Erie County Gaming Revenue Authority

Minutes of the Board of Directors' Meeting

May 12, 2016

CALL TO ORDER

The Board of Directors' Meeting of the Erie County Gaming Revenue Authority was held on May 12, 2016 at 5240 Knowledge Parkway; Erie, PA. Legal Notice of the meeting was given through an advertisement appearing in the Erie Times-News. The meeting was called to order by the Chair.

ROLL CALL

Mr. Bagnoni (arrives late), Mr. Barney, Mr. Paris, Mr. Peters, Mr. Sample, Mr. Yaple. Mr. Wood, Mr. Breneman, Mr. Lee, and Mr. Wachter are also present.

APPROVAL OF THE AGENDA

Mr. Paris makes a motion to approve the agenda. Mr. Yaple seconds the motion. Motion carries 5-0.

APPROVAL OF MINUTES – April 2016

Mr. Barney makes a motion to approve the minutes. Mr. Paris seconds the motion. Motion carries 5-0.

COMMENTS BY THE CHAIRMAN

Mr. Sample: The more I look at it, the more I keep thinking that, unfortunately, it seems like Erie and Erie County are trying to solve all of their problems with a shotgun as opposed to a rifle. We have targeted certain projects, and it's very frustrating that we can't get focused on things like blight, or the youth centers, for examples. I was thinking on the way up this morning, we spend a lot of money, but do we ever get a concentrated effort going anywhere that actually accomplishes anything? And the answer to the question, "Who's wrong?" is, nobody is wrong. Everybody is right. We've been told time and time again that it's not ECGRA's mission to try and straighten out Erie County. But I guess if we don't try, who's going to? We have Emerge 2040, we have all of the best things in Erie, we have everything. I was watching PBS this week and one of the things I noticed is that we get a lot of really smart people who don't seem to talk to

each other, and we don't end up anywhere. We're not going to get anywhere until we get organized. It's just frustrating. That's the end of my comments.

PUBLIC COMMENT

Mary Bula, Erie Together: Good morning. My name is Mary Bula, and I'm with Erie Together. I wanted to come today and thank you for the opportunity to return and for your consideration later today of Erie Together's Block-By-Block proposal for funding. I appreciate the comments, Mr. Sample, about how it's frustrating when people aren't talking together and working together to solve Erie's problems. What I can tell you about Erie Together is we're seeing a tremendous amount of collaboration among lots of different groups and individuals who are focused on trying to prevent and reduce poverty here. This Block-By-Block campaign is instrumental in that work.

For those of you who may not remember or who were not here at the last meeting when I presented, what Block-By-Block does is go right into the neighborhoods to reach the families where they are. It's helping those families understand the importance of early childhood readiness and success; the importance of reading proficiency when they hit 3rd grade, because, as we all know, up to 3rd grade kids are learning to read, and after that, they are reading to learn. If they are not proficient in 3rd grade, then chances are, and the research shows, that they'll be behind the whole way through school. Education is very key to preventing and reducing poverty. Helping families improve their children's schooling is very key to that. This Block-By-Block campaign is the way that we are reaching families in the neighborhoods.

What I want you to know is that if you do decide to fund this proposal, you are going to dramatically improve the number of families that we are able to reach in these neighborhoods; dramatically increase the number of resources that we are able to get into these families' hands; help us provide the families with more activities to work with their children to improve their kindergarten readiness skills; and also help these families connect to resources that are right in their neighborhoods and across the county to help make sure their kids are prepared for kindergarten, and they are working towards a 3rd grade reading proficiency moving forward.

Thanks for your consideration of the proposal, and thanks for allowing me to come back and say that.

Sample: I'm not criticizing anybody, because they are all important. And that's why we are trying pilot projects out, because we've got to find something that is going to work. It's just that Erie is to Pennsylvania what Corry is to Erie County. It's like the step-sister they never talk about. And that's why we need to get more money to get these things accomplished. What you're doing is paramount. The blight is paramount. It's all important. Any other public comment?

PRESENTATIONS

Justin Zona, Curriculum Director; and Ryan Bookhamer, STEM Integrator, Fairview School District STEMWORKS: Hi. I'm Justin Zona, the Curriculum Director at Fairview School District, and I brought a group with me today. Ryan Bookhamer is our Technology Teacher and STEM Integrator with the school district, and we are fortunate enough to have Leslie Marsden, who is the president of our school foundation with us. We are here in collaboration to present a topic, Mr. Sample, that segue ways from what you were talking about. Lots of complex problems in Erie County, and we feel that education, obviously, is the key in solving a lot of those

problems. And, also ironic that Mary is walking in the door with us this morning – not with us, but beside us – because we've been working with Mary to create this unified definition of a career pathway in the county, which is, essentially, what we are presenting today – a career pathway to STEM education.

To share a little story with you. One of our administrator's daughters graduated this weekend from Penn State, and she is off to Kansas City for a job in engineering. Five engineers walked across the stage from Fairview – they are graduating from Penn State. So our goal is to get those five engineers back to Erie County to work, and to live, and to raise the economy.

In saying that, we put together this presentation, and we have this concept, and it is well in motion in Fairview. We call it Fairview STEMWORKS. I hope you appreciate the slide up there that shows the partnership of the school district, ECGRA, and the Fairview School Foundation. In discussing this concept, it is well in motion in Fairview. It's alive, and there is excitement, but it will never get to that next level where it really makes a community and county-wide impact without partnerships. And that's why we are coming to you today, because we felt like your partnership is key in spreading the news, spreading the word, and spreading the resources.

When we talk about STEMWORKS, we're talking about several things, and it begins with STEM education. And you'll see we have a 3-layered procedure in the district that we'll talk about. Talking about STEM education, I know that you all have the full presentation with you, so if at any time you want to refer to that, please feel free to do so. STEM is science, technology, engineering, math. If you look at the top jobs in Erie County, nationwide, they are STEM-related. The STEM skills, the creativity, the integration, the thought-process, the comfort level of failing and redesigning, going back and redesigning again, and coming up with a concept, is just a good educational process to go through, whether you are in STEM fields or not.

As we develop this education in Fairview, we are looking to create career pathways. Really, making the connection of early childhood education, to K-12 education, to college, masters, and then bringing those kids – young men and women – back to the county to work and produce. Which gives us the sustainable workforce in Erie County, which, again, is why you are a critical partner in this concept.

So that's the big picture. I want to let you know what we're doing at Fairview. A lot of these things are in motion, but a partnership is key. We have a partnership with the school foundation. They've been really good in supporting our K-12 curriculum this year. They support with mini-grants within the district. We've had several mini-grants that are STEM-related. The EITC funding – a large portion of that has gone to STEM education. In a few minutes Ryan is going to present some of those projects that he has done with kids.

