Next Gen STEM for All

FY2021 Strategic Partnership Grants

Asheville Museum of Science (AMOS)

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Application Form

INSTRUCTIONS

As part of the FY2021 Strategic Partnership Grants program, Buncombe County requests proposals for community-based projects working toward outcomes in alignment with Strategic Plan focus areas.

Please refer to the Grant Guidelines published on the Strategic Partnership Grants website at buncombecounty.org/grants for complete information about the grant program, including: Purpose; Funding; Eligibility; Timeline; Grant writing workshop; Review process; Awards; and more.

Applications are due by 5:00 on February 14, 2020.

BASIC INFORMATION

BASIC INFORMATION – Before completing the application, please tell us a little about the request.

Project Name*

Next Gen STEM for All

Strategy*

Recognizing that some projects will use more than one strategy, select the strategy that most closely applies to this project:

- Environmental Stewardship - High quality air, water, farmland and renewable energy for future generations
- Educated & Capable Community - A county where all people thrive and demonstrate resilience throughout their lives
- Vibrant Economy - A robust and sustainable economy that builds on homegrown industries/talent and provides economic mobility for all
- Resident Well-Being - A county where residents are safe, healthy, and engaged in their community

Educated & Capable Community

Funding Request*

How much funding is this project requesting for FY2021?

$60,000.00

Grant Guidelines*

Have you read and understand the information presented in the FY2021 Grant Guidelines Strategic Partnership Grants?

Click here for the Grant Guidelines.

If no, please contact County staff to request assistance: Rachael Nygaard, (828) 250-6536 or rachael.nygaard@buncombecounty.org.

Yes

Nonprofit Status*

Upload proof of nonprofit status, such as IRS Determination Letter or documentation from the North Carolina Secretary of State. If this documentation is not available, briefly state the reason.

AMOS IRS determination Letter 2017.pdf

Board of Directors*

Upload a current list of your organization's Board of Directors. If your organization does not have a board of directors, briefly state the reason.

Board of Directors list - revised 2-1-2020.docx

APPLICATION

APPLICATION QUESTIONS – Responses to these questions will be scored by the grant committee. Each question is worth 10% of the final score.

Organization*

Tell us about your organization. What is your mission? Highlight two or three key facts and accomplishments that best define your organization.

As western North Carolina's center for science learning, Asheville Museum of Science (AMOS) strives to spark imagination and foster lifelong curiosity in science, technology, engineering and math (STEM) through school field trips, in-school and after-school programs, summer & winter camps, Saturday education, and involvement in area events. Educators and parents in Buncombe County (BC) depend on AMOS to provide hands-on, informal, fun learning activities aligned with NC K-12 educational standards and help close the educational disparity (aka "achievement gap") in STEM education. Over 90% of BC Schools' faculty who have had students in our program agree with the statement, "AMOS provides educational programs that meet NC science standards with content that could not be easily replicated in the classroom."

In FY 2019, AMOS welcomed more than 64,000 explorers through visits to the museum, educational programs, and community events, including 10,688 students for school field trips, in-class programs, and after-school education. With your support in previous years, all BC schools receive reduced rates as Title 1 schools for education program fees. AMOS also provides free admission passes to organizations who serve low-income families.

Numerous studies indicate that early introduction to STEM education has a lifelong impact on learning,[1] should start as early as Pre-K,[2] and helps create STEM identities, especially in minority children, so that children can see themselves in STEM careers in the future. Local manufacturing and tech employers report they struggle to hire talent with ready STEM skills. AMOS provides the resources for the critical need of introducing STEM education to children as early as pre-school, and supports schools and the community with lifelong learning.[3] Preparing young learners for jobs and careers utilizing STEM skills is a long-term process that will provide economic, social and environmental sustainability for the county and all of WNC.

Need for the Project*

What is the main issue this project is established to address? What data or qualitative factors/stories are available to show that need?

