



Bloomington Urban Enterprise Association Board Meeting
October 8, 2025, at noon, In-person at City Hall-1-McCloskey Conference Room

Join Zoom Meeting

<https://bloomington.zoom.us/j/84576005312?pwd=SERpaXRLenV0U0J6dXICNTVGVMNPUT09>

Meeting ID: 845 7600 5312

Passcode: 953182

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- **Roll Call**
 - Approval of Minutes - September 2025
- **Guest presentations:**
 - CDFI Friendly Report
 - MCCSC Report & 2025-26 Proposal
- **Financial Report**
 - Q3 Report (pending)
- **Director's Report**
 - General Updates
 - Grant Update - Balance vs Budget
- **New Business**
 - Grant Scoring Rubric
- **Unfinished Business**
- **Adjournment**

Name	Appointed By	Term
Heather Robinson, Chair	Mayor	2/1/2024 - 1/31/2028
Felisa Spinelli, Vice Chair	Common Council	2/1/2023 - 1/31/2027
Mary Morgan, Secretary	Common Council	2/1/2022 - 1/31/2026
Kate Rosenberger	Common Council	2/1/2025 - 1/31/2029
Virginia Githriri	Mayor	2/1/2024 - 1/31/2028
Jane Kupersmith	Mayor	2/1/2024 - 1/31/2028
Philip Amerson	Mayor	2/1/2024 - 1/31/2028
Michael Hover	Mayor	2/1/2024 - 1/31/2028
Brad Wisler	Mayor	2/1/2024 - 1/31/2028

Bloomington Urban Enterprise Association (BUEA) Board Meeting Minutes

Regular Meeting Minutes - September 2025

Date: September 10, 2025

Location: McCloskey Conference Room, City Hall

Call to Order and Attendance

The meeting was called to order by Chairperson Heather Robinson at 12:02pm

1. Roll call (as stated on the record):

- Board:
 - Phil Amerson
 - Michael Hover
 - Kate Rosenberger
 - Heather Robinson,
 - Virginia Githir
 - Felisa Spinelli - virtual
 - Jane Kupersmith
 - Brad Whistler (Arrived Later)
- Staff/Guests:
 - D. De La Rosa (BUEA/ESD)
 - Jessica McClellan (City Controller)
 - Jaivon Whitmill (O'Neill Fellow)
 - Aleks Pratt (City Legal)

2. Approval of Minutes — August Meeting

- **Motion to approve:** Hover | **Second:** Githiri
 - **Roll-call vote (as stated):**
 - Michael Hover - yes
 - Phil Amerson - yes
 - Kate Rosenberger - yes
 - Heather Robinson - yes
 - Jane Kupersmith - yes
 - Virginia Githiri - yes
 - **Felisa Spinelli.** - yes
 - **Motion passed unanimously**

3. Director's Report (D. De La Rosa)

- **Strategic Planning (next 12 months):**
 - Met with **Ivy Tech** and **SBDC** to outline a one-year plan focused on administration/organization, marketing, and strengthening BUEA's income stream by improving awareness of incentives.
 - Increased board engagement is contemplated in accordance with the Indiana Open Door Law.

- Interest in larger citywide initiatives (e.g., analogous to prior support for **CDFI Friendly**)
- A draft plan will be brought forward in the coming months; certain approved marketing efforts will proceed on **January 1**, regardless.
- Board members voiced support for a **special strategic planning meeting** (approx. 90 minutes) to align mission, potential bylaw updates, and City goals.
- **Catalent / Novo Nordisk:** All documents submitted; a clerical correction (a figure written as **\$1.71** instead of **\$1.17**) briefly delayed processing; payout now pending.
- **Budget Planning:**
 - **Draft FY2026 budget** planned for the October meeting.
 - **RRF loan conversion** is expected to take effect in **2026**, not 2025.
 - Observed overs/unders: **\$10,000** award to **The Warehouse** from the Business Building Improvement line has **over-expended** that line. Anticipated **2026** reallocation from **Accessibility Modification** and **Business & Community Support** to **Building Improvement** (overall grant total held steady; no in-year changes).
 - **Arts budget:** Director and Holly to present a more **detailed arts budget** delineating “zone art” vs. “city art” funding for transparency.
 - **Financial Reporting:** Full **Q3** financial report expected next month (awaited one document for the Controller’s office processing).