And it's critical to know that we haven't flipped the curriculum upside down in Fairview. We've simply gone into the science classroom and looked at what those teachers are doing. If they are learning about adaptations, Ryan swoops in and puts that technology, and engineering, and mathematical approach into it. So instead of learning about adaptions from a book, they're prototyping birds with beaks, and the kids are allowed to put a beak on there, depending on the bird adaptation. Then they paint it, they write about it, they read about it, and, essentially, they take it home and have something to go home with and always think about.

It's really taken our current curriculum to the next level. So in saying that, I'm going to pass it onto Ryan, and he's going to talk a little bit about some of the projects he's done. I know he'll never say this. So, what makes this work is partnerships, administrative support, but you really need the right guy. And we have the right guy. Ryan probably won't talk to you about his background, but, essentially, he was in product design, owned his own company, created

medical parts, marketed them, sold them, did the whole procedure from creation to market. We're fortunate enough that he went into education. So, Ryan went back for a special education degree. So he works with the lowest kids, works with the highest kids, he has an art degree, and he has a Tech Ed certification. He is why it works. His creativity, and his concepts, and his ability to integrate with folks, is really a key. And he won't say that, so I'll say it for him. He's going to talk a little about the projects, and then how our K-12 curriculum will feed our STEM Academy, which is what our ask is for.

Bookhamer: Thank you. Yah, I won't tell you about myself, which is fun. I have a masters from the Pratt Institute in New York in product development and technology, and I spent the first eight years of my career doing product development and managing manufacturing engineering overseas as well as in the U.S. And I continue to work in industry apart from teaching, because to me it's relevant to what I teach. So, a lot of projects that I'm working on in industry, I bring into the classroom and show the kids what I'm working on, how I built the molds, how I'm doing production, cost analysis, those things. At our high school, our kids are really getting an experience that they get to see a product, walk through the process of how we come up with initial ideas, and how we get it into manufacturing.

The thing I love about Erie is, we have the ability to do all of it, right? We have the ability to come up with ideas. We have the ability to manufacture. We have the ability to assemble. And we have the ability to educate kids in this whole process. So part of me moving into education was just the fact that I always wanted to be in a classroom about these ideas and concepts of engineering design. Fairview, six years ago, blessed me enough with a position to take over the technology department in the high school, which at that point had dissolved two years prior. The nice thing is they asked, "What do you want to do?" And they really didn't have a direction per se of exactly what was going to happen, and I said I would just like to bring industry into it. So, we started out with a number of engineering courses. We used Solid Works, which is a 3-D modeling program that is used in almost all colleges in industry. And then we do programming, and then the schools helped to develop that program over the last six years in 3-D printing, machinery, and in advanced computer systems to allow our students to really see things at the highest level of what they could be in education.

What we're going to present today is just how we started to work on this STEM K-12 curriculum. Justin, myself, and Mr. Kincaid, who is the superintendent, a year and a half ago, two years ago, it's been in the process of talking about how we can get kids at every grade level to start to look at STEM projects. How can we get them to find ways to innovate and look at technology? This year was the first year that we took the initiative to say, "Okay, we're going to work with as many grade levels as possible to develop a K-12 curriculum that we can implement in the science areas of the school that brings every part of STEM together." So, my job this year has been to go down and develop this K-12 curriculum. It really starts with the collaboration of the teachers, and I think that's where it should start. And that's how we've introduced this STEM curriculum. Last year at the end of the year I met with teachers at different grade levels and went through their curriculums. I must have read 10 textbooks over the summer of every grade level trying to know exactly what the standards are, what the kids are learning at that grade level, and what would the adaptations be for that grade level to bring STEM into those grade levels.

After we've had that collaboration with the teachers, we've done a curriculum review where we've looked at what's happening in that grade level, and where could we implement STEM that would be most effective for those curriculums and for us advancing into these projects.

What we do with the project is, I meet with the teachers, we review their curriculum, and I usually go through coming up with 3-5 projects that I propose to the teachers. My job in product design is to come up with new inventions and ideas, so this runs right into my wheelhouse. And it's fun. When I look at it I think, "Wow, let's build this! I'll manufacture 150 of these little things!" And teachers go, "What in the heck are you talking about?" And it's like, well, if we want to teach about this concept, then we need to make a kit for it. We need to make something that is physical and tangible for the kids to understand it. And, really, it's getting the kids a hands-on experience to exploring STEM. And that's why we call them "STEM Exploration Kits," because it's not the fact that we're teaching them everything about STEM, but we're allowing kids to explore the engineering design process, we're allowing them to trial and fail, and then complete an idea that's their original idea.

The other concept that we've built into this is the fact that they need to learn how to research and understand materials that they're gathering. So, we've built those concepts into this curriculum, and at each grade level. Right now we've done it at 1st, 2nd, 3rd, 4th, and 6th grades, and the high school has a full implementation of the programs that we're working on there.

What we do with each project and the implementation of each project is, as I collaborate with the teachers, we find these concepts. We work back and forth on what the concept would look like and the lesson plans. Then we come up with a date and timeline for what we're going to work on. Justin explained the birds. We have multiple adaptation things. This one is a good one. I actually 3-D printed this one two days ago. It looks really simple, right? And it is. It's actually a little kangaroo that, if you put it on an incline plane, it hops. That doesn't seem like a lot, but when you think about it, we're taking this down to 2nd grade in two weeks, and we're going to talk to them about the physics of animals and how animals move. And then we're going to talk about balance. We're going to talk about momentum. We're going to talk about one of the simple machines – the incline plane. For the 2nd grade, they're going to make predictions and hypotheses as to how this thing is going to move, and how it's going to work, and the angles at which it will work. And then they are going to go and test it, and every kid will get a little hopping kangaroo. I also have dinosaurs and other things that we're engineering, because not everyone wants a kangaroo.

But each kid will get this kit that they'll be able to, at the end of it, have this entire experiment that they'll be able to take home. And what we've found with our kids throughout the year is every time – at every grade level we've built about two to three projects at the grade levels we are working diligently in – the parent feedback has been unbelievable. The kids come home and say, "Look at this!" And then the kids explain everything they learned about to their parents. We've had parents call and say, "We didn't even know that about animal adaptations. We didn't know that about a vertebrate or an invertebrate." Just to see the excitement that has been happening around building this curriculum to involve parents, to involve kids, and really to build a curriculum that pulls in all the core subjects.