As articulated in the BC 2025 plan, AMOS helps achieve the county's goals of (1) improving basic literacy, (2) bridging educational disparity, and (3) preparing students for STEM careers. First, re: literacy, studies indicate that STEM education improves literacy in students who struggle with reading.[4] Most areas of interest for primary grade children involve the sciences. By studying STEM subjects, children develop a passion for lifelong learning through project based learning and interest in specific subjects (i.e., dinosaurs, planets & robots). In addition, when learning about STEM, children are introduced to new vocabulary and develop a greater interest in learning and reading (than just reading for the sake of reading). Second, re: the educational disparity, BC School leaders face dire statistics related to a growing gap between the district's white and minority students. Student achievement in science has not improved with the commitment to the Common Core State Standards, as teachers focus on basic literacy and math scores. By the time students reach middle school, too many have failed to achieve essential skills and form a "STEM identity," a personal belief that success in a STEM field is possible. AMOS' involvement with field trips, after-school education, in-class education outreach, and summer camp provides education to underserved communities, introduces problem-solving skills, and instills a love for exploring. Third, STEM education encourages job growth and economic prosperity in WNC, but resources to enact this vision at every grade level have not materialized. Multiple reports indicate that 80% of all middle-skilled jobs or higher now require STEM skills.[5] For the regional economy to grow, businesses to employ local talent, and students to gain the skills to land well paying jobs, STEM education is a critical need. Investment in earlier grades yields better returns than approaching this issue at 8th grade and beyond.

Project*

Explain the project and how it will work. Include the overall purpose and any models or evidence-based practices that will be included. What specific activities and milestones are included in the project plan?

AMOS seeks an investment as the leader in STEM education to strongly upgrade our STEM programs to comply with Next Generation Science Standards[6] ("Next Gen"). While AMOS programs will continue to align with NC State Standards, Next Gen STEM curricula are based on exploring connections across science topics, inquiry-based discovery, and helping students understand STEM core concepts. Many states have already moved to these standards and they are fully supported by the national scientific community of educators. Curricula needs to be developed as a system rather than individual subjects, demonstrating connections of STEM subjects and how they relate to other academic subjects. The Next Gen STEM for All project will develop inter-related curricula, develop activities based on scientific inquiry, train educators on the use of this curricula, and implement Next Gen STEM education in all AMOS educational programs.

AMOS will:

- Revise and develop curriculum that incorporates Next Gen Standards for field trips, after school programs, rural classrooms, and community groups, which organizations can select in advance from a list of available curricula online.
- Develop Curriculum Kits by grade that include well-designed lesson plans that integrate multiple scientific disciples, consumable supplies (e.g., clay, paint, plaster, petri dishes), non-consumable supplies (e.g., microscopes, Chromebooks, Lego blocks, fossils, rocks), and appropriate visual aids (e.g., an inflatable planetarium).
- Conduct project based field trips to the museum and outreach in the classroom incorporating newly designed curriculum. Work with educators to expand STEM curriculum in their own classroom through modeling of standards and lesson plans. Programs will continue to be provided at a discounted or free rate to ensure all areas have access to AMOS and quality STEM education in BC.

AMOS follows evidence-based practices and NC science standards in all STEM education programming.

People Served*

How many people will be served by this project? Describe the people served, including demographics such as geography, income, race & ethnicity, age, etc.

AMOS will serve the below with Next Gen STEM Programming:
280 educators
11,500 total students through programming
45,000 museum visitors

More than 50% of museum visitors and 90% of field trips are local to WNC and enjoy the museums exhibits and STEM programs 7 days a week. Support AMOS receives from BC makes it possible to serve over 64,000 explorers, including museum visitors, student field trips, after school learners, school visit outreach programs, and summer and winter campers (including children who receive scholarships to camps). About 75% of the foundations who give ask for and require local gov support for our programs.

Research indicates that female and male students perform equally well in STEM on standardized tests, but large gaps exist between minorities and white students, and between low-income and high-income students.[8] AMOS helps bridge the gap by introducing science learning to all young explorers regardless of race, color, national origin, religion, gender, age, disability or sexual orientation. Our demographics reflect all of BC. AMOS has had significant success in reducing socioeconomic barriers to make STEM programs accessible to all by working with partner organizations and taking programs directly to communities where low-income or minorities live.

AMOS served 10,688 students in the past fiscal year through field trips, after-school programs, and in-school outreach. Even more were served through community events and AMOS' participation in professional development for teachers in NC science standards. AMOS is anticipating a 15% growth in children served in the next fiscal year.

Even full-priced field trips are subsidized by AMOS' gifts and grants, but rates are discounted further for Title 1 schools. Demographically, AMOS serve of children from low-income families, minorities through partners like the United Way, Leaf, YMCA Horizons, YWCA, BC, Verner to name a few.

Results*

What results do you hope to achieve with this project? Be specific about how much impact the project will have in line with Commissioner focus areas.