4. RRF Loan Conversion Program

- **Participation/Recusals:** Due to holding RRF loans, **Virginia Githiri** and **Felisa Spinelli** remained present but **did not participate** in the discussion and later **abstained** from voting.
- **Controller’s Statement:** **Controller Jessica McClellan** expressed support for the **application-based conversion** approach, noting the original loan program’s administrative challenges and that the proposed process appears fair and equitable.
 - **Terminology & Accounting Treatment:** Clarified this is a **conversion** from loans to **grants** (not merely “forgiveness”).
 - Accounting impact: amounts move from the **balance sheet** (loan asset) to the **income statement** as **grants**; once recognized, they no longer appear on the balance sheet for those approved.
 - **Original Loan Terms (as recounted):**
 - Loans issued in the **summer of 2020** with an initial **6-month** grace period, later extended to **12 months** and ultimately to **2 years**
 - **Repayment began in the summer of 2022**; the loan term was extended to **4 years from 2022 (through 2026)**.
 - Some loans are nearly repaid; others are delinquent or tied to dissolved businesses; some were repaid early upon **PPP** forgiveness.
- **Eligibility & Documentation:**
 - Application requires a **statement of need** plus **financial documentation** (e.g., P&L, tax returns, bank statements, balance sheet) evidencing hardship **or** documented **proof of dissolution** for closed businesses.
 - A prior “near completion” ineligibility note was discussed; guidance favored simply deeming **“fully repaid”** loans **ineligible**, with need-based review to handle edge cases.

- **Confidentiality & Review Process:**
 - Sensitive information to be **redacted**; only **designated reviewers** will access unredacted submissions.
 - **External reviewers: John Zody** (CDFI Friendly) and **Steve Bishop** (First Financial Bank).
 - **Board reviewer added: Heather Robinson** (to broaden perspectives).
 - The director will remove identifying details, except those pertinent to hardship, to support an objective review.
- **Platform & Timing:**
 - Application to be hosted via **Civiform**; access limited to **BUEA loan holders**.
 - Practical timing indicates program activity and budget impact for **2026**; a **2026 budget line** will be included with an estimated amount.
- **Motion:** Approve the **overall RRF Loan Conversion Program**, including the application and adding **Heather Robinson** as a reviewer. - Kate Rosenbarger | **Second:** Phil Amerson
 - **Roll-call vote (as stated):**
 - Michael Hover - yes
 - Phil Amerson - yes
 - Kate Rosenberger - yes
 - Heather Robinson - yes
 - Jane Kupersmith - yes
 - Brad Whistler - yes
 - **Abstain — Virginia Githiri, Felisa Spinelli.**
 - **Motion passed. (6-2-0)**

5. Unfinished / Other Business

- Noted pending **financials for the church-side work** from the prior month.

6. Adjournment

- With no further business, the meeting was **adjourned** (time not stated on the record).

CDFI Friendly Bloomington 2025 Update

Bloomington Urban Enterprise Association
October 8, 2025



CDFI
FRIENDLY
BLOOMINGTON

The logo features the text "CDFI" in large blue letters, "FRIENDLY" in smaller red letters with a yellow underline, and "BLOOMINGTON" in black letters below it. The background of the slide is a scenic aerial view of a landscape with a river, trees, and a small building, with a blue semi-transparent rectangle on the left and a white semi-transparent rectangle on the right.

WHAT ARE CDFIs?

Community Development Financial Institutions are mission-based lenders dedicated to delivering responsible, affordable lending (loans) for community development projects.

They help people and communities who are low-income, low-wealth, and underbanked or disadvantaged. CDFIs are a tool in the community development toolbox.

They are a \$500 billion sector of financing.

What does the “Friendly” mean?

Our job is to connect projects across our 13 county region to the network of more than 1,400 CDFIs around the United States.

