



MEETING OF THE BOARD OF DIRECTORS
5240 Knowledge Parkway; Erie, PA 16510
June 9, 2016

AGENDA

1. CALL TO ORDER
2. ROLL CALL
3. APPROVAL OF AGENDA
4. APPROVAL OF MINUTES – May 2016
5. COMMENTS BY CHAIRMAN
6. PUBLIC COMMENT
7. PRESENTATIONS
 - a. Natalie Heberlein & Greg Ruban, Felix & Gloekler – Draft audit report
 - b. Shawn Waskiewicz & Aaron Lundberg, ServErie Lincoln Elementary School Renovation Project
 - c. Gary Horton & Gar Giles, UECDL Inner-City Update
 - d. John Buchna, Bike Share
8. COMMITTEE REPORTS
 - a. Treasurer's Report
 - b. Regional Assets Committee
 - c. Strategic Planning Committee
 - d. Update from County Council
 - e. Update from County Executive's Office
9. REPORT OF THE EXECUTIVE DIRECTOR
10. SOLICITOR'S REPORT
11. OLD BUSINESS
 - 12-month extension request for the Erie Downtown Partnership 2015 Mission Main Street Grant
12. NEW BUSINESS
 - a. Resolution No. 13, 2016 – Resolution to adopt the Fairview School District STEMWORKS Pilot Project
 - b. Resolution No. 14, 2016 – Resolution to enter into agreements with the 2016-17 Multi-Municipal Collaboration Grants recipients

13. ADJOURNMENT

Next Regularly Scheduled Finance Committee & Board Meetings of ECGRA

Date: Thursday, July 14, 2016
Time: 8:00 a.m. & 8:30 a.m.
Location: 5240 Knowledge Parkway, Erie, PA 16510 (JORDAN ROOM)



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. Yapple. 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. Yapple 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 adaptations 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

bleed 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 if 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.

Kuvshnikov: 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. Yapple 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. Yapple 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. Yapple 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. Yapple moves to adjourn.



FELIX & GLOEKLER, P.C.

CERTIFIED PUBLIC ACCOUNTANTS

2306 Peninsula Drive · Erie, PA 16506 · 814/838-6095 · Fax: 838-6218 · www.fg-cpa.com

Alan C. Felix, CPA
James W. Gloekler, CPA, CFF

Natalie Heberlein, CPA, CFE
Gregory M. Ruban, CPA

, 2016

To the Members of the Erie County Gaming
Revenue Authority
The Erie County Gaming Revenue Authority
Erie, Pennsylvania

We have audited the financial statements of the governmental activities and the general fund of the Erie County Gaming Revenue Authority for the year ended March 31, 2016. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards, as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter dated April 4, 2016. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Findings

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the Erie County Gaming Revenue Authority are described in Note 1 to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during the fiscal year. We noted no transactions entered into by the Authority during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. We evaluated the key factors and assumptions used to develop the estimates in determining that they are reasonable in relation to the financial statements taken as a whole.

The financial statement disclosures are neutral, consistent and clear.

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To the Members of the Erie County Gaming
Revenue Authority
The Erie County Gaming Revenue Authority
, 2016

Page 2

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements. In addition, none of the misstatements detected as a result of audit procedures and corrected by management were material, either individually or in the aggregate, to each opinion unit's financial statements taken as a whole.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated , 2016.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the Authority's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

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To the Members of the Erie County Gaming
Revenue Authority
The Erie County Gaming Revenue Authority
, 2016

Page 3

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the Erie County Gaming Revenue Authority's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Restrictions on Use

This information is intended solely for the use of Members of the Board and management of the Erie County Gaming Revenue Authority and is not intended to be, and should not be, used by anyone other than these specified parties.

Very truly yours,

Felix and Gloekler, P.C.

Felix and Gloekler, P.C.

2



**ERIE COUNTY GAMING
REVENUE AUTHORITY**

AUDITED FINANCIAL STATEMENTS

MARCH 31, 2016

DRAFT

ERIE COUNTY GAMING REVENUE AUTHORITY

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March 31, 2016

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DRAFT

Independent Auditors' Report

Members of the Erie County Gaming
Revenue Authority
Erie, Pennsylvania

We have audited the accompanying financial statements of the governmental activities and the major fund of the Erie County Gaming Revenue Authority, component unit of County of Erie, Pennsylvania, as of and for the year ended March 31, 2016, and the related notes to the financial statements, which collectively comprise the Erie County Gaming Revenue Authority's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of the financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

Independent Auditors' Report
(Continued)

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and the major fund of the Erie County Gaming Revenue Authority as of March 31, 2016, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Management has omitted the management's discussion and analysis that accounting principles generally accepted in the United States of America require to be presented to supplement the basic financial statements. Such missing information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. Our opinion on the basic financial statements is not affected by this missing information.

Felix and Gloekler, P.C.

Felix and Gloekler, P.C.

