and Indian School
- primary - twice monthly appointments

**St. Vincent de Paul's**
- utilities and food assistance

**John F. Long Center**

**Maricopa Integrated Health System (MIHS)**
- discounted or sliding scale health programs

**Five (5) churches and Rehoboth (expanding)**
- VITA SITE- child care
- Church on 30th St- Hispana, did attend Golden Gate, but not familiar with its Health Fair
- churches not involved with the community-attendees not from area- cheap land
- four primarily African American (35th and Thomas)
- 80% Hispanic live in area, 40th and McDowell - Huge congregation/Spanish church
- LDS- 4601 W. Encanto- ward in this area
  - active youth activities- boy scouts

**Adam Dias Senior Center**
- elderly population, health clinic

**Chicanos Por La Causa CPLC**
- built homes at 45th and McDowell
- involved in Carl Hayden Center- not sure what services
- come to clean up activities

**Fry's Mercado**

**Golden Gate**

**Community Action Police Officers**
**Councilman Tom Simplot** – really cares about neighborhood
**Adam Diaz Senior Center** on Thomas
51st Ave and Oak-Church- faith helps community have contacts- lists

**Food Bank** – 3rd St and Thomas

**St. Mary's Food Bank**
- good job- Fiesta box

**Isaac Middle School** – coordinators Sylvia and Gloria
- always ready to help the residents
- they send Promotoras clients who have medical needs and will alert Promotoras when clinics at schools

**Churches** may be assets
- Tried to hook up with churches not receptive
- want to do their own thing
- Not a lot of churches
- Church across street from St. Vincent (has more space)- Health Van- Mercy Care Mobile- free health care- tells people 3 times a month

**Health Event** at 38th Ave and Cristo

**Fry's Mercado** gives support
Mitchell School District
- as little help as they can get away with

Maryvale Weed and Seed grant
- will involve residents - won't cost residents anything i.e. speed bumps paid for by Weed and Seed

Neighborhood Association
- 2nd Tuesday of the month
- Incorporate different ideas - that show results - people need to see action

Schools
- if people have issues - need uniforms, can go to school nurse, if family needs help - school will call St. Vincent de Paul

Strong community
- have good things, students that do a good job...majority of people
  “Coyotas” Coyotes – outside influences bring bad things

Parent Nights at Isaac – meetings-services
Parent Academy/Health Fair – held in April - all info - 95+ showed up
Sylvia Butler – Volunteered for many years
Advocates are important
- parent advocates-Doris Gomez...Elizabeth- Unidos Padres Estudiantes Maestras

St. Mary’s Food Bank
City of Phoenix
- provide/ keep neighborhoods safer
  - speed bumps, need sidewalks, removed trees, all to make it safer for kids walking

Arizona State University (ASU)
- 150 parents graduated from 8 week training to direct parents to send kids to college

Parent involvement at Mitchell Elementary School
- Help parents become part of children’s education
- Parent coordinator meeting monthly to meet for housing
- 6-8 volunteers each day
- Realize importance and mix education with activities - all programs after school - tutors of scoring below
- Dad’s group-Suzie facilitates
  - 60 dads bring all their children
  - Different activities: camping with dads, reading with dads, English and Spanish took book home and read to each other, sight words: ESL exercises

Golden Gate
FireStar project
School at 43rd and Thomas
St. Vincent DePaul
Church of...Latter-day Saints (LDS) at 47th and Osborn
Sueno Park
- Parks and recreation, crew at Sueno Park
Library communication (city affiliation) 41st and Thomas (SW)
West High School
- troubled teens, alternative school component, maternity
Department of Economic Security (DES) office

Community Events – Radio stations, grass roots, involved in community (events, free or reasonable family entertainment)

Additional responses:
- Willing to learn
- We can do the job if we have the resources
- See more need than positives
- Not aware of nonprofits, faith communities, or volunteer organizations
- Where are they (the assets)?
- No flyers for community meetings
- Last Flyer-for building bridge at Isaac
- Don’t know of any assets
- Kids not walking about in outfits means not playing ball at school - stopped 2-3 years ago
- Long-time residents are a small percentage
- Latinos do not understand what is happening to the community
- Elderly, not Latino, live in senior housing, transportation
- Young Latino families tied into school district – pre-kindergarten tied into Golden Gate Community Center
- Business owners - Latino, new immigrant not interacting with city, without permits, create an insular place

4) To best meet people’s needs and create a strong community, name a few things that are not being done well by government, schools, nonprofits, faith communities, businesses, service clubs, and volunteer organizations. What are the greatest challenges confronting the community? Do community organizations and community residents share a common vision?

- Not Being Done Well...Greatest Challenges...Common Vision –

Challenge
- for involvement of the neighborhood and immigration issues
  1st meeting law enforcement discussion
- people were afraid to come- there is fear to even show up
- must gain confidence

Who’s not doing as much
- more business- maybe not able to get to the point of talking to them

Parent Teachers Organization in PTO Mitchell Schools
- depends on principals-takes so much time
- asking for help- get better response

Haven't approached faith-based
- not present in community
- one across for Golden Gate

Vision- Safer- street lights, cleaner community
- need good contacts- good contact with council members

Adam Dias Senior Center- 41st and Thomas-
- Breakfast meeting- Tom Simplot-
- Commander Hampton Maryvale Precinct- Alma Assistant
Need older homes remodeled
  o no air conditioning, better insulation, maintenance

Issue- trust- immigrant families
  o Golden Gate here so long haven’t seen too much about this
  o still can have a miscommunication- it can spread, etc…
  o get attached to someone

Promotoras
  o difficult time- different level- peer level- balancing this

Migration
  o instability with residents
  o difficult to create relationships to build community

John F. Long Center
  o system difficult to get into
  o language barrier- 97% Spanish speaking - 90% monolingual

DES-backdrop for services
  o treated without respect- even when Promotoras with people

Blight-Crime-Zoning Violations
  o 90% complaints
  o Weed and Seed enforcement issues
  o the police dept is opening cases
  o all the houses look like that
    ▪ so all in violation: weed, fence, graffiti

Fear of police issue
  o unwillingness to partner with the police department
  o immigration issues/big barriers
  o police want to build trust and partnership

Things don’t get reported:
  o Domestic violence,
  o crime escalates and gets worse,
  o residents know who is doing crime but afraid
  o so much goes unreported

Liquor violation
  o gaudy, signage- Van Buren & Thomas
  o most zoning are complaint driven-
    o if everyone is accepting and then it becomes the norm

Immigration-illegal immigrants
  o who don’t have access to good job or living wages

Crime and gang activity
  o Crimes-violence feels unsafe

Community organizations and community residents
  o Do not share a common vision
  o Don’t have common vision with church across the street- share parking lots- services
    African Americans who don’t live in the community- the pastor doesn’t seem to want to meet with Golden Gate leaders or care what is going on
Think people don’t know each other- people right on the same street didn’t know Golden Gate was here- Promotoras found this out

People have a hard time changing from their beliefs and transition
- Beliefs get in the way of getting way
- i.e. Mexicans- the man has to ask to go to a program or a good thing for the woman don’t understand what it is- like control of the money- the (man) gets everything but (woman) suffers or doesn’t get basics Ideas of what will the man of the family think- church- women aren’t brought up as independent in Mexico

Immigration issues hitting hard
- with employment- both parents losing jobs
- can’t access services that might normally be available

Families becoming homeless
- now people who never faced this before
- only know this area- tough on kids
- especially if not wanting to leave or move

Lots of domestic violence
- Abandonment/foreclosure of homes
- If I can’t work- leave the homes- increase of empty homes/ abandoned homes

Diverse demographics
- young Hispanic, old white

Families get gypped a lot
- car loans
- house loans, etc…

Golden Gate takes resident opinions into consideration
- Do surveys
- Want to get a pool
- Not enough money or things for kids to do- after school- for middle school- 6,7,8 might be easier to reach - maybe don’t know the consequences

Need help to get parent involvement
- Isaac community-need help producing “Multicultural Festival”

Challenges- Low on funds
- not able to continue Gem Start Summer- used to be 40 kids now down to 20 kids- cut teacher and two aids

Problems- with so many things - new immigration laws
- more need- more food boxes
- without dads working- enrollment down

Things start at home- issues with families
- Kids aren’t supervised at home

When I worked there crime was high
- struggling to put food on the table- so other issues

Neighborhood challenges
- Graffiti cameras all over the place
- Paint at Golden Gate- stands out like a sore thumb
- Hear gun shots- police go other way
- Had to booby trap yard- people stealing from yard
- People partying loud –they had gun pointed at them was empty when pulled the trigger
"602" Bar- Thomas and 43rd- lots of gun shots
No one out after dark- Thomas to McDowell down 39th Ave at night
riding bike- get egged and spit on

Police don’t come into neighborhood anymore to patrol it like they used to
would call cops to come in- takes awhile
would love to be here in barrio now can’t wait to leave

Challenges:
overpopulated, schools cannot keep up with population, overcrowded, lacking neighborhood participation
apartments are rundown, lots of transients
only “take” from the community

Parents do not take care of their kids medically
e.g., high fever, don’t take temperature
don’t know when sick

Challenges:
crime, graffiti, rental of single family homes, lost many immigrants to law change and fears
cultural and language barriers, legalities
people are not doing a bad job but the barriers are so large

Anti-crime walks (3 walks, 70-75 people)
police and fire department neighborhood activities
say no to gangs
blow horns with both Spanish and English language

Limited success with faith based communities
store-front, evangelical based
Spanish language LDS church in District 4

Challenges:
people afraid of their own people, neighbors don’t know each other
kids don’t hangout, no block parties, families don’t go for walks together, people allowing neighborhood to go downhill
prostitution, people don’t want to get involved

Additional responses:
Dogs running wild
Language barriers
Bleak- community services
Community driven challenges
Clinic dirty won’t go back- 39th and McDowell
No dance or music classes
Not enough coaches outside the school for activities
Not enough volunteers to help with this
Bring activities to engage kids who aren’t great athletes/ musicians
(Not) Enough Park and Recreation activities after school- time to write on walls
Unfair to judge schools, but how (to) organize them
Traffic safer than it used to be, improvements over the years
Crime, residents should feel safe
High population of diabetes, get calls, most cannot manage it
Front yard fences, same size
Fire safety with Christmas (smoke detectors, trees, etc.)
More health fairs, more community events, pool

5) What do you think might be some innovative ways the community can come together to ensure that neighborhood, homes, and schools are safe and prosperous?

Communication issue- good ways to communicate
- door to door approach for opinions to invite
- flyers good can only leave on door not in mailbox- Spanish and English-
- phone tree is unofficial- Irene calls 5 people who call 5 people

Law enforcement
- 2 months-prostitutes- started on weekends picked up johns, 16-17 people in one night- will let neighborhood association know when its occurring

Apply for grant
- Yolando Romero- anyone can apply for emergency repairs: wiring, no air-conditioning
- 100% paid for on home for 5 years- released after 5 years

Innovation is- community buy-in involvement:
- “platica” (talk) communications- what they want and how to get there- form committees and how to work at what you want

Idea-Health-Community Health Conference
- health info-intimidating to go outside for a health conference-
- all community speakers (Promotoras) to deliver-
- Health Hubs- name people to be leaders, kick off start community health- help with block action plan

Safety- many different tangents
- crime-some way to approach the community
- community loves firefighters

Fire and Police Departments love to get involved
- want them to be involved but very minimal participation from fire department
- working all together- slow process-
- community outreach downtown-CD folks- station trucks to come-call first

Give more info to do
- Educate More program-
- Haciendo un needos- help couples and families or couples living together, to live with respect to each

Mom Mobile- Pregnant women
- mostly free- blood tests, ultra sounds

Today’s Women
- sexual STD’s, family planning, dealing with grief

Immigration- maybe took mom or dad
- think they will never see the parent again-
- need to talk about Immigration in the community with the kids because families don’t talk about it

More events for police
- 4 hour clean up day (police organized- not in uniform)
makes people more comfortable  
may call them for crime or if needed  
took people from many different areas to work together-divided groups- signs, graffiti, weeds, etc.  
made everyone feel good -all participating  

More events where community helps others in their community  
when community is cleaner people stop dumping there-  
take small areas to maintain  

Hard to get people out of house in this neighborhood at night  
Thinks they're lazy about those things  

Want dance groups- have made costumes out of old dresses  
don’t have the money to do more  
16 sewing machines that need repair  