As Justin mentioned with the bird concept, every time we do a concept, it's not just about building a fun thing for them to play with or take home. It's really about building concepts out to give them an idea of all the core-established standards of our school system. For us, it's about every time they do this, they do writing. So they write about their animal that they are developing. Every time they do math, so there are aspects in math that come into it. We do technology – whether it's through iPads or other computers where they research – and they spend time looking up what the animal is like. Every time we really want to make sure that we're

incorporating each aspect of our core curriculum so that our students just aren't getting a fun thing, but they're really investing in all these areas of STEM.

That's really the aspect of what we're building. We've implemented almost at the entire elementary school. We've done a number of things at the middle school now. Last week we got done building an aquaponics system. We have a cloison trellis garden now in the 6th grade science lab. Some things that innovate and get kids excited but also get the teachers excited about learning new aspects of STEM and implementing it into their classes.

The other thing is that we are doing this on a 3-5-projects-per-grade-level scale. This year it has exploded. Some grade levels have done more; some have done less. The biggest thing is that as we've implemented this to the kids, and we've developed these kits, the teachers are getting so excited that they're coming back to me on a constant basis saying, "Hey, let's come up with this. I'm two chapters down from this area. Let's do sound and light." One of my seniors, for some crazy reason, is developing this giant pipe drum. I asked if I could use it. He said, "What do you mean?" I said, "Well, I've got a teacher asking me about sound. I'm going to take your pipe drum, and I'm going to get a bunch of pipes, and I'm going to have you come down and play your pipe drum. I'm going to have the kids – we're going to talk about sounds and how it travels – and then they're going to build their own little pipe drums." It's this great collaboration between teachers, between a lot of the high school students who have really driven the number of ideas and who help me a lot with coming up with new concepts, because they've been there – they've traveled up through the system – and then implementing those skills into the actual educational process.

Mr. Zona is going to describe the next part which is the STEM professional development. We've partnered with a number of groups as well as just continue to invest in the community with our professional development.

Zona: One of Ryan's goals is to build a capacity amongst our staff so that when he's not in the classroom, they are pushing the creativity and design process onto the kids. We've purchased some outside stock resources from a company in Pittsburgh called Access Science. Our kindergarten teachers have gone down. They've gone through professional development. They come back and they have unit kits to present to the kids based on STEM topics.

We're really trying to rethink and reinvent science education, and, specifically, STEM education, in the district. We've invested a lot into what we consider our STEM department right now. We just had a social studies retirement. We looked at our social studies numbers. We have not cut any teachers at Fairview. We try and get creative and figure out how we can best utilize teachers. With the social studies retirement, we added on another STEM teacher to our high school, which we're in the process of interviewing for. We're really trying to build the support to really see this thing through.

I'll transition back into why we are here today. We're building this capacity. And we've been doing that, like Ryan said, for six years in the district. But we really want to make an impact with it. It's very unique that a district is providing these skills K-8. A lot of districts are providing them or at least getting started at the high school. We feel like we've been teaching them for six years at the high school, and we're ready to really make an impact, and really start thinking about this career pathway. We have a concept called the FHS STEM Academy where, essentially, kids will enter our high school and at some point, in 10th and 11th grades, make a decision that they want to go down this road and take certain course work, and work alongside engineers in the field, and have a mentor, and create a project from concept to presentation, and get this skill set in which we can all agree on is important to move that student into college

into a STEM field, or into a trade school into a STEM field, and come back and work and thrive in Erie County.

Our concept of an FHS STEM Academy is real. It's relevant. We are going to implement it for next year. We're going to have kids – you saw on the packet – they're going to have to take a certain level of math courses, a certain number of Tech-Ed electives. They're going to have to take a business course, because there are business concepts and marketing concepts in the Academy. They're going to work alongside engineers, and they're going to get a true, real-world experience. We've talked to General Electric. We've talked to Lord. They are onboard with offering mentors and internships. So, we're really excited about that partnership. But like I said earlier, none of this can be done without that partnership.

Bookhamer: And it really is about building a pathway. What we presented to GE and to Lord is the fact that our kids that want to go into STEM, if they come out of the high school with a STEM certificate, and they go into college, part of our collaboration is that you guys then give them internships. If they've upheld their grades in their junior and senior years of college, they're going to come back to you. If you give them an internship, they're going to come back to you. And if you get to know these kids and you like these kids, and you offer them a job, most kids take the first job they are offered. And they're going to come back to this area, because it's familiar. Some of the things that we've talked to Lord and GE about is the fact that they said that, "Hey, we get some great kids from out West and down South, and they come in for a year or two, and they go, 'Man, I just don't know if I can handle the environment, the weather,'" and they say the people that really stick it out are the kids that grew up in this area, the kids that went to college in this area. And they are just accustomed to knowing our community.

They feel like that has really been the driving thing in their workforce. And so, for us, we said, "Let's create a pathway with you that allows our kids to get to the collegiate level, produce at high expectations, and then come back to you to continue building this community." It's surprising how many of our kids at Fairview go into the STEM and engineering fields. We just have continuously every year 15-20% that we look at, and it keeps overflowing directly into engineering fields. And the kids are doing really well and thriving at colleges as well as in the workforce.

The last part of that is that we develop a STEM certificate. That's something we talked with GE and Lord about is the fact that as our kids work with the mentors from those corporations, that they would get a certificate from those corporations. It would just be a completion certificate saying that they've worked with these mentors, they've had job shadows, they've done this partnership with the corporation that has allowed them to get at least a STEM certification from those corporations that endorse them as students who have applied themselves in the STEM fields. Hopefully that will lead to internships and job production in the future.

And this is probably the craziest aspect of it all. As we build STEM at Fairview, one of our goals is the fact that we could not only be a leader in our community, but also bless our community. We look at some of the schools that struggle with funding and schools that struggle with implementation of instruction, and as we started to build this model we think it would be advantageous of us to look at the long-term goals. We do need to establish our current curriculum further. We need to build our academy. But in long-term goals, we look at the benefits to the community by saying, "How could we be a model for the community at every school level?" A bunch of schools in the area will say, "Well, hey, we're going to start at the high school." Nobody is going to start at the elementary and middle school. Nobody is going into kindergarten and trying to implement this. And we really are committed to this. How can we

bless the community through doing this, through developing a model curriculum, in the future developing teacher training, developing these STEM exploration kits? I hate to think that it's vitally important that I came out of engineering, but it just is for this stuff. I'll sit down with you and I'll tell you how much that will cost to make in the U.S., and I'll tell you how much that is going to cost to make in Asia. That's just part of my deal every day. I get to do it every day. How could we actually make this kind of stuff that would impact our community as a whole? How could we develop this as not only a Fairview thing but as a community thing, and as a way that we can start to collaborate more? We've already talked to a number of different schools. Mr. Zona just got done talking with General McLane about starting to set up something with them, with integration in the school system. We're looking at whether there would be some integration in the city school system. How we could implement this not only on a large-scale but also in small-scale relationships. Everybody likes to think, "Our school does it the best, and we're separated from everybody else." And that's great. I mean, everybody's got their own thing. But it would be really nice to see that as a community we build something together, and as an educational society we build something together. That's a long-term goal. As we're developing this, this is where we'd like to look to build towards. And we call it Erie-Built STEM, because in all honesty, I could go to 10 guys in town that I know, and they could build everything that I build myself. They could do it in tens of thousands. They could distribute it. They could do these things on a large scale. I think that's a little bit down the road, but as we start this, we want to look at how we could be an impact in our community, which is why we also need the partnerships that you guys provide.

