

The SMALL Project at Claude A. Taylor Elementary

The Boys & Girls Clubs of the Midlands (BGCM) and Lexington County School District 2 have partnered to create the Science, Math, and Literacy Learning (SMALL) Project at Claude A. Taylor Elementary (CTE). SMALL delivers over 500 hours of engaging after school and summer school support and enrichment to promote the personal and academic success of students attending CTE. SMALL employs a customized research-based learning model featuring intensive academic support, innovative enrichment activities, and essential social and emotional development opportunities woven into a comprehensive program that addresses the needs of low-income students and families.

SMALL Facilitators are certified teachers teamed with trained Enrichment Leaders who provide a daily structured 3-hour program that includes one hour of literacy (reading and writing), one hour of STEM (Science, Technology, Engineering, and Math), and one hour of homework support, recreation, tutoring, and special projects. SMALL features the LitART LEARN Literacy Curriculum; a mobile learning lab with 22 iPads to provide students increased access to technology and online learning; the acquisition of over 1,000 award winning books and informational texts; admission to arts, cultural, and recreational classes; and field trips to nearby points of interest. SMALL parents and families are invited to participate in adult and career education, literacy and parenting programs, family learning celebrations, and daily home learning activities.

SMALL will serve 120 students in grade 2-5 starting on January 6, 2015 and ending on July 10, 2015. The program will operate Monday through Friday from 3:00pm to 6:00pm and SMALL Summer School operates Monday through Thursday from 9am to 1pm. Transportation is provided and a nutritious snack will be served everyday. The SMALL Project is free to children and families.

The BGCM is the primary applicant and is not a re-competing applicant. The primary partner is the LSD2 and additional partners include the LSD2 Adult Education program and Global Learning. BGCM requests \$100,000 for the first year of the SMALL Project to provide 354 hours of comprehensive after school and summer school programming to 120 children and families at the grant funded cost of \$2.35 an hour - less than the average cost of child care.

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1. a. Statement of Need for the Project. Claude A. Taylor Elementary School (CTE) is a Title I school serving 416 students in grades 3 through 5 in Lexington School District 2 (LSD2) located in Richland County. The Boys & Girls Clubs of the Midlands (BGCM) will serve as the fiscal agent and primary applicant on this joint application. CTE qualifies for geographic equity priority points. Working with our collaborative partners, we conducted a comprehensive needs assessment to gather essential data. We interviewed parents and teachers, held meetings with community partners and the school principal, reviewed the Palmetto Assessment of State Standards (PASS) scores, and collected and summarized demographic data. The needs assessment helped us identify the students in greatest need. We concluded that low-income students attending CTE face numerous risk factors that pose significant obstacles to their personal and academic success. LSD2 proposes the Science, Math, and Literacy Learning (SMALL) Project to help students overcome obstacles to learning and achieve life success.

Community Needs. HWE serves one of the highest poverty communities in the state. According to the South Carolina Department of Education (SCDE) 90% of students are eligible for free or reduced lunch. HWE scored 96 out of 100 on the state poverty index. The median annual income in Richland County is \$48,200 - near the state average (U.S. Census, 2010). Child care needs are high. Many parents have workdays that do not end until after 5:00 p.m. so their children lack a supervised supportive environment after school. Children without adult supervision are at greater risk of truancy from school, stress, receiving poor grades, risk-taking behavior, and substance abuse (Harvard Family Research Project, 2012). Parents report limited childcare options--none of which are free.

School Needs. CTE received an Average rating for the last three years on the Annual

School Report Card and a letter grade of D on the Federal Accountability Rating System which means the school's performance does not meet the state's expectations. Parents and teachers from CTE report that students do not have adequate access to academic support or enrichment activities. The school lacks up-to-date educational technology and necessary educational resources for delivering standards aligned literacy and STEM learning experiences. Over 21% of students have been identified as having special needs and the annual teacher turnover rate is 19%. Two out of three teachers are not satisfied with home-school relations and 40% of teachers are not satisfied with the school learning environment (CTE Report Card, 2013).

The daily attendance rate at CTE is 99 percent. The teachers explained that while the attendance rate is quite high, students who are not meeting standards account for a disproportionate percentage of the absences. Several teachers reported that certain students miss several days in a single month. Early disengagement from school as indicated by frequent absences, high poverty, and low levels of family education has been linked directly to school dropout (Dropout Fact Sheet, 2009).