AMOS's planned results are inline with BC Commissioners Plan (1) improve literacy and growth in all learning skills through science inquiry, (2) support area educators in curriculum development using NC and National Standards (3) bridge the educational disparity, and (4) prepare students for STEM careers. AMOS research driven education practices support lifelong love for learning, discovery, and exploration by providing access to quality project-based STEM programming.

By upgrading current successful STEM curriculum we will not only meet NC science standards but exceed them with Next Gen STEM standards. Students will experience the interconnections between STEM subjects in a timely, manageable and fun way and learn through self-discovery and through scientific-inquiry in each subject.

Students will experience the interconnections between STEM subjects in a timely and fun way and learn through self-discovery and through scientific-inquiry in each subject.Next Gen STEM curricula and kits will be in the areas of astronomy, matter & energy, technology, and weather & climate for area educators' use to expand the field trip beyond AMOS and support educators' needs. Eight lesson plans in four subjects for grades 3-5 will be created, which can be augmented for grades 6-8, or simplified for grades K-2, creating a total of 96 curriculum kits. Goal: Create 96 curriculum kits.

Model Next Gen standards and integration best practices in field trips for area educators . Goal: 6,600 field trip visitors.

Expanded outreach in BC will reach more schools who are not able to visit the museum. In FY 20/21, with funding support from the county and others. Goal: 450 additional students visited by outreach.

Through this project AMOS will support increased interest in scientific discovery and STEM. Increase in love of reading through scientific topics, i.e., dinosaurs or robots. Programs to under-served communities, reduce educational disparity, and prepare students for STEM careers.

Evaluation*

How will you know you have succeeded? Explain the project evaluation process, including specific measures that will be tracked.

Success means that all K-8 students in BC can experience high-quality, hands-on programs that spark their interest in STEM subjects without barriers. The quality STEM education AMOS provides is made available to families & schools, regardless of their ability to pay, because rates are subsidized for admission and program fees with BC support, and with free passes to partners in low-income communities. Key metrics include:

Maximize the total number of students who can visit the museum on classroom field trips, utilizing new Next Gen STEM curricula. The goal is to increase the total number in field trips by 10%. Field trips to the museum grew by 37.5% over last year, but our calendar is now nearly full for field trip opportunities during the school year. Goal: 6,600 BC field trips.

Increase the total number of students served by education outreach to under-served communities with in-school programs. The goal is to increase the number of outreach programs from 1x a month to 4x a month. Goal: 450 BC unduplicated students.

Increase the total number of students served through after-school and community programs (Home Work Diners and YMCA 21st Century program). The goal is to increase the number specific to after-school learners by 10%. Goal: 700 students.

Specific metrics, which AMOS will report to the county on a quarterly basis, will include:

1. Number of curriculum kits AMOS is able to create meeting Next Gen STEM standards that integrate science learning with scientific-inquiry activities.
2. Number of students who are able to visit the museum on field trips from BC.
3. Number of students who are educated in after school programs located in BC.
4. Number of students who participate in in-class outreach education in BC schools.
5. Number of children who redeem free admission passes to the museum from partners who serve low-income families.

Collaboration*

List any formal and/or supportive partners. Describe their roles in the project. How will they make it stronger?

AMOS works with several community partners in the dissemination of STEM education. Specific to the current project, there are three significant partners.

Buncombe County Schools (BCS) -- AMOS has support and incredible involvement of BCS through their K-12 Science Curriculum Specialist, and several principals and teachers from the BC school district. BCS utilizes AMOS for hands-on, experiential science learning with classroom field trips to the museum, for use in after-school programs, and with providing professional development training to BCS faculty in how to make better connections between STEM and other curricula. STEM leaders in BCS, School Board members and curricula specialists all validate these specific needs and support AMOS' educational approach.

YMCA's Horizon Program -- Through their 21st Century Community Learning Centers grant, the YMCA partners with AMOS in providing STEM education for seven after-school programs in BCS middle-schools. The YMCA has included AMOS educators in their grant proposal for the past three years. By working with the YMCA, AMOS is reaching a diverse audience of children, many of whom come from low-income families, and provides them with fun and interactive education programs.

United Way of Asheville and Buncombe County - Homework Diners program -- four times a semester, two semesters a year, AMOS participates in the United Way's Homework Diner's program to support parents and their children with the additional resources they need to help students excel in STEM subjects. This unique after-school program, which is open to families, help students, teachers, parents and community leaders work together to support young learners.

In addition to these three community partners, AMOS also partners with University of North Carolina-Asheville in planning community events for the region, including Pi Day, Earth Day, and Spring Science Fairs. AMOS also partners with the county for several community events.