Additional Responses:  
Involvement is Key  
Using Los Church lot - Encanto and 46th Ave  
Lack of funding  
Not there for parent involvement  
Plain clothed police-learning just people to work  
Neighborhood leaders- Gloria, Sylvia, Irene- likes boundaries of this program- flyer- on blithe- about what violations  
People come from other neighborhoods to help cleaned up  
Remove from police officer capacity  
People see us helping as rallying the troops and working with the community  
Ask the Community  
Give a lot of information- people do want to learn- they are trying  
Neighborhood Association Event 5/31  
Flyers in Spanish  
Need to come up with their ideas-had a meeting Sunday- still a disappointing turnout  
Don’t think utilizing school building as much as they could  
School feels safe  
Bring info here (to school)  
Motivate kids to bring parents  
People need to wake up- great but reach a lot of the kids  
Have police and firefighters to come explain what they (the kids) need to do to be an officer or a firefighter- need to reach the middle school  
Not enough money to do some additional programs  

6) What new kinds of programs, services, or initiatives would move the community towards its ideal? How can neighborhood residents become actively involved in community projects?  
– New Programs…Moving Towards Its Ideal –  

Community Cleanup  
60 people 4 officers  
7 houses fixed up  
change in energy- really excited- drivers to help
Let people know they care
  o street by street each weekend
  o make parks and neighborhood issues: need sidewalks, issues with stray dogs

Go to meeting so voice can be heard
  o Tom Simplot Breakfast- listens, follows through

Quality of Life
  o Roads not repaired, fear to voice, tolerate roads and blight

Lack of youth activities
  o Wake up club summer program - middle school - life skills- community service

Addition of commerce
  o Catch 22- need income levels to rise to bring bigger jobs
  o Employers in area to hire those who live in area
  o Youth need to see opportunities for careers, mentoring
  o Jobs- living wage

Increased police presence
  o People shoot out cars here why?
  o Response time- increase resident calls

Neighborhood Association
  o When started it was difficult to maintain attendance – getting more stable attendance numbers now

Weed and Seed
  o for graffiti, clean ups with police
  o Golden Gate feeds them lunch

Lacking basic adult education
  o other than ESL
  o In California there are many different classes that are affordable to attend about $5 or free to attend- hypnosis, pottery, arts, adult learning massage therapy, sewing, French, ESL, etc…
  o ask people what they are interested in
  o people don’t know how to read or write Spanish (their own language)

YMCA on 67th Ave
  o It's pretty far and maybe not affordable

Spanish Radio Stations
  o Need to work closer with us and school
  o More broadcasting with community bulletins
  o Have agreement with radio station unless you know someone who is directly influential at stations
  o Messages to encourage parents to help with homework and reading and how to ask students about day at school on a very regular basis
  o Stations: La Canpasenas, La Romantica, De Colores

Need workshops
  o Middle school kids- message to enjoy this time with kids- inform that kids are changing- loss of fear and respect from kids, pay attention
  o people are being taken for their money
  o Gloria and Sylvia have been on radio a few times but believe a more consistent message is needed
Fight back
  o Car seat checks
  o also work with Police Department- grant form Governor’s Office for Highway Safety

Additional responses:
  o No response
  o Neighborhood Association
  o More jobs open to teenagers
  o YMCA tried to staff with people in neighborhood
  o Community participation - to be involved
  o Engage all ages of people from seniors to children
  o Support Neighborhood Association
  o Faith community needs to engage the residents and visa versa
  o People to do a festival-what people do for work in the community
  o Want everyone to know and help each other
  o Know to come to Golden Gate because they help people there
  o Continuing our programs
  o More programs in the evenings
  o Encourage people- offer inexpensive food
  o Make phone calls
  o Home visits- if important- tell them to attend
  o Doesn’t have slightest idea about new programs to move to ideal community
  o Notify people of community projects- tell people where to go and how to get involved
  o See previous with communication
  o New families come, get acclimated, then leave to safer neighborhood
  o Recycling example, rules, laws, ordinances
  o Who acculturates the new residents?
  o Schools, Fry’s brings families and community together
  o Everyone is so busy it is hard to take the time
  o Leadership opportunity, yes, but need some money or grants to support community leadership development
  o Speed bump story

7) Given the diverse population of the neighborhood, how does the community view diversity? With distress, tolerance, or acceptance? How does the community promote communication among diverse populations? Do diverse groups cooperate in resolving conflicts?

   – Diverse Populations…Cooperate In Resolving Conflicts –

Responses:
  o Different opinions- elderly complain a lot- graffiti
  o 2-3 families live- brings in more traffic/ cars
  o Prejudice people and non prejudice people
  o Quest Program- 8th grades- community service to clean up house, help those not able to help themselves
  o ESL groups- issues- interacting with other cultures- not much -caters to culture’s needs- hinders their interaction opportunities- wide divide between documented Hispanics and immigrants- misconceptions
Promote- events available to all- refugees in area not interacting- serving all people
Not too diverse- small tight knit families- subset of older adults
Only white people show up to Homestead 43rd and Thomas Pride
Point of Communication- churches- Irene Cañez- informal conversations but formal part of Neighborhood Association- very different embraced demographic- kids as adults speak Spanish- food-
Need events in community in Spanish- Spanish media- teemed- activities- need child care
Need to empower the people- they don’t think they can change things
Tension between groups- acculturation diversity
Mitchell Neighborhood Association
Community doesn’t promote- people who come to Golden Gate want to
Many afraid- will follow with people- they are afraid to give Promotoras their number
Golden Gate doesn’t ask for ID or papers in order to help people- barrier they have worse now- before it was better- more difficult to get residents the info
People are better at driving now, usually aren’t legal to drive and don’t understand the law- don’t have license or insurance because they don’t have papers- have Mexico license- need to give license or ID to people whether they have papers or not- lots of stress- afraid Mand D at work- if taken by immigration might have to leave ids- leave the kids in America then need to get back- this is difficult or costly $5K for a safe crossing or $2-3K for unsafe/treated bad
Hearing documented population complain about undocumented passing thru and not caring about our homes and neighborhoods- prejudice about this- some say totally the opposite
Do get along for projects- not sure- they do get together to help and work together i.e. clean up successful
See’s putting up with each other- not talking it out
Don’t view it too good- apparent disregard for laws- loud music, vendors loud, bad driving, no insurance- need to be educated to fit in
Immigration
Have worked community night and day- door to door- acceptance slowly growing- predominantly white although changing- councilman has helped with people accepting city codes- to talk with community explaining what it is like to live here
2 police officers to clean up- tow vehicles- loose dogs
People can’t fix up houses or take care of them- can’t afford it- resources can help with this
They accept like everyone is the same- most of culture- Spanish- speakers here- the immigration issue- must be bilingual
Everybody works together- not sure- all different cultures equal to help- American/Spanish vs. Spanish- want to learn the holidays and what they mean and what you can learn from them
Huge language barrier- need a person who is multi-lingual on the fire truck
How can we resolve conflicts when no one is talking
Not a united community- no one knows anyone- no one waves
No communication between - I speak English- we’re in America- the ice cream man only speaks Spanish- If I went to Mexico I’d have to speak Spanish
America has changed- doling money out to Mexicans- not to Americans
Isaac School District – ties through parents and staff, what they provide
Neighborhood Initiative Area – monthly management meetings, Gloria Sylia (Parent Coordinator, Isaac Middle School), with translators and headphones
- Accept diversity in lower income area, more accepting and acceptable vs. higher income
- Mexican vs. Hispanic (Mexican dominant population)
- Promote communication, yes, billboards, signs in Spanish and English throughout the community

8) **How are all cultural and ethnic groups included in community-wide problem solving and decision-making? Are non-U.S. citizens participating in community activities? Are citizenship education opportunities provided?**

**– Community-Wide Problem Solving and Decision-Making –**

**Responses:**

- Community groups are now having a voice in their community - more success getting people involved - I.e. speed bumps - petition - came to meeting - city turned down - said unfair - cables didn’t measure enough traffic - could do it out of Weed and Seed program - no cables needed - once success seen it inspires others
- Have been pushing for education opportunities - if you want to complain - apply for citizenship then can vote and complain about us
- ESL always a waiting list - can talk to teacher - need translation with the teacher
- Two neighbors became citizens
- Upside down, leaving neighborhood - people were going to take off - leave homes - 500 dropped to 400 12 to 1/08
- People get upset if spoken to in Spanish
- Citizen classes at Golden Gate - educate for exam prep - 100% Spanish speakers - all in English for anyone
- Only Spanish station - Compansia Univision Telemundo - spreads positive or (mostly) negative
- Face to face contact to build relationship - through relationships and help form Irene - only way to work
- Pursuing citizenship - no idea - don’t get asked - they ask
- No community wide problem-solving or decision-making
- Non US citizens are participating in community activities
- ESL and citizenship at Golden Gate
- No education opportunities for adults to get citizenship
- Issues with High School students getting scholarships or paying out of country tuition - no money so must go to work instead of getting more education
- Non US welcome at Golden Gate for ESL - no citizenship classes - ask for SS# when go to GED - usually won’t use a fake ID # so this isn’t done
- Not sure about inclusion in problem-solving and decision-making - through Weed and Seed - group of community to talk about community once a month
- Non citizens are participating in community activities
- Citizen education activities are being provided at Golden Gate - $50 fee - teacher strict-taught only in English - heard it’s great - on Saturdays unless other big center activity
- Non-active if not attending meetings - for own benefits
- Neighborhood Association has raffles to attract people to attend - provides babysitters and water, do bilingual
- There is non US citizen participation at some gatherings - too bad there is not more
- Promotoras - go out in the neighborhood - but people aren’t coming out
- Educated by parent coordinator in all the schools - give them all the info in the area
- Begging for books - not in their budgets - not their priority
- Find and beg for uniforms and toiletries
Second hand store - go find things there
Dollar stores - made big baskets
We offer citizenship class - Kazen’s 43rd and Thomas - too many classes there - computer
Thinks that cultural and ethnic groups are included in community wide problem-solving and decision-making
Doesn’t really know
43rd and McDowell, other area
Longstanding neighborhood initiative, Gloria and Sylvia, monthly, nighttime meetings, waned
City trying to reach out to community, asking what they want, through Weed and Seed
No problem solving or decision making she knows of

9) Who are the existing community leaders in the various neighborhoods? Who are the individuals that seem to “come forward” when things are happening in the neighborhood and in the organizations serving the neighborhood?

– Existing Community Leaders –

Heidi and her husband
Henrieta Cordova
  volunteers at Golden Gate

Manuel Pena
  same block as Henrietta - semi-active

Al DePascal (“Buddy”)
  volunteers at Golden Gate trying to get involved as Vice President of
Neighborhood Association
  already shared about community leaders
  leadership development is too expensive - class - cultural-sensitive and approval
  encourage
  they’re afraid of not doing it right or long term
  delegate - lay out specific tasks then ask them to move forward

Edna Perez
City of Phoenix
Carl Hayden Community Center
Gloria and Sylvia
  Parent Coordinators at Isaac
Leaders are parent coordinators
  they initiate the activities - they are called for all types of things - High School issues - undercover officers - want to know if they are safe

Grandma Cardio
  cooks for Salsa y Salude - speaks Spanish
  is like Irene - leaders on grandparents raising grandchildren

Neighborhood Association
  Irene Canez - only one to get community to improve

Leaders North of Thomas
  Bermetta Behm - active - English calls from St. Vincent de Paul

Isaac Superintendent
  Dr. Scribner (leaving soon)
Golden Gate
Parent Coordinator
Irene C. Neighborhood Association
St. Mary’s Food Bank
Clinic- 43rd Ave and Thomas
  o  medical for students

Golden Gate
Golden Gate Community Center
  o  very effective programs to help neighbors, raising grandparents, no government
    supplement, tough process, barriers, no medical insurance, property of state (nephew)
    became legal guardian

School Ball league
  o  nonprofit- each month 25 students -uniforms

Additional responses:
  o  Back to School each year- uniforms
  o  Doesn’t know anyone- sure would like to
  o  Slumlords a big problem

10) How do you think we can encourage other individuals to step up like these existing
leaders have? What can be done to encourage them? Are current leaders willing to
adapt the way they lead as times change?
  – Encourage Other Individuals to Step Up –

Word of mouth
  o  know what we need

Communicating
Started list at meeting
  o  volunteer for what you can do or as a business on the side- we refer people to you- made
    Resource magnet to give to new member what they want on it

Promotoras
List of older Blockwatch grants
  o  once project is moving forward-

Current leaders- tapped
  o  others will see what is good and happening-
  o  want to see hands on results

Weed and Seed
  o  Weed and Seed- people want to see progress-
  o  taking risk to come to a meeting- if they have to take time to come they want to see results-
  o  potential community leaders will come forward once they see what is available- how do you
    do that?