Student Needs. According to the 2013 PASS data, 25% of students did not meet standards in English/Language Arts, 39% did not meet standards in Mathematics, 43% did not meet standards in Science, 32% did not meet standards in Social Studies, and 44% did not meet standards in Writing. A deeper look into the data shows large achievement gaps between certain demographic groups. For example, across the grades there is a 20-35% gap in every content area between students who receive subsidized meals and those who do not (SDE, 2014). This data makes clear that low income students at CTE are in need of additional support.

Family Needs. In Richland County, 15% of adults lack basic literacy skills - one of the

highest illiteracy rates in the state (IES, 2013). Only 18% of adults hold a Bachelors degree and over 14% do not have high school diploma. Parents with limited formal education may feel less confident in their ability to support their children's learning. According to the U.S. Bureau of Labor, Richland County has an unemployment rate of 7%. For working families, their greatest need is affordable child care.

1.b. Current After School Program. BGCM currently operates an after school program that serves 40-45 students with four staff, 4 days a week for 2 hours a day. The fee-based program offers recreation and homework support but, due to cost, does not meet the needs of the targeted population for the SMALL Project. Through careful coordination, the SMALL Project will operate in parallel to the existing program to provide free academic support and after school enrichment for 120 additional students and families who cannot afford the program fees. BGCM will use the 21st CCLC grant to expand program operations to reach the families in greatest need. SMALL Project participants will pay no fees. In addition, BGCM will offer in-kind services to the fee for service portion of the after school program to provide the same level of service and quality delivered by the SMALL Project. For example, all BGCM staff will be invited to take part in after school professional development and training sessions.

If we fail to respond to the intense needs our most vulnerable children and families, we run the risk of even greater numbers of students failing to meet state standards in reading, math, science, writing, and social studies. Moreover, the gap between high poverty students and their peers will persist and likely grow. We know early school failure results in disengagement from school and, eventually, dropping out. Without a high school diploma, it is harder to find employment. This troubling intergenerational pattern reinforces the cycle of poverty that is

familiar to many residents of Richland County.

2. Project Design. The SMALL Project has been carefully designed to directly address the needs of low income students and to create a significant and lasting difference in their lives.

2.a. Program Goal and Objectives. The overarching goal of SMALL is to help all students at CTE meet or exceed state standards in reading, math, science, writing, and social studies. To attain the goal, we established five outcome objectives for the required focus areas. Each objective is specific, measurable, achievable, relevant, and time specific (i.e., SMART).

Outcome Objective 1: Improve Academic Achievement. *Objective 1a.* By June 2015, 90% of SMALL participants will receive C or higher grades on end of year report cards in reading, writing, math, social studies, and science. *Objective 1b.* By June 2015, 75% or more of SMALL participants will show a 3% or greater gain on the Palmetto Assessments (PASS) in reading, writing, math, social studies, and science. **Outcome Objective 2: Improve attendance during the regular school day.** 90% of SMALL participants will achieve 90% or greater attendance for the school year as measured using school attendance data. **Outcome Objective 3: Improve behavior during the regular school day.** 90% of SMALL participants will maintain or improve behavior throughout the school year as measured by behavior ratings completed by teachers once a quarter and school student referral/expulsion data. **Outcome Objective 4: Improve Family Literacy.** *Objective 4a.* By June 2015, 75% of SMALL parents will participate in one or more family learning events as measured by event attendance rosters. *Objective 4b.* By June 2015, 85% of SMALL parents will complete 30 home learning activities as measured by returned LIFT activity sheets.

Outcome Objective 5: Program Sustainability. By the end of the grant funding period, CTE

will have established a self-sustaining high quality program by obtaining funding and support from local businesses, state/federal sources, applicable grants, and existing resources within the district as measured by contact records maintained by LSD2 and letters of commitment.

2.b. Description of Services and Activities. The SMALL Project features a comprehensive array of services, strategies, activities and materials to provide 120 students in grades 1-5 over 500 hours of sustained, intensive, engaging, daily after school and summer school learning experiences during the program year. SMALL will operate 15 hours per week, 3 hours per day Monday-Friday from 3:00 p.m. to 6:00 p.m. for 20 weeks starting January 6, 2015 and running through May 22, 2015. The summer school will run 4 hours per day (9-1 p.m.), 4 days per week (Mon-Thu) for 4 weeks from June 15 to July 10. All academic instruction will maintain a student to staff ratio of 10:1.