Budget*

Download a copy of the budget form HERE. Complete the form, and upload it using the button below.

Explain how grant funds will be used, specifically what type of expenses will be covered by County funds. Describe other sources of revenue, including type of funding, source, restrictions and status.

FY21_SPGrant_Budget_Form_ajb.xlsx

The total request for BC funding is $60,000 for a project budget of $239,281. A total of $40,000 was requested from Duke Energy Foundation for educators/program delivery. $20,920 is committed as program fees from the YMCA's Horizon Program (21 Century Community Learning Centers) for after-school programs in BCS middle schools, and for in-class outreach programs. $25,000 has been requested from Dogwood Trust for a STEAM Bus or educational van we can use to transport equipment, i.e., the inflatable planetarium,, and

other heavy equipment for outreach activities; this is a first time request. And $63,536 is committed from schools to have field trips at the museum. $25,000 has been committed by Ribbons of Hope for our outreach program. $7,825 is program income for outreach programs.

The $60,000 from a Buncombe County Strategic Partnership grant will go towards training, supplies, equipment, building and maintenance, and educators' salaries. The use of our STEM lab, with 5 field trips a week, requires a great deal of upkeep and maintenance, including maintenance to durable goods used by students in our field trips. The key component to our budget is program implementation, reducing the price we charge for programs fees to schools and community partners.

Other County Funding*

List all other Buncombe County funding that is provided to your organization. For each item, list the project being funded, amount of funding, source (grant, departmental contract, etc.) and whether funding is to be renewed for FY2021.

AMOS has been the recipient of other BCSP grant awards. BC support has allowed AMOS to serve 156,000 visitors, school children, summer campers, community event guests, and more over the past three years. Tens of thousands of these young explorers have been children on field trips or in the classroom through our educational outreach program. Reduced priced admission tickets, reduced cost field trips, and reduced price educational outreach programs are all completely contingent on county support. Without that support, the only visitors to have access to the museum would be those who could afford the higher admission rates and program activity fees. County funds have also enabled AMOS to support local school STEM nights, BC festivals, United Way Homework Diners, and Y after school programs. We are grateful for the steady increase in funding that has allowed us to serve as a leader for informal, project-based learning; quality, expert STEM education; and a partner for solving disparity throughout BC.

The museum sector serves a critical educational need, generates GDP, stimulates jobs, and contributes to the tax base. Museums are the cornerstone of informal education in BC, and it takes both classroom and informal education to build 21st century skills. Museums do not exist without local government support. Continued county support will not only ensure STEM education continues in our area but opens up other grant dollars by indicating that area leaders validate the need of the museum.

More than 75 percent of science centers receive significant operational support from their local government, and more than 75 percent of our private grantors require public support in order to gain their support. Without county support, this would not be possible.

AMOS applied for but did not receive funding for Early Childhood Development Funding in Fiscal Year 2019/2020, but did receive positive feedback from the Commissioners and we were encouraged to apply again for FY 2021.

Sustainability*

How will the project continue to succeed after the funding of the grant? Explain your plan for making this an ongoing effort.

Support from the county is critical to the long-term sustainability of the AMOS. County funding last year was 4% of our total annual budget, this support was significant to helping AMOS attract other donors, including corporate and private foundation donors. Public funding demonstrates community buy-in.

AMOS supplements education programs and expenses through tour museum store and occasional evening rentals. AMOS has built many partnerships with local nonprofits to share resources from space,

expertise, and transportation to keep operating cost at a minimum. AMOS continues to grow in areas of fund-development from individuals, corporate contributions, fundraising events, private foundations, and program fees.

It would be disingenuous to claim that the educational programs of AMOS could be sustainable without the support of our local government as it would require an increase in cost to schools and visitors. Many tie their philanthropy to the fact that the museum also receives public funding. Continued support from BC makes that possible.

Association of Science-Technology Centers (ASTC) states, museums offer significant support as economic engines, encourage interest in STEM careers, provide scientific literacy to a region's workforce, and leave visitors with long-term memories that informs their sociocultural development. According to the ASTC, a local government would not want to cut-off funding for a science center any more than they would want to cut-off funding for public schools or emergency services. One in five STEM professionals cite that their initial interest in a STEM career relates to a hands-on experience at a museum.

Our existing funding model allows us to make the museum affordable to families and schools that do not have great resources. However, without continued public support, only schools and individuals who can afford the increased cost in admission and program expenses would benefit from our services.

