

**Bloomington Urban Enterprise Association**  
**AGENDA**  
**City Hall, McCloskey Conf. Room - 401 N. Morton St.**  
**October 9, 2019**  
**12:00 PM**

- I. Roll Call**
- II. Approval of Minutes**
  - August 14, 2019
- III. Reports from Officers & Committees**
  - Director's Report
  - Financial Report
- IV. New Business**
  - MCCSC Funding Request
- V. Unfinished Business**
- VI. General Discussion**
  - CDFI Update (Jane/Alex)
- VII. Adjournment**

**Next BUEA Meeting will be on November 13, 2019**

**• Bloomington Urban Enterprise Association  
Board Meeting Minutes  
City Hall, McCloskey Room - 401 N. Morton St.  
August 14, 2019**

**ROLL CALL**

**Members Present:** Paul Ash, Julie Donham, Alex Crowley, Jackie Yenna, Margaret Fette, Jane Kupersmith

**Members Absent:** Chris Sturbaum

**City Staff Present:** Brian Payne, Laurel Waters, Sean Starowitz, Larry Allen, Kevin Curan

**Guests:** Rev. Forrest Gilmore, Don Weiler, Mary Morgan

**APPROVAL OF MINUTES** – July 10, 2019

Paul made a motion to accept the July 10, 2019 minutes with the deletion of Alex Crowley from the Members Present list. Jackie seconded the motion. Motion passed unanimously.

**REPORTS FROM OFFICERS & COMMITTEES**

- **Director's Report** – Alex explained that Julie had sent an email with questions:
  - 1) The possibility of adding a penalty fee on top of the late EZID applications. Alex stated staff would not recommend because of two possible consequences, one it is structurally facilitates going past the deadline, and the ultimate fee is that the late waiver request is turned down.

Larry added it also gives the applicant the feeling that if they pay the late fee they will be approved.

- 2) Funds to the CDFI – Alex stated funds have been issued. When the Resolution with the BUEA was drafted, there was not a formal organization that existed, it was still a project of the Community Foundation. It will become a standalone 501c3. The MOU will need to be completed.

Larry stated as part of the MOU a member from the BUEA would need to serve on the Investment Board for the CFB. With regard to the MOU and accounting Larry may need to attend the next CDFI meeting. Jane will follow up with Larry.

Alex announced Brian Payne has been offered and accepted the position of CDFI Friendly Bloomington Founding Executive Director. He will wrap up his time with the City by Friday, August 30<sup>th</sup>, and begin his new position on September 3, 2019. Alex added Brian has done a great job here with this organization and generally with the City. We are pleased we had him and pleased he is advancing to that position which is a fascinating challenge for him. The City will backfill his

position here in the next couple of months. He has also moved houses and welcomed a baby girl, who was born a month ago.

- **Financial Report –**

There were four expenditure made:

Administrative budget for annual Association of Enterprise Zones membership = \$750  
Program Budget – Business Scholarship = \$340 grant to Bloomington Salt Cave to facilitate their membership into the Chamber. One million dollar CDFI Grant issuance. Rachel Varon \$5,000 for Communication plan.

- **Arts Grant Update** - Sean talked about Arts Grants which will close on August 16<sup>th</sup>. There has been a good initial response. He asked for a volunteer to service on the review Board. Jane stated she was happy to continue but opened it up to anyone else who might be interested. No final decision was made. The art grants will probably come before the BUEA in October.

Sean also talked about the mural expansion in Trades Park being done by Sam Bartlett. He hopes to have it finished by mid-September.

Sean stated other projects are coming up where the BUEA can help, and will bring those to the BUEA as they happen. Julie asked if these projects would be over the \$40,000 allocated. Sean says he uses that money to leverage larger projects, and think about the broader impact.

## **NEW BUSINESS**

- **Shalom Center outreach budget request (Rev. Forest Gilmore, Shalom Center**

Forest addressed the BUEA and updated them on the rebranding effort of the Shalom Center. The Shalom provides over 80,000 meals every year, which is the largest number of sit down meals by any organization in Monroe County. Shalom also runs a shelter and has been operating as Friend's Place for 3 years, which offers 14,000 bed nights a year to Monroe County Residents. There is a 3<sup>rd</sup> location, in partnership with Life Designs and Crawford Homes which is down on Henderson. There are currently 61 apartments being managed there. There are another 22 apartments in the community beyond that for permanent supportive housing. There is a rapid re-housing program that houses between 150-200 people a year, with approximately 80 children being housed in the program. Through all the housing programs last year, 697 people were helped. This is a level of impact that is unparalleled in our community.