, 2016
Erie, Pennsylvania

ERIE COUNTY GAMING REVENUE AUTHORITY

Statement of Net Position

March 31, 2016

	<u>Governmental Activities</u>
Current assets	
Cash and cash equivalents	\$ 13,060,773
Prepaid expenses	<u>7,900</u>
Total current assets	<u>13,068,673</u>
Noncurrent assets	
Notes receivable	<u>2,350,000</u>
Total noncurrent assets	<u>2,350,000</u>
Total assets	<u>\$ 15,418,673</u>
Net position	
Unrestricted	<u>15,418,673</u>
Total net position	<u>\$ 15,418,673</u>

The notes to the financial statements are an integral part of these statements.

ERIE COUNTY GAMING REVENUE AUTHORITY

Statement of Activities

For the Fiscal Year Ended March 31, 2016

Functions/Programs	Expenses	Charges For Services	Operating Grants and Contributions	Net (Expense)/ Revenue and Changes in Net Position
Governmental activities:				
Grants awarded	\$ 4,316,920	\$ -	\$ -	\$ (4,316,920)
Grant administration	394,875	-	-	(394,875)
Total governmental activities	\$ 4,711,795	\$ -	\$ -	(4,711,795)
General revenues:				
Gaming revenue				5,505,961
Investment income				31,392
Interest income-note receivable				39,577
Total revenues				5,576,930
Change in net position				865,135
Net position, beginning of year				14,553,538
Net position, end of year				\$ 15,418,673

The notes to the financial statements are an integral part of these statements.

ERIE COUNTY GAMING REVENUE AUTHORITY

Balance Sheet - Governmental Funds

March 31, 2016

Assets	
Cash and cash equivalents	\$ 13,060,773
Prepaid expenses	7,900
Notes receivable	<u>2,350,000</u>
Total assets	<u>\$ 15,418,673</u>
Fund Balance	
Nonspendable	7,900
Committed	5,131,561
Unassigned	<u>10,279,212</u>
Total fund balance	<u>\$ 15,418,673</u>

The notes to the financial statements are an integral part of these statements.

ERIE COUNTY GAMING REVENUE AUTHORITY
Statement of Revenues, Expenditures, and Changes in Fund Balance -
Governmental Funds
For the Fiscal Year Ended March 31, 2016

Revenues	
Gaming revenue	\$ 5,505,961
Investment income	31,392
Interest income-note receivable	<u>39,577</u>
 Total revenues	 <u>5,576,930</u>
Expenditures	
Grants awarded	4,316,920
Employee costs	165,500
Professional fees	91,924
Office space	18,840
Marketing and communications	30,679
Office expenses	26,230
Data processing	23,636
Insurance	9,332
General and meeting	<u>28,734</u>
 Total expenditures	 <u>4,711,795</u>
Excess of revenues over expenditures	865,135
 Fund balance, beginning of year	 <u>14,553,538</u>
Fund balance, end of year	<u>\$ 15,418,673</u>

The notes to the financial statements are an integral part of these statements.

ERIE COUNTY GAMING REVENUE AUTHORITY

Notes to Financial Statements For the Fiscal Year Ended March 31, 2016

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The financial statements of the Erie County Gaming Revenue Authority have been prepared in conformity with generally accepted accounting principles (GAAP) as applied to government units. The Governmental Accounting Standards Board (GASB) is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. The more significant of the Authority's accounting policies are described below.

A. Reporting Entity

The Erie County Gaming Revenue Authority (the Authority) was established February, 2008. The Authority was formed pursuant to the provisions of the Economic Development Financing Law, the Pennsylvania Race Horse Development and Gaming Act, and the Home Rule Charter of the County of Erie. The purpose of the Authority is to administer municipal grants and otherwise perform the functions of the County's Economic Development Authority.

The Authority's Board consists of nine Board members. Two of the members are ex-officio, non-voting members, namely, the Chairman of County Council or designee, and the County Executive or designee. The remaining members consist of one resident from each of the seven districts within Erie County who shall be appointed by the County Executive with the consent of County Council.

The Authority is dependent on gaming revenues generated from the Presque Isle Downs and Casino. These revenues are passed on to the Authority as restricted funds. See Note 2 for how monies are distributed.

The Authority is a discretely presented component unit of the County of Erie, Pennsylvania.

B. Government-wide and Fund Financial Statements

The government-wide financial statements (i.e., the statement of net position and the statement of activities) report information on all of the nonfiduciary activities of the government. *Governmental activities* are supported by gaming revenues received from the Commonwealth of Pennsylvania passed through the County of Erie.

The statement of activities demonstrates the degree to which the direct expenses of a given function or segment are offset by program revenues. *Direct expenses* are those that are clearly identifiable with a specific function or segment. *Program revenues* include 1) allocations for applicant's benefit from goods, services, or privileges provided by a given function or segment, and 2) grants and contributions that are restricted to meeting the operational or capital requirements of a particular function or segment. Gaming revenues not included among program revenues are reported instead as *general revenues*.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

C. Measurement Focus, Basis of Accounting, and Financial Statement Presentation

The government-wide financial statements are reported using the *economic resources measurement focus* and the *accrual basis of accounting*. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows.