The last here is an overview – where we're looking at using the funds, as we have given you in the written proposal – the implementation of the curriculum here as we're building up. This year we were only supposed to focus on three grade levels – I think we got to six or seven – but it was just beating the ground and working hard to make sure that we really got it out there. And as it built momentum, we built momentum in every direction. And that was really great this year – establishing STEM curriculum a little bit more. Teacher professional development, as Justin talked about, we've been doing some of that individually. It would be great to continue to build the capacity within teachers to explore STEM themselves. And then the curriculum enhancement with the projects.

At the high school level, we are looking, obviously, at the STEM curriculum. We're looking at building a lab. We've been looking at the different work spaces throughout the building. Mentors, job shadowing, certificate endorsement by those corporations, and building those corporation partnerships to allow our students to really move forward. And then the post-graduate internships and scholarships with these corporations, which we think is really critical in building and creating a pathway for them to have education jobs, or jobs in STEM later on, by us providing them a pathway of going into further education and then building into a job after that. And then, obviously, the outreach, which it seems, we said when we started this, "You know, it will be a couple years before we get even this," and then we've just been going after it. And we've been really blessed with a lot of things. Moving into that outreach where we can be a model for the community, and where we could actually reach out and start to integrate education throughout our community.

Zona: That's a lot, and I know we went over our 15 minutes.

Wood: Tom, so the last 15 or so years STEM is a huge topic. It's been talked about. There have been all kinds of initiatives. Everybody knows about robotics programs, and Lego leagues, and all these one-off projects that _____ has done. But I've never seen it reach this level where it's actually integrated, at least in Erie County, where it's integrated into the

curriculum of the day-to-day school. It's been talked about for over a decade. What was the tipping point that got you to this place?

Zona: I was a science teacher, so, obviously, the interest is there and the comfort level for diving into a science curriculum in the classroom was there. But, really, it's Ryan's creativity and expertise and his ability to go in and work alongside a teacher. Because a teacher is very protective of their classroom. So, not everybody can go work alongside a teacher and say, "Let's do this with your project." And he has that ability. When I said earlier that he is the key, I truly meant that. He has the ability to work with the kindergarten teacher, the kindergarten student, and a senior who is going to RIT for engineering. It's a unique skill set. And, not to mention that we have the administration which is on board, a school board that is on board, and I would argue that we have the strongest school foundation in the county. And you're right. I'm tired of doing the conferences and hearing about Downingtown East STEM High School. It's great. We don't have it here. We won't have a STEM high school – a separate high school in Fairview, obviously – but we can really have a model K-12 curriculum with the STEM Academy within our high school.

Marsden: Can I just add something as a parent of Fairview students? The students are hungry for this curriculum in Fairview. And the more of it that they get, the more of it that they want. It's just perpetuating in that direction across the board from high-achieving students all the way through the spectrum. They are loving it. They are eating it up.

Peters: Once you prove this concept I hope that you'll do a road show teaching colleges, because it's great that there's an X-factor here, and it's great that there's an X-factor with Matt Pundt down at the city technical school, but we have a bigger problem here as a nation. And that is, teaching colleges are not teaching our future educators the importance of this. It's taken the private sector – folks that were educated in things other than how to be an educator – to really make this happen. I hope you will do a little road show and teach others, because I think it's going to be critical.

Bookhamer: I've gone out to a number of the colleges to see what they teach in STEM. Some of the response is, "We don't know what to teach in STEM. We don't know what to teach our teachers about STEM," and yet they are sending them out as new teachers that are supposed to be exploring STEM.

Peters: I think it you look at how difficult it is to get teachers that are within your own school district to work with you, imagine at the collegiate level. You've got folks that are extremely arrogant, full of themselves, being told how they should teach the future teachers.

Yaple: I'm ready to sign up for kindergarten. Here's a graduate of history and poly sci, because I stayed away from the math. This intrigues me how you bring these concepts together so that a kid is turned on. I graduated from Academy before it was a smart school, so we were in the dark ages. We used stone tablets. I employ 200 kids in these restaurants, and they're graduates going to college, and they don't know where they're going. And they don't come back, because they've found something else over there. We need to keep everybody here. This is intriguing. This is like a whole other concept besides teaching. You've brought it down to where I can understand it.

Sample: A friend of mine helped fund the first plastics engineering up here. And they were all sitting there at the end saying, "We're going to get graduates." They didn't, because everybody that came in, and to your point, it took a few years for the local people to come in, because you've got other people that blew into Behrend and spent two years there and said, "Okay, I don't want to be here the rest of my life." It finally started to reap its rewards now. I know Corry goes 5-12. Is that typical?

Bookhamer: We do have a tech teacher at the middle school. And most schools have a tech teacher. They teach a woodshop, some tech, of course, robotics, which Corry has been really great with, and so there is some implementation. I don't believe there is any implementation in the science classrooms. Those are more specialized implementations. The question is, if we move this to a regional concept (it's not that we can only do this at Fairview), how do we develop a curriculum? How do we develop literature? How do we develop projects and kits that stand on their own? How do we develop things that are not based on me? Because that is not my goal. My goal right now is to base the project so that I don't have to go into that classroom and teach it, because I have 30 other projects I've got to work on. So, how do I get these projects to a point where they can be implemented by teachers who are trained in these areas, separate from us. I think that's the concept of us building a model, really – we are willing to be the training model for this – but I don't think it's the fact that you have to work at Fairview to do this concept. That's not what we're looking at. We're looking at the fact that we're building a model, and we're looking at something that in the long term could be a great benefit to our area. I sat in those meetings with Kosco and those guys about innovation in this area and how come we don't have more ideas, because that's what I do outside school. And it's a mystery to me, because we have the ability to build anything in this area. We have one of the best manufacturing areas, injection-molding areas in the country, and yet, we don't make our own products. We look to everybody else. As I build this, it's fun, because it's what I do anyway in my mind. When a teacher asks if I can think of a concept for _____, I'm thinking of 50 things I can build. It's a fun way to bring innovation in. It's a great way to bring it into education, which I think is the foundation of where we need to be at in our community.