Forest stated the current brand does not match their impact. Shalom Community Center no longer names the organization well; as well as there being a challenge with the word Shalom itself which has been navigated for many years, but still is misconstrued with a religious organization; or a Jewish organization in particular. This has created some communication struggles. It is time for a rebrand and this will include a new name, logo, and redefine the website. He stated they have been working with the Bloomington firm of Myers-Cruyton has been hired and would be donating ½ of the total

cost of \$20,000 for this project. Forest asked the BUEA if they would support this business venture/evolution with a grant for the other half totally \$10,000.

There was discussion among members about the request. Julie stated the BUEA has just gone through a communications strategy process and spent \$5,000, so \$20,000 sounds like a lot. Jane stated the BUEA goals were rather modest compared to what this rebrand effort. Paul was not happy with the name change and felt people need to be educated as to what the word means and stands for. Julie and Jane both stated the question is do we fund this, not fund this, or partially fund this request.

Margaret made a motion to grant toward the Shalom Center's rebranding effort \$5,000. Motion was seconded by Paul. The motion passed unanimously.

Forest appreciated the BUEA's support and will leverage that money in matching donations

- **\*\*\*\* Public Hearing \*\*\*\* Resolution 19-01: Petition for Waiver of EZ-2 deadline for Eleventh & Rogers LLC (Don Weiler, Petitioner)**

Julie called a Public Hearing to order at 12:56 p.m.

Don Weiler explained to the Board the deadline for EZID passed him by, and requested the BUEA grant him a waiver and allow him to late file his Enterprise Zone Deduction application for the building at 11<sup>th</sup> & Rogers. The amount of the deduction request is \$62,100.

There was no public comment.

Paul made a motion to approve Resolution 19-01: Petition for Waiver of EZ-2 deadline for Eleventh & Rogers LLC, Don Weiler, Petitioner. Margaret seconded the motion. The motion passed unanimously.

Public Hearing closed at 1:02 p.m.

### **UNFINISHED BUSINESS - None**

### **GENERAL DISCUSSION**

- **CDFI Update**

Jane gave a brief update. ED has been hired. Jane asked about the ROI grant.

Alex stated the originally Regional Opportunities Grant Quality of Place grant request was for \$165,000. The ROI tentatively agreed to \$100,000 contingent upon the appointment and acceptance by the Executive Director by August 1, 2019; and, a clear indication from CFB of its intention to have a regional focus.

Julie stated she will not be present at the next meeting. There was discussion about cancelling or rescheduling the meeting for another day. The consensus was to keep the meeting as is and if there is anything that will require a vote, recognizing there is not quorum, that the meeting be rescheduled or move it to the October meeting.

There was discussion about the vacancies on the BUEA. Jane will email names to Alex and he will work with Mary Catherine on possible broader picture issues, such as diversity, etc. Julie asked Alex if he could reach out to the Mayor about the Plan Commission appointment.

Julie wanted to make sure with this transition that the communications plan be kept up with.

### **ADJOURNMENT**

Julie made a motion to adjourn. Paul seconded the motion. Meeting adjourned at 1:17 p.m.

August 2019  
BUEA Budget  
Report

Administrative Budget	Budget Amount	Amount Spent This Month	Amount Spent To Date	Balance
Professional Services	\$35,000.00	\$ -	\$ -	\$35,000.00
Audit Services	\$1,000.00		\$ -	\$1,000.00
Subscriptions/Dues	\$750.00		\$ -	\$750.00
Professional Bonds	\$2,300.00		\$ 2,172.00	\$128.00
Miscellaneous Expenses	\$500.00		\$ 22.00	\$478.00
Advertising/Marketing	\$5,000.00		\$ -	\$5,000.00
<b>Total Administrative</b>	<b>\$44,550.00</b>	<b>\$0.00</b>	<b>\$2,194.00</b>	<b>\$42,356.00</b>

\*AIEZ annual membership

Program Budget	Budget Amount	2018 Carry-over	Amount Spent This Month	Amount Spent To Date	Balance
<b>Education</b>	<b>\$39,840.00</b>			<b>\$ 35,640.00</b>	<b>\$4,200.00</b>
School Grants	\$31,340.00			\$ 31,340.00	\$0.00
Resident Scholarships	\$6,000.00			\$ 1,800.00	\$4,200.00
Lemonade Day	\$2,500.00			\$ 2,500.00	\$0.00
<b>Business and Entrepreneurship</b>	<b>\$36,000.00</b>			<b>\$ 1,000,340.00</b>	<b>\$37,336.00</b>
Business Scholarship Program	\$6,000.00	\$1,676.00		\$ 340.00	\$7,336.00
SBDC/Cook Center	\$30,000.00			\$ -	\$30,000.00
CDFI Project	\$0.00	\$1,000,000.00		\$ 1,000,000.00	\$0.00
<b>Arts and Culture</b>	<b>\$120,000.00</b>			<b>\$ 30,832.01</b>	<b>\$151,092.99</b>
Zone Art Grants	\$40,000.00	\$38,000.00	\$ 4,000.00	\$ 20,832.01	\$57,167.99
Historic Façade Grant	\$50,000.00	\$23,925.00		\$ 10,000.00	\$63,925.00
City Art Program	\$30,000.00			\$ -	\$30,000.00
<b>Strategic Communications Professional</b>	<b>\$5,000.00</b>			<b>\$ 5,000.00</b>	<b>\$0.00</b>
<b>Total Program Budget</b>	<b>\$195,840.00</b>	<b>\$1,063,601.00</b>	<b>\$4,000.00</b>	<b>\$1,071,812.01</b>	<b>\$192,628.99</b>

