
DANIEL COMMUNITY SCHOLARS PROGRAM

THE UNIVERSITY OF
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Student Life
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Advocating for the Future of ELL Students in the State of Alabama

Community

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Table of Contents

<i>Issue or Community Need and Historical Context</i>	1
<i>Personal Experience</i>	6
<i>Relationship with Community Partner</i>	7
<i>Proposed Action and Sustainability</i>	8
<i>Budget Narrative</i>	10

Issue or Community Need and Historical Context

Education is the key to being a fully functioning citizen in the modern world. Basic reading and writing skills are critical to success in every aspect of American society. Those who are illiterate are excluded from society because they lack access to information, are excluded from making choices about their rights or government through voting, and have fewer opportunities for employment. Illiteracy is the gatekeeper of those trapped in cyclical poverty because it limits their choices and makes it difficult for them to achieve social mobility.

The 2017 National Assessment of Educational Progress reported that in 2017, 37 percent of American fourth-grade students performed at or above the “Proficient” level on their 2017 reading assessment, administered to a sample of public and non-public schools across the nation.¹ Although this percentage was not significantly higher than the 2015 fourth-grade assessment, it is higher in comparison to 1992, the first reading assessment year, when 29 percent of fourth-grade students performed at “Proficient” levels. 68 percent of fourth-graders performed at or above “Basic” literacy levels in 2017, leaving 32 percent of fourth-grade students with no functional literacy ability. Nationally, Asian fourth-graders had the highest proficiency in literacy at 59 percent scoring at “Proficient” levels while African-American and American Indians had the lowest levels of proficiency at 20 percent scoring at that level. However, the largest minority-majority achievement gap is between English Language Learners (ELLs) and native-English speakers, at only 9 percent of ELLs scoring at proficiency and 40 percent of native-speakers scoring at the same level. Compared to the “Basic” level score, which assesses functional reading ability, ELL students score at 32 percent while their native-speaking peers score at 72 percent. Clearly, English Language Learners are behind the learning curve and a significant percentage of them have no functional reading ability by fourth grade. Many believe that they will catch up later during their education, but this is absolutely incorrect. 5 percent of eighth-grade ELL students scored at proficiency levels, which is higher than 3 percent in 1998 when the assessment first included ELL data, but this percentage is still significantly below their non-ELL peers, who scored at 38 percent proficient. There was no difference in the percentage of ELL fourth-graders and eighth-graders scoring at proficient, while non-ELL eighth graders scored at 79 percent efficient, suggesting that there is both an achievement gap and an educational gap for these students.² The American education system is unable to reach ELL students in its current state and due to their illiteracy, a significant percentage of them will not be able to fulfil their ability in society.

Alabama students average below the national percentage in reading scores on NAEP exams. 21 percent of Alabama fourth-grade students scored at proficient levels in reading on the same 2017 assessment. This number has increased by two percent since 1992 which marks some

¹ “National Assessment of Educational Progress 4th Grade Reading Assessment.” National Assessment of Educational Progress Reading Assessment. National Center for Educational Statistics, Institute of Education Sciences, U.S. Department of Education, 2017.

https://www.nationsreportcard.gov/reading_2017/nation/achievement/?grade=4.

² “National Assessment of Educational Progress 8th Grade Reading Assessment.” National Assessment of Educational Progress Reading Assessment. National Center for Educational Statistics, Institute of Education Sciences, U.S. Department of Education, 2017.

https://www.nationsreportcard.gov/reading_2017/nation/achievement/?grade=8

improvement, but Alabama students as a whole are lagging behind the majority of the country on NAEP assessments, the federal baseline for reading achievement.³ At the state level, the Alabama Department of Education administers the Scantron Reading Assessment, introduced with the 2017-2018 school year as an interim tool as the state develops its new performance assessment. Every fourth and eighth grade student takes this test and results are in line with the NAEP: 40 percent of fourth-graders scored at proficiency levels in 2018.⁴ Alabama fourth-grade ELL students scored at 9 percent proficiency, which follows the national results.⁵ When comparing all subgroups, “students who are African-American, English Learners, and in special education all perform at a lower level than do economically disadvantaged students as a group...among all the subgroups English Learners appear to be struggling the most. They are ranked low in all subjects, especially science and reading – where they fall below all racial groups, economically disadvantaged students, and students in special education.”⁶ At the same time, the intersectionality of literacy is important to note; non-white students in poverty experience extremely low levels of reading proficiency. For students who fit this demographic and are also English Language Learners, illiteracy in the eighth grade is the norm.⁷ Nationally, the average ELL enrollment of a public school is approximately 8 percent of the total enrollment, and of this 8 percent, 76.6 of students speak Spanish or Castilian as their home language while 77.2 percent are ethnically Hispanic (statistically includes Brazil).⁸ Students face a variety of barriers, but those who face multiple barriers to literacy rarely perform as well as their peers and the achievement gap will affect them throughout their life.

