

## Testimony of Stephen Ritz

Founder: Green Bronx Machine  
Senior Fellow of Social Innovation: Babson College  
Executive Director: National Health, Wellness and Learning Center at Community School 55  
Distinguished Educator / Administrator: NYC Department of Education  
Director of Health, Wellness, Innovation: ESOL Education  
Top Ten Teacher TED Talk – A Teacher Growing Green in the South Bronx  
Best Selling Author: The Power Of A Plant

2021 NYC Food Policy Center COVID Food Hero  
2021 Controlled Environmental Agriculture Disruptor Award Winner  
2021 TMZ COVID Food Hero  
2020 Changemaker of the Year – NYC Food Policy Center  
2019 NYC WellCare Champion  
2018 Emmy Award Winner – Growing A Greener World – Episode 808  
2018 Global Humanitarian Award – Parenting 2.0  
2018 Honorary PhD – State University of NY College at Potsdam  
2017 Global Food Educator  
2017 World Maker Faire – Best in Show – Pop Up Urban Farms  
2017 NYC Hometown Hero Award  
2016 NPR's 50 Greatest Teachers  
2016 Food Tank – Food Hero  
2016 Dr. Oz – Oscar Award  
2016 BAMMY Award – Elementary Educator of the Year  
2015 Global Teacher Prize – Top Ten Finalist  
2015 TEDx Manhattan Award  
2014 Latin Trends Award  
2013 Disney American Teacher Award Finalist  
2013 Chevrolet / General Motors Green Educator Award  
2013 United States Environmental Protection Agency Award  
2012 ABC Above and Beyond Award  
2011 USS Intrepid Hometown Hero  
NYC Chancellors Award

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Chairman McGovern, Ranking Member Cole, and distinguished members of the Committee, thank you for your commitment to highlighting and taking bold action to end hunger in America – especially within public schools. The opportunity to speak today is a bright sign of progress, hope for a better tomorrow, and truly an honor.

### ABOUT ME

My name is Stephen Ritz, I'm the Founder of Green Bronx Machine, Senior Fellow of Social Innovation at Babson College, Director of Health, Wellness and Innovation for ESOL Education and lifelong teacher / administrator from the South Bronx since 1984. I am a Top Ten Finalist in the Global Teacher Prize, 2021 NYC Food Policy Center COVID Food Hero, 2021 Controlled Environmental Agriculture Disruptor Award Winner, 2019 NYC WellCare Champion, 2018 Emmy Award Winner, 2017 Global Food Educator, amongst other accolades. Our work has been featured in almost every major news outlet, highlighted at the UN and around the world, and is the subject of a soon to be released, full-feature, award-winning national documentary. I am a best-selling author and routinely asked to consult nationally and globally on issues related to education, teacher training, health, wellness, urban farming, project-based learning, food education, and workforce development.

I am also a former athlete, now lifelong educator, and community advocate – who swelled to over 300+ pounds eating the food that was in my neighborhood – becoming diabetic, chirotic liver disordered, coronary disordered and diseased – and reversed all by eating the food that I grow with children in-school, indoors, while transforming school performance and student behavior in my school in the poorest Congressional District in America. Today, we have scaled to 500 schools across America and growing inclusive of successful programs at colleges, universities, and programming with Native Americans, special needs students, foster care youth, and disconnected youth. I have gone from needing multiple medications daily, to a plant forward diet with ZERO medication. Today, I face and interact with a new generation of students who have never seen me obese or consume a sugar sweetened beverage. Bears noting that I am full-time volunteer here in the Bronx determined to grow something greater.

I believe that the greatest lever this nation has for equity and ending poverty are successful public schools. Communities like mine across our great nation are not only under-resourced, but we are also over-extracted. In communities like mine, children are the canaries, and our schools are the coal mines. Every societal issue manifests in public schools – either overtly or covertly – hunger and malnutrition are real. Simply put, my experience has led me to one overwhelming conclusion: **THE MOST IMPORTANT SCHOOL SUPPLY IN THE WORLD IS FOOD. CHILDREN CAN'T LEARN IF THEY ARE HUNGRY, MALNOURISHED OR HOPPED UP / DOWN BY SUGAR OR EMPTY CALORIES. CHILDREN WILL NEVER BE WELL READ IF THEY ARE NOT WELL FED. FOOD CONSUMED OR FOOD ACCESS ISSUES ARE ALWAYS AT THE CORE OF ALMOST ANY**



BEHAVIORAL OR SELF ESTEEM ISSUE IN SCHOOLS. TO ENSURE OPTIMAL LEARNING, ALL CHILDREN NEED ACCESS TO HEALTHY FOOD IN SCHOOL FOR 2.5 MEALS DAILY.