2019 Budget Summary	Budget Amount	2018 Carry-over	Amount Spent This Month	Amount Spent To Date	Balance
Administrative Budget	\$44,550.00	\$0.00	\$0.00	\$2,194.00	\$46,744.00
Program Budget	\$195,840.00	\$1,063,601.00	\$4,000.00	\$1,071,812.01	\$187,628.99
<b>Grand Total Budget</b>	<b>\$240,390.00</b>	<b>\$1,063,601.00</b>	<b>\$4,000.00</b>	<b>\$1,074,006.01</b>	<b>\$229,984.99</b>

September  
2019  
BUEA Budget  
Report

Administrative Budget	Budget Amount	Amount Spent This Month	Amount Spent To Date	Balance
Professional Services	\$35,000.00	\$ -	\$ -	\$35,000.00
Audit Services	\$1,000.00		\$ -	\$1,000.00
Subscriptions/Dues	\$750.00		\$ -	\$750.00
Professional Bonds	\$2,300.00		\$ 2,172.00	\$128.00
Miscellaneous Expenses	\$500.00		\$ 22.00	\$478.00
Advertising/Marketing	\$5,000.00		\$ -	\$5,000.00
<b>Total Administrative</b>	<b>\$44,550.00</b>	<b>\$0.00</b>	<b>\$2,194.00</b>	<b>\$42,356.00</b>

\*AIEZ annual membership

Program Budget	Budget Amount	2018 Carry-over	Amount Spent This Month	Amount Spent To Date	Balance
<b>Education</b>	<b>\$39,840.00</b>			<b>\$ 36,240.00</b>	<b>\$3,600.00</b>
School Grants	\$31,340.00			\$ 31,340.00	\$0.00
Resident Scholarships	\$6,000.00		\$ 600.00	\$ 2,400.00	\$3,600.00
Lemonade Day	\$2,500.00			\$ 2,500.00	\$0.00
<b>Business and Entrepreneurship</b>	<b>\$36,000.00</b>			<b>\$ 1,000,340.00</b>	<b>\$37,336.00</b>
Business Scholarship Program	\$6,000.00	\$1,676.00		\$ 340.00	\$7,336.00
SBDC/Cook Center	\$30,000.00			\$ -	\$30,000.00
CDFI Project	\$0.00	\$1,000,000.00		\$ 1,000,000.00	\$0.00
<b>Arts and Culture</b>	<b>\$120,000.00</b>			<b>\$ 47,372.01</b>	<b>\$134,552.99</b>
Zone Art Grants	\$40,000.00	\$38,000.00	\$6,540	\$ 37,372.01	\$40,627.99
Historic Façade Grant	\$50,000.00	\$23,925.00		\$ 10,000.00	\$63,925.00
City Art Program	\$30,000.00			\$ -	\$30,000.00
<b>Strategic Communications Professional</b>	<b>\$5,000.00</b>			<b>\$ 5,000.00</b>	<b>\$0.00</b>
<b>Total Program Budget</b>	<b>\$195,840.00</b>	<b>\$1,063,601.00</b>	<b>\$7,140.00</b>	<b>\$1,088,952.01</b>	<b>\$175,488.99</b>

IU - Shannon Bowman-Sarkisian

2019 Budget Summary	Budget Amount	2018 Carry-over	Amount Spent This Month	Amount Spent To Date	Balance
Administrative Budget	\$44,550.00	\$0.00	\$0.00	\$2,194.00	\$46,744.00
Program Budget	\$195,840.00	\$1,063,601.00	\$7,140.00	\$1,088,952.01	\$170,488.99
<b>Grand Total Budget</b>	<b>\$240,390.00</b>	<b>\$1,063,601.00</b>	<b>\$7,140.00</b>	<b>\$1,091,146.01</b>	<b>\$212,844.99</b>

Other Expenses (Not in Budget)