Elementary literacy levels influence graduation rates. The 2008 Regents (standard diploma) graduation rate of students who scored above a 3.5 on the 1999 New York City English Language Arts test was 86 percent, while of those who scored lower, only 2 percent graduated. Of those who scored in the middle cohort, 7 percent dropped out and 55 percent graduated with a Regents diploma.⁹ The impact of a high school diploma in American society is inarguable.

³ “Data Tools: State Profiles, Alabama; National Assessment of Educational Progress 8th Grade Reading Assessment.” National Assessment of Educational Progress Reading Assessment. National Center for Educational Statistics, Institute of Education Sciences, U.S. Department of Education, 2017.
https://www.nationsreportcard.gov/profiles/stateprofile/overview/AL?cti=PgTab_OT&chort=1&sub=RED&sj=AL&fs=Grade&st=MN&year=2017R3&sg=Gender%3A+Male+vs.+Female&sgv=Difference&ts=Single+Year&tss=2015R3-2017R3&sfj=NP

⁴ Dailey, Don. “Reading Proficiency Across State Tests in Alabama.” How Are Alabama Students Performing? 2018 Scantron Results. Public Affairs Research Council of Alabama, 2019.
<http://parcalabama.org/how-are-alabama-students-performing-2018-scantron-results/>

⁵ Dailey, Don. “Statewide Proficiency for Multiple Student Subgroups: Reading.” 2019.

⁶ Dailey, Don. “How Are Alabama Students Performing? 2018 Scantron Results.” 2019.

⁷ Dailey, Don. “Test Scores and Poverty: Who Exceeds Expectations?.” 2019.

⁸ U.S. Department of Education, National Center for Education Statistics, ED Facts file 141, Data Group 678, extracted October 18, 2018; and Common Core of Data (CCD), “State Nonfiscal Survey of Public Elementary and Secondary Education,” 2016–17. See Digest of Education Statistics 2018, table 204.27.
https://nces.ed.gov/programs/coe/indicator_cgf.asp

⁹ Social Sector Office, McKinsey & Company. “The Economic Impact of the Achievement Gap in America’s Schools.” Exhibit 12: 2008 graduation outcomes of students who scored a 3.0 on the third-grade ELA test in 1999. 2009.

http://www.dropoutprevention.org/wp-content/uploads/2015/07/ACHIEVEMENT_GAP_REPORT_20090512.pdf

Students without a high school diploma will not achieve at the level of their peers and students who are illiterate or are barely functionally literate are less likely to graduate from high school and will not achieve at the level of their peers who are reading on grade level in the third or fourth grade. High school dropouts are less likely to be employed than high school graduates. In 2017, 18.9 percent of high school dropouts were unemployed while 13.2 percent of high school graduates were employed. In 2016 the gap was even worse, 31.9 percent of dropouts were unemployed while 13.1 percent of graduates were employed. Not only are dropouts more likely to be unemployed, they also earn much less on average than individuals of any other level of educational achievement.¹⁰ In Alabama, 86.3 percent of students graduate high school, but only 67 percent of ELL students graduate.¹¹ Locally, Tuscaloosa County Schools enroll 846 ELL students, approximately 4.5 percent of the student population.¹² Tuscaloosa City enrolls 322 ELL students, approximately 3 percent of the district's student population.¹³ These students are extremely likely to be unemployed because of their limited English proficiency and will be an economic burden for the state of Alabama.