### WHAT WE DO

Green Bronx Machine is a locally birthed and grown organization from the South Bronx that specializes in the art and science of growing vegetables indoors aligned to daily instruction in all content and subject areas. Our children grow vegetables all year long – indoors using 90% less water and space – in route to outstanding academic performance and transformational health outcomes. I like to say: “We grow vegetables, our vegetables grow students, our students grow schools, and our schools grow happy, healthy, resilient communities.” We grow high performing schools, and happy, healthy children who love eating fresh fruits and vegetables. Green Bronx Machine designed the first edible classroom in the world which routinely grew enough vegetables - indoors - to feed 450 students a healthy, vegan meal in school. Today we thrive across 20 states and six nations. Dollar for dollar, we are one of the most effective education and health / wellness programs in the nation. Our disruptive and inexpensive, non-profit program – costing only several thousand dollars complete – has succeeded in schools and communities where millions of dollars spent have not.

Our program – in the least healthy county in all of NYS, won the first-ever NYC Strategic Alliance for Health Citywide Award of Excellence and is named a Platinum Wellness Program by NYC Department of Education, Top Ten Health and Wellness Program in America by the Harkin Institute, Top 100 Educational Innovation in the World – three years in a row – by HundrEd.org, Top 100 Global Showcase School by World Education Week. During COVID, our response was cited as international exemplar – featured on CNN. Green Bronx Machine is regarded as an exemplar program by Whole Kids Foundation, Newman’s Own Foundation, Sodexo Stop Hunger Foundation, American Heart Association, Steven and Alexandra Cohen Foundation and others. We are one of the nation’s preeminent School Garden to School Café programs. Be it local or distant, our teacher/classroom/student-centric program is proven effective. In partnership with Jonathan Toews Foundation and Chicago Blackhawks, we have transformed academic performance and behavioral outcomes for 60 school across Chicagoland in partnership with Chicago Public Schools resulting in Jonathan Toews being named Chicagoan of the Year.

At the heart of our work is our award-winning, nationally, and internationally acclaimed curriculum – based on two years of research, beta-testing, and data analysis with over 30,000 trial students. Designed to be highly disruptive, it is offered with a lifetime site license to entire schools and all the faculty, no tiered subscriptions, no annual fees, with complete data management and unlimited professional development. It is available for the price of a teacher textbook. We use safe, teacher/child-friendly, indoor academic learning gardens as the focal point for all learning and activities; going from a box to a garden that can feed a class,



assembled and fully functional in under 40 minutes, and in under 15 minutes if you choose to watch the video and read the instructions. In over 500 schools, we have had 100% teacher satisfaction and our primary clients are school principals and district administrators – looking to provide a whole school, project-based learning program rooted in hands-on learning. That we grow copious amounts of food – indoors and all year round – is also important to them. Today, more than 7,500 schools in America are utilizing the technology we brought to the classroom.

Our schools have consistently moved from under-performing to outperforming their peer equivalents as evidenced by School Quality Reviews, test scores, teacher satisfaction, attendances rates and community engagement. Case in point, our school here at Community School 55, once in danger of being closed for poor performance, now outperforms citywide and statewide benchmarks in every performance indicator. This happened in under three years. Our children LOVE coming to school. These results are typical across the nation. Our curriculum is now used to train teachers in all subject and content areas by the State University of NY College at Potsdam where we also have a commercial greenhouse program which provides fresh and healthy food for the campus and community along with jobs. We have had highly successful pilot programs with Native Americans – from elementary school to college and beyond in St. Lawrence County – the second least healthy county in NYS – the “rural Bronx” of the great North Country where the nearest grocery store is Dollar General.

Our students from public housing, and 99% under federal poverty thresholds – have presented and built farms at the Obama White House three times: Champions of Change, State of STEM, South by South Lawn, have graced the stage to standing ovations at TED and WOBI. Here in NYC, they have won science fairs, STEM contests and the hearts of our local elected officials – they also register folks to vote and become engaged citizen advocates. In a community with limited means and access to either healthy OR fresh food, 130,000+ pounds of locally grown vegetables later, our favorite crop is organically grown citizens, children who are growing and eating their way to good health and envisioning a better brighter world.