EZID 1% Fee

Reimbursement \$15,402.00

## BUEA Evaluation 2018-2019

School	Amount	Evaluation
<b><u>Fairview</u></b>		
Regulation Station	7,670.00	<p>We received the funding in January 2019 and began ordering the materials. The equipment arrived throughout the Spring semester and we started implementing the room. Because it took a few months to get everything in place we do not have good data to provide you as to the impact of this grant at this time. The room and the check-out materials are now up and fully running. We will be measuring the success of the project by monitoring office discipline referrals. Our belief is that those office referrals will decrease as students use the “regulation station” and materials and learn to self-regulate. We will also measure data according to TAB (Think About Behavior sheets). Students who receive Tier 2 support through the TAB program will be monitored on their daily progress. Success in this program is achieved when a student is able to earn 80% of their points 80% of the time. Data will be collected on the percentage of Tier 2 students meeting their daily goals, as well as the ability of students to graduate from the Tier 2 support. Data will also be gathered for students receiving special education services who have a Behavior Intervention Plan in their IEP. We will be happy to report this data to you in the Spring as the students and teachers have more time to make use of the space and materials that were provided by this very generous grant.</p>
Artful Learning Transportation	2,160.00	<p>The monies set aside for transportation were used to help students get to and from performances. During the 2018-19 school year, over 100 students were impacted by this grant. The district and community has generously supported the instruction of students in the performing arts at Fairview. While this is wonderful, we needed a way for the students to actually perform in the community. Transportation has been an issue. Last school year, Fairview students were able to perform at the Buskirk-Chumley for the city’s Martin Luther King, Jr. celebration. Students also performed at the Mall during the holiday season. Students performed at a Lotus event. Students performed for the annual teacher retirement and celebration event at the Convention Center. Many of these students would not have been able to perform and share what they have learned if it were not for this money used to transport the children to the events and either back to school or home at the end of the evening. We can't thank you enough for this funding which allows our students to travel into the community to share our talents and learn invaluable performance skills in front of audiences.</p>
Upgrade our Library Collection	3,240.00	<p>The first thing that was purchased was for the professional shelf, Picture Perfect STEM lessons, K-2: using children’s books to inspire STEM learning and Picture Perfect STEM lessons, 3-5: using children’s books to inspire STEM learning from the National Science Teachers Association.</p> <p>The next purchase was 174 books containing the subject matters of science, technology, engineering and mathematics. These books are hardback with good library bindings that will become a permanent part of Fairview’s library collection. Some of the books that were purchase are on topics we had nothing on; like drones, axles &amp; wheels, robotics, forensics, makerspaces, ecology, metamorphosis, nanotechnology and symbiosis. In this order we also purchase many of the children’s picture books suggested for the lessons that are found in the Picture Perfect STEM professional books that were purchased.</p>



## BUEA Evaluation 2018-2019

School	Amount	Evaluation
		<p>When I started at Fairview, very few children checked out books from the nonfiction section of the library. As a librarian who has many years' experience, that was very unusual. What is common in a library is that the nonfiction section is your largest section with the most circulation. Most children want to know how their world works. They have an interest in animals, sports, nature, dinosaurs, space, art, and vehicles. Not at Fairview, our students were more interested in fantasy worlds than the real world. We need to change this trend and I think slowly we are.</p> <p>All children get excited to be one of the first people to checkout new books. That is the most frequently asked question in the library, "Do you have anything new?" I've seen a great increase in nonfiction circulation, it has gone from almost 0 to 10% of all the books checked out. I gage this by the number of books being shelved in that section and the inquiries that the students have made on certain topics they desire. I'm especially noticing it in the younger students, second and third graders. The addition of these titles has helped decrease the age of our collection. Before these titles were added the average age of our collection was 1997 and now it's 1999. What's really exciting is that our up-to-date copyright dates (books with a copyright date within the last 5years) has increased from 11% to 13% of our collection. We have gone from 2,093 to 2,558 books that have a copyright date that is within the last 5 years of publication. These titles, which we added to the collection, were a huge reason for this statistic increase.</p> <p>On the behalf of our students and faculty of Fairview Elementary, thank you for giving us the funds to enhance our library.</p>
Robotics Team	770.00	<p>The 2018-19 school year was the first time that Fairview students have ever had a robotics team, let alone the chance to compete in the community with other teams. There are several costs involved in the start up of a team that is able to then compete. Through this grant we were able to purchase the equipment necessary, engineering notebooks, storage bins and trays and team shirts. While only 20 students participated on this team, those students were highly impacted in that they learned to work, plan and build together. They learned what it feels like to compete. They also learned what it feels like to lose – all necessary life lessons. The enthusiasm and teamwork that was built during year one of Fairview's Robotics team is palpable and contagious. While Fairview's ILearn test scores don't necessarily reflect large numbers of passing scores, the students who participated in the Robotics Club were 100% engaged in this learning activity that translated to STEM lessons and Science. We are positive that year two will bring more enthusiasm and engagement to robotics and STEM learning.</p>
Total Fairview	13,840.00	