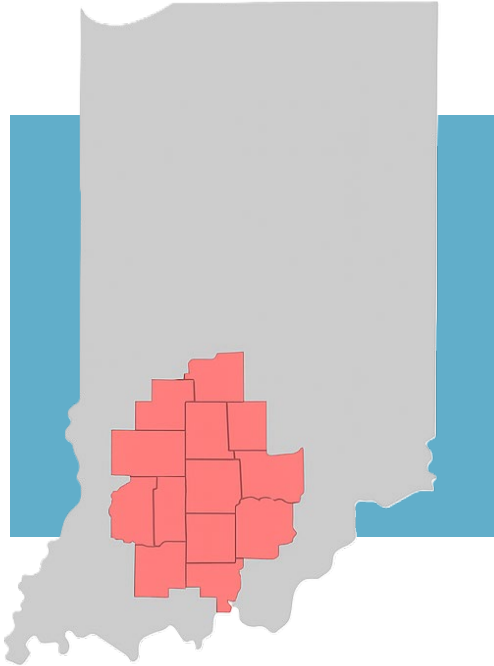
You can call us a “community development matchmaker” if you want...



OUR MISSION

As a missionbased lending partner, our job is to help unlock financing for people and places who have been under-financed or excluded from it.

So far in 2025, we have provided 218 hours of technical assistance to projects in Bloomington and our region. About 60% of this time has been specific to projects in the City of Bloomington.



The figures below represent CDFI investment
per resident in each area from 2005–2022

\$714
per U.S. resident

\$169
per Hoosier

\$22
per resident in
Uplands Region

HOW WE ARE CHASING IMPACT

The numbers in the
diagram give a good
representation of why
we do the work we do.

Impact in our Region

Since our creation, we have seen:

\$26,000,000

ADDITIONAL CDFI
INVESTMENT IN OUR REGION

371

HOUSING UNITS
CREATED OR RETAINED

\$57,000,000

TOTAL PROJECT INVESTMENT
IN OUR REGION

2025 UPDATE: THANK YOU!

The BUEA continues to help CDFI Friendly with support through operational dollars. We are working hard to stretch these funds through multiple operating years.

We are also strategically investing the capital granted to us in 2018 for housing and small business projects in and around the Urban Enterprise Zone.

2025 UPDATE: WE'RE CERTIFIED!

As of July 2025, we are now a certified CDFI by the US Treasury! While we do not do direct lending, this will lead to more integration with community development financing.

We were also awarded a \$300,000 grant from the CDFI Fund to increase our capacity and Technical Assistance services.



2025 UPDATE: ADVOCACY

With changing policy dynamics at the state and federal level, CDFI Friendly Bloomington has helped coordinate advocacy efforts in to help preserve CDFI Fund and community development dollars, joining with other state and national CDFI partners.

It is estimated that that for every \$1 of federal CDFI funding, \$8 in private investment is leveraged for projects across the United States.

2025 UPDATE: SUCCESS STORY



**Cooperative Living Affordable Housing
Project - Just Finished with 7 bedrooms!**



**FOLLOW US ON
SOCIAL MEDIA!**



**Bloomington Urban Enterprise Association
Emerging Workforce Technological Education Grant Application
2025-2026 School Year – Grant Proposal**

Organization Name: Foundation of Monroe County Community Schools
Address: 315 North Drive, Bloomington IN 47401
Contact Name: Cyrilla Helm
Phone: 812 330 7700 ext 50065
Email: mhelm@mccsc.edu
Total funding: \$75,000

Thank you very much for the opportunity to submit this grant on behalf of the students at Fairview, Summit, Templeton, and Tri North. Your support to these BUEA zone enrollment schools is dramatically impacting education for these students. Transportation records show that there are approximately 686 MCCSC students who live in the BUEA zone. You are ensuring they have the resources needed to build confidence and academic success. Below are requests from each of these schools. A summary of this detail is also included.

School Name: Fairview Elementary
Students who live in the Enterprise Zone: 158
Percentage of total student enrollment: 42%
Total Amount Requested: \$26,276

Fairview Elementary is a community school, focused in an integrated arts core curriculum. The school is uniquely located in the heart of the Bloomington Entertainment and Arts District (BEAD) in downtown Bloomington and the Bloomington Urban Enterprise Zone. Fairview serves a population where 90% of its students receive free and reduced lunch.

Fairview Artful Learning School is committed to providing its students a respectful, rigorous, and engaging learning environment where the artistic process, along with inquiry and collaboration are used to promote lifelong learning and high levels of achievement. We can see the growth in our students in academic proficiency, self-confidence, and expression.