Governmental fund financial statements are reported using the *current financial resources measurement focus* and the *modified accrual basis of accounting*. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be *available* when they are collectible **within** the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the government considers revenues to be available if they are collected within 60 days of the end of the current fiscal period. Expenditures **generally** are recorded when a liability is incurred, as under accrual accounting.

D. Budgets and Budgetary Accounting

The Authority is not required to adopt a budget; however, a budget is adopted to monitor operational costs.

E. Cash and Cash Equivalents

Cash and cash equivalents are cash on hand, as well as demand deposits in checking and savings accounts at a local financial institution.

F. Net Position Flow Assumption

Sometimes the government will fund outlays for a particular purpose from both restricted (e.g., grant proceeds) and unrestricted resources. In order to calculate the amounts to report as restricted – net position and unrestricted – net position in the government-wide financial statements, a flow assumption must be made about the order in which the resources are considered to be applied. It is the government's policy to consider restricted – net position to have been depleted before unrestricted – net position is applied.

G. Fund Balance Flow Assumption

Sometimes the government will fund outlays for a particular purpose from both restricted and unrestricted resources (the total of committed, assigned, and unassigned fund balance). In order to calculate the amounts to report as restricted, committed, assigned, and unassigned fund balance in the government fund financial statements, a flow consumption must be made about the order in which the resources are considered to be applied. It is the government's policy to consider restricted fund balance to have been depleted before using any of the components of unrestricted fund balance. Further, when the components of unrestricted fund balance can be used for the same purpose, committed fund balance is depleted first, followed by assigned fund balance. Unassigned fund balance is applied last.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

H. Fund Balance Policies

Fund balance of governmental funds is reported in various categories based on the nature of any limitations requiring the use of resources for specific purposes. The government itself can establish limitations on the use of resources through either a commitment (committed fund balance) or an assignment (assigned fund balance).

The committed fund balance classification includes amounts that can be used for the specific purposes determined by a formal action of the government's highest level of decision-making authority. The governing board is the highest level of decision-making authority for the government that can, by adoption of a resolution prior to the end of the fiscal year, commit fund balance. Once adopted, the limitation imposed by the resolution remains in place until a similar action is taken (the adoption of another resolution) to remove or revise the limitation. The balance of committed fund balance at March 31, 2016 was \$5,131,561 and consists of grants approved prior to the fiscal year end.

I. Risk Management

The Authority is exposed to various risks of loss related to torts (mitigated through the Pennsylvania Municipal Torts Claim Act), theft of, damage to and destruction of assets; error and omission, and natural disasters.

J. Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

NOTE 2 - GRANTS AWARDED

In accordance with an agreement dated December 13, 2010 between the Authority and the eligible governmental entities, which includes Summit Township, Erie County, Greene Township, McKean Township, Millcreek Township and Waterford Township, the Authority will first distribute twenty-five percent of all gaming revenues received to these specific municipalities.

In addition, the Authority will distribute thirty percent of the gaming revenues received to the Dedicated Regional Assets (Lead Assets) for the calendar years 2010, 2011, 2012, 2013 and 2014. The funds received during the calendar year are restricted and distributed based on the settlement agreement. After December 31st each year, the funds are considered uncommitted and are distributed in accordance with program guidelines established by the Authority's Board of Directors and management. The Authority's obligation to make payments on the category of Lead Assets pursuant to the Settlement Agreement expired in 2014. The Authority has received a Release and Acknowledge from each Lead Asset indicating that each of the Lead Assets have acknowledged the Authority's full compliance with this aspect of the Settlement Agreement.

NOTE 3 - CASH AND CASH EQUIVALENTS

Custodial credit risk is the risk that in the event of a bank failure, the Authority's deposits may not be returned to it. The Authority does not have a policy for custodial credit risk. As of March 31, 2016, \$12,847,290 of the Authority's bank balance of \$13,097,290 was collateralized with securities held by the pledging financial institution and \$250,000 was covered by FDIC insurance.

Uninsured and collateral held by the pledging banks' trust department not in the Authority's name	<u>\$ 12,847,290</u>
<u>Reconciliation to Financial Statements</u>	
Insured amount	\$ 250,000
Uninsured amount	12,847,290
Less: Outstanding checks	<u>(36,517)</u>
Total cash and cash equivalents per financial statements	<u>\$ 13,060,773</u>

NOTE 4 - OPERATING LEASES

The Authority entered into an agreement with an Organization for rental of office space, which commenced in April 2015.

The Authority's base rent will be payable in equal monthly installments of \$1,371.46. In addition to the base rent, the Authority will pay prorated charges of the utilities and taxes. This will be charged monthly. The total expenditures for the year ended March 31, 2016 were \$18,840.

Minimum future rentals to be paid as of March 31, 2016 are as follows:

2017	\$ 16,488
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* Only represents base rent, does not include prorated charges for utilities, taxes, and common area maintenance.