Our model is inclusive, flexible and highly accessible; it has evolved from working with over-age, under-credited youth, foster care students, adjudicated youth and special needs students to a whole school, K-12 model. In each case, we have had spectacular success. Green Bronx Machine has built the first completely ADA accessible commercial farm and training kitchen for children of determination / unique learners / limited mobility in the nation. In partnership with Stepping Stones Inc., a residential treatment facility, we have visioned and built the first foster-care children run, commercial farm in America – in Appalachia – complete with tiny homes for the graduates to live in – our model is based on production and creation rather than extraction and consumption. The site is becoming the first eco-village, tourist destination, and training facility in West Virginia. Using the lens of food production, community development, health,



and wellness, we connect education to opportunities. In a community with some of the highest unemployment and chronic under-employment, we have partnered towards 2,200 local jobs.

Our children go on to colleges across the nation and careers at places like Gotham Greens, Whole Foods, NYC Government, Department of Education, NYC Department of Parks, Ernst and Young. Our graduates become essential workers, health care providers, service providers, the backbones of goods, services, and infrastructure that run our cities and our nation. They return to our community, happier, healthier, employed and as home-owners, entrepreneurs, advocates, and taxpayers.

Closer to home, in partnership with Memorial Sloan Kettering Cancer Center – our elementary students grow 30 bags of prescriptive leafy greens and highly nutritious micro-greens every week for local seniors living in public housing who are both food insecure and recovering from cancer. Not only are they learning that food is medicine, but they are helping to heal the heart of our community who return to us as mentors, reading partners and volunteers.

During COVID school closure, from our very classroom, on the fourth floor of a 110-year-old, walk-up building, in the heart of public housing, with nothing more than a cell phone, GBM orchestrated the access and delivery of over 100,000 pounds of food, rescued over 10,000 pounds of food from landfill, grew over 5,000 pounds of vegetables in the Bronx, helped feed 2,300 people daily, and delivered groceries door to door to 55 of the most vulnerable families in our neighborhood and 30 seniors. We provided over 300 devices, delivered over 200 lessons, offered daily online instruction to students, professional development for teachers, launched Zoom cooking programs – with ingredients delivered in advance – and launched an open-access public television show in partnership with PBS – Let’s Learn With Mister Ritz – 2M views in NYC.

**Bears nothing that our staff consists of one full time employee, two part-time consultants, volunteers, local residents and children, an amazing Board of Directors, and me. We are the folks we are waiting for!**

#### WHAT WE HAVE SEEN

- Children are getting sicker and fatter.
- Onset of puberty is happening at an earlier and earlier age – often for girls as early as second grade in certain communities – particularly where is a glut of fast-food, processed food, meat and dairy focused diet.
- Children are increasingly disconnected from real food. Instead, they are obsessed with the “celebritization” of food, “official products of” and packaging.

- Marketing of fast food, cheap food, highly processed food is increasingly aimed at children, in particular at low-income and marginalized communities.
- Fast food franchises are experiencing double digit growth in low status / low-income communities – often displacing local / small businesses and driving out whole food / good food / fair food competition and competitors. Their ability to pay high rent offset by low wages is devastating local economies and farmers as well.
- COVID has created epic food-insecurity as well as obesity problems.
- Obesity is often the face of hunger.
- Cheap, abundant, and empty calories are everywhere – they are not good for people or the planet and are unfair to farmers.
- Many of our children consume the bulk of their nutritionally dense calories in school.
- Children love communal meals, particularly pre-elementary school children and elementary school children – they enjoy eating together. This time can clearly form good habits and be educational.
- Peer pressure matters
- Let me reiterate, **COVID HAS CREATED EPIC FOOD-INSECURITY AND DIET RELATED ISSUES. SCHOOLS CAN CHANGE THAT OVERNIGHT.**