Nationally, the 2001 No Child Left Behind Act aimed to establish reading competency by mandating that all students in all schools achieve at the same level or risk school closure or grade retention. The law disproportionately harmed ELL students because of its strict standards based on across-the-board comparison where the background of students and their improvement levels were not taken into account, causing grade retention even after significant gains in reading skills. Grade retention inarguably hurts students' perception of school and learning and by disproportionately holding back ELL students, the policy failed at increasing their literacy and graduation rates. Locally, Alabama has recently passed the Alabama Literacy Act, which will require third-graders not reading on grade-level to be held back, beginning in the 2021-2022 school year. The bill has been championed by politicians and parents of children with dyslexia and will include exceptions for ELL students, but with Alabama's third grade reading level hovering around 35 percent, implementation is likely to fail because of the \$90 million estimated cost and short timeline.¹⁴ In Michigan, a similar law has passed that allows for parents to request an exemption for their ELL students, but due to the 131 different home languages spoken in Michigan's public schools, researchers worry that students will not be fairly evaluated and have proved that if the parents are not able to secure an exemption, the law will disproportionately

¹⁰ Duffin, Erin. "Unemployment rate of high school graduates and dropouts not enrolled in school in the United States from 2000 to 2018." Bureau of Labor Statistics. Statista. 2019.

<https://www.statista.com/statistics/184996/unemployment-rate-of-high-school-graduates-and-dropouts/>

¹¹ Public high school 4-year adjusted cohort graduation rate (ACGR), by race/ethnicity and selected demographics for the United States, the 50 states, and the District of Columbia: School year 2013–14. EDFacts Data Groups 695 and 696, School year 2013–14; 2015. https://nces.ed.gov/ccd/tables/ACGR_RE_and_characteristics_2013-14.asp

¹² Tuscaloosa County District Directory Information. National Center for Education Statistics. 2019.

¹³ Tuscaloosa City District Directory Information. National Center for Education Statistics. 2019.

¹⁴ Crain, Trisha Powell. "Alabama House Committee Approves Bill to Hold Back Third-Graders Who Don't Read on Grade Level." AL.com. April 24, 2019. <https://www.al.com/news/2019/04/alabama-house-committee-approves-3rd-grade-retention-bill.html>.

retain ELL students in the third grade, a tactic that has not yet been proven beneficial for ELL students.¹⁵

Currently, there are multiple literacy programs administered by the University of Alabama System. The system recently launched a reading initiative designed to coordinate efforts across statewide partners to help ensure that all Alabama students are reading on grade level by the end of third grade. This program will address the requirement of the recently passed Alabama Literacy Act and will serve as a coordinated effort of 25 universities and two-year colleges with 1,500 student tutors and 1,000 volunteer employees.¹⁶ Locally, The University of Alabama (UA) Honors College coordinates the READ Alabama mentoring and literacy program, which serves local schools and Boys and Girls Clubs through read-aloud time in elementary school and after-school classrooms. In the 2018-2019 school year, READ served 16 classes in 5 elementary schools and one Boys and Girls Clubhouse. The program served approximately 250 students and connected them with 178 undergraduate mentors.¹⁷ The University of Alabama College of Human Environmental Sciences frequently hosts one-day events in Tuscaloosa focused on reading and literacy, including events like the Read and Romp, an outdoor event with learning stations and entertainment for children, and the Alabama Literacy Summit, a statewide conference dedicated to hosting educators, community leaders, and nonprofits to network and discuss literacy in Alabama.¹⁸ The College of Education hosts the Belser-Parton Literacy Center, which serves as a teaching and research center focusing on community outreach, teacher education, and research and scholarship, and supports students during their teaching internships to increase literacy in the region.¹⁹ The center is successful in its mission, but programming is limited to teacher training and professional development, and does not take advantage of the full resources of the student population.

The Literacy Council of West Alabama (LCWA) provides funds, books, and volunteers for literacy camp and reading programs across West Alabama, including Camp Marion in Marion, AL, Sawyerville Day Camp near Greensboro, AL, and the Seed, Feed and Read Summer Camp that serves Tuscaloosa city's elementary-age population.²⁰ LCWA provides direct service in four areas: the Rural Little Library, the Author's Edge Event, Book Donations, and GED Scholarships. LCWA is successful in connecting patrons to services in rural areas of West Alabama through partnerships with the Alabama Cooperative Extension System and Community College System. The Literacy Council maintains a one-stop office at the C.A. Fredd

¹⁵ Winke, P. and Zhang, X. (2019), How a Third-Grade Reading Retention Law Will Affect ELLs in Michigan, and a Call for Research on Child ELL Reading Development. *TESOL Q*, 53: 529-542. doi:10.1002/tesq.481

¹⁶ University of Alabama System, September 6, 2019. <http://uasystem.edu/assets/2019/09/Reading-Allies-press-release.pdf>.

¹⁷ Sisti, Abigail, and Zambrano, Tatianna. "READ End of Year Report Fall 2018-Spring 2019." University of Alabama Honors College. 2019.