NOTE 5 - IRREVOCABLE GIFT TO ERIE COMMUNITY FOUNDATION

The Authority has entered into an agreement with the Erie Community Foundation (the Foundation) to establish a donor designated fund, called the Lead Asset Endowment Fund. The Fund is established to perpetually provide financial assistance to organizations designated by the settlement dated December 13, 2010 (Erie County Lead Regional Assets). The Authority granted \$1,659,714 to the Foundation for the year ended March 31, 2016. This was the final payment in accordance with the agreement. Currently the Authority is determining a new funding agreement with the Lead Asset Organizations and the Foundation, that will continue to benefit the organizations.

NOTE 6 - NOTE RECEIVABLE

On September 13, 2012 and August 13, 2013, the Erie County Gaming Revenue Authority entered into loan agreements with the Enterprise Development Fund of Erie County, Inc. for \$500,000 and \$800,000, respectively. The purpose of the loan was to provide loans to various entities in the Erie County area to create and retain jobs. The loan agreements require interest only payments at a rate of 3% annum, until November 2018 and September 2018, respectively, unless ECGRA defers the principal payments. The loan has an outstanding principal balance of \$1,300,000 as of March 31, 2016.

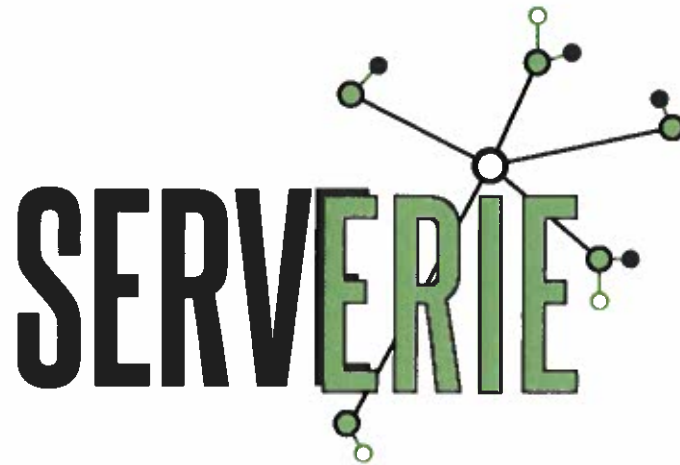
In September 2014, the Erie County Gaming Revenue Authority entered into a loan agreement with the Corry Industrial Benefit Association (CIBA) for \$50,000. The purpose of the loan was to provide loans to low income individuals for energy efficient improvements for their homes. Payments are due to ECGRA when CIBA has issued a loan to an individual and CIBA receives principal payments. The loan has an outstanding principal balance of \$50,000 as of March 31, 2016.

In January 2016, the Erie County Gaming Revenue Authority entered into a loan agreement with Bridgeway Capital for \$1,000,000. The purpose of the loan was to create the Erie Growth Fund. The loan requires interest only quarterly payments at a rate of 3% annum. The entire principal is due January 2026. The loan has an outstanding principal balance of \$1,000,000 as of March 31, 2016.

NOTE 7 - SIMPLE IRA

In September 2014, the Erie County Gaming Revenue Authority SIMPLE IRA Plan was established with Fidelity Advisors to provide retirement benefits to their employees. The provisions of the Plan were established by the Board of Directors who can also amend the Plan. Employees can contribute up to the IRS limits and the Authority will match up to 3% of the employee's wages. All contributions and earnings are vested immediately. Contributions made for the year ended March 31, 2016 by employees and the Authority were \$4,131 and \$3,854, respectively.





- ServErie is a movement of Erie churches and organizations committed to serving those in need in our city through local social service agencies and neighborhoods.
- With hundreds of volunteers, ServErie has made a significant impact on our community by being the hands and feet of Christ through building relationships and spreading hope.



A Brief History



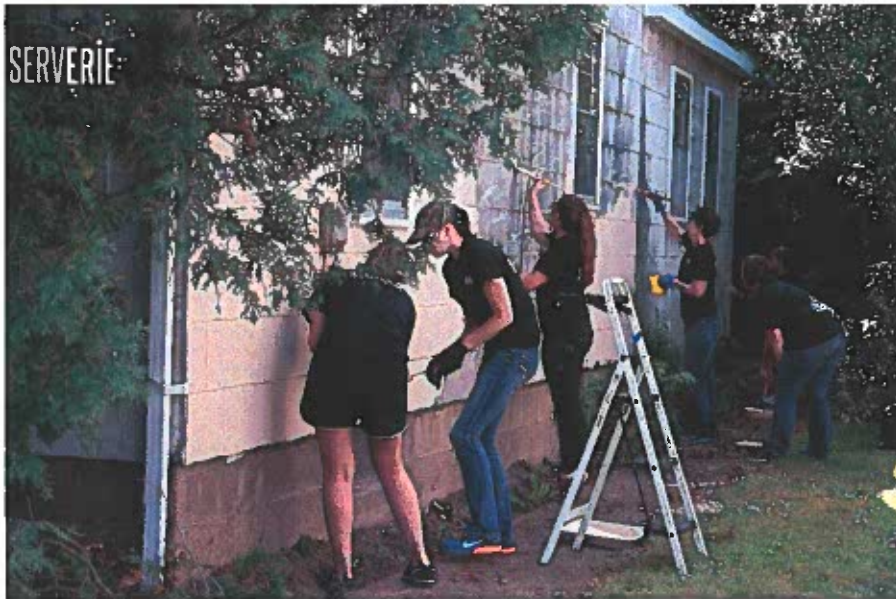
- Started in 2008 with 55 volunteers on a Saturday.