**BUEA Evaluation 2018-2019**

School	Amount	Evaluation
<b>Summit</b>		
STEM Maker Space	2,580.00	STEM materials were ordered and received to create a lab that had the ability to serve all of our PreK – 6 classrooms (600 students). Technology and coding materials including, but not limited to, OSMO learning software and Dot/Dash programmable robots provided students with opportunities to work together and independently to practice coding through a variety of tasks. OSMO materials also provided opportunities for students to practice a variety of math skills including fractions, geometry, and number sense. Materials such as Keva planks, Zoobs, Legos, and many others were purchased to provide students the opportunities to plan, create, and build structures to solve problems relating to math or literacy standards, as well as STEM challenges released by the district. The BUEA grant also provided materials to create Mobile Maker Spaces that could be used in classrooms during Literacy and Math time to help extend learning opportunities. Teachers have been able to use the STEM materials purchased to help challenge and engage their students in a variety of ways, and note that overall interest and engagement in STEM related activities has increased. Research shows students who are exposed to computer science, coding, and engineering in elementary years can develop an early interest in these fields and improve proficiency in math and science.
ToDo Math	1,630.00	A 3-year TODO Math subscription was purchased for our Kindergarten and First Grade Spanish Immersion classrooms. This serves approximately 100 children in year one and will serve 150 in year 2. This application allowed teachers to provide practice math materials to students in the target language of Spanish. Students were able to practice current skills, as well as receive additional practice in skills they may have been struggling with. TODO Math also provided an opportunity for extension for students that had mastered the current mathematical focus. All of this practice was provided in the target language of Spanish, which also protected the time students spent immersed in the language. We predict that the use of this product will reduce our number of students on intervention plans and increase overall proficiency percentages for math in both English and Spanish. We also predict that as the program is used regularly in each grade level, that we will see a reduction in students beginning new school years on math intervention plans. These grade levels are not included in iLearn standardized testing so growth is based upon classroom assessments by teachers. The product was purchased in the second half of the school year and we will be able to assess its impact more fully during this school year.
Total Summit	4,210.00	

### BUEA Evaluation 2018-2019

School	Amount	Evaluation
<b>Templeton</b>		
Bridges Math Intervention Kits	4,220.00	Funds were used to purchase math intervention materials that correlate with the Bridges elementary math curriculum. These materials blend with daily lessons to help students improve math computation skills. Students impacted: 300 (Grades 1-5) Using the math intervention kits our students showed great growth in mathematics this year! Our math scores increased dramatically in their common assessments as well as standardized testing. This is a result of the funds from this grant and other interventions used by our Templeton staff.
Total Templeton	4,220.00	

## BUEA Evaluation 2018-2019

School	Amount	Evaluation
<b>TriNorth</b>		
Literacy Intervention	5,830.00	<p>Funds were used to purchase a Fountas and Pinnell is a leveled literacy intervention which uses small-group instruction specifically designed to support and encourage low level readers. Using the F &amp; P Benchmark Assessment is especially helpful as it provides a comprehensive tool which allows the teacher to determine:</p> <ul style="list-style-type: none"> <li>• Independent and instructional reading levels</li> <li>• Observe and quantify student reading behaviors</li> <li>• Engage students in comprehension conversations that go beyond retelling</li> <li>• Make informed decisions about how to best support individual students</li> </ul> <p>Twenty-one Tier 2 and Tier 3 students were given intervention services. Overall students using the Fountas &amp; Pinnell Leveled literacy intervention made an average improvement of 305 Lexile points. Although Lexile is not the only measure of reading success, this is an effective indicator for a student’s ability to access grade level content. <b>Twenty-eight percent of the students who received this intervention advanced out of the program and are in grade level ELA for the 2019-20 School Year - all students showed growth!</b></p>
Positive Behavior Intervention & Support Program	3,240.00	<p>Positive Behavior Intervention/Instruction System is an evidenced based framework for supporting positive choices and behaviors rather than focusing on response and discipline. Students are taught expected behaviors across typical school settings. Positive behavior is rewarded and celebrated. “The broad purpose of PBIS is to improve the effectiveness, efficiency and equity of schools and other agencies. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups.”</p> <p>Tri-North began our PBIS journey during the 2017-18 School Year. Year one is readiness evaluation and planning. In the fall of 2018-19 School Year, the Tri-North faculty reviewed and revised the Tri-North Trojan ARMOR Code. The ARMOR Code is a set of norms or practices that we want all students to develop during their two years at Tri-North Middle School. The Code has become our common language. The BUEA grant allowed us to work on our branding and promoting of the ARMOR Code. We believe this CODE promotes the attributes that will allow our students to contribute to the greater community as responsible, positive and productive citizens. As the emerging workforce of tomorrow, the BUEA is supporting our students become individuals that will have the social and emotional competencies companies are seeking.</p> <p>We have attached a copy of the Armor Code and the t-shirt design. All new students received a t-shirt to engage support to our code and growth in values.</p>
<b>Total Tri-North</b>	<b>9,070.00</b>	
<b>Total</b>	<b>31,340.00</b>	