OPTIONAL INFORMATION

OPTIONAL INFORMATION – This information will not impact grant scoring but will be helpful to the committee.

Partial Funding

If the project were to be offered a grant for partial funding, what factors would need to be considered?

AMOS is not asking for an all-or-nothing grant request. Partial funding would still be accepted.

Resource Support

Beyond this grant request, how can Buncombe County support your organization with this project and in strengthening your work?

Continued local leader and staff support by speaking to the importance of science education; continuing to serve as SMEs at AMOS programming for students from sustainability, city planning, climate resiliency, and more.

Our region needs a Science and Technology Center to support the growing demands of our growing county- workforce, education, tourism. Through your continued support AMOS will become that Regional Science Center to be and economic engine for our community

Other

Is there anything else that you want the committee to know?

Research cited in this grant application points to the fact that early introduction of STEM curricula is critical for a lifelong learning, and the acquisition of STEM skills necessary for a future job market:

1 Katz, L. G. (2010). "STEM in the early years." Early Childhood Research & Practice. University of Illinois at Urbana-Champaign: Early Childhood and Parenting Collaborative.

2 Tippett, C.D. & Milford, T.M. (2017). "Findings from a Pre-kindergarten Classroom: Making the Case for STEM in Early Childhood Education." Int J of Sci and Math Educ 15(Suppl 1): 67.

3 Rodriguez, S., Cunningham, K., Jordan, A., (2017). "STEM Identity Development for Latinas: The Role of Self- and Outside Recognition" Journal of Hispanic Higher Education.

4 Israel, M., Maynard, K., & Williamson, P. (2013). "Promoting Literacy-Embedded, Authentic STEM Instruction for Students with Disabilities and other Struggling Learners." TEACHING Exceptional Children, 45(4), 18–25.

5 … (2017) "Eight of Top Ten Jobs Require STEM Skills." Education World. Online, and … (2015) Report: Non-STEM Fields[1] Increasingly Require STEM Skills, U.S. News and World Report.

6 One research study advocates for the introduction of social studies using STEM subjects. "We believe that a collaborative effort to move from a discipline-based curriculum to an integrated, social studies-STEM-linked curriculum anchored in project-based learning (STEM PBL) is a powerful responses to the resource challenges educators are facing." Prior, C. and Kang, R. (2013). "Project-Based Learning: An Interdisciplinary Approach for Integrating Social Studies with STEM." STEM Project-Based Learning. Richmond, TX: Sense Publishers, pp. 129-138.

7 Kaczmarek, S. (2016). "Why STEM and Reading Go Hand in Hand." Reading Partners.

8 VanMeter-Adams A, Frankenfeld CL, Bases J, Espina V, Liotta LA. (2014). CBE Life Sci Educ. 2014 Winter;13(4):687-97.

File Attachment Summary

Applicant File Uploads

- AMOS IRS determination Letter 2017.pdf
- Board of Directors list - revised 2-1-2020.docx
- FY21_SPGrant_Budget_Form_ajb.xlsx

IRS Department of the Treasury
Internal Revenue Service

OGDEN UT 84201-0029

In reply refer to: 4077950277
July 14, 2017 LTR 4168C 0
56-1342340 000000 00
00032545
BODC: TE

ASHEVILLE MUSEUM OF SCIENCE
43 PATTON AVE
ASHEVILLE NC 28801-3314

005061

Employer ID Number: 56-1342340
Form 990 required: Yes

Dear Taxpayer:

This is in response to your request dated June 15, 2017, regarding your tax-exempt status.

We issued you a determination letter in June 1983, recognizing you as tax-exempt under Internal Revenue Code (IRC) Section 501(c)(3).

Our records also indicate you're not a private foundation as defined under IRC Section 509(a) because you're described in IRC Section 509(a)(2).

Donors can deduct contributions they make to you as provided in IRC Section 170. You're also qualified to receive tax deductible bequests, legacies, devises, transfers, or gifts under IRC Sections 2055, 2106, and 2522.

In the heading of this letter, we indicated whether you must file an annual information return. If a return is required, you must file Form 990, 990-EZ, 990-N, or 990-PF by the 15th day of the fifth month after the end of your annual accounting period. IRC Section 6033(j) provides that, if you don't file a required annual information return or notice for three consecutive years, your exempt status will be automatically revoked on the filing due date of the third required return or notice.

For tax forms, instructions, and publications, visit www.irs.gov or call 1-800-TAX-FORM (1-800-829-3676).