¹⁸ "Read and Romp Makes Learn Fun!" University of Alabama College of Human Environmental Sciences. <http://www.ches.ua.edu/news/read-and-romp-makes-learning-fun>.

¹⁹ Belser-Parton Literacy Center. University of Alabama Department of Education. <https://literacy.ua.edu>.

²⁰ Tilley, Anna. "Summer Reading Camps." Literacy Council of West Alabama. 2019. <https://literacywa.org/community-outreach/summer-reading-camps/>

Campus of Shelton State Community College to connect members of the Adult Education program and the greater community with resources in the area, and supports advocacy and informational campaigns throughout West Alabama. LCWA approaches literacy as an economic issue and focuses many of its resources on improving literacy rates among children to prevent dropout and unemployment.

There is an extreme need for literacy education in West Alabama, but there is also an abundance of resources available to help children become confidently literate. The most pressing need for ELL students regarding literacy is adequate teacher training for their specialist ELL instructor. Research has proved that ELL students perform better academically and achieve greater language proficiency when they have high-quality English language instruction.²¹ Additional ELL funding is low priority for state governments, and only 46 states allocate additional funding for ELL students. Alabama allocates funds for ELLs through categorical programs outside of the state's primary funding formula and through line-items in the budget for specific programs. Alabama is one of the last remaining states to use the line-item funding model, but it ensures that the funds are being used for their person. However, this model is critiqued due to its inflexibility. Of the states funded on the categorical model, Alabama funds the least amount of each of the states at a varying amount based on state budgets, but for FY 2015, each school district is allocated an additional \$95 for an ELL student's education.²² In comparison, Arkansas allotted each district an additional \$305 per ELL student and Colorado allocated \$869 per non-English proficient student. \$95 per student is not enough to pay for an additional teachers salary, even in a district where there are many ELL students. Programs that are funded at this level cannot be effective due to the limited amount of time a specialist instructor is able to spend with ELL students. Additionally, ELL-only instructors in Alabama are not required to hold a specialist certificate or endorsement, so they cannot be providing the highest quality ELL education.²³ An increase in ELL program funding for teacher salary and instructor professional development for both classroom teachers and ELL specialists in every Alabama county with ELL students is absolutely necessary to combat the problem of ELL illiteracy in the state of Alabama.

Personal Experience

Fluency in English is critical to success in modern society. Immigrants typically face the biggest struggle with becoming fluent in English, and Bhavana Ravala's family's experience with immigration and education systems shows that although some immigrants adapt quickly, becoming fluent in American English is difficult and certainly not the norm. Unlike her parents

²¹ Millard, Maria. "State funding mechanisms for English language learners." Education Commission of the States. 2015. <https://www.ecs.org/clearinghouse/01/16/94/11694.pdf>

²² "50-state comparison, Funding per Student, November 2014." Education Commission of the States. 2014. <http://ecs.force.com/mbdata/mbquestNB2?rep=ELL1413>

²³ "50-state comparison, Are ELL-only instructors required to hold a specialist certification or endorsement?" Education Commission of the States. 2014. <http://ecs.force.com/mbdata/mbquestNB2?rep=ELL1416>

who immigrated to America, she and her sister attended mainstream classes, and understand American culture and mannerisms far better than our parents do. They avoided the ELL experience that many immigrant and first generation students have to go through, but at the same time, developed empathy for ELL students' experience. Bhavana experienced some of what many English language learners face, including the struggle of comprehending their environment, pressure to assimilate, and differences in family experience. For Juliana Strobing, a native English speaker without extensive knowledge of another language, cultural differences are important and ELL students must be incorporated into society to encourage diversity in a variety of circles.

Language is special because it is able to adapt and change based on the environment and objectives of the interaction. Many native-speaking students face the obstacle of learning to read, write, speak and understand academic English while they are facing pressure to conform to a changing culture, but for ELL students, this experience is much more intense. They must cope with changing cultural norms, pressure from their family, and embarrassment at the inability to contribute to their classroom experience. Some schools lack the resources necessary to properly identify what is causing difficulty for ELL students and because of this inability, many ELL students get the wrong kind of help, delayed help, or no help at all. The ELL student experience is an area of concern for education advocates regardless of whether the connection to the issue is a personal or professional one. Alabama lags behind the rest of the country and will not advance unless ELL students are properly equipped for higher education and the workforce. Addressing ELL fluency is likely to bring positive effects to the Alabama education system as a whole and will facilitate better assimilation into Alabama communities for ELL individuals.