Student Activities. The SMALL after school program begins with the Community Connection. Students and staff eat a nutritious snack together and complete guided community building activities that focus on social emotional skills, health, and well being. Community Connection addresses the academic, behavioral, and attendance objectives and occurs Mon-Fri for 30 minutes (2.5 hours per week).

SMALL Literacy. Students receive one hour of literacy instruction delivered by certified teachers using LitART, a comprehensive project-based literacy enrichment program aligned to the South Carolina State Standards (SCCS) and reviewed by Harvard University (SEDL, 2009). SMALL Literacy sessions feature six daily components. Opening Magic (5min) is an active, thinking, observation, and community building game used to start the day (Heibert, 2010). The Daily Tone (5min) includes an overview of the day and a brief saying (e.g., everyone smiles in

the same language) that students read, interpret, and discuss (Marzano, 2010). MAP! Reading (*20min*) is a supported reading of grade level text organized into Before, During, and After Reading sections. Students preview text, use innovative reading strategies, and choose among literature response activities including art, drama, and writing extensions to increase reading comprehension, fluency, and vocabulary (Adams, 2005). Q10 (*10min*) includes story-specific questions across three levels (literal, inferential, and evaluative) and uses active questioning strategies such as Prove It (Slavin, 2012). Word Collections (*10min*) are interactive language games such as Word Trading proven to build vocabulary (Allington, 2009). WERD Writing (*10min*) combines guided and free writing experiences to teach key writing skills and explore the writing process (Graham, 2010). SMALL Literacy addresses the academic, behavior, and attendance objectives and occurs Mon-Thu for 60 minutes (4 hours per week).

SMALL STEM. Students receive one hour per day of STEM instruction delivered by certified teachers. The first 30 minutes of STEM emphasizes science and engineering practices (e.g., using models, conducting investigations, etc.) in the context of weekly projects that are tied to the South Carolina Science Standards for each grade level (e.g., Grade 1 *Exploring Light and Shadows*). For example, students make a sundial, explore how shadows are made and how shadows change when the position of light changes. The next 30 minutes focuses on math using project-based explorations aligned with the SCSS. The math portion features Word Up (*5 min*) a word problem, Fast Facts (*5 min*) fluent retrieval of basic arithmetic facts, a Litamatics small group game (*15 min*), and a PASS practice question (*5 min*). Staff apply research proven strategies including using manipulatives and visual models (Butler, 2003), systemic and explicit instruction (Gersten, 2006), interdisciplinary connections (Protheroe, 2007), and think alouds

(Baker, 2002). For example, after reading the book *Dinner for 10*, students work in small groups using models to figure out and describe how many different seating arrangements are possible at a table for 10. *SMALL Mobile Learning Lab*. STEM features an after school mobile learning lab that includes 22 iPads, a mobile charging cart, and an iMac for managing the lab. The Site Coordinator will oversee the lab and assist staff and students as necessary. SMALL participants will use online applications such as Science 360, NASA, Tinkerbox, Kahn Academy, Animate It, Comic Life, Monster Physics, and Motions Math. STEM addresses the academic, behavior, and attendance objectives and occurs Mon-Thu for 60 minutes (4 hours per week).

SMALL GOTCHA (Guided Outdoor, Tutoring, Centers, and Homework Assistance).

GOTCHA offers students 30 minutes of choice time between guided outdoor play, tutoring, centers, and homework assistance. Each option is overseen by Facilitators, Enrichment Leaders, and volunteers. All staff will receive training on homework support and tutoring techniques such as teaching self-help strategies and goal setting to encourage students to complete their homework. Independent learning centers are available to students who do not have homework or who finish early and include independent reading, math puzzles and games, art projects, access to the mobile lab, and guided outdoor play. GOTCHA runs 30 minutes a day 4 days per week and addresses the academic, behavioral, and attendance objectives (2 hours per week).

SMALL Fantastic Fridays. Fantastic Fridays feature special events, community projects, field trips, special guests, student clubs, celebrations of success, and Closing Ceremony. Fantastic Fridays occur every Friday for 2.5 hours and addresses the academic, behavioral and attendance objectives (2.5 hours per week).

2. Principles of Effectiveness and Scientifically-Based Research. SMALL employs the

principles of effectiveness and research based strategies to ensure program success. *Low Ratio.*

SMALL will maintain a student-staff ratio of 10:1 during academic and non-academic instruction

to maximize student teacher interaction and social development opportunities. *High Dosage.*

SMALL provides students with more than 500 hours of additional learning time each year -- a “high dosage” approach that has the potential to yield significant learning gains (Vandell, 2010).