- Has 'invaded' our community 4 Saturdays per year since.



- Has expanded from 2 churches to 44 partner churches, organizations, student groups, and businesses.



- Has expanded to include East County and West County



- The most recent ServErie in February 2016 had over 450 volunteers and 20 locations.



Key Principles

- Solve the Proximity Problem.
- Make it easy and fun.
- It's ALL about relationships and uniting the community.

SERVERIE

HELP OUR SCHOOLS

LINCOLN SCHOOL PROJECT | JULY 15-17, 2016





SERVERIE

HELP OUR SCHOOLS

Lincoln School—831 E 31st St.



SERVERIE

HELP OUR SCHOOLS

The Need

- Renovating 99-year-old Lincoln Elementary School
- Pre-K to Grade 5 elementary school/500 students
- Erie's Public Schools picked this school as part of their optimization plan
- Erie's Public Schools does not have the budget to update and fix all the repairs that Lincoln needs
- Teachers buy most of their own supplies for their classrooms – Kleenex, wipes, markers, etc.



The Work We Will Be Doing:
Painting, scraping, cleaning

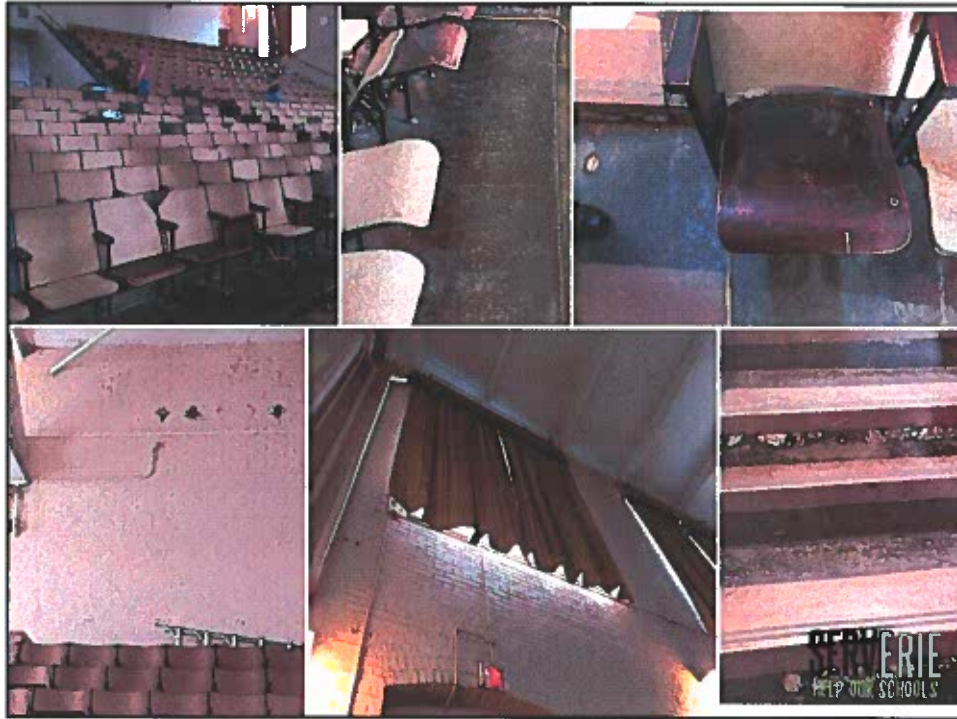


SERVERIE
HELP OUR SCHOOLS

AUDITORIUM/STAGE/CAFETERIA/GYM
Seats need to be fixed, cleaning, painting, and curtains
cleaned/fixed



SERVERIE
HELP OUR SCHOOLS



OUTSIDE AREA

power washing, painting



Concrete sills need power washed

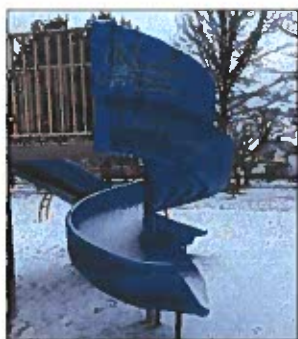


Area above doors needs painted

SERVIERIE
HELP OUR SCHOOLS

PLAYGROUND AREA

Playground area has been vandalized /in need of TLC



Landscaping is needed to refresh and clean up outside area



SERVERIE
HELP OUR SCHOOLS

SERVERIE
HELP OUR SCHOOLS

Why It Matters

- Physical elements in the classroom improve comfort, well-being, attitude and academic achievement. (Hannah, 2013)
- Building quality has been linked to higher test **SCORES**. (Plumley, 1978; Edwards, 1992; Cash, 1993; Earthman and Lemasters, 1998; Hines, 1996)
- Capital investment has been linked to academic achievement, teacher motivation, school leadership, and student time spent on learning. (PricewaterhouseCooper, 2001)
- TGIM