### WHAT WE HAVE LEARNED

- According to the CDC, the best way to naturally build your immunity is via the consumption of fresh fruits and vegetables.
- Children who are exposed to nature, the natural world, soil, and microorganisms develop healthier immune systems and have better attendance in school.
- According to USDA, children with a salad bar in school eat 43% more fruits and vegetables.
- At our schools, we have had 93% success rate using USDA Fresh Fruit and Vegetable Program to replaced processed food as snacks – and we have seen a 54% transfer rate to families as well. Little one’s love citrus, bananas, apples, hummus, raisins, grapes, bananas, carrots. Salad parties work. This is good for children, farmers, and the planet.
- Banning chocolate and whole milk works – children quickly move on from chocolate milk to water – with increased consumption of fruits, veg, and protein. When chocolate milk is removed from school cafeterias, food waste goes down.
- 94% of elementary school children exposed to our programming “like” or “love” growing vegetables indoors in school.
- Children who grow vegetables understand there is nothing wrong with imperfect food.
- Children who grow kale, eat kale!

- Children who grow vegetables, encourage their parents and grandparents to buy them more frequently – this can be further encouraged via incentives such as “Health Bucks” which also support local farmers and markets – win-win-win.
- Nutrition based education, garden education and culinary skills absolutely serve as the basis, critical lens of entry, and facilitators of major academic skill set acquisition – plus children love connecting with nature, animals, plants, and cooking / culinary experiences. They start children off on a hockey-stick trajectory of healthy behaviors.
- Indoor agriculture, controlled environment agriculture, fresh casual food, good food / gourmet food, and hospitality represent some of the biggest growth sectors in our economy, they are a conduit to living wage opportunities, combatting climate change, and providing people with highly nutritious food with the smallest footprint – all win-win-win. It is essential to cultivate this awareness as early as possible.
- We have generated market demand and viable business opportunities within our community – where there was no market / business model prior – simply by exposing children and families to healthy fresh food. This is real growth and local opportunity.

#### THIRD PARTY VALIDATED DATA BEHAVIORAL RESULTS – 30,000 trial students

- 96% of students now know eating fruits and vegetables is important
- 87% of students now know about growing food
- 76% of students know how to make something healthy to eat
- 75% of students have tried new foods
- 66% of students report eating better
- 58% of students are now eating 3-5 servings of fruit and veggies daily
- 54% of students talk to their parents about eating healthy at home.

#### STUDENT DATA IMPLEMENTATION – 50,000 students

- 94% of all students want to repeat the program
- 86% of all students can now read and understand a nutrition label and read them regularly, up from 13%
- 72% of students can now identify sufficient number of appropriate nutrients found in food, up from 6%
- 75% of all students now choose to eat fresh fruits and vegetables daily, up from 37%
- 66% of all students now understand the relationship between the consumption of fresh fruits and vegetables and obesity, diabetes, and heart disease, up from 48%
- 82% of all students now report talking about healthy eating habits with their families, up from 29%.

### TEACHER SUMMATIVE FEEDBACK

- 100% report the program exceeded their expectations
- 100% would recommend the program and curriculum to their colleagues
- 100% believe their students changed their eating habits because of their participation in the program
- 100% claim they believe that the indoor gardening experience had a positive impact on their students and families.

### ADDITIONAL OBSERVATIONS VIA TEACHERS

- Increased empowerment of students
- Increased excitement around science
- Science became favorite subject
- Increased interest in science as a career
- Increased excitement to be on a team
- Children bonded with their plants and consistently evidenced more empathetic behaviors toward other students
- Increased enjoyment of hands-on activities and project-based learning
- Behavioral incidents in classes with indoor gardens decreased from years prior without
- Children worked hard to maintain the gardens – there was genuine involvement
- Often the students that became the most involved in the program were students that teacher thought would be the least likely to be
- Particularly noteworthy were results with disconnected youth, special needs students in all areas of academic and social-emotional development, responsibility, and workforce readiness.



## WHAT WE NEED

It is time to get what I call CRAP – Calorie Rich and Processed and MESS – Manufactured Edible Synthetic Substances – out of schools. When you look at the data from programs like ours, Whole Kids Foundation, and others, it becomes increasingly obvious that school-based programs work - BOTH academically and nutritionally / behaviorally. I always say, you can't go from seed to harvest without cultivation in the middle. This work is about cultivation. This work is about exposure. This work is about access. Children need to see it and experience it, to aspire to it. Once they grasp it, they have it. Ensuring that good food and healthy food is on every child's plate is tantamount to me and cultivating that palate – at the youngest age possible – is the express ramp to the highway of health and achievement for our children. Young children who grow food in school and bring it home to their families, consistently consume that food with their families, and seek it out.