**Bloomington Urban Enterprise Association  
Emerging Workforce Technological Education Grant Application  
2019-2020 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](mailto:mhelm@mccsc.edu)  
Total funding: \$33,360

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 720 MCCSC students that 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: 242**  
**Percentage of total student enrollment: 71%**  
**Total Amount Requested: \$8,480**

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) RAZ-Kids subscription (2 years)**  
**Amount: \$3,080**

RazKids has been a valuable resource to our teachers and students. In the 2017-18 school year the BUEA funded a 2 year RAZ-Kids subscription. We are asking to renew this subscription. Using their iPads, students have access to hundreds of books at their reading level. These eBooks are leveled from AA to Z and offer a wide range of genres including nursery rhymes, fiction and nonfiction text. Students have the option of listening to a story before reading the story on their own. After reading a story, students take a quiz to check their comprehension of the story. At the higher levels, students also have questions, which require typed responses.

Teachers are able to track the amount of books students have read and how well students did on quizzes. The program even lets teachers know what types of questions the student have missed such as vocabulary, inferences, main ideas/details, so those skills can be worked on during instruction.

This program fits into our Reading Block as one of the independent stations during rotations. Students are encouraged to read RAZ-Kids throughout the day when they finish their work. Students can also read these books at home if they have internet access. The best way for students to increase their reading skills is by reading. RAZ-Kids is an important part of our literacy curriculum.

**Grant Need (2):            Artful Learning Transportation Needs**  
**Amount:                    \$2,160**

Last year the BUEA workforce grant provided transportation funding that allowed our performing arts students to travel and perform for the community. That funding impacted more than 100 students. We would like to request continued support for the program during the 2019-2020 school year.

We have an amazing Performing Arts Academy that is designed to encourage students to attend school and to feel a sense of accomplishment and pride in themselves. Most of our students do not have transportation other than the school bus to get them to and from school. To safely transport our children to these performance locations we utilize MCCSC school buses. These performances are often during evenings and weekends.

We have already been invited to perform for the city's MLK Jr. Celebration and at the Mall. We are anxious to say "yes" to the invitations. These performances are tremendous opportunities for our students to grow and learn. They help build self-confidence and allow our students to see themselves as a successful member of the Fairview family and community. It makes them want to come to school and to do better in their classes.

**Grant Need (3):            Upgrade Our Library Collection**  
**Amount:                    \$3,240**

As you enter Fairview's beautiful school look to your right you will see the library. Over the past few years the school's librarian, Mrs. Fulk, has worked diligently to make the library a central hub for Fairview kids. A space where children want to come to just hang out and read. Research is clear that students who read at grade level perform better in all subject areas. The best thing that children can do to improve their literacy skills is to read every day.

The school's library collection is very outdated. The average age of the nonfiction collection has a copyright date of 1999. Each year we are working to update the collection with books that support curriculum as well as provide high interest books for pleasure reading. This year

we would like to continue improving our collection in the areas of STEM, economics, civics, ecology, history, and geography. The books will be used as supplemental materials for our teachers and students and coincide with curriculum lessons. It is essential that our students know how the world works and their role in this world.

Books will be ordered from Follett School Solutions. We will highlight our new books in specific areas of the library to ensure our students have access to these new resources. Last year our check our records showed that new books are super popular with the kids.

**School Name: Summit**  
**# Students who live in the Enterprise Zone: 169**  
**% of Total School Enrollment: 28%**  
**Total Requested: \$4,210**

Summit Elementary is Title 1 with 53% of its students receiving free and reduced lunch. It is located at 1450 W Countryside Lane. The school total enrollment is 599 students and 28% of its students live in the BUEA residential area. Summit serves as a Dual Language Immersion school to 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): Family Lending Library**  
**Amount: \$4,630**

Summit Elementary plans to develop a Family Lending Library to provide families with the opportunity to borrow books that are high interest and helpful for their student's literacy practice at home. Reading should be a part of each student's everyday life, but we know the challenges that some families face in providing reading opportunities at home. A question teachers and administrators often hear from parents is "How do I help my child at home?" As a Title 1 school, we know that many of our families struggle to provide reading materials to their children. Parents know there are resources available to borrow books, but often do not know where and how to begin selecting good fit books to meet children's reading needs. Summit's Family Lending Library would offer parents the opportunity to select leveled book sets geared towards their student's independent reading level, while also providing them exposure to diverse characters, social/emotional learning topics, and high interest non-fiction. Teachers and administrators will work with families to select book sets that students can read independently, as well as with their families to help strengthen their literacy skills.