SERVERIE

HELP OUR SCHOOLS

The Project

- Volunteers – expecting well over 1,000
- On each day, work shift choices will be:
 - 9 a.m. – 1 p.m.
 - 2 p.m. – 6 p.m.
 - Or all day
- On Saturday, school families will have the opportunity to help from 10 a.m. – 3 p.m.
- There will be a mobile health clinic and family fun day on Saturday as well.

SERVERIE

HELP OUR SCHOOLS

Why ServErie?

- We know how to mobilize large numbers of volunteers.
- Many people (including influential community leaders) will be exposed to the needs of our schools.
- We will build a bridge between the community (neighborhood watch) and Lincoln School.
- It's not one-and-done. We're all about relationships.

SERVERIE

HELP OUR SCHOOLS

Expense Summary

Painting	\$19,954
Dumpster	\$600
Seat stripping and finishing	\$4,000
Landscaping	\$633
Neighborhood projects	\$2,500
Advertising	\$10,700
T-Shirts	\$5,000
Exterior sign	\$10,000
Curtains	\$10,000
Sidewalks and parking lot	\$23,500
Misc. materials	\$104
TOTAL	\$86,991

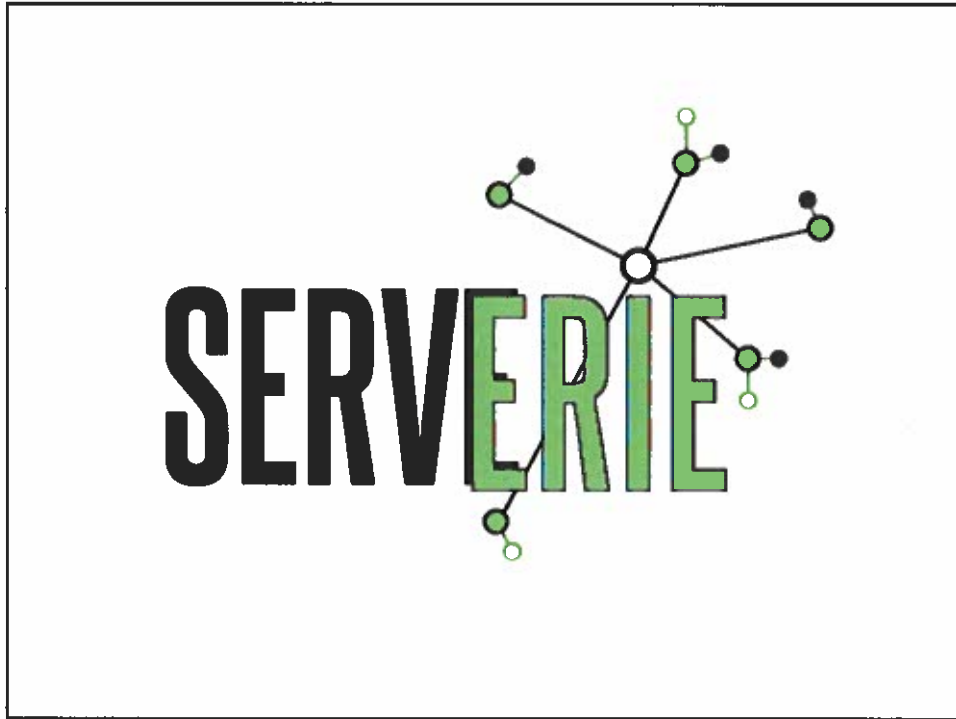
Other potential funding: Kiwanis, local businesses, churches, private donors, etc.

SERVERIE

HELP OUR SCHOOLS



VOLUNTEER! SIGN UP AT SERVERIE.COM



ITEMS NEEDED:

- Paint x 800 gallons
- Sash brushes x 100
- Roller Pans x 200
- Roller Pan liners x 200
- Roller Frames 9 in x 150
- Roller Covers x 500
- Buckets small x 50
- Buckets Large x 50
- painters tape x 50
- Dumpster x1
- Polyurethane for auditorium seats x 20 gal
- trash bags x 200
- water for volunteers
- Lunch for ServErie team
- Metallic paint for flag pole and fences
- American flags for classrooms



SERVERIE

HELP OUR SCHOOLS

DONATION LEVELS

WE ARE EXCITED TO PARTNER WITH LOCAL BUSINESSES AND ORGANIZATIONS TO HELP OUR SCHOOLS!

\$5,000 AND UP: Large banner logo, logo/link on ServErie.com, logo on work shirts

\$2,500: Large banner logo, logo/link on ServErie.com, business name on work shirts

\$1,000: Large business/organization LOGO on work site banner

\$500: Small business/organization name on work site banner

For donations above \$10,000, please contact us for additional sponsorship opportunities.