Barney: I commend you on your ability to deal with Special Ed and the level of youth that you work with. But, it's not for everybody. What you do with the group that can't grasp the concept?

Bookhamer: What do you mean, "It's not for everybody"?

Barney: As far as K-8, as far as intellectual ability. Some kids aren't good in math. Some kids aren't good in science either.

Bookhamer: Well each kit is built at the grade level standard. For instance, we build a magnetic levitation track. This is 3rd grade. They are learning about magnets. Every 3rd grade in the area should be learning about magnets. So we're not saying it's got to be the cream of the crop at every grade level. It's every kid. I built 150 of these little birds, and my room was covered with birds at the high school, and my seniors hated me because I have 4 kids that work for me doing STEM development, and they had to sand 150 of these birds – which took them about two weeks of sanding. They were mad. But, I bought them all breakfast, because that's what I do for them all the time, because I feel bad that they have to do all the crap work. But every kid in 3rd grade got this. Every kid got this project. Every kid got the opportunity to research. Every kid got the opportunity to paint, to build a little house for it, the households, all the research. Then they study the environment, what the animal eats. Every kid did it. We didn't pick kids. We didn't say, "It's only this class." We're proving that it's not a cream-of-the-crop thing. It's also for special-needs kids.

Zona: So I would argue, Mr. Barney, the old way of teaching out of the book is what those kids that don't get it struggle with. But when they can see the car race down the track, and redesign the sail and race it again, then they are able to apply concepts that they otherwise could not.

Yaple: And they'll pick up stuff just naturally.

Lee: First of all, I commend you, Justin and Ryan, and the foundation for coming in for the presentation. It is excellent. Just a couple of comments. I'm excited about the program at some point, and I know it's going to take time, reaching the county. I think that's a great, great initiative that needs to be in the whole county. I know it's going to take some time for that. My question is this – and I know you are just beginning – what type of outcomes and performance measures do you have in place to be able to measure the success of the program?

Zona: We just talked about that yesterday. We talked about some soft data like surveying students, about engagement skills, about parent surveys, about just student engagement, student participation. And then there's obviously the huge aspects of _____ science data on our state performance tests. We've been working with the foundation to track alumnae, so as we have people graduate, we're going to be able to track what fields they are going into, where they relocate to, and what kind of benefit there truly is to the county by those students coming back.

Bookhamer: And one of the other things we talked about is that it's not until middle school that they get exposed right now in most school districts to any type of technology, be it robotics, or computers, really, to an extent. And so one of the biggest things is to provide this interest at a young grade level to give them a process to create. One of the most important things about STEM is it runs on this engineering-design process. And it's teaching the kids how to continuously revamp their ideas. I was at a conference about the development of education in Asia. A gentleman said, "America will continue to produce concepts for the next 20 years." (That was five years ago, so we only have 15 left.) What he was saying was that America has at least allowed our kids to be creative. China is rudimentary. You are either right, or you are wrong. This program allows kids to be experimental with these concepts and with these ideas. So that's also part of our analysis of how we perform with this – the fact that are we actually engaging the kids to research, to understand the engineering-design process, to create their own pathway to success in these projects, and not just to say you are right or you are wrong at the end. Rather, are you developing and are you growing in the engineering-design process?

Wachter: What is the timeline in your planning for rolling it out to the county?

Zona: We have 3 to 5 years, but our timeline for the STEM Academy was 2 to 3 years, and here we are in year 1 because we cannot contain the excitement and momentum. We have to make this decision for STEM Academy.

Bookhamer: Outreach to the community comes through a lot of partnerships. I think that the thing we need to establish is how we will move forward. We met with Penn State Behrend. We met with GE. I know a ton of manufacturers in the area. You know a ton of manufacturers in the area. How do we partner and collaborate to be able to do that? Our worry is, how do we provide these things the most effectively? If we do this in one year, and we say next year we're going to do this, the problem with all projects, as you guys know, is the fact that if you implement them too quickly, or you do them halfway, it doesn't go out. It's not effective to the teachers in the inner city. But if we prove the concept, and if we come up with a model of the concept that we can export, and train teachers, and train systems to be able to do that, then we build a concept that is positive, and really flourishes, and sustains itself in the long run. We've said 3 to 5 years, because that is what we proposed. But I think also we need to develop some of the partnerships of who we work with, and that collaboration with you guys will really help us get to that point.

Zona: And I'm looking at Mary, because we've met a couple times, and we're working with the Hans Meter research about creating career pathways in the county.

Bula: Right now nine of 13 school districts are engaged in this career pathway development work, and we will be going after the other four school districts.

Peters: Who are the four that aren't participating?

Bula: I can't remember off the top of my head. I don't have it with me, Chuck. But it's not necessarily because they don't want to. It's probably because they weren't at the initial meeting where the groups were invited to join. We'll be reaching out to them to get them engaged, along with a number of other partners. But this conversation, and you saw me taking pictures, this is the kind of thing we want to share among the school districts so they can start to share best practices and learn from each other. And this is all just going to be a tremendous, I think, part of this career pathway's development work. And we think that's going to take across the county about 3 years to get things solidified.

Zona: On August 25 of this summer, which is our first in-service day, General McLane and Fairview are coming together on Fairview's campus. We are going to have a keynote speaker who is going to talk about STEM, creativity, and innovation, and then some people from Apple. And then, the keynote speaker and our teachers are going to hold STEM training sessions, and our teachers are going to have hour-long training sessions. So that's a unique, one-of-a-kind collaboration between two school districts doing in-service based on STEM, creativity, and innovation. Those kind of partnerships will determine if it's three years, or if it's five years.

Paris: Do you see yourself working with other organizations like Box of Light, and places like that?

Bookhamer: We're open to that. This area has a great number of manufacturers. I was at an Otter's game, and the guy in front of me sitting there had an ironworker's jacket on. I thought it would be cool to call it STEMWORKS, and how we could go from the fact that we developed this concept, to me sending the engineering drawings off to Behrend, where Behrend finalizes the engineering drawings, and we have the guy over here in Harborcreek pumping out a million parts, and we have a community base that assembles, develops the literature, and builds these packets throughout the whole school system. That's Erie-Builds Education. Nobody does that. Nobody in the country does. Nobody in the world does, actually, builds their own educational product to advance their own educational system. That's where I see the aspect of our community.

Wachter. So, the natural outgrowth of this is somebody is going to hit on a product that's really cool and that's going to sell. At the high-school level somebody is going to do some project. Have you guys talked about adopting IP policies with respect to that?

Bookhamer: We ran into that a little bit last year.

Peters: Please don't develop your own. Go to Penn State and get them. Penn State has a program where…

Wachter: Don't develop your own policies. Steal them from Penn State.