We understand that engaging and guiding students through high quality literature will allow for deeper and more meaningful connections to reading strategies and better comprehension. We also want to help empower families to help their students succeed in school. It is anticipated

that outcomes of this learning will include higher engagement with independent and small group reading, better comprehension, and reading test scores. Importantly, although more difficult to measure quantitatively, students' interest and excitement in these areas will increase. We will gauge student interest through Exit Tickets and surveys at varying points throughout the year. We will also conduct surveys of families that utilize the Lending Library to gather their feedback on the experience of using these materials to work with their student at home.

**Grant Need (2):            Benchmark Assessment Kits**  
**Amount:                    \$1,470**

The Fountas & Pinnell Benchmark Assessment System (BAS) kits are used in literacy instruction throughout MCCSC. These kits correspond with the F&P Leveled Literacy Intervention kits and are an invaluable tool for our teachers. Our teachers use the BAS kits to determine a student's independent and instructional reading levels and are able to observe student reading behaviors one-on-one. Part of tailoring instruction to a student's needs is by accurately determining their current independent and instructional reading level. At Summit our classroom, Title 1, and special education teachers all use this text level information to help inform what interventions or extensions a student needs in reading. As our student population continues to grow, so does the need for more access to assessment materials. We are requesting a total of three BAS kits, 2 in English and 1 in Spanish to serve our immersion program.

**School Name:            Templeton**  
**# Students who live in the Enterprise Zone: 101**  
**% of Total School Enrollment: 21%**  
**Amount Requested: \$4,220**

Templeton Elementary School, located in the heart of Bloomington, has a total student population of about 513 students from preschool through sixth grade. Over 50% of our students receive free or reduced lunch. Around 20 of our students are homeless and we have a transiency rate of about 35%. 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):            Fine Arts and Career Awareness**  
**Amount:                    \$2,800**

One of the many needs we have at Templeton is to expose our students to experiences that will engage them in fine arts and career awareness. Our goal is to provide experiential learning that will immerse students in fine arts and career awareness through exploration, guest speakers, and field trips. Allowing students to explore possible careers for their future is a necessary step starting at the elementary level. Field trips will include, but are not limited to, industry visits to the MAC, Cardinal Stage performances, public library, city of Bloomington, firehouses, and



more. Students will gain career readiness and employability skills by observing, interviewing, and following individuals in various careers through these on-site experiences. Funds with this request will be used primarily for transportation needs to provide on-site experiential learning within the community.

<b>Grant Need (2) Amount</b>	<b>Reading Intervention Kit updates \$980</b>
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Templeton utilizes the Fountas & Pinnell Leveled Literacy Intervention kits across all grade levels. These research based kits are used every day with our students and have been very successful in building literacy skills and reading success. Over time, these kits experience wear and tear and become to miss pieces and key parts that are needed for daily usage. We would like to request funding to purchase resources that will provide a much needed tune-up for these essential literacy kits.

<b>Schools</b>	<b>Fairview, Summit and Templeton</b>
<b># Student who live in Enterprise Zone:</b>	<b>512</b>
<b>Grant Need</b>	<b>STEM to THEM Mobile Lab</b>
<b>Amount Requested</b>	<b>\$10,800</b>

Over the past year and a half MCCSC has been researching and developing our Ready Schools Initiative. The goal of this initiative has been to develop a K-12 learning model that supports student learning to prepare our graduates for job and career opportunities in our community. We gathered input from over 625 stakeholders in education and local industry to direct this initiative. The resounding theme was the following areas: STEM and hands-on learning, community and industry partnerships, career awareness and project-based learning.

At the elementary level we have announced the STEM to THEM Mobile Lab which is a key instructional piece of the Ready Schools initiative. The mobile lab will travel to all elementary schools bringing age appropriate lessons in Computer Science & Coding and Engineering Design to more than 6,050 students annually. Students will enter the lab to explore STEM through a lens of play, investigation, and fun while increasing student proficiency. They will be immersed in real-world inspired projects that give them the freedom to create, construct, problem solve and become better thinkers.

Research shows that providing hands-on STEM learning at younger ages develops the 4 C's identified as key 21<sup>st</sup> century skills – Creativity, Collaboration, Critical Thinking, and Communication. These skills allow students to work together, take ownership of their learning, and enjoy learning. Our goal is to ensure that STEM learning is equitable for all students throughout the corporation. We believe that by using a mobile lab we will be able to sustain high quality STEM education that remains current with changing technology and workforce education needs.

The plan is to implement the STEM to THEM lab in the spring of 2021. This is an aggressive timeline to raise the needed funding, develop the curriculum and construct the customized vehicle. The complete cost of the lab is \$375,000. To date we have raised \$200,000.

The mobile lab will visit all MCCSC elementary schools twice a year. One visit will focus on robotics and computer science. We will then flip the lab equipment and the second visit focus on the engineering design process from a maker space concept. The goal is to develop scientific thinking and experimentation in all grade levels and ensure it is accessible to all students. The mobile lab will be fun, interactive, and designed to harvest every child's natural inclination to explore, to build, and to question.