First - trying to make them feel safe to come forward
  o  even if no papers- encourage them
  o  Neighborhood Association…assign specific things to people- small enough- build self
    esteem- many people afraid that they won’t be able to do it- why?
  o  Many people don’t have high education face a barrier - talk to them

Health Fairs
  o  it’s packed- hook activities like Weed and Seed into these days
Latin radio stations
  o (attract) young adult
  o Compensa Latin Vibes- brought lots of people minority donors- free water and sweetbreads

Education
  o There are parent who liked the way they were treated at school

Make it Fun
  o Do activities and games where they are part of it

Encourage
  o other people’s examples- word of mouth

Reach out-flyers
  o get thrown away
  o many people can’t read English or Spanish

Hold more workshops
  o encourage others to come- i.e. dad’s groups

Community Night Theme
  o Have not tried, “What can we do to improve the neighborhood?”
  o Ask

Look at the Big Picture
  o So busy putting food on the table don’t look at the big picture
  o to look at a broader perspective

Golden Gate
  o Reach out through Golden Gate to bring different ethnic backgrounds to come up with accomplishable goals and ideas

Identify
  o What makes a community suffer?
  o What makes a community viable?

Additional responses:
  o Don’t give up
  o Keep talking up and cross your fingers
  o Once involved or talking this encourages them to be involved
  o Bring out their talents
  o Haven’t seen anyone stand up- no leaders in community- only have door to door Jehovah Witnesses
  o Don’t know what can be done to encourage them to volunteer, participate in the community, and be a role model
  o Doing what is right thing to do
  o Offer discounts at Mercado
  o Scholarships for kids
  o Grants
  o Free bus passes?
  o Don’t be afraid to speak out
11) What can firefighters do as a community asset to improve the quality of life in Golden Gate? How can they help the community overcome its challenges (identified above) such as public safety?

– Firefighters...Help Community Overcome Its Challenges –

Help people
  o Or tell them what they’re willing to do in the community

Give Presentation
  o Have firefighters give presentations
  o ask people at meeting what they need
  o Still in fear to give name and address
    o get across that it’s okay to give this to firefighters

Work together
  o the Promotoras and Fire Department

Homes are so old and in bad shape
  o maybe should be condemned
  o bad/no heat,
  o electric,
  o not enough outlets or locks

Fire Department underutilized
  o Not out in the community now

Police Department
  o would like to tap into the likeability-partner with the Fire Department
    o volunteer screened security door installation- solar star

Come to classrooms
  o Sit at the table to see what they think

Go to houses
  o not appointments at firehouse

Dog population
  o help with dogs so they won’t bite or come out
  o education about laws to avoid loose dogs

Baby shots
  o good idea
  o do something else like this

Talk to people at the Neighborhood Association meetings
  o tell them what they can do and ask what needs to be done

Baby Safe program
  o communicate to public neighborhood

Interact with Senior Group
  o on Tuesdays- present- give tips

Hold fairs (at) park
  o attend other events- tie all together

Interact
  o and come to neighborhood meetings
Come to school meetings
  o Talk to parents
  o At Butler school- (police) officers talk with people and kids knew them by name- make
    connections to reach kids
Be in the community
  o not just at events
  o get to know parents and kids
  o CPR classes for teachers and staff and parents in district
Presentations
  o for fire alarms and water safety
  o Inform students how to be safe at home and school
FireStar Fund- Resources
  o if problem identified to help people from spiraling into healthcare or welfare resources
Problem solvers
  o will put them in touch with resources
  o numerous calls received don’t meet emergency criteria i.e. air-conditioning out, bee calls,
    etc.
43rd Ave- Fire Fighters are great
  o helped with parents when they fell-
  o sent flowers to Joyce when their mom died
Meet people
  o With heat coming- come around to meet people before there is a problem- so people aren’t
    scared to call
Ride Along programs
  o Future firefighters
  o Spend a day with a firefighter
Neighborhood clean-up
  o (off-duty only) “out of service”
Firefighters
  o real opportunity (no fear factor like police) to bring out the issues
  o Cannot be everything to everybody
Start with children, get more involved with kids
  o create a memory for children
  o get involved in schools (more than fire safety)
  o fun mentorship
  o coach a little leaguer (help community)
Donate time as an EMT at community events
  o city charges otherwise
Free soccer tournaments
  o pay all costs, city, permits, etc.
For a nonprofit function
  o donate time vs. changes, very costly, $250K (permits, fire, police), $10K shuttle buses –
    Avondale Hispanic event, 2 year history
Additional responses:

- Feel safe approaching firefighters
- Continually showing presence in community
- Play basketball at Golden Gate
- Kinship program
- Health Events
- Knock on doors
- No accountability at the fire stations for doing community services
- Firefighters use their skills from personal business
- Pool fences- can be a good idea
- Offer more home inspections for smoke detectors
- People don't have as much of a negative attitude about fire fighters
- Can always rely on “911” public servants-highly trained-professional
- Can always work without red tape- brings peace of mind
- On TV- pool safety- no one walking around
- How to use air-conditioning or swamp cooler
- Participate in community events
- Adopt etc., more of
- Days off, get away expect involved and role model, expectations of firefighter, work in home, community, not Golden Gate, no one lives here
- Medical education
- New immigrant education
- Children are key, bilingual, and more receptive
- Fortress to get into fire department at 43rd and Encanto
- Apartments are horrible
- Tie firefighters to Isaac School District
- Firefighters fill the boot

12) How can they (firefighters) enable youth, families, seniors, and adult singles to make this neighborhood a better place to live, work, and play?

– Firefighters...A Better Place to Live, Work, And Play –

Reach future leaders

- Administer, mentor, coach kids
- Show them firefighters are available to talk to youth
- Positive things

Many grandparents raising grandchildren-

- Not computer savvy-give computer help- homework help
- Talk to them about staying out of gangs and getting educated

Common practice

- People don’t know common sense safety-
- Cultural differences- don’t know what’s against the law

Difference in what we see as needs

- Compared to what residents see as needs
- Not meeting basic necessities
- Food instead of safety- pool fence, car seat- they’re worried about dinner for kids
Fire Department:
- Draining pools (had to hunt for child in dirty pool)

People are scared of police - so firefighters usually come first
- So start giving people more confidence in the police
- Give more comfort so they can call the police
- Heard bad things about the police
- Maybe they could get involved with firemen and team together

Safety and other things besides fire safety
- She delivers to homes - bucket of water and mop - leave around could drown children

Pizza Party
- For the students and families (Sylvia’s dream at Isaac Middle School)

Visit at homes
- All kindergarteners with uniform packets

Mentor kids
- Who come to fire station

Be out in public
- Be good role model - going to school is important

First get community together to get to know everybody
- They can get to know the Fire Fighters
- Find out what needs to be done

Additional responses:
- Through Golden Gate
- Bigger and better programs
- Help with graffiti cleanup
- Do good education in the community
- Communicate and participate in community events
- Education with the people
- Fire detectors
- Senior Center is closed early 4 or 5 pm - one lady said they don’t feel welcome
- Person at Fire Department or office needs to welcome people - makes a big difference
- Where are the men?

13) In closing, what do you think is the single most important message that needs to be heard by those who want to make the community a better place and are trying to understand what human services programs are needed to support it?

– Single Most Important Message –

Role models
- Big brothers big sisters, otherwise they will turn to the wrong ones

Just getting involved
- Can make a difference

Community itself
- Has the skills and abilities to make the changes in the community that are needed
- Reinforcing that message

Allow us to help you and not harm you
- Wish people would understand that police are not there to hurt or arrest them or break up their families
police are there to offer help and help them - willing to partner to help with domestic violence issues, crime, etc…
until fear subsides there is not much police can do about it

**Challenge**
- reaching community buy-in and free services
- improve quality of life with no catches

**Asset-remember this**
- tend to approach individuals-
- need to approach as a family i.e. Stella I and II when senior’s sick the families step up to help each other in ways that don’t happen in Anglo families

**Strength of the families**
- here in the community- very nice- turn to family for help

**Things are changing**
- we are turning to be a better place for our kids
- trying new programs to help everyone

**Trust-in some way to help community**
- to trust any authority more (whoever it is)

**Involved in the decision-making**
- We as a community need to be directly involved in the decision-making
- Won’t know or appreciate it if we haven’t rolled up our own sleeves

**Middle school kids are being left out**
- (need) money for programs and after school

**More security in the neighborhood**
- child to be safe
- working together as a team

**Empowerment**
- through Education

**Perspective**
- Bring level of perspective
- Community-based to bring needed resources

**To reunite- we do that**
- come together to know everybody
- back in the day - athletic-
- PTA- people walking around neighborhood having a good time- chain of events cycle of life-community can come back

**Pride in ownership of the neighborhood**

**List of expectations of community residents:**
- clean, watch out for kids, collective good

**Help your neighbors**

**Recognize cultural diversity**
- undocumented to stay
- key is the kids

**Reach strength of families**
- and then community
Greatest asset in the community is family
  o exemplify what is good, extended
  o take care of each other

Your community
  o be proud of it
  o don’t destroy it

Start with kids
  o teach them to become a good member of society

Additional responses:
  o When they go out to help be visible
  o Let’s work together
  o We can all get along
  o Active, participate, organized
  o Proactive, future focused

14) Who would you recommend we bring together, in the form of a focus group, to discuss the future of the community? Would you be willing to help us contact them to bring them together?

– Who Would You Bring Together –

Need to teach community
  o to do it and maintain it themselves

Neighborhood group
  o 5/31- Golden Gate- back

Grandparents group
  o 3rd Saturday of each month- 10 to noon
  o Sara Chavez arrange/coordinates

Need translators
  o Monday thru Thursday ESL classes 6:30 pm- food-snacks

Families
  o June 7th Baby Shots- good amount of families (attend)

PNP- Phoenix Neighbor Patrol
  o Phoenix- patrol- neighbors can do this for their areas- so far away from this

Neighborhood Association

Today’s Women
  o every Friday 10 am - different topics

Things to do with kids
  o after school programs while on breaks-
  o starting teen program at Golden Gate April Garcia
  o 1 day for them each Friday 5-8pm- here 10-6pm

Golden Gate
  o ESL and computer students
  o Senior group- Tuesday 8am
    o 15 people- has gotten smaller this group was much bigger
    o seniors having to leave neighborhood to live with children who live outside area
  o talk to Christina about Loteria- Mexican Bingo Lunch- regional bingo once a month
St. Vincent (de Paul)
  o groups there - call Cathy Laver- office manager

Additional responses:
  o Firefighters
  o John and Dwight to go paint/ graffiti
  o Calendar of events
  o ESL and computer classes
  o 5/31 Neighborhood Assn. Event
  o Kinship-Grandparent raising children 5/28
  o 5/17- 10 am Golden Gate- s/w Sara Chavez
  o 5/30 Parent coordinator meeting – Talk with Becky Gallegos
  o Parent Advisory meeting- Mondays monthly
  o Last day of school June 6th- can get together a group- parent- Spanish speakers- groups needs food
# Appendix C
## Focus Group Results

FOCUS GROUP INTERVIEWS

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
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</thead>
</table>
| **Tuesday, 5/27/2008**<br>12:30-2:00pm | ESL Classes Focus Group  
Golden Gate Community Center  
1625 N. 39th Avenue  
9 participants (9 female) |
| **Wednesday, 5/28/2008**<br>6:35-7:05pm | ESL Classes Focus Group  
Golden Gate Community Center  
1625 N. 39th Avenue  
6 participants (6 female) |
| **Friday, 5/30/2008**<br>11:15am-12:30pm | Today’s Women – Focus Group  
Golden Gate Community Center  
1625 N. 39th Avenue  
6 participants (5 female, 1 male) |
| **Friday, 5/30/2008**<br>12:45-1:15pm | Isaac School District - Kazan Center  
2941 W. 43rd Avenue  
14 participants (14 female) |
| **Friday, 5/30/2008**<br>5:00-6:00pm | Teen Program – Focus Group Interview  
Golden Gate Community Center  
1625 N. 39th Avenue  
10 participants  
(Female 2, Male 8; Ages- 14, 15, 15, 15, 15, 16, 16, 17, 17, 19) |
| **Saturday, 5/31/2008** | Community Event – Golden Gate Center – Focus Groups  
1625 N. 39th Avenue, Phoenix 85009  
Focus Group One 4 participants (3 Female, 1 Male) |
| **Saturday, 5/31/2008** | Community Event – Golden Gate Center – Focus Groups  
1625 N. 39th Avenue, Phoenix 85009  
Focus Group One 5 participants (3 female, 2 male) |
| **Saturday, 5/31/2008** | Community Event – Golden Gate Center – Focus Groups  
1625 N. 39th Avenue, Phoenix 85009  
Focus Group Three  
7 participants (4 female, 3 male) |
| **Wednesday, 6/18/2008** | Focus Groups – Seniors  
Adam Diaz Senior Center  
4115 W. Thomas Road  
12 participants  
(7 female, 5 male; Ages 87, 80,84, 68, 83, 93, 66 and ages 64, 62, 78, 53,70) |
FOCUS GROUP INTERVIEWS
SUMMARY cont.