Peters: You don't have to steal them. Penn State literally has offered their intellectual property policy to any university in the Commonwealth. Most have not taken them up on it. They spend massive amounts of resources on legal advice, and it never ever gets as good as Penn State's, because Penn State's is modeled after MIT's, which was partially done in collaboration with Waterloo in Ontario. It exists, it's available, and I'm sure they would give it to you for free. It's very necessary to have it.

Bookhamer: I think it's a good understanding, especially as we develop things. Penn State's is good and bad. It's great for the students. It's limited with their educators. Nobody is allowed to invent anything, or else Penn State owns it. I would never work there.

Peters: That is absolutely not true with their policy. Dr. Foley two or three years ago changed that. It is like the MIT policy. Talk to Penn State. It's very complicated.

Bookhamer: We should adopt a policy. Even with the student work. Last year the kids invented a medical sterilizer.

Wachter: I was thinking more along the line of the students.

Bookhamer: They invent things. As they come up with things, it's their intellectual property. And we're a public domain, whereas others can be under a different domain. Sorry, I thought Penn State was still under that policy.

Peters: The reason intellectual property law is important, is because we're not always going to be here to write checks. The reason IP policy becomes important from a practical standpoint, is it keeps the program running – that's why it exists at the most exclusive and important research universities. While I generally agree with the concept of all this stuff once and free, the reality is you can't always get grants.

Bookhamer: There is some way we have to package the deal. We understand that. It's a product. Nobody has it. If you could do K-12 like we said, nobody has it. We have to look at that aspect. It's one reason why we've also partnered with our foundation instead of running it directly out of school district. We look at those things and how it can be effective in the long run. And it has to sustain itself.

Bagnoni: I applaud the program and the innovation, I really do. My question is, and you've said this, that it is a unique skill set. What happens if GE comes along and offers him a million dollars, or, God forbid, he dies?

Zona: He's building to capacity, and he's already breaking down the walls of, "This is my classroom, and this is how I teach science." If he left tomorrow, we would still move forward, although probably not as rapidly. But he's doing exactly what we wanted him to do – to change the way teachers think about science, math, technology, and engineering, and feel comfortable with teaching engineering concepts. Because, really, those K-8 teachers are very specialized. And the K-6 are reading teachers, essentially. So he's breaking down those walls. Our superintendent is meeting with the final candidate for the new STEM job this afternoon. He, too, is coming out of the engineering field, has been a successful teacher, and created an engineering program in a school district. He's important, but he's not irreplaceable. We have a school board that's committed to moving forward. I'm replaceable. If I leave, the school board is still committed to moving forward with this. We're all replaceable.

Wood: If I could summarize this really quick. Obviously we've got a lot of questions here from the board, and this would be a great guide on how to write your proposal, when you come in, and we'd expect to see that at the June board meeting. So I would say get to work on that immediately. We'll work with Tom and myself on developing and getting all these questions answered and making sure that the template for a pilot project has been thoroughly vetted and take all these questions and feedback into consideration.

COMMITTEE REPORTS

a. Treasurer's Report: Peters: Obviously you are looking at your year-end when you look at April 2016. There are a few things that we want to address. If we start with the Balance Sheet, again, a reminder that we are now separating our "savings account" into funds that are generally available, and those that have already been committed. I think that's an important way to look at this, because, again – I've said it month after month, year after year – people look at these account balances, and we want to make sure that folks understand that a large chunk of this is money that we've already committed. Moving on

to the Budget vs. Actual, you'll see that we were almost perfectly on target. The next report – Funds & Distributions Report – Perry, Diane, and the finance committee have continued to evolve how we present numbers so that you all have a good feel for where things have been invested. I had mentioned to Perry via email, and he might have disagreed with me, I don't like the term "distribution". It tends to indicate something in business.

Wood: I accidentally uploaded – the title should be Grant Reserve.

Kuvshinikov: Are you looking at the latest one?

Wood: I have the printed out version rather than the SharePoint one. If you look up here, this is the actual one. It's been fixed.

Peters: You start to see our different, as we've referred to them, buckets of funding as well as funds that are uncommitted verses committed. It's a report that you've generally seen. Perry and Diane have just done a really good job of fine-tuning it so that we can better categorize and quickly reference to understand where we've invested money. And then the last thing in the report is, of course, the Check Detail that describes all the checks that we've written in the prior period. Nothing out of the ordinary that I've seen, however I always encourage you to read these and understand them. If you don't, please feel free to call me at any time, and I'll walk you through the detail. Any questions?

Mr. Barney makes a motion to accept the financial reports as presented. Mr. Yaple seconds the motion. Motion carries 6-0.

b. Regional Assets Committee Report: Wood: There's nothing new to report on regional assets. I will say this, though. The Multi-Municipal Collaboration Grants are due at the close of business today. I'm going to ask, Mr. Chairman, if you could form a grant review committee for Multi-Municipal Collaboration and take volunteers from the board. That would be fantastic since we don't have a standing committee that deals with that typically. It has been separate since most of our municipal work has been done through the settlement agreement.

   Sample: And typically it's been 3 members, but it can be the board. Any volunteers that would like to be on the committee? Thank you Dale, thank you Mike, and David. Anyone else? Would you like me then, Perry, to get two at-large?

   Wood: Yes, we could handle it that way, absolutely.

   Sample: Or we can do it within house. There's always been some question about having people from the community come in, but I know they've, at times, added valuable direction.

   Wood: It's really a board preference. In the past we've brought in two members from the community at large that are typically experts on local government issues, for example. Whereas, when we review Community Assets, we'll bring in somebody from the historical community, or from the arts community, or the recreational community.

   Sample: Why don't we wait until we see what we get. Then, if you feel it's a good idea that we bring two in, we can decide then.

   Wood: That's a great suggestion, because what we've seen so far is a drop off in applications for this funding source. Typically, we receive 11-12. In this one we're seeing about five or six drafts coming through. So, unless a bunch of applications come through at the last minute, it looks like this is going to be a smaller grant round.