We are requesting your help in the following areas of need:

Grant Need (1) Boost Reading Site License

Boost is now the supplemental reading program used by our K-2 classrooms. It provides personalized literacy instruction and is supported by the Science of Reading. The license can be used for up to 250 students.

Grant Need (2) Developing Decoders grades (K-2)

Our K-2 classrooms need of decodable readers to support instruction and intervention needs. These books are research-based and supported by the Science of Reading initiative that align with our current phonic curriculum, UFLI. Decodable readers help students gain confidence in their reading abilities by allowing them structure and pattern to the words in the stories they read. This closes the gaps in their phonics development. The books support a variety of topics to help students decode words while creating a knowledge base and building vocabulary at the same time. The books get used so there is a continuous need to update and expand these resources.

Grant Need (3) My Heggerty

My Heggerty is an online subscription for classroom teachers to have access to a wide variety of resources targeting phonemic awareness. Each classroom teacher will be able to access curricula in English and in Spanish. They will also have access to “Bridge the Gap”, which is another great tool for teaching phonemic awareness. In addition, the subscription provides daily lessons, tutorials, assessments, and on-demand professional development opportunities.

Grant Need (4) Generation Genius Subscription – grade 4

Generation Genius was used by our 4th grade team last year. The program provides content with lessons and videos for both science and math. The 4th grade team would like to continue this in their curriculum to engage students in these subject areas. The video series are mapped to state standards and offer creative lessons to engage students in academic growth.

Grant Need (5) Positive Behavioral Interventions Supports

One way that we like to provide opportunities for our students is through our Positive Behavioral Interventions and Supports (PBIS) Team. This team is focused on proactive teaching to positively impact student behavioral outcomes. Then, we have ways to reward students when they demonstrate the appropriate behavior. Here are some of the rewards we have in place:

- **Brag Tags:** These are plastic “dog tags” that go on a necklace chain for students to proudly wear. Brag Tags can be earned for demonstrating positive behavior and making academic gains. Students can be given these tags by any staff member in the building.
- **Wildcat Leaders:** Each month, classroom teachers are given the opportunity to select one student from their room who demonstrated positive behavior, attendance, and effort during that month. Student names are shared on the announcements. They also receive a Wildcat Leader t-shirt, Wildcat Leader lanyard, a certificate, and a treat. At the end of the school year, we celebrate all Wildcat Leaders from the year with a cookout during their lunch time.

- **School-Wide Celebrations:** In addition to the individual rewards, we also have students and classes working together to earn school-wide celebrations. Some of these include: Dunk Tank Day, Snow Cone Day, and a Glow/Dance Party.

Grant Need (5) Vertical Math Resources

MCCSC adopted a new math curriculum, Reveal Math. The curriculum was selected to align with ILEARN checkpoints for grade 3-8. As part of the curriculum adoption professional development has been provide with Dr. Laurie Ferry using vertical spaces within the classroom to increase student engagement. Visualization plays a crucial role in mathematics, helping students better understand and express concepts and relationships.

To effectively implement vertical spaces in our classrooms the following resources are needed: white boards, clipboards, dry erase markers, large post it pads, pocket charts, flipcharts, magnetic boards, bins, pegboards. This type of interactive teaching, allows students to easily change their work, explore different methods and mistakes which can be removed. It encourages collaboration as student can work together to reinforce concepts and math fluency.

Grant Need (6) Library Materials

We would I like to continue updating the Fairview Library collection with both fiction and nonfiction books. With these funds our librarian will add titles in types and genres that need to be updated for curriculum needs and pleasure reading.

School Name: Summit
Students who live in the Enterprise Zone: 128
% of Total School Enrollment: 22%
Total Requested: \$19,060

Summit Elementary is a Title 1 school with 44% of its students receiving free and reduced lunch. It is located at 1450 W Countryside Lane. The school total enrollment is 614 students and 22% of its students live in the BUEA residential area. Summit is as a Dual Language Immersion school in the Spanish language. Students are taught in Spanish for part of the day and in English for part of the day. The goal with the program is to have students who are not just bilingual, but biliterate as well.