This mobile lab will be a very important learning vehicle for the children of Fairview, Summit, and Templeton. According to transportation reports 512 elementary age children live in the enterprise zone and attend these schools. Many of these children do not have access to this type of innovative equipment and project based teaching. Experiential learning in the mobile lab environment can ignite a spark for STEM learning and careers.

Vital Signs Indiana reports, " The Indiana STEM pipeline loses young people at every level of the education system. Some fail to graduate from high school and many do not finish college, which narrows the pipeline of students seeking advanced STEM skills. The two-year college graduation rate is particularly low. Of those students who do graduate, few get a post-secondary degree in STEM. Research shows that young people who are exposed to engineering before high school can develop early interest in the field and improve their performance in math and science. But few students in Indiana get that kind of exposure." This program will change that in Monroe County – students will be exposed, starting as early as kindergarten, to hands-on STEM projects that are based on real-world problems. Giving these children exposure to STEM throughout elementary grade levels can be live altering as they begin to see themselves and are encouraged to strive for these types of STEM careers.

In this grant request we have purposely held the funding request for the STEM Lab at \$10,800 to ensure that these schools can still receive funding for other needed programs and materials. Our mobile lab fundraising plan does include additional giving levels that contain partnership and recognition items. I have included this document with the grant materials should you be interested. Currently our committed partners are Boston Scientific, Duke Energy Foundation, Smithville Charitable Foundation, Raymond Foundation, and State Farm Neighborhood Assistance Grant.

**School Name: Tri North Middle School**  
**# Students who live in the Enterprise Zone: 55**  
**% of total enrollment: 10%**  
**Amount Requested: \$4,200**

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. Its students have attended Fairview, Highland Park, Arlington, and Marlin elementary schools. The school's enrollment is 546 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.

We would like to request the following programmatic needs for Tri-North:

**Grant Need (1) Amygdala Reset Room**  
**Amount Requested: \$2,900**

MCCSC has adopted a comprehensive approach to social and emotional learning. This will result in improved academic achievement, attendance, and student self-regulation. Our students will be college, career, and life ready. In our efforts to fully support all students, we are requesting assistance to provide an area where students experiencing stress or responding to past trauma can check-in, learn self-regulation and return to class.

We have many students coming with negative experiences and trauma. The amygdala is an area of the brain that aids in the processing of emotion and response in crisis. When stressed, some students respond with anger, outburst and/or defiance. The amygdala first aid or reset room is a place for students experiencing high stress to check in and work on regulating their behavior rather than disrupting the learning environment. Students are taught to use the resources to help calm down and reset so they can return to class. Funding this project will benefit all students by minimizing distractions and disruptions in the classroom. The resources provided for our Amygdala Reset Room will allow students an area to reset their amygdalae- a chance to reset, regroup and re-enter the classroom in a positive, calm state of mind.

Equipment in the room will include stress relief manipulatives, balance chairs, portable writing/laptop stands, stationary bikes, foot pedals, and a treadmill desk.

**Grant Need (2): Positive Behavior Intervention & Support (PBIS)**  
**Amount Requested: \$1300**

Tri-North began our PBIS journey during the 2017-18 School Year. Year one is readiness evaluation and planning. In the fall of 2018-19 School Year, the Tri-North faculty reviewed and revised the Tri-North Trojan ARMOR Code. The ARMOR Code is a set of norms or practices that

we want all students to develop during their two years at Tri-North Middle School. The Code has become our common language. We believe the ARMOR Code promotes the attributes that will allow our students to contribute to the greater community as responsible, positive and productive citizens. Thank you for your help with year two initiatives! Year three, we plan to continue to promote the expectations of Attitude, Respect, Maturity, Ownership and Responsibility, as well as, reward positive behavior.

Funding for this year will be used to purchase positive norming materials such as posters, wall clings, and banners with ARMOR code and expectations.

**BUEA Workforce Initiative Grant 2019-2020**

Total  
Request

**Fairview**

RAZ Kids subscription (2 years)	3,080.00
Library collection continuing to update	3,240.00
Transportation Performing Arts	2,160.00
Total Fairview	8,480.00

**Summit**

Family Lending Library	4,630.00
Benchmark Assessment Kits (English and Spanish)	1,470.00
Total Summit	6,100.00

**Templeton**

Fields Trips	2,800.00
Reading Interventions kit touch up	980.00
Total Templeton	3,780.00

**TriNorth**

Amygdala Reset Room	2,900.00
Positive Behavior Posters, Wall Clings, Banners	1,300.00
Total Tri-North	4,200.00
STEM to THEM Mobile Lab	10,800.00
Total	33,360.00