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
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<tbody>
<tr>
<td>Wednesday, 6/18/2008</td>
<td>Focus Groups – Seniors</td>
</tr>
<tr>
<td></td>
<td>Adam Diaz Senior Center</td>
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<tr>
<td></td>
<td>4115 W. Thomas Road</td>
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<tr>
<td></td>
<td>12 participants</td>
</tr>
<tr>
<td></td>
<td>(11 Female, 1 Male; Ages – 71, 77, 66, 73, 77, 74, 76, 68, 71, 77, 64, 74)</td>
</tr>
</tbody>
</table>

Ages listed for Youth/Teen and Senior Focus Groups
Remainder of Focus Groups – age is not noted

ESL Class – Focus Group Interview
Golden Gate Community Center
Tuesday, 5/27/2008, 12:30-2:00pm

Question 1: Imagine the Golden Gate Neighborhood in the year 2020. Ideally, what does it look like (i.e., the vision)? Imagine a ‘perfect’ neighborhood for your family and friends. What do you see? [Imagínese el vecindario de Golden Gate en el año de 2020. Idealmente, ¿cómo se ve la imagen del vecindario en su mente? Imagine un vecindario perfecto para su familia y sus amigos. ¿Qué se ve a usted?]

- Better neighborhood relations
- 39th and McDowell people not so friendly/cordial but not friendly
- Better communication

Question 2: Currently, what programs, services, organizations, people, etc. are working to make the neighborhood a better place to live (i.e., what’s working well; the assets)? What are your points of pride? [Corrientemente, ¿qué son los programas, los servicios, las organizaciones, la gente, etc. en su propio vecindario que lo ayudan hacer un mejor lugar de vivir? ¿Qué está trabajando muy bien, y qué son los bienes de su vecindario? ¿Qué son los puntos de orgullo?]

- Parks 35th Avenue and Roosevelt
- Baseline and 35th Chavez Park is good, more programs
- 15th and Encanto Park has been upgraded
- Golden Gate helps a lot, gardens
- Nice yards
- Fire department really quick

Question 3: Currently, what challenges does Maryvale face in making the neighborhood a better place to live? [Corrientemente, ¿qué son los retos de Maryvale y que se necesita hacer para ayudar el vecindario convertirse en un mejor lugar de vivir?]

- The drug addicts in an abandoned house
- The prostitutes have moved from this area
- Graffiti
- Gunshots
- The weekends people come from other neighborhoods (33rd Avenue and Virginia)
- Traffic increases
- DES does not exist
- Road rage typical
- 35th / Van Buren and 29th / Roosevelt
The response time for the police department is very slow (bad)
911 doesn’t have enough people speaking Spanish
No parks, not enough baseball at school fields
The baseball fields do not accommodate
Parks are bad at 35th and Roosevelt (drugs and prostitutes)
Children playing in the streets, dangerous
CPR training needed in neighborhood
in the Golden Gate area there were near drownings
No computer access for classes

Question 4: If you were THE community leader who could make your vision come true, what would you do that is not being done now? First, second, third? [Si usted era el líder de su comunidad, cómo podría hacer en realidad la imagen de un vecindario perfecto, ¿qué hiciera diferente que nadie está haciendo ahora? ¿Qué son las tres cosas primarias que usted haría?]

- Broma las leyes malas para los comunidad meetings - It’s a joke, the lousy laws for the community meetings.
- Safety clase 3-4x cada ano - Safety class 3-4 times each year
- Fire department
- Police department
- YMCA / Boys and Girls Clubs (x2)
- Actividades - Activities
- Community meetings led by fire department, police, City of Phoenix, and families
- Meeting 3-4 times a year
- No drugs or prostitutes
- Not just cleaning up the streets
- Recreation center for children in the afternoon – physical activities

Question 5: Firefighters want to take an active role in helping the community become a better place to live. What can they do beyond their life-saving, fire fighting, fire and drowning prevention duties to help addresses the neighborhood's challenges and empower neighborhood leaders to make Golden Gate a better place to live? [Los bomberos quieren tener un papel activo para ayudar la comunidad a convertirse en un mejor lugar de vivir. ¿Qué más pueden hacer a los bomberos además las acciones de salvar las vidas, extinguir los incendios, y la prevención de los incendios y los ahogamientos? ¿Qué más pueden hacer que ayudaría con los retos del vecindario y que les dan la atribución de poder a los líderes para hacer Golden Gate un mejor lugar de vivir?]

- Firefighters: classes, kiosks
- Community information throughout the neighborhood
- Field day at parks
- Neighborhood center and association help
- Teach CPR
- Community clean-up
- ESL Classes – Focus Group Interview
Question 1: Imagine the Golden Gate Neighborhood in the year 2020. Ideally, what does it look like (i.e., the vision)? Imagine a ‘perfect’ neighborhood for your family and friends. What do you see?

• Bigger
• No gangs
• More recreational areas
• Children have better protection in schools (community members and school staff)
• Community as a whole along with law enforcement are protecting and working together
• More teachers (good ones who care about kids and teaching beyond subject matter)
• Health, better cafeteria food
• No theft
• No crime
• Better police protection
• News report: quick reports
• Community worries for the well being of others, offer the best community benefits

Question 2: Currently, what programs, services, organizations, people, etc. are working to make the neighborhood a better place to live (i.e., what’s working well; the assets)? What are your points of pride?

• English programs
• Medical programs (immunization, diabetes, women mammograms, career)
• Sports
• All kids sports
• Exercise programs for women
• Dance
• Daycare
• Computers
• Programs for the elderly (bingo, dance, lottery)
• Community center
• ESL
• Golden Gate Center
• Faith: Oasis in the Desert, Sacred Heart, St. Matthew’s, LDS
• Different programs
• Dance
• Community activities,
• Girls and Boy Scouts
• (some members help)
• Christian, 3-days of service, everyone included, address/talk to drug addicts, change mindset
• Points of Pride: Community center, Guadasta-stone
Question 3: Currently, what challenges does Maryvale face in making the neighborhood a better place to live? [Corriente, ¿qué son los retos de Maryvale y que se necesita hacer para ayudar el vecindario convertirse en un mejor lugar de vivir?]

- Gangs
- Drive-by shootings
- Police Support
- Takes a half of an hour to show, police lazy, racial issue, why not respond?
- receive calls to support police with money,
- police came 1.5 hours after someone was shot 7 times
- an hour after house theft, pride in their work
- police should respect mankind
- Hispanics want to be treated equally
- fear of crime activity and the police not coming

Question 4: If you were THE community leader who could make your vision come true, what would you do that is not being done now? First, second, third? [Si usted era el líder de su comunidad, cómo podría hacer en realidad la imagen de un vecindario perfecto, ¿qué haría diferentes que nadie está haciendo ahora? ¿Qué son las tres cosas primarias que usted haría?]

- Leaders, more manpower needed
- More classes, more rooms, more teachers
- Pay police more, police must improve, bring to their attention
- Survey community needs
- A major lowering in gangs, prostitution (not good) and kids in gangs.
- Better training for officers

Question 5: Firefighters want to take an active role in helping the community become a better place to live. What can they do beyond their life-saving, fire fighting, fire and drowning prevention duties to help addresses the neighborhood's challenges and empower neighborhood leaders to make Golden Gate a better place to live? [Los bomberos quieren tener un papel activo para ayudar a la comunidad y convertirse en un mejor lugar de vivir. ¿Qué más pueden hacer a los bomberos además las acciones de salvar las vidas, extinguir los incendios, y la prevención de los ahogamientos? ¿Qué más pueden hacer que ayudaría con los retos del vecindario y que les dan la atribución de poder a los líderes para hacer Golden Gate un mejor lugar de vivir?]

- Have hands-on training for children and adults to reduce accidents
- Show leaders how to reduce crime, increase safety
- Help parents so they don’t make mistakes (training)
- Schools: field trips
- Firefighters better than police
- Firefighters, police, community leaders must work together to better the community
- Crimes underreported (Firefighters can help see what’s going on)
- Be in the community not just in the fire station
- More information distributed to community residents, how, why we should be protecting each other (community protection program)
Today's Women – Focus Group Interview
Golden Gate Community Center
Friday, 5/30/2008 11:15am-12:30pm

Question 1: Imagine the Golden Gate Neighborhood in the year 2020. Ideally, what does it look like (i.e., the vision)? Imagine a ‘perfect’ neighborhood for your family and friends. What do you see?

- Clean
- Alleys are clean
- Clean streets
- No garbage
- No graffiti (x2)
- Good environment
- No contamination
- Sidewalks for pedestrians
- Homes are restored
- Better buildings, taken care of
- Nice vegetation in yards and homes
- No homeless
- Safe, no crime (x2)
- No theft
- No drug addiction
- No prostitution
- No street racing
- Neighbors know and support each other
- Green cars, solar, electric
- More police because bigger population
- Family and friends
- Good parks
- Good schools
- Teaching different and better
- Learning skills, better teachers

Question 2: Currently, what programs, services, organizations, people, etc. are working to make the neighborhood a better place to live (i.e., what’s working well; the assets)? What are your points of pride?

- Golden Gate Community Center
- Family and educational programs
- Programs are low cost (especially ESL)
- Irma Olea provides information
- Christina – nutrition teacher, social coordinator
- Libraries – kids can go there to learn
- Recreation areas
- Churches that they attend are not in the area
- The only park is not good
- The playgrounds at the schools are not good
- Close pharmacies and stores (Fry’s, Food City, gas station, mechanic shops)
- Neighbors keep safe
• Good communication with neighbors
• City of Phoenix takes care of the parks

Question 3: Currently, what challenges does Maryvale face in making the neighborhood a better place to live? [Corriéntemente, ¿qué son los retos de Maryvale y qué se necesita hacer para ayudar el vecindario convertirse en un mejor lugar de vivir?]

• High crime rate
• Drug sales – methamphetamines, weed, cocaine, and inhalants (markers and glue)
• Prostitution, young (girls) and adult women only
• Car stereo theft
• Break into houses
• Steal purses
• Drunks, alcoholics, drunk driving
• Get rid of drug dealers
• Limit alcohol sales (amounts/limits)
• No AA or NA (Hispanics embarrassed to say Alcoholics Anonymous, say American Airlines)
• Homeless begging
• Police are not active – not enough manpower to meet the demands
• 43rd Avenue and Encanto – bad park
• Need more communication
• More prevention classes
• Change lifestyle –
  • people are too focused on themselves and not the community
• Drug rehab centers
• Take away the low class hotels
• Create activities to reduce drop-outs, after-school programs
• MV Hospital is not good at all bad from the moment you first walk in have to go farther to a better hospital (7th and Buckeye)
• Need more jobs with better pay (closer, less gas)

Question 4: If you were THE community leader who could make your vision come true, what would you do that is not being done now? First, second, third? [Si usted era el líder de su comunidad, cómo podría hacer en realidad la imagen de un vecindario perfecto, ¿qué haría diferentemente que nadie está haciendo ahora? ¿Qué son las tres cosas primarias que usted haría?]