The areas of need at Summit include the following:

Grant Need (1): UFLI Manuals + Teacher Materials

UFLI is our district adopted intervention curriculum that is used throughout our building for core phonics instruction in K-2, as well as for intervention purposes in 1st – 6th. As we continue

to strengthen our core instruction and intervention processes, we are training and adding more teachers and staff that are using these materials. At our current rate, we are expanding past our available materials. We are requesting ten teacher manuals, as well as ten sets of teacher resource cards to use alongside the lesson materials and to use in the teaching spaces.

Grant Need (2): Developing Decoders grade 1 and 2

To strengthen our alignment with the Science of Reading and enhance data-based decision making for students needing intervention, we are requesting funds to purchase the 1st- and 2nd-grade Green Series of nonfiction books from Developing Decoders.

These decodable texts will allow students to practice targeted reading skills while building background knowledge and vocabulary. The books are fully aligned with the UFLI program, which we use for both core and intervention phonics instruction, ensuring consistency across our literacy practices.

Because the texts are nonfiction, they provide valuable exposure to topics and vocabulary that many students may miss due to their current independent reading levels. Using these decodables alongside UFLI lessons and our previously purchased materials will create a cohesive approach to closing skill gaps for students performing below grade-level expectations.

In addition, the high-interest nonfiction topics are designed to engage young readers, spark curiosity, and encourage a love of learning while supporting essential literacy growth.

Grant Need (3): Novel Effect

The Novel Effect app offers a library of interactive music and sound effects to enrich your regular read aloud routine. When teachers read aloud with students from real books, Novel Effect responds at the right moment by providing voice-driven soundscapes to complement picture books. Each book in Novel Effect's growing library is hand-picked by experts to meet the needs of diverse learners at every stage. Professional composers design the immersive and interactive music, sound effects, and character voices in our soundscapes, to match each book's spirit and tone. Our goal with the use of Novel Effect is to provide teachers with a tool to increase student engagement during classroom read alouds. This engagement will positively impact student learning by increasing their attention to the story and content standards taught using picture books. The use of Novel Effect will also encourage students to read and explore books they may not have previously been interested in. Teachers that used this program had very positive feedback when it was previously purchased via the BUEA grant.

Grant Need (4): Hand2Mind VersaTiles

VersaTiles helps students build literacy proficiency in a challenging, rewarding way. These sets will allow students to work independently on lessons set forth by teachers to intervene when

the teachers are working with other students. This would cover Grades K-6 in supporting our Tier 2 Interventions that are happening in the classroom.

VersaTiles is a research-based program that leverage the principles of the Science of Reading. It provides teachers with tools to support literacy instruction while using systematic, explicit, multisensory instruction.

Grant Need (5): Library

We would like to continue updating the Summit Library collection with both fiction and nonfiction books. Summit is a Spanish Immersion school which provides a unique need to have books in both Spanish and English. In our upper grades it is essential that we have high interest chapter books to support dual language needs. With these funds our librarian will add titles in types and genres to support both curriculum and pleasure reading.

School Name: Templeton

Students who live in the Enterprise Zone: 60

% of Total School Enrollment: 15%

Amount Requested: \$16,484

Templeton Elementary School, located in the heart of Bloomington, has a total student population of 403 students from preschool through sixth grade. Over 50% of our students receive free or reduced lunch. In spite of some of the difficult life circumstances that many of our students face, they are bright and hardworking individuals who work hard in the classroom. Templeton is an International Baccalaureate School.

Grant Need (1): Decodable Readers Grades (K-6)

Our building is in dire need of decodable readers for all grade levels in the classrooms. These books are research-based and supported by the Science of Reading initiative. Our students come to us disadvantaged simply because of the socioeconomic status of their families; often our students have never even left Bloomington. The lack of experience students have often translates into how they read- without knowledge through experiences (scaffolding) it is hard to understand what they read. Decodable readers help students gain the confidence in their reading abilities by allowing them a structure and pattern to the words in the stories that they read. This closes the gaps in their phonics development. Where the topic may be about something they aren't familiar with, the words are created to allow them to figure out the word by decoding them with learned skills, thus helping students to create a knowledge base on those experiences they are reading about in the decodable readers.