Sample: Then what I propose is that David Bagnoni, myself, Mike Paris, and Dale Barney represent the board, and then we will look at someone potentially at-large, or we may just handle it in-house.
Wood: Okay. That sounds good.

c. Strategic Planning Committee: Paris: We have not met and have not discussed when we would.
Sample: So we have no violations of the Sunshine Law?
Paris: Correct.
Peters: One thing, in light of the very encouraging presentation we've heard today and our continued growth in the pilot program line item in our budget, I think one thing for the strategic planning committee to consider looking at is what our requirements for pilot programs has been. I think that, again, having a really strict approach to these and the process by which people have to apply would be beneficial. I suspect, Tim, and I know we are always leaning on you about this settlement that we had and Dunlavey's due process writing, as that bucket grows and we use it to test things, to Dave's point at the beginning of the meeting, we're all over the board with these things, and I think we ought to make sure we're – I don't know if you have any thoughts on that from a legal perspective.
Wachter: Perry and I have talked about that to some degree in the last week or so, and I think what you'll see later is going to be a conversation regarding the review procedure. We've always said with pilot projects it will be a 12-month period after which it will be reviewed and considered. We talked about tightening that up. Since that time in just the last day I've thought about how it would be helpful to take that and adopt all that in a formal policy that would be adopted by resolution by the board so that there would be guidelines through the development of the pilot programs. The strategic planning committee would adopt certain areas that we're going to look at that would then, for a period of time, announce to the world that we're really interested in potential pilot programs for neighborhood redevelopment, or youth and education, or whatever they are. So other groups that may be working in those spaces can come up with a really cool project, and then you guys can weigh the projects as to which ones you may want to utilize as a pilot. That would help with the due process procedure. So Perry and I could develop that further, but I think, Chuck, that's a great idea.
Wood: That's a great point, and I'm actually going to talk about that under the executive director's report today. Where are we headed with these pilot projects? What is it that we're learning? What can you expect to see from the staff as far as what we've gleaned from recommending these and carrying them out? Also with strategic planning, and I think we've had a lot of one-off conversations lately about government relationships, I'm also going to recommend that strategic planning take a look at government relations and decide what our strategy is going to look like moving forward there.

d. Update from County Council: Breneman: I'd like to point out some things that seem obvious. We see a lot of political tension – some political tension – between the county and, of course, our largest municipality – the City of Erie. We also see it within the city itself amongst administration. Most recently, something was very transparently seen between the administration and the legislative body. And we see it also in many of the smaller municipalities as well. There are avenues that we've seen where collaboration and governmental and multi-governmental collaboration has had some success, particularly through the council of governments, and through one-off projects here and

there. Just by the nature of politics, by the nature of politics in Erie, I think that while collaboration, etc., needs to exist on different venues, I think the best venue for that to happen is through some of these other organizations, but also through ECGRA being that vehicle to help connect the dots and to give the opportunity for governments to work together toward common problems and tasks that we normally, admittedly, may not be able to do ourselves as much as we might want or try. There's going to be some sort of barrier that might come up or might take us longer in order to get there. And I think as long as ECGRA, as long as you guys, keep thinking about how you can continue to facilitate that and maybe step it up another notch, in doing that, I think that is where we'll start to see a little more progress in our region.

Sample: And I applaud that. The only thing is it seems like every time we do that we get slapped and told that it's none of our business.

Breneman: Keep getting slapped. That's my advice.

Wood: I think the key word is, "facilitation". As a convener/facilitator we don't want to run anything. We're here to empower other groups to get stuff done.

e. Update from the County Executive: Lee: In the essence of time I'll be very brief. The Summer Jobs Program is off and running. All the orientation, seven of them, have been completed. What I would recommend for individuals that have contacts outside the City of Erie, I would recommend reaching out to GECAC if you want to share information about employers that may be interested in the program. The reason I say that, as we're all aware, this is a county program. Last year it was about 70% inside the city, 30% outside the city. And we want to get to 50-50. It's going to take some time to get there. And there are a lot of variables. The key variables are transportation, the actual employer, and the student interest. And sometimes it may have to do with income from the family as well. But still, we still want to encourage individuals that have contacts with employers to reach out to GECAC so that we can coordinate that and move that forward. The program is slated to start the 3rd week of June and end about the middle of August. We're looking at about 160 students that are participating in the program. Thank you, Mr. Sample.

REPORT OF THE EXECUTIVE DIRECTOR

Wood: You'll see a report underneath my section in the SharePoint site. In this section we've entered into record what happened at the Youth & Education Committee meeting, the Personnel Committee meeting, some of the things that have gone on in the media recently, like the entrepreneur who runs the business Delish was one of the groups that we funded. He thanks ECGRA for the funding there, which is fantastic. You're going to see the settlement statement entered into the record. You'll also see our latest report from the Enterprise Development Fund with outcomes measurements, and you'll see several letters of thanks from various organizations in the community. There's been so much going on, though, in the last 30 days, that I actually prepared some comments that I want to read into the record. Stop me anytime if you want to ask me some questions.

1. **Fairview STEMWORKS**. Today you saw a presentation from Fairview High School on launching a STEM Initiative that builds onto one of the most important aspects of supporting advanced industries – the need for a highly skilled and knowledgeable workforce. As youth unemployment rates continue at record levels equally and

sometimes surpassing that of the Great Depression, it's imperative that ECGRA utilize its new role in Youth & Education to look at ways to support young people and create pathways to careers. In the coming weeks, I'll be working with the Fairview Foundation, Fairview STEM Program, and members of the Fairview Administration on formulating an acceptable proposal for your consideration in June. The Fairview School District consistently ranks as one of the top school districts in the country. This project is an example of building off one of our strengths. Its design has been proven, through research, to be cutting edge for a public school district. If successful, it will be the only program of its kind in Erie County and one of a few throughout the country that incorporates STEM into the K-12 system. I look forward to speaking with you more about the project in the run up to the June Board meeting. But I think, based upon the excitement and questions here today, it looks like we're going to see a great proposal.

2. **Youth & Education Committee**. I would also like to enter the notes from the Youth & Education Committee Meeting into record. The committee met to deliberate on several issues that are before the board today. Resolutions 10 & 11 have been discussed and recommended by the committee for board consideration. These two pilot projects are the Eastside Opportunity Corridor, and the Block by Block program. Both have been presented to the board by the applicants at a former board meeting. The committee felt that the EOC was ready for funding, and the Block by Block needed some additional questions answered. We've followed up with the board in an email, answering those questions.

3. **Pilot Projects**. I think it's important to take a moment and remind the board of the intent and importance of the pilot project concept. Created in 2015, pilot projects are designed to provide the board with a level of knowledge about how a funding stream might be designed, and outcomes understood. The intent is to learn from the project prior to launching an entire grant program. The importance is in allowing the board to experiment within the realm of due process. This board is not in the business of making discretionary grants. Pilot projects create an objective framework for decision-making. As ECGRA receives outcome reports from pilot project applicants, we'll be synthesizing the results to determine if the investment warrants translation into a full grant program. If it does, the next step is to design grant guidelines. If it does not, the results will be documented for the purpose of future reflection.