• More communication
• Educate people so there is no discrimination
• Try to fix racism –
  • they only help their own,
  • form unity for all
• Get more funding for Golden Gate continued services
• Funding used appropriately
• Curfew for teens under 18,
  • no groups of 3 or more after 10pm for safety
• With money, open a clinic for drug addicts without resources to kick the habit
• More money for businesses
• All parents are leaders –
  • ongoing learning,
  • being a good example,
  • can teach each other
• Bring out good parts of neighborhood instead of focusing on the bad
• Drive better
• Street safety
• Don’t want (kids) to think prostitution is normal or okay
• 90% of street activity is prostitution,
• starts at 3pm after-school kids stare
• If people move to this area
• Would like to send a letter from city
• About of all services provided
• In schools
• Drug testing and
• firearm checks
• Three things:
  • homeless shelter,
  • animal shelter,
  • graffiti clean-up
• Send letters to homes asking people to keep street and yards clean
• More security/law enforcement to defer drugs and prostitution
• Police to fix
• loud/rude neighbors with parties at night
• More recreation areas
• More centers like Golden Gate
• Safety
• Cleanliness
• Alternative resources for immigrants (besides police)
• Promote community activities
• Involve churches and families more

Question 5: Firefighters want to take an active role in helping the community become a better place to live. What can they do beyond their life-saving, fire fighting, fire and drowning prevention duties to help addresses the neighborhood's challenges and empower neighborhood leaders to make Golden Gate a better place to live? [Los bomberos quieren tener un papel activo para ayudar la comunidad a convertirse en un mejor lugar de vivir. ¿Qué más pueden hacer a los bomberos además las acciones de salvar las vidas, extinguir los incendios, y la prevención de los incendios y los ahogamientos? ¿Qué más pueden hacer que ayudaría con los retos del vecindario y que les dan la atribución de poder a los líderes para hacer Golden Gate un mejor lugar de vivir?]

• Like firemen
• Knock door-to-door to give location and information
• Give numbers if one needs help
• Go to schools
• Give classes to kids
• Prevention classes
  o  CPR, fire extinguishers, etc.
  o  More burn classes
  o  Self-defense classes
• Be more active
• Out there in the community
• Ask what help they can provide
• Place is diverse, others do not understand our culture and what to do
• Show simple things:
  o  civic duties, don’t litter, keep yard clean
  o  days for trash pick up
  o  parties turn the music down
• Introduce themselves as a group at community center
• Check car seats
• Help me feel comfortable going home alone
• Police/fire fighters call us for help and money
  o but we are the ones who need the help and money –
  o maybe have a donation box after teaching a class
• Teenage pregnancy campaign
  o Pregnancy prevention classes
• Family structure/role classes
• Refurbish fire hydrants
  o more visible, people back into them

Kazan Center – Focus Group Interview  
Friday, 5/30/2008, 12:45-1:15pm

Question 1: Imagine the Golden Gate Neighborhood in the year 2020. Ideally, what does it look like (i.e., the vision)? Imagine a ‘perfect’ neighborhood for your family and friends. What do you see? [Imagínese el vecindario de Golden Gate en el año de 2020. Idealmente, ¿cómo se ve la imagen del vecindario en su mente? Imagine un vecindario perfecto para su familia y sus amigos. ¿Qué se ve a usted?]

• No graffiti
• No blight
• No gangs hanging out
• Sidewalks, lights, speed bumps
• Children playing outside
• Evening safety
• No prostitutes
• Cleaned-up houses and neighborhood
• After-school programs
  o (for adults too)
• New library
• More parks, pools, parent led programs
• Adult supervision, teaching, coordinators with structure
• Rio Salado Community College Adult Literacy Center
• Students from ASU as role models
• Arts and other programs within the community
• More facilities for childcare
• More subsidy
• Day-camps for summer
• Firefighters volunteer
  o as cook/campouts
• City of Phoenix field trips (paid)
• Military camp
  o 4-days, Prescott
• Community events to meet your neighbors
• Block parties
• Partnership with companies
• Partnership grants
• Internship/apprenticeship programs
• Middle School visits
• Positive choices, mentoring
• Training in human relations (IPC)
Question 2: Currently, what programs, services, organizations, people, etc. are working to make the neighborhood a better place to live (i.e., what’s working well; the assets)? What are your points of pride? [Corriente, ¿qué son los programas, los servicios, las organizaciones, la gente, etc. en su propio vecindario que lo ayudan hacer un mejor lugar de vivir? ¿Qué están trabajando muy bien, y qué son los bienes de su vecindario? ¿Qué son los puntos de orgullo?]

- Boys and Girls Club
- Learning Center
- Parent coordinators
- District programs and centers (Isaac Center)
- Adult education classes
- PAC Advisory Council (inform)
- City of Phoenix Affordable Housing Neighborhood Revitalization
- Golden Gate Center
- St. Mary’s
- Phoenix Rescue
- Salvation Army
- Weed and Seed / MRC
- Kinship Program (Phyllis)
- Maryvale Precinct
- J. F. Long Family Services
- ASU Scholarships
- Community parades and festivals
- Preschool programs
- School-based clinic
- Mobile dentist
- Footbridge and landscape (City of Phoenix)

Question 3: Currently, what challenges does Maryvale face in making the neighborhood a better place to live? [Corriente, ¿qué son los retos de Maryvale y que se necesita hacer para ayudar el vecindario convertirse en un mejor lugar de vivir?]

- Budget cuts
- Unemployment
- Money
- Child molesters
- Kidnaps around zip code of schools
- Student initiatives to community and parents
- Yard clean-up
- Games like D.A.R.E.
- Gangs
- Drop houses
- Vacant houses
- Drug houses
- Higher crime
- Slum corridors
- No clean-up
- Prostitution
- Vacant lots and alleys dirty
- No recycling, not separated or divided
- Schools, education to parents
  - like “no littering” programs
- Indifference, apathy, “I don’t care”
• Developing pride in neighborhood
• School breaks - kid activities needed (safety)

**Question 4:** If you were THE community leader who could make your vision come true, what would you do that is not being done now? First, second, third?  
[Si usted era el líder de su comunidad, cómo podría hacer en realidad la imagen de un vecindario perfecto, ¿qué hiciera diferente mente que nadie está haciendo ahora?  ¿Qué son las tres cosas primarias que usted haría?]

• Reinforce laws and fine the violators
• Consistency in following the law/ordinance
• Develop group of core positive leaders
• City of Phoenix led (adults to staff)
• Community plan with roles and responsibilities
• Build partnerships ($)
• Leader from each block (clean, law abiding), help each one
• Money for special events
• Invest
• Community information  
  o that represents the community
  o identity of the community
• Tools to use to do neighborhood clean-up
• Monthly potluck/block party, praise and recognition
• Share trade services within neighborhood
• Survey middle schools to direct them to SVCS workshops

**Question 5:** Firefighters want to take an active role in helping the community become a better place to live. What can they do beyond their life-saving, fire fighting, fire and drowning prevention duties to help addresses the neighborhood's challenges and empower neighborhood leaders to make Golden Gate a better place to live?  
[Los bomberos quieren tener un papel activo para ayudar la comunidad a convertirse en un mejor lugar de vivir. ¿Qué más pueden hacer a los bomberos además las acciones de salvar las vidas, extinguir los incendios, y la prevención de los incendios y los ahogamientos?  ¿Qué más pueden hacer que ayudaría con los retos del vecindario y que les dan la atribución de poder a los líderes para hacer Golden Gate un mejor lugar de vivir?]

• Prevention programs for violence in the neighborhood  
  o Adults and youth
  o Domestic violence risks and  
  o Prevention of domestic violence
• School visits
• Pre-academy
• Fire fighter school in junior high and high school
• Start with parent coordinators
• Fundraising (boot program)
• Community grants for revitalization
• Fire safety education
• Adults and youth
• Big Brothers, Big Sisters mentorship
• More visibility in the community
• Fire fighters participate in community events
• IP skills training
• Scholarships for  
  o high school, vocational tech, community college and university
Teen Program – Focus Group Interview  
Golden Gate Community Center  
Friday, 5/30/2008, 5:00-6:00pm

Question 1: Imagine the Golden Gate Neighborhood in the year 2020. Ideally, what does it look like (i.e., the vision)? Imagine a ‘perfect’ neighborhood for your family and friends. What do you see?

• Remodel  
• No homeless  
• Cars – power  
• Better basketball court  
• Less crazy  
• drug addicts, dealers, and rape  
• Cleaner  
• No gangsters  
• No graffiti  
• No crime  
• Gun shots  
• Child abductions  
• Less prostitutes  
• Will leave or die by 2020

Question 2: Currently, what programs, services, organizations, people, etc. are working to make the neighborhood a better place to live (i.e., what’s working well; the assets)? What are your points of pride?

• Golden Gate Community Center  
• Basketball  
• Football  
• Soccer  
• Fire department  
• Fry’s Mercado  
• Police  
• People, friends  
• Staff at Golden Gate  
• Teachers at Carl Hayden

Question 3: Currently, what challenges does Maryvale face in making the neighborhood a better place to live? [Corrientemente, ¿qué son los retos de Maryvale y que se necesita hacer para ayudar el vecindario convertirse en un mejor lugar de vivir?]

• Staying alive  
• Violence and crime  
• Graffiti  
• Not being shot at or bullied  
• No jobs (too much gas to get to job)  
• Discrimination on how they look
Question 4: If you were THE community leader who could make your vision come true, what would you do that is not being done now? First, second, and third?

[Si usted era el líder de su comunidad, cómo podría hacer en realidad la imagen de un vecindario perfecto, ¿qué hiciera diferentemente que nadie está haciendo ahora? ¿Qué son las tres cosas primarias que usted haría?]

- Get along with parents
- Education
- Cleaning
- Recycling
- Stop violence
- Help people get a place to live
- Talk only to fire department
- Police
- Stop them from being racist
- Falcon Park – rude with kids
- Stop gunshots
- Stop helicopters
- More Golden Gate recreation centers
- More daycare centers
- Pregnancy prevention
- Basketball for 13 and older
- Bowling alley
- Computers to work or play on
- English as a Second Language (ESL)

Question 5: Firefighters want to take an active role in helping the community become a better place to live. What can they do beyond their life-saving, fire fighting, fire and drowning prevention duties to help addresses the neighborhood's challenges and empower neighborhood leaders to make Golden Gate a better place to live?

[Los bomberos quieren tener un papel activo para ayudar la comunidad a convertirse en un mejor lugar de vivir. ¿Qué más pueden hacer a los bomberos además las acciones de salvar las vidas, extinguir los incendios, y la prevención de los incendios y los ahogamientos? ¿Qué más pueden hacer que ayudaría con los retos del vecindario y que les dan la atribución de poder a los líderes para hacer Golden Gate un mejor lugar de vivir?]

- Build a water park
- Build a basketball team
- Safety tips
- Kids on a tour of the fire department
- Have played basketball
- Help the needy
- Have a Falcon day park
- Water day
- Should ask us more often what we think
- Kids vote – younger
- Donate food
**Community Event – Focus Group One Interview**  
**Golden Gate Community Center, Saturday, 5/31/2008**

**Question 1:** Imagine the Golden Gate Neighborhood in the year 2020. Ideally, what does it look like (i.e., the vision)? Imagine a ‘perfect’ neighborhood for your family and friends. What do you see?  
[Imagínese el vecindario de Golden Gate en el año de 2020. Idealmente, ¿cómo se ve la imagen del vecindario en su mente? Imagine un vecindario perfecto para su familia y sus amigos. ¿Qué se ve a usted?]

- More educational programs in different areas  
- Anti-drug programs  
- Everyone get involved  
- More participation from the young  
- Women and people who work together  
- Parents need to take control, stricter  
- More parenting  
- there is conflict with raising grandchildren  
- A man 65yrs not able/willing to raise 3 teenagers  
- More benefits in helping with kids and support for family  
- Blockwatch  
- Neighborhood meetings  
- Neighborhood Street security (14 yr old son wants to go outside and have fun but it is not safe)  
- Clean & free to move around  
- Could get rich and then use money for programs

**Question 2:** Currently, what programs, services, organizations, people, etc. are working to make the neighborhood a better place to live (i.e., what’s working well; the assets)? What are your points of pride?  
[Corrientemente, ¿qué son los programas, los servicios, las organizaciones, la gente, etc. en su propio vecindario que lo ayudan hacer un mejor lugar de vivir? ¿Qué está trabajando muy bien, y qué son los bienes de su vecindario? ¿Qué son los puntos de orgullo?]