Arts-Infused. SMALL integrates arts enrichment into the literacy and STEM components such as using iPad animation apps to create cartoons and comics (Vandell, 2012).

Social Emotional Development. SMALL builds emotional awareness and communication skills through informal learning routines such as Attention Getters, Celebrations, and Sharing Strategies and fosters social skill development through Community Connection and Closing Ceremony, where students reflect on events and express their feelings and ideas (Kohn, 2013).

Data-driven decision-making. The SMALL model is based on needs assessment data and we will use data collected during the program to modify our practices and to support continuous improvement.

3. Innovative, Coordinated with Regular School Day, & Professional Development.

Innovative and Engaging. SMALL incorporates a diverse array of activities with cutting-edge technology, innovative curriculum, and creative teaching strategies. The daily schedule matches students’ developmental needs by alternating between academics, recreation, teacher-directed, and choice activities. Students have access to over 1,000 award winning books across a range of genres and a mobile learning lab that offers students a range of e-learning opportunities.

Coordinated with Regular School Day. The SMALL Facilitators will coordinate the regular school day curriculum with after school by keeping the Enrichment Leaders up to date on classroom learning, ensuring homework centers focus on the homework assigned during the

regular school day, and ensuring SMALL learning activities are aligned with SCSS and reflect regular school day goals. SMALL staff will communicate with school staff through a project mailbox, a message board in the staff room, and face to face meetings as needed for students not meeting the project goals. The SMALL Site Coordinator will work closely with school staff including attendance at staff meetings, parents-teacher conferences, and other school functions.

Professional Development. SMALL features a comprehensive staff development plan that delivers 28 or more hours of training and support during the year. The *SMALL* kick-off training event will be held in December 2014 with ongoing support provided throughout the year in a variety of formats including workshops, online training, classroom demonstrations, and team meetings. Training topics include effective instructional practices, working with children with special needs, classroom management, health and safety, and administrative procedures. Trainers are local professionals and subject matter experts. A more detailed professional development plan appears on page 12.

4. *Snacks and Meals.* Snacks and meals are provided by the LSD2 in cooperation with the USDA food program. Food will be prepared by the cafeteria staff. A typical snack might include a sandwich with fresh vegetables on whole wheat bread, fresh fruit, and milk or bottled water.

5. *Family Literacy.* SMALL coordinates with the school and district Title I specialist and adult education coordinator to assist families with a range of literacy, educational, and family needs. For example, Christy Henderson serves as LSD2's Director for Adult Education program and oversees a range of adult education options including GED and high school diploma programs, career readiness certificates, ESL, ABE, family literacy classes, and several technology classes such as introduction to computers. Parents will be encouraged to enroll in one or more classes

during the school year. Likewise, Rhonda Wiley serves as LSD2's STAR program director and provides academic supports to at-risk and vulnerable families. She will deliver workshops in nutrition education, family communication, ways to support school success, and other topics identified by parents such as assisting children with homework, providing an appropriate space and environment for study, and supporting parents of struggling students. SMALL has set aside funds to cover any required fees for parents who enroll in classes. In addition to adult education opportunities, SMALL staff will host three Family Learning Celebrations to showcase children's learning and feature student performances such as reader's theatre, story retellings, art displays, and science projects. At the Celebrations, SMALL staff will conduct mini-workshops to help parents support children's learning at home such as how to set up a study space (Mapp, 2002). Finally, Learning is Fun Together (LIFT) Connections bridge home and school learning experiences by offering families short, fun, literacy activities to do at home and connect to each day's experiences (Deschenes, 2010).

2.c. Evaluation Strategies. We will evaluate the success of the SMALL Project in two ways. First, we will determine whether each objective has been met. Specifically, did 90% of SMALL participants receive C or higher grades on end of year report cards in reading, writing, math, social studies, and science? Did 75% or more of SMALL participants show a 3% or greater gain on the PASS scores from the prior year? Did 90% or more of SMALL participants maintain or improve behavior throughout the school year? Second, we will compare the outcomes for SMALL participants with the students from CTE who do not participate in SMALL. The comparison between the two groups will show whether the SMALL Project has "added value" to student learning and achievement.