We are requesting sets of Developing Decoders to support all grades K-4 and High Noon decodable high interest chapter books for grades 5-6. These books will provide titles in both fiction and non-fiction and are tailored to grade specific needs. Teachers will be able to immediately implement these books into small groups of high need students. The books are fully aligned with the UFLI program, which we use for both core and intervention phonics instruction, ensuring consistency across our literacy practices.

Grant Need (2) Vertical Math Resources

MCCSC adopted a new math curriculum, Reveal Math. The curriculum was selected to align with ILEARN checkpoints for grade 3-8. As part of the curriculum adoption professional development has been provide with Dr. Laurie Ferry using vertical spaces within the classroom to increase student engagement. Visualization plays a crucial role in mathematics, helping students better understand and express concepts and relationships.

To effectively implement vertical spaces in our classrooms the following resources are needed: white boards, clipboards, dry erase markers, large post it pads, pocket charts, flipcharts, magnetic boards, bins, pegboards. This type of interactive teaching, allows students to easily change their work, explore different methods and mistakes which can be removed. It encourages collaboration as student can work together to reinforce concepts and math fluency.

Grant Need (3): Library

Updating the Templeton Library collection to support both curriculum and pleasure reading is an ongoing need. With these funds our librarian will add titles in both fiction and non-fiction to support learning across all grade levels.

School Name: Tri North Middle School
Students who live in the Enterprise Zone: 48
% of total enrollment: 9%
Amount Requested: \$13,180

Tri-North Middle School is located at 1000 W. 15th St., just off West 17th St. The school serves families and communities on the north side of Bloomington and Monroe County. It students have attended Fairview, Highland Park, Arlington, and Marlin elementary schools. The school's enrollment is 580 with 42% of students eligible for free and reduced lunch. Students from Tri-North attend Bloomington High School North or The Academy for Science and Entrepreneurship.

Grant Need (1) PBIS Continued

Tri-North Middle School is committed to creating a positive school culture where students consistently demonstrate our ARMOR code: **Attitude, Respect, Maturity, Opportunity, and**

Responsibility. To support this, we need resources to recognize and reward positive behavior and reinforce the PBIS framework.

Currently, our reward system is limited by funding, which reduces the consistency and visibility of celebrations. With these funds we will expand our ability to:

- Recognize students who model ARMOR expectations.
- Equip teachers with resources to acknowledge and celebrate students “in the moment.”
- Support whole-school and team-based incentives that build a culture of positivity.

This directly connects to our **School Improvement Plan** by reducing chronic absenteeism and increasing student engagement, which leads to stronger academic and social outcomes.

Grant Need (2) Large Print Books and Kindles

Tri-North Middle School is committed to ensuring that all 580 students have equitable access to literacy, a cornerstone of our School Improvement Plan. We currently have limited resources for students with visual impairments, creating barriers to participation in both academic and recreational reading. By expanding our collection of **large-print books** and purchasing **Kindle Paperwhites**, we will remove these barriers and support inclusive literacy practices.

Our goal is that all students will be able to access grade-level informational texts in formats that meet their needs.

Grant Need (3): Library

Updating the Tri-North Library collection to support both curriculum and pleasure reading is an ongoing need. Many of our students come to us with reading skills below grade level requirements. It is critical to continue supporting these students with high interest books at appropriate reading levels to close those gaps before high school. With these funds our librarian will add titles in both fiction and non-fiction to support learning across all grade levels.

BUFA Workforce Initiative Grant 2025-2026

	Total Request
<u>Fairview</u>	
Amplify: Boost Reading Site License	5,400.00
Developing Decoders (K-2)	4,425.00
My Heggerty Subscription	1,441.00
Generation Genius	970.00
PBIS Initiatives	4,320.00
Vertical Math Supplies	5,400.00
Library	4,320.00
Total Fairview	26,276.00
<u>Summit</u>	
UFLI Manuals and Teacher Materials	1,390.00
Decodable K-2	3,880.00
Novel Effect	865.00
Hand2Mind VersaTiles Literacy Kits	8,605.00
Library support all grade levels and Spanish Immersion	4,320.00
Total Summit	19,060.00
<u>Templeton</u>	
Decodable K-2 total seven classrooms	10,693.00
Decodable (grade 3-4) total four classrooms	1,855.00
Decodable chapter books (grade 5-6)	3,936.00
Vertical Math Supplies	5,400.00
Library	4,320.00
Total Templeton	16,484.00
<u>TriNorth</u>	
PBIS continued	4,700.00
Large Print Books and Kindles	4,700.00
Library	3,780.00
Total Tri-North	13,180.00
Total	75,000.00