4. **Neighborhood Renewal**. The pilot projects that we have funded around neighborhood revitalization are illuminating ways in which we can productively improve where our citizens live and tackle crucial goals in the ECGRA strategic plan, Emerge 2040, and the City Comprehensive Plan. For example, the Corry Neighborhood Initiative has given us insight into the role of an intermediary that sits between local government, the business community, and neighborhood stakeholders interested in blight removal and reinvestment. The Eagle's Nest is a faith-based organization that joined forces with a major hospital system to introduce young people to entry-level careers in healthcare. The Summer Jobs Program reflects the trend across the country to provide economically disadvantaged young people with a passport to the world of work. The EOC recognizes that through positive environmental improvements, we can improve the connections between neighborhood assets, commercial corridors, and recreation opportunities. Finally, Block by Block invests in an experimental outreach effort to promote the Erie Together's initiatives in the most impoverished census tracts. Although the ways in

which we can help neighborhoods are many, our work is building toward a summary and report that I believe will empower this board to create a funding stream to tackle neighborhood renewal. You can see the complexity of neighborhood renewal, and that's why I think it's important that we've dipped our toe in all these different areas in order to learn from them.

5. **Personnel Committee**. The board also held a Personnel Committee meeting to discuss the annual review of the executive director. An electronic copy of the review was distributed and shall be submitted to Mr. Yaple for aggregation. Tom Maggio received his 90-day review in April 2016. Mr. Maggio has acclimated to the job very quickly and has become a valuable member of the ECGRA team. He has hosted two grant writing workshops and is transitioning nicely into grant manager for Regional Assets funding. We also discussed the board policy on professional development. It was suggested that we look at continuing education policies at other organizations and get back to the board with policy recommendations.

6. **Enterprise Development Fund.** There is uncertainty as to the future of GEIDC, Develop Erie, and other affiliates such as the Enterprise Development Fund. I want to remind the board that ECGRA has invested $2,375,000 in the EDF since 2011 in both grants and loans. EDF is the single largest recipient of ECGRA funding ever. In an effort to establish better communication with EDF, I have reached out to the chairman of their board. As a result, Mr. Geherlein has been forthcoming in providing me with several updates on their progress. Over the next few weeks, EDF will be working with the Develop Erie board to plot a course of action that will determine the future of both organizations. I have informed Mr. Geherlein that until that happens and the board is briefed on it, has their questions answered, and is comfortable with it, ECGRA will be cautiously holding back on making additional investments. To the extent that we're able, in the coming months, I'll be monitoring the bankruptcy process to see how ECGRA's investments might be affected.

7. **Lead Asset Update**. All nine lead assets have submitted signed releases to ECGRA. All nine have been mailed checks for the 2016 calendar year. The next step is to complete the MOU that will lay out the process of releasing funding for 2017 and beyond. Mr. Wachter and I have been working diligently on this document. It should be ready for your review soon. We just recently received clarifications and requested changes from the Lead Assets. In accordance with our previously established process, I'd ask the board to approve Resolution 12 on today's agenda, releasing the additional $1mm to the Lead Assets Endowment.

8. **Annual Audit.** The annual audit process has started. This week, auditors from Felix & Gloekler have been in our office conducting their review. An electronic letter was sent to the board informing you of this process. Each year, the auditors present their audit findings at our July Finance Meeting, and answer the board's questions at the July Board Meeting.

9. **Government Relations**. I want to end my report by discussing an area that many of you have expressed an interest in pursuing -- increased government relations with both Harrisburg and Washington DC. In order to better leverage ECGRA funding and

understand where state and federal policy are headed on economic development, we might consider partnering with consultants that specialize in government relations. You can look no further than last week's report published by the State University of New York on the future of the gaming industry to see that first, the industry has a consistent historical trend of declining revenues, and second, that policy decisions are being made that will affect ECGRA's future. I'm recommending that the strategic planning committee look at the governmental relations concept and formulate a recommendation for the board. Future economic development opportunities might be reliant on a better understanding of how state and federal bureaucracies are choosing to interact with communities of our size. That concludes my report. Are there any questions?
Breneman: I just want to make a quick comment on the latter part. I think often people think of ECGRA as just a pot of money to dip our fingers into from time to time. I think it's definitely a good idea to look into – ways to shore up and also strengthen your capability as a funder for our region. Give it a try. If it doesn't work out, it's a cheap lesson learned. If it works out great, then you just made a powerful investment. Don't be afraid to do that. It might make some people uncomfortable. Obviously, with the money you already have, there's already that risk that you become this powerful autonomous entity that can decide things, but I'm not in fear of that happening, particularly, with that move. So I say, pursue it, and hopefully, you get something out of it.
Lee: In reference to government relations, and I don't know if you've thought about it so far, what process will you implement as a part of selecting a firm to represent us or a consultant to represent us?
Wood: I think the first thing we need to do is refer to the strategic planning committee so that the committee can thoroughly talk through exactly what you just asked. As I've talked to members of the board, no one has extensive experience with this level of government relations, other than, maybe, Tim. I think we need to have a committee meeting, talk it through. I would assume there would be an RFP process involved.
Lee: I could sit in if you guys want me to be a part of it. I'd be more than happy to.
Wood: Yes. I think _____ should have an opportunity to discuss it.
Lee: To that extent, I think that's a great idea, because, if we're ever going to continue to grow, we have to leverage, and we have to bring the key individuals that can help us leverage to the table.
Wood: I appreciate the comments of both of you, I really do, because I think that this is an area where both county council and the county executive's office need to be informed. Thank you for your comments.

SOLICITOR'S REPORT

No report.

OLD BUSINESS

No old business.

NEW BUSINESS

a. Resolution No. 10, 2016 – Resolution to adopt the Eastside Opportunity Corridor Pilot Project. There is justification in the resolution as to the Economic Development Financing Law from both a finding of the state legislature and for their purposes. There is also a connection to our strategic plan and a connection to our role as a distributor of

gaming funds, and why pilot projects are important. (Mr. Wood reads the resolution.) Exhibit A is very thorough. It is a combination of staff analysis, of the PowerPoint that was given to this board a couple months ago, and finally, a detailed budget as to how the $50,000 will be expended. Mr. Yaple makes a motion to adopt the resolution. Mr. Bagnoni seconds the motion. Motion carries 4-0.

b. Resolution No. 11, 2016 – Resolution to adopt the Block by Block Pilot Project. (Mr. Wood reads the resolution.) Mr. Bagnoni makes a motion to adopt the resolution. Mr. Paris seconds the motion. Motion carries 4-0.
c. Resolution No. 12, 2016 – Resolution to transfer $1,000,000 to the Erie County Lead Assets Endowment. (Mr. Wood reads the resolution.) Mr. Paris makes a motion to accept the resolution. Mr. Bagnoni seconds the motion. Motion carries 4-0.

ADJOURNMENT

Mr. Yaple moves to adjourn.