The SMALL Site Coordinator will be responsible for collecting and reporting all program data including grades, attendance data, and behavioral data (collected quarterly), state test scores (collected annually), SMALL attendance (collected daily), and parent participation data (collected at each class or event). Data will be entered into an Excel spreadsheet and response percentages will be calculated and reported by category (e.g., 92% of SMALL participants earned a C or better in reading). Results will be reviewed to determine whether each objective has been met. In addition, we will compare and report the outcomes for SMALL participants and non-SMALL participants and report differences between the two groups.

Progress monitoring will be conducted through monthly check-in meetings. The check-in meetings are required for all project staff and open to all school staff, partners, and parents to discuss challenges, describe successes, ask questions, and plan program improvements. At each monthly check-in meeting, the site coordinator will present a brief project update that includes any new data. During the meeting, staff review the report, assess progress, discuss issues, and make adjustments to the program. At the end of each year, the Project Director will issue an evaluation report that will summarize program results, tell whether each objective has been met, and include recommendations for improving the program. All program reports will be shared with SMALL staff, school, parents, project partners, the community, and SCDE.

3.a. Management. For over 20 years, Carter Clark has successfully managed after school program services for children and families through the Boys & Girls Clubs of America. He has directed programs at BGCM since 2002 and BGCM currently operates 44 programs and serves 5,500 children and families. LSD2 and BGCM currently collaborate after school programs and enjoy a demonstrated record of success working together.

Key Staff. SMALL features a comprehensive management model starting with the Site Coordinator (SC) who acts as the onsite “after school principal” for the SMALL Project. The SC serves as the connecting point for the school, parents, teachers, other SMALL staff, and program partners. The SC manages the day-to-day operations of the program including supervising SMALL Enrichers staff, supporting the SMALL Facilitators, preparing curriculum and materials, completing site level record keeping, and coordinating with the school staff. The SC will hold a Bachelor’s Degree and have experience delivering educational support programs to at-risk youth and, if possible, will be a teacher currently working at CTE.

Under Mr. Clark’s guidance, Avril Lail will serve as the Project Director (PD). Avril is currently the Lead Area Director for ten club locations and holds a Master of Social Work from the University of South Carolina. The PD is responsible for the overall management of the SMALL Project. She will coordinate all aspects of grant delivery, submit program reports, monitor the program sites, and attend all mandatory meetings, trainings, and conferences. The PD must hold a Bachelor’s degree and have five or more years of experience working collaboratively with schools to deliver youth programs, manage budgets, provide staff development, supervise staff and oversee program operations. Avril Lail fulfills these requirements and her time will be split among multiple sites with 4 hours per week (.1 FTE) devoted to each site. Her salary will not exceed \$12,000 from the 21st CCLC grant projects.

Professional Development. SMALL features a comprehensive staff development model that includes over 28 hours of training and support per year starting with the Living the SMALL preservice training in August. The full day seminar coordinated by BGCM and delivered by subject area experts and local practitioners will cover essential topics including a project

overview, literacy and STEM instructional strategies, classroom management, working with special needs students, SCSS grade level expectations, curriculum specific training, health and safety practices, promoting social-emotional development, using the Mobile Lab, and administrative procedures. SMALL offers ongoing support through monthly onsite training, coaching, classroom demonstrations, and online support via webinars and online training modules. Each monthly meeting will feature a mini-workshop delivered by a SMALL staff member or special guest on a high interest topic identified during the prior month of operations. Each year the PD and SC will attend in-state professional development or other required professional development. The cost of professional development and support is \$1,200. *Active Collaboration.* The SMALL Project was developed in collaboration with parents, community partners, CTE, LSD2, and BGCM. Together, we used the needs assessment data to design a program that leveraged existing partnerships, met the unique needs of CTE, and aligned with state and local educational goals. CTE, LSD2, and BGCM are the primary partners and each contributed key ideas to the final design of the SMALL Project. *Advisory Council.* The SMALL Advisory Council is composed of one member from each partner, at least two parents, at least two school staff members, and the school principal. The proposed council composition includes Avril Lail or other staff from BGCM, district staff from LSD2, the principal at CTE, two teachers from CTE, and two parents with students enrolled in SMALL. The council will meet every other month starting in December 2014 and will meet bimonthly thereafter (i.e., February, April, June, August, October, and December). The council provides guidance in planning, monitoring, and adjusting the implementation of the SMALL project by compiling and submitting brief written recommendation to the PD and SC at the conclusion of each meeting. Each partnering agency

plays a specific and direct role in addressing the identified needs of children and families. For example, CTE provides the facilities for the SMALL project. BGCM will act as the fiscal agent, will coordinate and administer the grant, and LSD2 Adult Education will offer family literacy and education services to parents and families. Other agencies that will provide support include Global Learning who will provide curriculum, program support, and professional development.