Director's Report - October 2025

General Updates

- **Outstanding grants** - review for November meeting
 - November meeting extension
- **Catalent payment** - Received!
- **2026 BUEA Meeting Calendar** - Working on a calendar for 2026 to map out our objectives for the year. Will add optional dates for postponed meetings and special sessions.
- **Scoring Rubric** - Board members requested a scoring guide or rubric for grant review to establish a consistent awarding practice and to provide clear communication to applicants and partners who refer applicants to BUEA programs. Questions for the board to consider in preparation for discussion:
 - How will the board use this?
 - Will the board consider granting funds to businesses outside of the zone?
 - If so, what are the parameters of qualification?



Remittance Advice

CATALENT PHARMA SOLUTIONS INC.
www.catalent.com

Payment Number	155619
Payment Date	24-Sep-2025
Page	1 of 1

Payee:
BLOOMINGTON URBAN ENTERPRISE
ASSOCIATION
PO BOX 100, 401
N. MORTON
BLOOMINGTON IN 47404
Tel: (812) 349-3418

Invoice Number	Voucher Number	Pay Item	Invoice Date	Gross Amount	Discount Amount	Net Payment
2023 PAY 24 BUEA PP 53-10	1272778	001	29-Jul-2025	285,542.66	0.00	285,542.66
2024 PAY 25 BUEA PP 53-10	1272779	001	29-Jul-2025	279,690.31	0.00	279,690.31
53-08-05-400-032.000-009	1281212	001	05-Sep-2025	(1.17)	0.00	(1.17)
53-08-05-400-032.000009	1281213	001	28-Aug-2025	(104,750.98)	0.00	(104,750.98)
53-109-18003-37	1281214	001	28-Aug-2025	(14,277.26)	0.00	(14,277.26)
Total Payment						
USD						446,203.56

Grants - Arts and Culture:	2024 Budget	2024 disbursed	2024 Balance	2025 Budget	Disbursed/ Committed in 2025	Balance	
Arts Incubator	-	-	-	\$100,000.00	\$ 100,000.00	\$0.00	ADA-accessible construction costs & professional development program for resident artists
City Art Program	\$40,000.00	\$23,800.00	\$16,200.00	\$40,000.00	\$ -	\$40,000.00	Discretionary spending on City-led arts initiatives, including \$25,000 to Waldron Arts Center operating expenses
Zone Art Grants	\$50,000.00	\$37,650.00	\$12,350.00	\$50,000.00	\$ 27,983.00	\$22,017.00	Bloomington Arts Commission Arts Project and Operations grants
Historic Façade Grant	\$40,000.00	\$40,000.00	\$0.00	\$50,000.00	\$ 30,000.00	\$20,000.00	Historic building improvements
Unbudgeted Grants	\$20,000.00	\$20,545.00	(\$545.00)	\$20,000.00	\$ 5,380.00	\$14,620.00	Assistance for the O.T. 987 installation in the Trades District
Total	\$150,000.00	\$121,995.00	\$28,005.00	\$260,000.00	\$163,363.00	\$96,637.00	

Grants - Zone Improvement:	2024 Budget	2024 disbursed	2024 Balance	2025 Budget	Disbursed/ Committed in 2025	Balance as of July 2025	
Direct Assistance Small Business & Community Support	-	-		\$25,000.00	\$ 3,000.00	\$22,000.00	New funding- physical improvements, emergency assistance, and financial aid.
Climate Resiliency Programs & Grants	-	-		\$20,000.00	\$ -	\$20,000.00	Administered by Sustainability (ESD)
Small Business Safety & Security	\$25,000.00	\$5,011.94	\$19,988.06	\$35,000.00	\$ 22,996.25	\$12,003.75	To Improve the general security of businesses
Business Building improvement	\$25,000.00	\$25,000.00	\$0.00	\$30,000.00	\$ 35,557.76	(\$5,557.76)	To assist small business owners in updating and improving internal and external structures
Business Accessibility Modification	\$25,000.00	\$5,000.00	\$20,000.00	\$25,000.00	\$ 7,276.50	\$17,723.50	To help business owners complete ADA modifications to meet requirements
Total	\$75,000.00	\$35,011.94	\$39,988.06	\$135,000.00	\$68,830.51	\$66,169.49	