- Programs and services  
- health and education  
- Grateful for the points of pride  
- Neighborhood Watch Association – wife involved  
- More involvement with neighbors

**Question 3:** Currently, what challenges does Maryvale face in making the neighborhood a better place to live?  
[Corrientemente, ¿qué son los retos de Maryvale y que se necesita hacer para ayudar el vecindario convertirse en un mejor lugar de vivir?]

- More problems since 2005  
- Not safe over time  
- Focus used to be on education and programs taking care of the kids  
- The focus has changed  
- The neighborhoods separate along Palm Lane  
- Kids are hanging out  
- More gangs and  
- Groups selling drugs  
- Vandalism in the area  
- Music blaring until 1:00am  
- 45 years ago it was a very nice neighborhood, change in population from Anglo to Hispanic  
- No parking signs, etc.  
- Losing battle
• Call City of Phoenix to get street swept – called and called, told yes, never came
• No parking in the street if able to park in driveway
• Police don’t monitor speed limits
• Have to chase after people who commit crimes
• Good concerned people – has really gotten bad
• People don’t call the police – don’t disturb
• People go in the alley and hit the fences
• Leadership
• Fine people who don’t obey the laws
• Don’t expect to be perfect – just better
• Maintaining unity
• Individual and collective rights of residents (grandson arrested, door opened, no reasonable cause, no trust because of dress and music)

Question 4: If you were THE community leader who could make your vision come true, what would you do that is not being done now? First, second, third? [Si usted era el líder de su comunidad, cómo podría hacer en realidad la imagen de un vecindario perfecto, ¿qué hiciera diferentemente que nadie está haciendo ahora? ¿Qué son las tres cosas primarias que usted haría?]

• If all united in agreement about what to do next, work together better
• Improve the neighborhood
• Community programs
• Teach how to work together
• Art programs
• Recreation centers for kids
• Sports opportunities
• More swimming pools
• If kids stay busy will have more to do- Have fun activities

Question 5: Firefighters want to take an active role in helping the community become a better place to live. What can they do beyond their life-saving, fire fighting, fire and drowning prevention duties to help addresses the neighborhood’s challenges and empower neighborhood leaders to make Golden Gate a better place to live? [Los bomberos quieren tener un papel activo para ayudar a la comunidad a convertirse en un mejor lugar de vivir. ¿Qué más pueden hacer a los bomberos además las acciones de salvar las vidas, extinguir los incendios, y la prevención de los incendios y los ahogamientos? ¿Qué más pueden hacer que ayudaría con los retos del vecindario y que les dan la atribución de poder a los líderes para hacer Golden Gate un mejor lugar de vivir?]

• Drug rehabilitation
• Focus groups about how to prevent drug abuse
• Educate about being a firefighter
• Help kids learn (hands on) about what police and fire departments do
• Focusing on kids, our future
• Kids look up to them, groups on other activities
• Control fires
• Need to explain what is done
• Not sure what is allowed to be burned
• Warn or have a number to call
  • so they can better understand what is happening in the community
  • they can check with to see if needs to be reported or not
• Good programs
• Security
• Anti-drug
• Mental health
• Physical health
• Teach people how to help themselves

Community Event – Focus Group Two Interview
Golden Gate Community Center, Saturday, 5/31/2008

Question 1: Imagine the Golden Gate Neighborhood in the year 2020. Ideally, what does it look like (i.e., the vision)? Imagine a ‘perfect’ neighborhood for your family and friends. What do you see?

• After-school free programs and support for kids
• Extend 21st Century
• Less crime (x2)
• Lost of drugs in the neighborhood now, drug sellers
• Fix houses like Neighborhood Association
• More peaceful and safe for kids and parents

Question 2: Currently, what programs, services, organizations, people, etc. are working to make the neighborhood a better place to live (i.e., what’s working well; the assets)? What are your points of pride?

• CPLC helps everyone a lot
• Does not discriminate (35th Avenue and Thomas)
• Computer education, college, Metro PC tech
• Makeovers
  o to go back in the workforce
• Raise money for programs
• Golden Gate 21st programs (grant)
• Schools do provide good programs
• Not many take advantage of it
• ESL, GED, Kazan Center
• Some improvements, less bums
• Advertise more about what is available
• Rehab drugs

Question 3: Currently, what challenges does Maryvale face in making the neighborhood a better place to live?

• Paint houses
• Remodel
• Better places
• Need speed bumps
• Neighborhood rental
• Thinks it has been getting better
• Need classes for parents
Question 4: If you were THE community leader who could make your vision come true, what would you do that is not being done now? First, second, third? [Si usted era el líder de su comunidad, cómo podría hacer en realidad la imagen de un vecindario perfecto, ¿qué hiciera diferente? ¿Qué son las tres cosas primarias que usted haría?]

- More employment
- More education
- Anti-drugs and Gangs
- More programs to get affordable education
- More money and advertisement of current programs
- Help out the homeless
- Halfway houses needed in the neighborhood
- Reduce crime
- Clean up neighborhood,
- Get prostitutes into educational programs
- Job skills rather than jail
- Check kids cutting school
- Truant officers needed
- Hangout at park
- Education is key
- Get parents involved in schools
- Education so kids can go on to college
- Information needs to be given in Spanish and English so parents can read it
- Teach parent how to read Spanish and English
- Help kids do something with their lives
- Parents: Give them help with understanding what is going on at school
- Notice the situation of grandparents raising children
- Illegal parents don’t show because cops are at the schools
- Good security at school to keep kids in
- Parents who are not afraid can come in to help
- More parks

Question 5: Firefighters want to take an active role in helping the community become a better place to live. What can they do beyond their life-saving, fire fighting, fire and drowning prevention duties to help addresses the neighborhood's challenges and empower neighborhood leaders to make Golden Gate a better place to live? [Los bomberos quieren tener un papel activo para ayudar a la comunidad a convertirse en un mejor lugar de vivir. ¿Qué más pueden hacer a los bomberos además las acciones de salvar las vidas, extinguir los incendios, y la prevención de los ahogamientos? ¿Qué más pueden hacer que ayudaría a los líderes para hacer Golden Gate un mejor lugar de vivir?]

- Summer programs
- Summer school activities
- Positive choice education
- Parent education
- More focus groups
Community Event – Focus Group Three Interview
Golden Gate Community Center, Saturday, 5/31/2008

Question 1: Imagine the Golden Gate Neighborhood in the year 2020. Ideally, what does it look like (i.e., the vision)? Imagine a ‘perfect’ neighborhood for your family and friends. What do you see?

- Overall better neighborhood
- Better places to come to the neighborhood
- More funds (x2)
- More work to make safer
- More community policing
- More for kids to do
- Roller-skating and other planned activities
- Churches need to be pulled into doing work within the community
- Preachers will have a summit to bring people together
- Help neighborhoods help themselves
- Outdoor movies, community events within community area
- Strive, work toward progress and perfection
- More equipment for the school playgrounds
- Young teachers’ hands are tied by district management who won’t let them teach what is needed
- Biggest issue: fight parents to speak English, parents want kids to speak for them

Question 2: Currently, what programs, services, organizations, people, etc. are working to make the neighborhood a better place to live (i.e., what’s working well; the assets)? What are your points of pride?

- Tom Simplot
- Movies
- Once a month at different places
- Encourage people to sit out on the grass and eat popcorn (Indian Steele Park)
- Weed and Seed program okay
- Golden Gate Community Center
- Health awareness, checkups

Question 3: Currently, what challenges does Maryvale face in making the neighborhood a better place to live? [Corriente, qué son los retos de Maryvale y que se necesita hacer para ayudar el vecindario convertirse en un mejor lugar de vivir?]

- Gunshots
- Police monitoring more
- Improve security
- Interior community policing
- Clean-up area
- Accessible leaders
- Involvement by politicians
- Committee to get money
Question 4: If you were THE community leader who could make your vision come true, what would you do that is not being done now? First, second, third? [Si usted era el líder de su comunidad, cómo podría hacer en realidad la imagen de un vecindario perfecto, ¿qué hiciera diferente que nadie está haciendo ahora? ¿Qué son las tres cosas primarias que usted haría?]

- Door to door checks by firefighters
- Get to know the neighborhood
- Boys and Girls Club and learning center with computers
- Involvement by role models
- Police and Fire Departments
- Regular youth mentors
- Schools start education early (8-9 year olds)
- More appearances in the community by firefighters and police
- Mothers stepping up more (1+ kids)
- Raising grandchildren
- Parents in prison
- Moms are tired and beaten down
- Grandparents groups
- Help each other learn where to find resources in the neighborhood
- Foster child programs needed

Question 5: Firefighters want to take an active role in helping the community become a better place to live. What can they do beyond their life-saving, fire fighting, fire and drowning prevention duties to help address the neighborhood's challenges and empower neighborhood leaders to make Golden Gate a better place to live? [Los bomberos quieren tener un papel activo para ayudar la comunidad a convertirse en un mejor lugar de vivir. ¿Qué más pueden hacer a los bomberos además las acciones de salvar las vidas, extinguir los incendios, y la prevención de los ahogamientos? ¿Qué más pueden hacer que ayudaría con los retos del vecindario y que les dan la atribución de poder a los líderes para hacer Golden Gate un mejor lugar de vivir?]

- More presence within the community
- Fire prevention in homes
  - Smoke alarms
- Check on the older population (dead 2 weeks)
- Come to see people so they are not afraid
- Inspect older homes and create programs to bring them up to standards
- Preventative programs - teach what to do with an empty pool
- More community communication
- Communication with the people to find out what they want
Focus Groups – Focus Group Interview
Adam Diaz Senior Center, May 18th, 2008

Question 1: Imagine the Golden Gate Neighborhood in the year 2020. Ideally, what does it look like (i.e., the vision)? Imagine a ‘perfect’ neighborhood for your family and friends. What do you see?

[Imagínese el vecindario de Golden Gate en el año de 2020. Idealmente, ¿cómo se ve la imagen del vecindario en su mente? Imagine un vecindario perfecto para su familia y sus amigos. ¿Qué se ve a usted?]

- Less Hispanics
- Less schools- too many right now
- More responsible people moving into neighborhood
- People who take care of their property
- Owner-occupied, no renters
- Not little Mexico
- No Mexicans who harass people
- More white people in neighborhood – not prejudice but it is terrible now
- Nice neighborhood with friends to talk to
- No driving in alleys
- Polite people
- More fire houses
- Looks brighter and newer
- Light rail and toll roads- more transit
- Armored cars to handle crisis in a moments notice
- Roads are better
- Better neighborhoods
- Yards are kept up
- Can’t see any hope- went bad so fast- will get worse
- Can’t envision- only sees going downhill
- Most beautiful neighborhood she has had
  - Kids only come on the weekends
  - With friends she loves

Question 2: Currently, what programs, services, organizations, people, etc. are working to make the neighborhood a better place to live (i.e., what’s working well; the assets)? What are your points of pride?

[Corrientemente, ¿qué son los programas, los servicios, las organizaciones, la gente, etc. en su propio vecindario que lo ayudan hacer un mejor lugar de vivir? ¿Qué está trabajando muy bien, y qué son los bienes de su vecindario? ¿Qué son los puntos de orgullo?]

- Likes music and dancing
- Phoenix Manor is wonderful
- Likes the people at the Senior Center
  - Everyone who comes there keep track of each other
  - Loves life
- Drug Store 43rd Avenue & Thomas
- Fry’s Mercado- gets haircuts there
- Past Counciplerperson Linger (sp?) good- would help on green pool issues, etc.
- Loves Senior Center- amenities like Bingo, Lotería, WII games, Bunco, exercise classes to stay active and Birthday Party Wednesdays
- Good food at Senior Center
- Good people on her street
- Rules at Home Owner’s Assn. – must abide by them
- Medical/Health check-ups like blood pressure, etc.
- Not too much
• Wendy’s, Big Apple, and Jay’s Steakhouse
• Living in a gated-community
• Couple of parks to sit on the benches at 51st Avenue & Earl
• Good firemen
• Police bring breakfast to Senior Center once a month
• Cleaned up grocery stores- not selling good food and were dirty, but this shouldn’t be an issue the stores should be clean, right?
• Likes that the alleys aren’t paved since people would drive even faster if they were

Question 3: Currently, what challenges does Maryvale face in making the neighborhood a better place to live? [Corriente, ¿qué son los retos de Maryvale y que se necesita hacer para ayudar el vecindario convertirse en un mejor lugar de vivir?]