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14

IE.ECGRA.june.presentation.agenda

UECDC "Invest Erie" Initiative June 9, 2016 ECGRA Presentation Agenda

1. February 2016 Symposium - Racial Equity in Social Impact Investing
 - a. New Partners - CDVCA, Bridgeway Capital, HUD, OFN, SBA, Sulcrete
 - b. Increased Community Engagement for Projects with Community Benefit Plans
2. Sulcrete Update
 - a. Washington DC Ecosystem Partners - DC. Department of General Services, Georgetown University, MIT Environmental HUB, US Ready Mix Association
 - b. January 2017 Global Symposium on Concrete Emissions and Alternatives
 - c. JAS Opportunity Business Park - Site Control
 - d. Potential Funding Partners of Sulcrete Plant at JAS Business Park: Community Development Venture Capital Association, Opportunity Finance Network, Bridgeway Capital, Citizens Bank, HUD, SBA
 - e. Community Benefit Plans Administered by UECD, 51% Labor, 10% License
 - e. Next Steps - Secure local industrial partner, prepare Development Plan for funding partners.
2. Made In Erie Campaign with CDVCA and Erie Manufacturing Association
 - a. Erie Contract Manufacturing Exchange - Platform and Mobile Application Demonstration
 - b. UECD as Aggregator of Erie Ecosystem; driving projects with CBP Covenants.
 - c. Next Steps - Complete Application and Partner Development for September 2016 launch.
4. Proposed Resolution for Remaining Use of Funds and Continued Support of Invest Erie Initiative.
 - a. Current Accounting of Use of Funds - Sonya Adams Report (\$3,500 in remainder)
 - b. Continue Gar Giles consultant agreement through 12/31/16 to help prepare JAS Development Plan, secure Sulcrete funding with CBP, complete Manufacturing Exchange App and launch Made in Erie Campaign w/ CDVCA.
 - c. Increase responsibilities and duties of Gary Horton to include vision, supervision and oversight of JAS Development Plan and Made in Erie Campaign
 - d. Total Request of \$30,000.
5. Conclusion - Questions & Answers

curriculum to PA Core standards. Prior to coming to Fairview, Justin taught middle school science at Deer Lakes Middle School in Allegheny County. Justin earned his Bachelor of Science in Science Education, his M.Ed. in Curriculum and Instruction, his Principal K-12 certification, and his Supervisor of Curriculum certification all from Gannon University. He is currently pursuing his Superintendent certification and an Educational Doctorate from the University of Pittsburgh.

Ryan Bookhamer – STEM Integrator

Ryan Bookhamer, joined the Fairview School District in 2010 as a Technology Educator at Fairview High School. Mr. Bookhamer developed the Technology Program at the High School, including courses in Engineering, Computer Programming, Web Design, and Solidworks – CADD. Prior to teaching, Mr. Bookhamer worked as a product development specialist designing, engineering, and managing manufacturing around the world. Mr. Bookhamer has integrated his experiences in industry into the classroom at Fairview High School, giving the students real world problems and education from the design and engineering fields.

Mr. Bookhamer earned his Bachelors of Science degree in Industrial Design Technology from the Art Institute of Philadelphia in 2003 and his Masters in Industrial Design from the Pratt Institute in 2005. In 2010 Mr. Bookhamer completed his second Masters in Special Education from Mercyhurst University with certifications in Special Education, Technology, and Art Education.

STEMWORKS Mentor and Job Shadow

Students seeking a career in STEM Industries will have the opportunity in the Fairview School District to invest in their future. Students that complete the STEM Certificate Program will be met with scholarships, internship opportunities, and events with potential employers for STEM careers. The Fairview K-12 Program provides students at all grade levels an opportunity to explore STEM Concepts. Students that are interested in pursuing a STEM related job in the future will be given the opportunity at the Fairview High School to narrow their focus and invest in their STEM career through course work, job shadowing, senior projects, and industry experiences.

High School Job Shadow:



Post - sophomore year, students are required to complete two job shadow assignments within STEM related industries. (Minimum 10hrs)

FINAL STEM Project: 2nd Semester 11th Grade / 1st Semester 12th Grade

Students will develop a project in their related college program. Students will be mentored by a local industry professional to promote collaboration and industry experiences.

FAIRVIEW STEMWORKS PROJECTS

Vertebrate Workshop: 3rd Grade - Students spent a week researching vertebrate and invertebrate animals. Students built their animal and designed the habitat, and reported their findings.



Race to Space: 6th Grade – Students designed and built rocket planes. Students tested force, balance, and energy as they learned about space travel and vehicles used in scientific space research.