Every school needs an indoor academic learning garden and a salad bar. Every school needs to serve fresh fruits and vegetables along with whole food products as part of snack instead of processed, single serve items. Schools need to start teaching nutrition and scratch cooking at an early age as part of the comprehensive curriculum. Mandate that all schools provide free, only healthy food options for 2.5 meals per day. Green Bronx Machine has pioneered the use of our GBM Mobile Classroom Kitchen. This is a complete, classroom-ready, mobile food truck fully equipped with cooking, washing, refrigeration, serving components, with a television broadcast option. 100% portable, lightweight, it is on wheels – can travel classroom to classroom - and is Department of Education approved. Food education programs and food pantries across the nation use it for education and teaching outreach. It can be used same day it arrives – zero assembly and construction costs, no building permits. Self-care beats healthcare!

In communities like mine where there are over 30 bodegas / convenience / bullet-proof stores per one “supermarket,” businesses should be incentivized to provide healthy options at lower prices, even if it requires subsidies. The health of our children, small farmers, and our environment are worth it. Zoning laws need to favor fresh food and healthy food distribution access rather than fast food / junk food proliferation. The amount of information we have access to in real time now is staggering. We need to learn to maximize access to information and benefits in seamless ways for all. Imagine schools as the epicenter – hubs – one stop shops. School facilities should be opened longer with access to classrooms, kitchens, dining spaces and food distribution.

Post COVID, the amount of retail ready space for pop up shops, small retail, fresh food, farmers markets, add value products – complete with refrigeration and production kitchens has never been greater or more community ready – we can create blended communities and hyper-local, hyper-connected economies.



Our work is cultivating the next generation of children who want to eat healthy, perform well in school, understand that they are part of a living breathing ecosystem – and these approaches can transfer to any community, anywhere! Along the way, we grow the next generation of social, environmental, food justice, and sustainability champions / equity warriors. Our [Green Bronx Machine Impact Report](#) captures our impact across many silos and serves as a template for what is possible: [greenbronxmachine.org/2020-impact-report/](http://greenbronxmachine.org/2020-impact-report/). Everything we do is designed for scale and replication.

Simply put, if I could convince every school to teach children how to grow their own food, cook their own food, consume less crap, and care about themselves and the planet, we'd be living in a very different, far less complicated, much healthier world. Green Bronx Machine is here to help. We are not asking for a handout; we are asking for a handshake. Walk with me, work with me. Our experience has taught us we have everything to gain and nothing to lose.

### **MY RECOMMENDATIONS**

**Academic Programs** – Every school needs an indoor, academic learning garden aligned with whole school curriculum. Green Bronx Machine Classroom Curriculum is a prime example. Realize this, when children learn to grow and eat their own food, it inherently moves them away from the perfect food model. It also teaches children to be producers, not just bottom end consumers. Across the nation, children who grow food come to respect the planet and resources at an earlier age with benefit for all – the use less water in all their activities, they waste less food, become concerned with environmental and social justice issues, engage in student government and advocacy. The Community School Model, pioneered here by NYC Department of Education is a perfect model – embedding local organizations into local schools. I could not be more excited about NYC's next Mayor, Eric Adams, and remain forever grateful to NYS Commissioner of Education and President of the State University of NY – Dr. Betty Rosa, NYC Schools Chancellor Meisha Ross Porter, NYS Senator Gustavo Rivera, Bronx Borough President Ruben Diaz Jr. and NYC Councilmember Vanessa Gibson – they have put the health of all our children front and center. They understand the obstacles our children face and the role good food plays in schools and in our communities.

**Scratch cooking / revamping meals in schools** – Reduce the amount of processed food / heat and serve options in public schools and replace with scratch cook / whole food options. Every school needs a salad bar, School Garden to School Café Program, and every school should have the USDA's FFV Program – this would help students and local farmers as well. Eliminating sugar sweetened beverages and whole milk, adding water fountains, water jets, fruit infused water. Make the best choice the easiest choice in schools. Have lunch peer ambassadors. Children

listen to peers – let’s make people and planet healthy eating cool and user friendly. Make the healthiest choice the first choice. Instead of Meatless Mondays, let’s work towards meat only on Mondays with people and planet friendlier options instead. Children want to save the planet. Research indicates when the healthiest choice is also the easiest choice, people willingly opt in. We only need look at the work of Michiel Bakker and Linda Femling at Google to understand that – they also know a thing or two about scaling.