• Very nice- drives from Phoenix Manor to Senior Center (less than .1 miles)
• Graffiti- full of it in the alleys,
• Senior Center large windows were replaced due to daily graffiti- cleaning not working (was a fairly new center)
• Garbage pick up in front yards and it smells in their yards
• Too many people drive and park in the alleys
• Bulk garbage pick-ups an issue of where to place it
• Too many schools
  o Pueblo del Sol school abuts the back fence to Urban League Manor
  o Fast cars and trucks make fence and window jiggle
  o Kids from the school climb over the fence and get in their pool with uniforms on
• Fighting
• No theatre close by since Harkins Theatre closed at 67th Avenue & Thomas
  o Because Mexican kids going from movie to movie
• Need a big center with bowling and activities for adults
  o Lack of entertainment
• Lots of crime that is not addressed
  o Break-ins
  o Prostitution
• Clean up neighborhood and shopping
  o See people trying but need more cooperation
• Lots of gangs- where are the parent?

Question 4: If you were THE community leader who could make your vision come true, what would you do that is not being done now? First, second, third? [Si usted era el líder de su comunidad, cómo podría hacer en realidad la imagen de un vecindario perfecto, ¿qué hiciera diferente que nadie está haciendo ahora? ¿Qué son las tres cosas primarias que usted haría?]

• More supervision at the schools especially Pueblo del Sol
• Tell people to leave troubles at home- others have problems, too
• Move Hispanics out
• Take advantage of Neighborhood Program and all programs
  o Tell people to take advantage of the PACE program for low-income
• Wouldn’t have any friends
• Institute Block Watch
  o In areas without them
  o Ask people to join to keep area looking good
• Make all areas secure
• Owner-occupied homes instead of rentals
• Have a professional banker talk to people about financial issues and the economy
• Don’t allow the check cashing stores or plastic money
• Teach parents to teach their kids not to steal or damage other’s property
• Improve the schools
  o More classrooms for kids
  o More supervision at schools
  o Have teachers, police officers, and volunteers help keep kids out of other’s yards- right now are climbing over complex fences
• Help kids to have some fun- so everyone isn’t so down on them
• Enforce the Phoenix laws
• Teach rules of living in America
  o Have animals on leashes- no loose animals (a pitbull ate her cat and kittens lost mom)
  o Pick up animals on private property, too
• Teach English to everyone- Language issue is big deal
• More contact with police department
  o Have police do foot patrol to make presence felt
  o Know officers by name
• Stop Taggers
  o Look for and catch them
  o Paint their faces with whatever they’re using
  o Stiff fines on kids and parents for graffiti Not just $1,000 if caught- $10,000
• Have neighbors take care of houses- clean up
  o Pick-up garbage again in from the alleys
  o Less smell in front yards
  o Teach people about what to throw in recycle bins
• Send out letters to community asking for help to clean up the mess
  o Make people mow their yards and paint houses
• Make Phoenix Manor paint and repair the complex
• Beautify the area
• Light rail available
• Access to downtown entertainment
• Able to take the rail to Gilbert to visit people
• Every zone (area) would have more instantaneous response to crime and prostitution
• Have a Family Center where everyone can go if they have any kind of problem
• Won’t take the job-not enough energy
• Tell people about our culture here-
  o Other Hispanics who have been here a longtime don’t like what is happening either
  o Learn about our history
• Don’t allow billboards in Spanish

Question 5: Firefighters want to take an active role in helping the community become a better place to live. What can they do beyond their life-saving, fire fighting, fire and drowning prevention duties to help addresses the neighborhood's challenges and empower neighborhood leaders to make Golden Gate a better place to live? [Los bomberos quieren tener un papel activo para ayudar la comunidad a convertirse en un mejor lugar de vivir. ¿Qué más pueden hacer a los bomberos además las acciones de salvar las vidas, extinguir los incendios, y la prevención de los incendios y los ahogamientos? ¿Qué más pueden hacer que ayudaría con los retos del vecindario y que les dan la atribución de poder a los líderes para hacer Golden Gate un mejor lugar de vivir?]

• Make sure fire alarms (smoke detectors) in all homes
• Have Fire Fighters put stickers in the windows if smoke detectors in home
• Come to Senior Center to talk with us about prevention
• Come to celebrate holidays and birthday Wednesday’s at the Senior Center
• Teach us how to use cell phones
• Teach us how to use computers
• Need computers for the Computer Room at the Senior Center
• Love Firemen
  o Called 911 and only took 5 minutes to get there and help her get her husband off the ground- he’s a big man
  o Fire fighters do a great job
  o Think they do enough
• Come to Block Watch meeting and/or help people establish them
  o Neighbors can make food for the meetings
  o Apply for a grant to help pay for extra things in the neighborhood
• Keep coming to the Senior Center
• Give talks and presentations
  o Senior crisis i.e. heart attacks, choking, CPR, any other classes
  o Help families develop their own fire plan- especially for older folks
  o About the different fire extinguishers
    ▪ How to use them for different types of fires
  o Health Issues
  o Prevention tips for home safety– like keeping garage door closed
• Help with crime prevention by teaming with the police department
• Come play games (WII bowling, 50/50 or Horserace) with them
• Give donations for prizes
• Help them pay for fun visitors like Bobby Freeman (Diamondbacks organ player)
• Take them to a ball game- have fun
• Help with cost
  o Senior Center meals- just went up from $2.00 to $2.50
  o Dial-a-Ride cost went up, too
• Help clean up yards and alleys that are messy
• Invite us for tours of the Fire Station
• Report issues in neighborhood so they can be fixed
  o Homes that need of repairs Roofs and overgrown yards
  o Lights out on street and in alleys
• Help make the owners care for properties, even if vacant

Seniors – Focus Group Interview
Adam Diaz Senior Center, May 19th, 2008

Question 1: Imagine the Golden Gate Neighborhood in the year 2020. Ideally, what does it look like (i.e., the vision)? Imagine a ‘perfect’ neighborhood for your family and friends. What do you see? [Imagínese el vecindario de Golden Gate en el año de 2020. Idealmente, ¿cómo se ve la imagen del vecindario en su mente? Imagine un vecindario perfecto para su familia y sus amigos. ¿Qué se ve a usted?]}

• Peaceful
• Crime-free
• More people socializing and getting to know each other
• Do away with gangs – Hispanic and Black
• Perfect would be “no fear” going out at night
• Light rail- big transportation benefits
• Clear up pollution in the air and water- advances made
• Economy good- pensions cover expenses
• Houses painted, yards in order, and fix inside of homes- “painting utopia”
• Less graffiti
• More police
• Seniors and people “feel safe”- Can walk from Urban League (senior housing) to Phoenix Manor (senior housing)
• No locks or gates needed- won’t need to lock people in for safety like prisoners
• No car racing on weekends between Urban League (senior housing) and hospital
• Consideration for seniors

Question 2: Currently, what programs, services, organizations, people, etc. are working to make the neighborhood a better place to live (i.e., what’s working well; the assets)? What are your points of pride? [Corriéntemente, ¿qué son los programas, los servicios, las organizaciones, la gente, etc. en su propio vecindario que lo ayudan hacer un mejor lugar de vivir? ¿Qué están trabajando muy bien, y qué son los bienes de su vecindario? ¿Qué son los puntos de orgullo?]

• Senior Companions- good help with this in the area
• Police are working more, like the police
• Adam Diaz Senior Center (Senior Center)
  o Loves this center and the people
• Dance and music programs at the Senior Center
• Food stamps and St. Mary’s Food Bank
• Libraries
• Downtown Cultural Center
• Downtown metropolis- really neat and pretty
• Overall Phoenix taken good care of
• Parks and public pools
• Neighborhood Watch at Phoenix Manor (senior housing)
• Phoenix Manor- renovations

Question 3: Currently, what challenges does Maryvale face in making the neighborhood a better place to live? [Corriéntemente, ¿qué son los retos de Maryvale y que se necesita hacer para ayudar el vecindario convertirse en un mejor lugar de vivir?]

• People afraid to open doors at night
• Can’t walk or go out at night
• Teens and crime-
  o Creates fear by screaming as they rundown streets in groups
• No security do whatever they want to do
• No security at Phoenix Manor (senior housing)
• Drunk people who break things
• Broken things not repaired properly
• Security around not certified-
  o Not armed so won’t apprehend anyone
• People steal
• No Block Watch
• Drug dealers and users
• People’s kids harassing seniors
• Issue with anonymity and safety when reporting crime
  o Called police, they came to her door-
    • Next morning the men met her in her parking lot, very intimidating
  o Witnesses too afraid to report crime
• Prostitutes- can watch them get in cars
• White people are outnumbered and afraid
• Gun shots and fighting from Friday to Sunday
  o She moved out of area due to safety issues
• Not enough programs for youth
• Do something to help the homeless
• Take survey of people of older people not living in senior housing
• Help Vets
• Restaurants and grocery stores
  o Not able to use at night due to safety issues
• Racing and noise
  • More dangerous on streets after bars close

Question 4: If you were THE community leader who could make your vision come true, what would you do that is not being done now? First, second, third? [Si usted era el líder de su comunidad, cómo podría hacer en realidad la imagen de un vecindario perfecto, ¿qué hiciera diferentemente que nadie está haciendo ahora? ¿Qué son las tres cosas primarias que usted haría?]

• Get the confidence of people
• Get rid of crime
• Police related
  o Encourage people to call police
  o Make sure call anonymous
  o Educate community about CrimeStop
  o More police
  o Have police patrol area every night
  o Build a police station right in the area
  o More crime protection
  o Help hobos to get services for needy and sickly

• Help in emergency situations
• More security patrols
• Take away guns
• Stop the drinking table and presents of alcohol at Urban League (senior housing)
  o Will prevent fights
• Block Watch for every neighborhood
  o Get neighbors together once a month to find out the issues
  o Get police and City of Phoenix to attend
• Commission person in the community to be an Asst. Police/Deputy
  o To come and go unannounced
• Stop people from duplicating “Don’t Duplicate” keys
• Senior housing issues
  o Stop young people from living in with their parents
  o Don’t allow grandparents to watch grandkids
• Tell everyone what they can do to make a difference
• Provide day care for parents/grandparents
• More Social Security income
  o Not enough money now to pay for everything
• Build Housing/Shelter for homeless
  o Stop them from being targets for gangs
  o Provide shelter in this area to get them off the streets
  o Turn old base housing to shelter for people
  o Give them something to live for
  o Help those who have mental challenges
  o Give them hope
  o Especially take care of returning vets
• Build facility for Vets who need help
  o Make service easy and accessible
• Build school for homeless kids
  o Sad that Pappas closed
• Build Youth Center with programs
Give them something productive to do
Use their imagination
Teach parents how to parent kids
  • How to discipline
Encourage kids to stay in school
Stay out of gangs
Get funding for all the building and programs
Follow up with people who are doing the work- to lift them up
Keep Senior Center open until 5pm and 7 to 9pm with activities
  • Now open until 12:30pm
Dial-a-Ride, Reserve-a-Ride and Buses
  • Available until 1am to 2am
  • For people who want to go downtown, theatre, etc.
Free for Seniors
  • Museums, Science Center, Zoo and other activities
Stop graffiti and noise
  • If caught must do community service in the hot sun
  • Paint over graffiti in the whole neighborhood
Throw hoodlums in jail and throw away the keys
Landscapers can’t start working before 8am
Leave all gates open
Scooters need to ride on sidewalks, not through parking lots

Question 5: Firefighters want to take an active role in helping the community become a better place to live. What can they do beyond their life-saving, fire fighting, fire and drowning prevention duties to help addresses the neighborhood’s challenges and empower neighborhood leaders to make Golden Gate a better place to live? [Los bomberos quieren tener un papel activo para ayudar la comunidad a convertirse en un mejor lugar de vivir. ¿Qué más pueden hacer a los bomberos además las acciones de salvar las vidas, extinguir los incendios, y la prevención de los incendios y los ahogamientos? ¿Qué más pueden hacer que ayudaría con los retos del vecindario y que les dan la atribución de poder a los líderes para hacer Golden Gate un mejor lugar de vivir?]