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Engineering an Animal: 4th Grade – Classes, and Students engineered their own animals using a combination of different species. Students used Notability and I-pads for Research/Presentations



Description of how you will analyze the outcomes

- a. Student interest Surveys
- b. STEM Progression Surveys
 - i. Comprehension of STEM Concepts at Grade Level
- c. Student Growth – Engineering and Design Process
 - i. Developing pathways to solving problems
- d. Tracking of STEM Academy Graduates

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SAMPLE : STEM INTEGRATION – Elementary School

FES STEM Topics 2015/2016

Grade 1	Grade 2	Grade 3	Grade 4
Biome Lights	Animal Physics	Flying Box Kite Project – Wind, Weather, Engineering, Math, and Construction, Physical Science	Circuit STARS LED Lighting and circuits, Stars, and Constellations
		Maglev Racers Magnetics Force and Motion Shape, Area, Wind	Engineering Animals Vertebrates and Invertebrates Habitats, Research , Notability
		Dino Walk - Fossils 3D Dino App - Technology	Animal Adaptations Bird Beaks – Habitats, Research , Design, Construction
		Solar Bugs Solar Energy, Light, Motion	Rube Goldberg Design Process Construction and Design, Math, Physical Science



STEM ONLINE

The Fairview School District will build online resources for teachers and staff members. Videos, Worksheets, Instructional Materials will be located on the site for teachers.



RESOLUTION NUMBER 14, 2016

**Resolution to enter into agreements with
four (4) entities that comprise the recipients of the
2016-2017 Multi-Municipal Collaboration Grants**

Whereas, ECGRA was formed to oversee and administer the investment and distribution of gaming funds in Erie County, Pennsylvania; and

Whereas, ECGRA's mission of economic and community development recognizes the importance of local government in developing a strong economy and community; and

Whereas, ECGRA seeks to use gaming funds as a catalyst for municipalities to coordinate and cooperate with one another in the provisioning of services to achieve efficiencies, economies of scale, and innovation of modern governmental processes;

Whereas, ECGRA believes that active collaboration through councils of governments, authorities, intergovernmental associations and nonprofits coordinating such activities are key strategies in community building; and

Whereas, the four (4) recipients are identified as the following primary applicants: the Erie Area Council of Governments, Girard Township, the Jefferson Educational Society, and West Erie County Emergency Management Agency;

Whereas, the eligible applicants are awarded grants totaling \$\$166,100 to the extent outlined in the attached Exhibit "A";

NOW THEREFORE, BE IT RESOLVED that the Board of Directors of the Erie County Gaming Revenue Authority, pursuant to the Economic Development Financing Law and the Erie County Gaming Revenue Authority Bylaws, resolves to enter into agreements with four (4) recipients of the Multi-Municipal Collaboration Grant so they may flourish, create an economic impact on the

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region and continue to improve upon local government on behalf of the people of Erie County.

On the motion of _____, seconded by _____.

This resolution was passed on the 9th day of June, 2016 by a vote of ____-____.

ERIE COUNTY GAMING REVENUE AUTHORITY

Chairman, Erie County Gaming Revenue Authority

June 9, 2016

ATTEST:

Secretary, ECGRA



2016-17 Multi-Municipal Collaboration Grant Recipients

Project Name	Project Description	Primary Applicant	Collaborating Entities	Request
Erie Area Trail Network	To promote the awareness and use of recreational trails. Organizations like the Let's Move Outside coalition, encourage physical activity through their Recreational Passport program. This project seeks to further the initiative through the creation of an identifiable logo and the installation of approximately 25 guideway signs to identify trail locations. A new website and app will be built to promote the program to residents and visitors.	Erie Area Council of Governments	Girard Borough, Wesleyville Borough, City of Erie, Erie County, Franklin Township, Harborcreek Township, Lawrence Park Township, Millcreek Township, Summit Township	\$37,500
West County Recycling Group Recycling/Clean-Up Day	This once-a-year West Erie County Recycling/Clean-up Day Program helps communities keep their neighborhoods clean, safe, and free from debris, and encourages and educates residents about the importance of recycling. To create a stronger climate for leadership throughout Erie, the JACP primes future leaders to become active in their community while strengthening the relationships of current elected officials and also presents a forum for the discussion of Erie's history, challenges, and future. The JACP seeks to address the need for leadership and dialogue called for by both <i>Emergence 2040</i> and <i>Erie Refocused</i> , and anticipates that new leadership will emerge while current leadership will evolve.	Girard Borough	Cranesville Borough, Girard Borough, Elk Creek Township, Franklin Township, Girard Township, Springfield Township	\$7,500
Jefferson Alliance for Community Progress	The Jefferson Educational Society	City of Corry, Harborcreek Township	\$100,000	
West Erie County EMA Emergency Preparedness Project	For the purchase of equipment to enable the Emergency Operations Center of the WECCEMA to run 24/7, 365 days a year - a portable generator that can be used in the event that the current one fails; a plotter, in order to print maps of the area; chairs; and other equipment to keep the EOC running efficiently.	West Erie County Emergency Communications Center	Albion Borough, Cranesville Borough, Girard Borough, Platea Borough, Conneaut Township, Elk Creek Township, Girard Township, Springfield Township, West County Paramedic Association, Franklin Township Volunteer Fire Department	\$21,100
Total Requested				\$166,100