If you have questions, call 1-877-829-5500 between 8 a.m. and 5 p.m., local time, Monday through Friday (Alaska and Hawaii follow Pacific Time).

Asheville Museum of Science Board of Directors
February 2020

Rachael Sparks (President): YAR Marketing, Microbiologist
Wendell Morris (Vice President): ThermoFisher, Director
Jill Lieberman (Secretary): Adapt PR, Owner
Dr. Stephen Pinsky (Treasurer): CO Science Museum, Physicist (retired)
Matt Maultsby (Immediate Past-President): Wells Fargo Advisors, Financial Advisor
Bruce Minkin (Board Member): Carolina Hand & Sports Medicine, Owner and Doctor
Bryant Korenzski (Board Member): NOAA, Meteorologist
Carol Stein (Board Member): Biltmore Company, VP of Human Resources
Christopher Bean (Board Member): Altec Industries, CEO
Drew Pollick (Board Member): Craft Solutions an HR Firm, CEO
Dr. Don Lewis (Board Member): Thoracic surgeon (Ears, Nose and Throat)
Hunting F. Deutsch (Board Member): Suntrust Bank, District President (retired)
Dr. James Perkins (Board Member): UNCA, Physics Professor
Ken Casebeer (Board Member): Miami University, Law professor and Geologist
Laney Bryant (Board Member): Reynolds Middle School, Middle School Science Teacher
Dr. Mark Knollman (Board Member): Knollman Dentistry, Dentist and Owner
Mike Tanner (Board Member): NOAA, Director of Weather and Climate Data (Retired)
West Willmore (Board Member): Rainbow Community School, Director of Curriculum

Strategic Partnership Grants
Proposed FY2021 Project Budget (July 1, 2020 - June 30, 2021)

Organization Name:	**Asheville Museum of Science**
Project Name:	**Next Gen STEM for All**
Grant Amount Requested:	**$60,000**

FY2021 Proposed Project Revenue	**Amount**	**Committed or Pending?**
Proposed Buncombe County Strategic Partnerships Grant	$ 60,000	Pending
List other sources: Buncombe County Schools' discounted field trips program income	$ 60,536	Committed
List other sources: Discounted After School program income	$ 20,920	Committed
List other sources: Discounted Outreach program income	$ 7,825	Committed
List other sources: Dogwood Trust for STEAM Bus (van for trasnportation)	$ 25,000	Pending - first time applying
List other sources: Duke Energy Foundation	$ 40,000	Pending - Multi-year recipient of Duke Energy Foundation funding
List other sources: Ribbons of Hope Outreach Grant	$ 25,000	Committed
List other sources:		
Total	$ 239,281	

FY2021 Proposed Project Expenses	**Proposed Grant**	**Other Funds**	**Total**	**Notes**
Personnel	$ 31,500	$ 117,120	$ 148,620	Developing curricula, program implementation
Training	$ 3,000	$ 5,600	$ 8,600	Training educators on use of Next Gen STEM curricula
Travel	$ 1,500	$ 1,785	$ 3,285	Expenses for outreach to Buncombe County schools
Supplies / Materials	$ 12,000	$ 8,400	$ 20,400	Consumable and Nonconsumble supplies for curriculum kits
Meetings (Food, Interpreting, Child Care, etc.)		$ -	$ -	
Equipment / Furniture	$ 7,000	$ 12,880	$ 19,880	odometer, see full list
Printing / Marketing	$ 1,500		$ 1,500	Printing Materials
Licensing / Memberships / Dues / Subscriptions	$ 500	$ -	$ 500	
Client Support		$ -	$ -	
Contracts		$ -	$ -	
Professional Services (Legal, Accounting, etc.)		$ -	$ -	
Insurance and Bonds	$ 1,000	$ 2,600	$ 3,600	Liability insurance for outreach activities
Building Maintenance (Rent, Utilities, Repairs, etc.)	$ 2,000	$ 4,000	$ 6,000	STEM LAB
List other costs: Purchase of van for transportation		$ 25,000	$ 25,000	
List other costs:		$ -	$ -	
List other costs:		$ -	$ -	
List other costs:		$ -	$ -	
		Total	$ 237,385	

Overall Organization Budget	**Amount**	**Notes**
FY2019 Actual Year-End Revenue	$ 664,993	
FY2019 Actual Year-End Expenses	$ 656,983	
FY2020 Adopted Budget Amount	$ 802,000	
FY2021 Proposed Budget Amount	$ 880,000	