Doing great job!!!
  • Wonderful and concerned
  • Do a lot with kids and community
  • Paramedics responsive
Help people not go to the hospital as much
Reinforce laws relating to fire safety
  • Stop people from parking in the red zones
Advertise/Market what the Fire Fighters have to offer
  • Bring information to door-to-door about
  • How we can help ourselves
  • A phone number to call for safety issues or concerns
    • clearly note who to call in the neighborhood
Come to Town Meetings at Urban League and Phoenix Manor senior housing areas
Come to the Senior Center to have coffee with them
Help them establish Block Watches where there are none
Help the fear go away- people afraid to go outside
Give training, classes and presentations
  • Safety
  • Fall prevention
  • Inform about hazards in homes
    • Overcrowded garages
    • Unsafe wiring
• Methods and Approaches for the training, classes and presentations
  o Train the trainer
  o Have them during the day time
• Work with building managers in area
  o Get a committee together
  o Stop ignorance of safety rules
• More interaction with kids and youth in the community regarding
  o Teach them what to do differently
  o Danger of chemicals
  o Meth labs
    ▪ Find and help remove meth labs especially where kids live
  o Danger of drugs- can kill them
• Check with Home Owner Associations to find out how to help
  o Clean up weeds
  o Be a team with the community
• Help with house vacancy problem
• Team up with the Police Department
• Turn down your sirens by the hospital – very loud at senior housing
Appendix D
Neighborhood and Community Assets

Education (11)

In the neighborhood—

Isaac Elementary School District
3348 W. McDowell Road
Phoenix, AZ 85009
(602)455-6700

Morris K. Udall Escuela de Bellas Artes
3715 W. Roosevelt Street
Phoenix, AZ 85009
(602)442-2799
Principal: Mrs. Monica Mesa Torres
Elementary Achievement Profile (2005-2006): Performing Plus
No Child Left Behind Adequate Yearly Progress (2005-2006): Not Met
Morris K. Udall offers K-8 education to 671 students. Facilities include a technology lab, media lab, fine arts facilities, and a music lab. Students can participate in athletics, the Lego robotics team, student government, a newcomers program, mariachi, and an Intel after school science program. Social services include a probation officer, counselor, community liaisons, ESL/technology courses for parents, parent/community courses, and dental screenings.

Alta E. Butler School
3843 W. Roosevelt Street
Phoenix, AZ 85009
(602)442-2399
Principal: Ms. Jeanne Valdez
Elementary Achievement Profile (2005-2006): Performing
No Child Left Behind Adequate Yearly Progress (2005-2006): Not Met
Butler School offers education to K-7 students with an enrollment of 626 students. Full-day kindergarten, gift program, inclusion program for special education, character education, and tutoring are offered. The campus houses both a library as well as a computer lab. Extracurricular activities include basketball, volleyball, soccer, flag football, LEAP Enrichment, and student council. The school provides social services in the form of an after school program, recreational activities, clothing/food banks, and adult education.

Moya Elementary School
406 N. 41st Avenue
Phoenix, AZ 85009
(602)442-3199
Principal: Mr. Chris Gutierrez
Elementary Achievement Profile (2005-2006): Performing Plus
No Child Left Behind Adequate Yearly Progress (2005-2006): Not Met
Moya Elementary offers K-5 education with an enrollment of 628 students. Instructional programs include small group leveled reading, six trait writing, SRA corrective reading, project LEAP after school tutoring, phonics strategies, cross-grade reading buddy system, and a Title I reading coach. The school site has a library, mobile computer lab, and an art and music room. Extracurricular activities include a student council, Girl Scouts, and after school tutoring, arts, and sports. Social services include a breakfast and lunch program, crisis intervention, and adult ESL courses.
Carl T. Smith Middle School
4301 W. Fillmore Road
Phoenix, AZ 85043
(602)233-2633
Principal: Mr. Chad Geston
Elementary Achievement Profile (2005-2006): Underperforming
No Child Left Behind Adequate Yearly Progress (2005-2006): Not Met
Carl T. Smith offers education for grades 6-8 with an enrollment of 284. Instructional programs include media technology, visual arts and writing, physical education, ELL education, core academics, and special education on-site. The site houses a media center, art room, and science and technology labs. Extracurricular activities include sports, student council, school newspaper, science club, robotics club, ELL assistance, math club, and cheerleading. Social services are offered in the form of conflict resolution, after school tutoring, parenting classes, parent ESL courses, and individual and group counseling.

Mitchell Elementary School
1700 N. 41st Avenue
Phoenix, AZ 85009
(602)442-2600
Principal: Ms. Linda U. Crawford
Elementary Achievement Profile (2005-2006): Performing Plus
No Child Left Behind Adequate Yearly Progress (2005-2006): Met
Mitchell Elementary School is a K-5 program offering on-site special education, ESL, gifted, and MAC-Ro Math opportunities. In addition, there is a multimedia center and library on campus as well as extracurricular activities including: student council, extended day program, sports, science club, and AZ Quest for Kids. Mitchell Elementary also provides breakfast and lunch programs, crisis intervention, parent liaisons, and an extended day program.

P.T. Coe Elementary School
3801 W. Roanoke
Phoenix, AZ 85009
(602)442-2400
Principal: Mr. Armando B. Chavez
Elementary Achievement Profile (2005-2006): Performing Plus
No Child Left Behind Adequate Yearly Progress (2005-2006): Not Met
P.T. Coe Elementary school offers K-5 education with an enrollment of 1062 students. The school houses both a library and a technology lab. Extracurricular activities include Co-ed volleyball, basketball and soccer, Arizona Cardinals flag football league, golf club, student council, Boy Scouts of America, Cub Scouts of America, and the Go Girls Go Club. The school also offers and after school reading intervention program, adult ESL classes, parent training program, clothing and food banks, and the Isaac District Kazan Family Center.

Phoenix Union High School District
4502 N. Central Avenue
Phoenix, AZ 85012
(602)271-3100
Carl Hayden Community High School
3333 W. Roosevelt Street
Phoenix, AZ 85009
(602)764-3035
Principal: Mr. Stephen A. Ybarra
Carl Hayden High School offers education for grades 9-12 with 2227 students enrolled. The program has fourteen computer labs, a marine science teaching environment, multimedia library, and computer-based education program. In addition, there is a National Honor Society, 5A Conference Division II athletics, student government, advanced placement courses, academic
decathlon/gifted seminar, JROTC, band, dance, and choir, and a robotics teach. The high school also offers social services in the form of support groups, counseling and social services, adult education/English classes, ESL summer classes, college tutoring, crisis intervention, and a summer placement program.

Phoenix Union Cyber High School
3701 W. Thomas Road
Phoenix, AZ 85019
(602)764-1341
Principal: Mr. Jerry Gemmette
High School Achievement Profile (2005-2006): Performing
No Child Left Behind Adequate Yearly Progress (2005-2006): Met

Phoenix Union Cyber High School is a computer-based high school with a web-based curriculum for grades 10-12. Students can attend either morning or afternoon block with six weeks per term. After a first year on-site students continue and complete their studies off-site while keeping in contact with their mentor-teachers.

Charter Schools

West Phoenix High School
3835 W. Thomas Road
Phoenix, AZ 85019
(602)269-1112
Principal: Mr. Robert Villa
High School Achievement Profile (2005-2006): Performing
No Child Left Behind Adequate Yearly Progress (2005-2006): Met

West Phoenix High School is a public charter school managed through the Leona Group and accredited by the North Central Association. The school offers a choice of morning, afternoon, or evening classes, as well as free tuition, transportation, and school supplies. Students have the option to attend classes four days a week and earn credit for work experience. Programs include theater, arts, wellness, athletic and technology programs. College and career advisement is also offered.

Faith Communities (8)
In the neighborhood— (6)

Betania Presbyterian Church
2811 N. 39th Avenue
(602)269-2839

Antioch Missionary Baptist Church
1622 N. 39th Avenue
(602)233-2592

Christian Life Church
3946 W. McDowell Road
(602)272-7385

Jehovah’s Witness Alzona
500 N. 40th Avenue
(602)278-2372

Church Templo Maranatha
3526 W. Polk Street
(602)353-0793
West Thomas Baptist Church
3948 W. Thomas Road
(602)269-1591

Serves the neighborhood— (2)
35th Avenue Baptist Church
2522 N. 35th Avenue
(602)272-9052

Rehoboth Saints Center Church of God in Christ
4520 W. McDowell Road
(602)272-4133

Health and Wellness (8)
In the neighborhood— (4)

Cruz Luis and Zenon Health and Diet Products
3911 W. McDowell Road
(602)484-0892

Concentra Medical Centers
3552 W. Thomas Road, #5
(602)272-7662

Clinica Hispana
3602 W. Thomas Road
(602)353-6656

Clinic Little
4230 W. McDowell Road
(623)298-3211

Serves the neighborhood— (4)
Health Services Department
2977 N. 35th Avenue
(602)220-6550

Providence of AZ Inc. [Mental Health Services]
3602 W. Thomas Road, #10
(602)455-4626

Priority Medical Center Inc.
4340 W. McDowell, #5
(602)272-5289

Center for Balanced Living [Alcohol and Drug Prevention]
3140 N. 35th Avenue, #1
Phoenix, AZ 85009
(602)447-0506
**Nonprofits (5)**

*In the neighborhood—*

Golden Gate Community Center
1625 N. 39th Avenue
(602) 233-0017

Educational Programs: ESL courses, a reading club, computer classes, citizenship classes, and Pathways to Success (a program aimed to serve low-income youth in graduating high school and enrolling in post-secondary education.)

Headstart Program

Fitness and Recreation Programs: a full size gymnasium (basketball, volleyball, soccer), structured aerobics courses for women, after school program, intersession camps, adult men’s and women’s basketball teams, and a Character Counts program.

KARE Intergenerational Center: support groups, legal assistance, information, and advocacy for persons raising a child under 18 not born to them.

Child Care

Health Programs: Salsa, Sabor y Salud Series (courses on nutrition and exercise), the Promotoras Bienestar Project (assists in finding case management, low cost health services, and other social services), free health and immunization fairs, bi-monthly workshops for women’s health, free mammograms.

Senior Programs

Kazan Family Educational Center
2941 North 43rd Avenue
Phoenix, AZ 85031
(602) 442-2970

The center focuses on developing family literacy by offering courses in parenting, computer skills, and English as a second language. While parents are attending class, pre-school is offered to children ages 3-4 and child enrichment programs are offered to infants and toddlers. Parents also have the opportunity through Phoenix College to earn college credit by taking Saturday classes through the Parent Education Project. In addition, adult members of the Isaac School District Community are offered courses in ESL, GED preparation, computer literacy, and A+ computer certification.

Isaac / Bank One Community Resource Center
4135 W. Thomas Road

The center facilitates the delivery of educational, health and social services to parents, families and community members in the Isaac School District.

Betania Community Center
2811 N. 39th Avenue
Phoenix, AZ 85009

In addition, Betania offers resettlement assistance to refugees.

Providence of Arizona Incorporated
3602 W. Thomas Road, Suite 10
Phoenix, AZ 85009
(602) 455-4626
www.provcorp.com

Dave Hedgcock, Executive Director

Judy Letourneau, Therapeutic Foster Care

A nation-wide organization, the Phoenix branch of Providence of Arizona offers the “Therapeutic Foster Care” program, home-based counseling, case management, crisis intervention as well as “A to Z In-Home tutoring,” a tutoring program that is tailored to the needs of the individual student.
Government (3)

Golden Gate Community Center
1625 N. 39th Avenue
(602)233-0043

US Navy and Marine Reserve and Recruit Center
1201 N. 35th Avenue
(602)484-7292

Serves the neighborhood—
Chicanos Por La Causa – Westside Center
2916 N. 35th Avenue, #5
(602)269-6485

Parks and Recreation (3)
In the neighborhood— (1)

Ladmo Park
3101 N. 41st Drive
(602)262-4539
Offers lighted basketball, picnic area, and playground. The park is open daily 5:30am - 11:00pm

Serves the neighborhood— (2)

Sueno Park
4401 W. Encanto Boulevard
(602)262-4539
Offers lighted basketball courts, an exercise course, picnic area, playground and shade structure, restrooms, lighted soccer field, lighted youth softball, lighted sand volleyball, ramada, and a grill. The park is open daily 5:30am - 11:00pm

Falcon Park
3420 W. Roosevelt Street
(602)262-6229
Offers lighted basketball, a playground, pool, ramada and picnic area, restrooms, lighted softball, lighted volleyball. The park is open daily 5:30am - 11:00 p.m.

Businesses (267)

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<th>Business</th>
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**Arts, Entertainment, and Recreation**

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**Construction**

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