

PCES Grant Application

This 2025 Grant Application was formed in compliance with the policy statement passed by the Valparaiso Redevelopment Commission on August 11, 2016 and per Indiana Code 36-7-25-7. Eligible entities must provide educational programs, work training programs, worker retraining programs, or any other programs that prepare individuals to participate in the competitive and global economy. School challenge grants are subject to available funding in the Commission's annual budget and are provided at the sole and absolute discretion of the Commission. Grant funds cannot be used to subsidize ongoing operating expenses, staff salaries, personal expenses, or travel expenses. In granting school challenge grant funds, the Commission must find that the programs will promote the redevelopment and economic development of the City, is of utility and benefit, and is in the best interests of the City's residents.

Please note this application is to be submitted to the Valparaiso Redevelopment Commission, c/o Debbie Melcic, 166 Lincolnway, Valparaiso, IN 46383 by April 30, 2025. Failure to file with the Commission in a timely fashion may render the project ineligible for funding. The Commission reserves the right to seek additional information relating to the project prior to reimbursement.

If you have any questions regarding this application or policies affecting this grant, please contact George Douglas, Director of Development at (219) 462-1161 or at gdouglas@valpo.us.

Total 2025 Funds Available to SELF: up to \$50,000

1.) Briefly outline the projects SELF intends to initiate or continue in 2025 with Redevelopment Grant Funds by listing the project, intended expenditures, and an estimated cost. Please remember that all expenditures must be capital-based and have a lifespan of no less than three years.

Title of Project	Intended Expenditures	Estimated Cost
1:1 Chromebooks	Chromebooks and materials needed for chromebooks (hard cases, screen protectors, license) for grades K-12.	\$7,500.00
Laptops	Laptops and materials needed (cases, screen protector, VGA HDMI adaptors) for classrooms.	\$19,500.00
Interactive Whiteboards	Touchboards and related materials needed (wall mounts, Camera/Microphone, Mobile Stand, projector lamp replacements, WiFi Access Point)	\$13,900.00
Sensory Integration	Sensory Egg chairs	\$9,100.00

2.) Up to \$3,000 of total grant funds may be applied to the Arts as a match to State or private grants. If a state grant is not awarded, the funds may be used on arts-related capital expenses with a lifespan of no less than three years. If you intend to use grant funds on the arts, please list the project, intended expenditures, and the estimated cost below.

Title of Project	Intended Expenditures	Estimated Cost
NA	NA	NA

3.) Briefly explain how each project will use advanced methods or technologies that offer students an education that is competitive in the global economy.

Project 1:

This project equips students with Chromebooks, preparing them for digital literacy and 21st-century skills essential in a global economy. With access to cloud-based tools and online learning platforms, students will develop competencies in research, collaboration, and communication, aligning with education standards.

Project 2:

By providing laptops and connection tools for whiteboards, teachers can integrate multimedia, interactive lessons, and real-time digital resources. This promotes student engagement, critical thinking, and adaptability—key skills for success in an increasingly tech-driven global workforce.

Project 3:

Touchboards and accompanying technology will transform traditional learning spaces into interactive environments that support collaboration, creativity, and diverse learning needs. These tools provide hands-on, tech-enhanced experiences in spaces like art, special education, and career prep, ensuring all students access globally relevant skills.

Project 4:

Sensory egg chairs represent an advanced, research-based approach to supporting students with autism. These chairs help regulate sensory input, reduce anxiety, and improve focus by creating a calm and responsive learning environment. By meeting students' sensory and emotional needs, these tools make it possible for neurodiverse learners to fully engage with instruction, including the use of educational technology and collaborative activities. Ensuring that all students can access and benefit from modern learning tools is essential in preparing them for success in an inclusive, technology-driven global economy.

4.) Briefly explain how the project enhances problem solving, collaboration, and analytical skills of students.

Project 1:

At SELF School, Chromebooks play a vital role in developing students' problem-solving, collaboration, and analytical skills by connecting them to key instructional platforms used across our curriculum. With access to programs like Reading Eggs, Math Seeds, Exact Path, and Edmentum, students engage in personalized, adaptive learning experiences. These tools support critical thinking and independent skill development by meeting each student at their current level and guiding them through individualized learning paths. Chromebooks also encourage teamwork through platforms like Google Workspace, where students can

collaborate on assignments, exchange ideas, and build essential communication and problem-solving skills in a digital environment designed for inclusive and interactive learning.

Project 2:

Teacher laptops with connectivity tools allow for the integration of dynamic, multimedia content into classroom instruction. Teachers can model problem-solving strategies and facilitate collaborative activities through interactive whiteboards. Students engage in hands-on, group-based learning activities where they analyze information, participate in discussions, and contribute to shared outcomes; developing both collaboration and analytical reasoning skills.

Project 3:

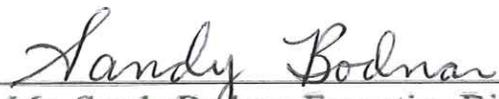
Touchboards promote interactive, project-based learning where students can work together on digital tasks, solve challenges, and visualize concepts through live manipulation of data, images, and media. In settings like the art room and CTE classroom, students collaborate on creative and technical projects, strengthening critical thinking and problem-solving. In the severe disabilities and sensory rooms, touchboards offer accessible, adaptive tools that support cognitive development and communication, fostering analytical growth in diverse learners.

Project 4:

Sensory egg chairs provide calming, supportive environments that help students with autism regulate sensory input, enabling better focus and engagement in classroom tasks. When students are able to self-regulate, they can more fully participate in collaborative activities and problem-solving tasks. These chairs support the learning environment by creating spaces where students can process information, think critically, and contribute to classroom learning in ways that are comfortable and meaningful for them.

5.) Provide evidence of the Board of Directors approval of the grant application. Minutes from a board meeting approving grant submission to the Valparaiso Redevelopment Commission will suffice.

This application was filed by Porter County Education Services as its formal application to the Valparaiso Redevelopment Commission, stating its intended uses for 2025 grant funds. I understand the Commission's right to seek additional information relating to the project prior to reimbursement.



Ms. Sandy Bodnar, Executive Director
Porter County Education Services