3.b. Management Dissemination of Information and Notification of Intent to Apply.

SMALL will be implemented efficiently and effectively by leveraging the existing partnership between CTE and BGCM and following the detailed plan outlined in this application. Program challenges and obstacles will be resolved using a data driven model. When a problem or obstacle is identified, relevant data will be collected and shared at the monthly check in meeting and/or Advisory Council meetings to develop recommended solutions. *Dissemination Plan.*

SMALL will disseminate information that includes the location and a project overview to parents, families, and the community at large in three ways. First, SMALL enrollment packets will be sent home to all parents at CTE. Second, SMALL staff will present at faculty meetings and in future years, at back to school night to make sure all staff and parents are aware of the opportunity. Third, program partners such as the adult education program will post flyers. To notify the community of our intent to apply for the grant, we will distribute flyers at the school and other public locations. We will make our application and any waiver request available for review at BGCM and CTE and we will provide a copy of the application by request.

4.a. Adequacy of Resources. *Staffing Plan.* The SMALL Project student to staff ratio will be 10:1 during all academic instruction and during enrichment, recreation, and snack. This low ratio ensures high levels of supervision and an optimal learning environment. The SC will

recruit volunteers and senior citizens to provide one-on-one reading support.

Site Plan. The SMALL Project will be held at CTE and will have access to the classrooms, library, computer lab, cafeteria, gymnasium and other areas of the school as needed. CTE is roughly 115,000 square feet and is ADA accessible. It is the perfect location for serving students and families of CTE as it is familiar, safe, alleviates the need for transportation to the program, and allows for the use of materials and equipment that would otherwise need to be purchased.

4.b. Transportation Plan. SMALL takes place at the school site and students are dismissed directly to the program at the end of the school day. LSD2 will provide bus transportation home for students. The cost of transportation will be paid through 21st CCLC funds. Based on current transportation needs, SMALL will operate one bus with the capacity of 60 students. The bus will depart from the school at 6:00 p.m. and will take about 30 minutes to complete the route. The specific routes will be determined after enrollment to keep travel times to a minimum but will probably be the same as the existing school route. At the end of the program, SMALL staff will sign-out each student to a bus driver using a student roster specific to that bus. Students who do not ride the bus will be released to an adult identified on their enrollment form using a student sign-out procedure that requires a signature at pick-up. The same transportation plan and procedures will be used for field trips. At no time will SMALL staff transport students or families. In the event fuel prices rise, the Advisory Council will seek private donor funding.

4.c. Sustainability Plan. Our sustainability objective is to establish a self-sustaining high quality after-school program by the end of the grant funding period. The Project Director is responsible for securing commitments and monitoring available financial support. To start, we have established three key partners who each will contribute substantial value to the SMALL

Project. LSD2 will provide the facilities for SMALL valued in-kind at \$21,120. CTE and BCGM will offer administrative management services such as a data clerk valued at \$11,440, and Global Learning will provide in-kind curriculum and support valued at \$6,950.

During year 1 and year 2, we will use a combination of strategies to meet our sustainability goal. *Reduce Expenses.* Our proposed budget was carefully drafted to keep our staffing costs low and to acquire most of the curriculum, materials, and supplies during the first three years of operation. Likewise, our professional development plan was designed to firmly establish the SMALL model by the end of year 3, allowing us to reduce the amount of external professional support needed in year 4 and beyond. We anticipate saving over \$30,000 in year 3 and beyond by reusing materials acquired during years 1 and 2 such as the mobile learning labs, literacy and STEM curricula, and the book collection. *Increasing In-kind Support.* We will publicize our results and ask partners and community agencies to increase the in-kind support to SMALL. If SMALL demonstrates itself as a cost-effective strategy for increasing student achievement, LSD2 may choose to use Title I funds to support SMALL. *Identify New Partners/Engage Local Businesses.* Each year SMALL will identify one new partner to support the program through in-kind contributions. We will reach out to businesses and seek financial support for specific program needs. *Conduct Fund Raising Events.* SMALL will conduct one fundraiser per year featuring students performances and auctions of students artwork. *Apply for Grant Funds.* SMALL will aggressively seek local, state, federal grant funding opportunities. We will prepare one grant applications per year to organizations such as the Mott Foundation. Students and families will not be charged fees for participating in LIFE under any circumstances.