Grants Include:

Monroe Oil Building: \$10K Historic Façade, and \$10K Safety & Security for Windows/Doors

Bloom Magazine: \$10K BBIG - Roof replacement

Gold Dust: \$3k BBIG

Friendly Beasts: \$2557.76 BBIG

WFHB: \$2996.25 S&S

Showers Admin (Shawn Eurtan): \$20k HFG

Andrew Davis Clothing: \$10k BBIG

Juniper Art Gallery: \$7276.50 ADA Grant

The Forge: 10 k S&S Grant

The Mill: Direct Assistance (ADA Lift repair): \$1000

Cup and Kettle: Direct Assistance (signage): \$1000

The Warehouse: BBIG: \$10,000

Rainbow Bakery (door repair): \$1000

DRAFT BUEA Grant Scoring Rubric

Points Scale	Is the project located in the BUEZ?	Degree of Resident Impact	Project Relevance (0–10 Points): This measures how well the project aligns with the grant's goals.	Project Clarity & Feasibility (0–10 Points) - Evaluate how clear, realistic, and actionable the project plan is.	Visual/Physical Impact (0–10 Points) - Considers the extent of visible improvement or neighborhood benefit.	Project Evaluation
0	The project is Not Located in the BUEZ	No Impact	The project is not relevant to the grant goals.	No clear project description or budget is included.	No visual improvement was described or documented.	
1–4		Neutral / Limited Impact - Minimal effect on residents' quality of life; contributions are indirect, short-term, or affect only a very small population.(Occasional donations, hosting a single community event, or making improvements that mostly serve the business/organization itself with little spillover to residents.)	Only marginally connected to program goals. Alignment is vague or unclear.	The project is described generally but lacks key information (e.g., scope, cost, timeline).	Minimal or unclear impact. The scope of work is hard to visualize.	
5–7		Moderate Impact - Provides noticeable benefits to residents but on a limited scale or with narrower reach.(Improves local amenities, sponsors cultural or educational programs, or supports small numbers of residents through scholarships, grants, or training)	Supports one eligible goal but lacks a strong explanation or connection.	The project is defined with basic details and a general timeline. Appears feasible.	Moderate improvement; visible difference expected. Basic documentation was provided.	
8–10		High Impact - Significantly improves resident well-being, access to services, economic stability, or community cohesion.(Creates many jobs with livable wages, provides essential community services, expands affordable housing, or introduces innovative programs that directly benefit vulnerable groups.)	Strong alignment with one or more program goals.The application clearly explains the relevance.	The plan is specific and well-structured, with clear tasks, timelines, and contractor information. Highly feasible.	High-impact and quantifiable changes	
Points Scale	Readiness to Proceed (0–5 Points) - Evaluates the applicant's ability to start work promptly.	Need or Justification (0–5 Points) - Measures how well the applicant explains the need or rationale for the project.	Application Completeness & Quality (0–5 Points) - Evaluate whether all required materials have been submitted and are well-organized.	Reviewers may score independently and average their totals or use consensus scoring. Notes should be included for any score below 5 in any category. Applications with scores below the minimum threshold (50 points) may be declined unless a compelling justification is provided.		Application Completion and Project Readiness
0	No timeline or vendor details were provided.	No justification was provided.	Multiple required materials are missing. Submission incomplete.			
1–2	The timeline is unclear, or the start date is not specified. The vendor is not confirmed.	A vague explanation of the need or problem to be addressed.	Some key materials are missing or poorly organized.			
3–4	The applicant presents a realistic start and end timeframe. The project could begin soon.	A reasonable explanation of why this project matters to the business.	All basic requirements have been submitted; the application is now functional.			
5	The applicant is fully prepared to work with the selected contractor, and the work is ready to begin.	Strong, specific justification tied to safety, cleanliness, or community benefit.	All requirements submitted. The application is clear, complete, and well-presented.			