**Technology** – Expanding the use of Health Bucks / SNAP / EBT is critical. Kudos to the P-EBT Program. Imagine creating applications on phones that could alert people to benefit-eligible products and coupons or local food hubs at schools where families could pick up food, access benefits, learn to cook, store and prepare good / healthy food. Further, using technology to look at approaching expiration dates, sourcing left over foods, food waste, local logistics and availabilities puts unprecedented opportunities right at our fingertips.

**Zoning for School Safety** – We need to create proactive zoning laws that keep our schools and immediate school communities sacred. Stores proximate to schools and public housing should be mandated (or incentivized) to have a certain percentage of fresh and local food available to qualify for the redemption privilege. Stores within proximate school zones that are predominately CRAP, MESS, soda, chips, candy, alcohol, tobacco should not be allowed to be redemption sites. I’m not saying close them, I’m saying incentivize folks to go to places that provide better options. That said, stores with seven-foot store fronts and six-foot “hookah or smoke products” in the window should not be allowed to be access points for SNAP / EBT redemption. Our children need not shop there or be exposed to that element so close to school.

We need to have caps on the proliferation of fast-food chains proximate to immediate school vicinities. Post COVID with so much business loss, we have unprecedented and unique opportunities to look at developing and reinventing blended communities, and walkable communities, in ways we never imagined, particularly proximate to schools. We can convert empty restaurants, commercial, and retail space to pop up shops, kitchen incubation sites, nonprofit sites, reduce school crowding and host local farmers markets at reduced rents. We know that dollars spent locally – and with local people – circulate and remain local. Further, we need to eliminate the tax incentives that enable speculative landlords to hold property at exorbitant rents and take the tax deduction. We should fine speculative landlords proximate to schools who don’t actively rent property at fair market rates and / or incentivize local businesses to develop instead. We must respect and build sacred spaces proximate to our schools in support of education, health, wellness, and community nutrition.

**The Green New Deal for Public Schools** – inviting and facilitating students to imagine a society based on principles of ecology and social equality. It is critical for all to understand that brutal



inequality affects those who are least responsible for it. This happens in classrooms. Schools have a critical role to play in creating new realities and alternatives to the problems we are facing daily. Understanding food and health is critical. Let me be clear, food justice is racial justice. Who has access to what, where, when, how, and at what price, determines everything. I support HR 109 and that former school principal, now Congressman Jamaal Bowman, championing HR 109, speaks to hero educators / activists / equity warriors / parents and the challenge before us. Let us all come together to support him, HR 109, and our children.

### CONCLUSION

I thank this committee for its leadership, open-mindedness and willingness to address our nation's problems and for hearing me today. As a nation, we absolutely have the ability and resources to end hunger and malnutrition today, the question is: Do we have the collective appetite? Many people remain rich and well fed off the dysfunction our food system and failing public schools have created. It is time for decisive leadership and bipartisan commitment. We need not lose one more child or generation to poverty, dis-ease, or disease. This is the battle cry that can unite all of us a nation. **No child should go to bed hungry or malnourished in America, EVER!** Access to health food should be a basic human right and it amplifies impact when it happens in schools. Children will never be well read, if they are not well fed. Fueling bodies fuels minds, nourishing bodies nourishes minds. Children must be fueled for optimal performance.

I have spent my collective career working with and advocating for children who are born into situations that most people would not want to be caught dead in. I fight for children whose monsters are real, who often don't get dinner and never get dessert. I fight for children who don't have rooms to clean up, have never seen a dentist, often go to bed hungry, cry themselves to sleep and aren't spoiled by anybody or anything. It all starts with food and public education. This is the work we must do. Remarkably, we have the resources and capacity to solve this problem today. Do we have the collective appetite? Are we ready to do the work? How can we continue to afford not to?

The eyes of the future are looking back at us, they are demanding we get this right. We have the ability and capacity to do so today. Don't waste me, don't waste us, don't waste this moment – let's make epic happen. If not us, who? If not now, when? I am always available for service. I remain a call, email, text message or classroom visit away. Thank you for your time.