Relationship with Community Partner

Many different governmental and non-profit organizations are key players in literacy and English fluency efforts in West Alabama. Efforts of these organizations include in-school reading and testing programs by classroom teachers and language specialists, after-school reading programs in schools and non-profit centers, and summer reading camps and initiatives throughout Tuscaloosa County. Outside of literacy programs built into the curriculum of elementary school classrooms, most non-profit based literacy programs are short-term, workshop or camp-based programs dedicated to helping kids read outside of school time. The Literacy Council of West Alabama is a unique organization among these groups as it prioritizes literacy through an economic and human development lens and seeks to increase literacy to allow individuals in West Alabama to function at a greater level within society.

In discussions with the Adult Education program at Shelton State Community College, educators identified that many people in their ESL classes are either parents attempting to understand what their students are doing or people seeking English certificates or GEDs for better job opportunities. Parents are coming to class because they want to be involved in their children's lives, but they and their kids do not understand what is happening because as ESL students are increasingly being included in mainstream classes, their children are not being cared

for properly because training is not available to classroom teachers in the area for ESL inclusive lessons. Teachers in the Tuscaloosa County School System feel supported in their efforts to include ESL-friendly reading and language arts curriculum, but expressed the need for more resources and better training in ESL programs. Currently, any professional development unique to Tuscaloosa's system needs has to be planned by the ESL program specialists, who are stretched thin, unable to care for both the students, ESL teachers, and mainstream teachers adequately. Robert Poole and the TESOL program at the University of Alabama are serving as our community partner to address this need by creating resources and training for teachers to better understand and serve their ESL students. Currently, they do not offer professional development for K-12 education, but they are the most qualified resources in the area to create the program because of their experience instructing future collegiate ESL educators.

Proposed Action and Sustainability

The lack of English fluency in ESL students in Tuscaloosa City and County Schools is detrimental to their success as students, will affect the high school graduation rates of the districts, and is an economic burden for West Alabama. This trend is not unique to Tuscaloosa County. Schools throughout the state face difficulty educating ELL's because of a lack of trained ESL teachers and ESL program resources. Due to the lack of resources, ELLs are "mainstreamed", or included in classrooms with native speakers for the majority of their educational experience. Although there are a wealth of benefits to total immersion, students are often not able to keep up in their class because mainstream teachers do not have available training to meet the complete needs of ELL students where there is little availability of an ESL specialist.

The best way to tackle the issue of lacking ESL resources is to take current ESL teachers and provide them with the resources to teach their students in the most effective way possible. The students will do this by creating an online professional development course for these teachers. Mainstream teachers will also be targets for this course as well. Since many of the ESL students are "mainstreamed" it is vital that these teachers be equipped with the skills necessary to navigate how to deal with ESL students. It will be self-paced and free to register for all who want to take it. At the end of the course, they will receive a certification in professional development and leadership. The course will be broken down into three overarching units: what it means to be a leader, how to be a leader in ESL, and resources for the future. We created these three units because they cover not only ESL specific material, but deals with concepts on how to create a conducive learning environment for all students.

The "What it Means to be a Leader" unit will be focused on general concepts of leadership. It will not be specific to ESL, but rather a refresher on how to command a classroom, set up lessons, and more on leadership. The next unit, "How to be a Leader in ESL," is more focused on being an ESL teacher. Lastly, the unit entitled "Resources for the Future" will provide easy-access resources for teachers to refer to in the future. Each unit will be broken up into several modules that they must complete by April 30th. A timeline of the project is shown

below. After the conclusion of the course, a reaction survey will be sent to those who took the course. It will ask them if they thought the course was helpful, why or why not, and other supporting questions, like the next steps they wish to take in their classrooms with this new information.

The content of the course itself is what we will need the community partner for, as the class is not qualified nor has the experience to create. We would work in tandem with the community partner to make sure that the vision for our course is maintained throughout the creation process. These three units are essential to the success of this course and for advocating for a better future for ESL students. We will be in close contact with the community partner during the course creation phase to ensure that the mission and vision of the course is maintained correctly. Once we have created the course, we will open it for a test run. Once the test run is successfully completed, emails and flyers will be sent out to inform the community of the course and try to get as many teachers signed up. We have allotted a significant amount of time for this to get as many people aware of this opportunity as possible. This is the same philosophy behind the month long enrollment period during the month of March. The course will last for the month of April, and then the survey will be sent out on May 1st.

Timeline for Implementation

January 10 - February 15	Course is created with the help of community partner
February 20	Course is launched for a test-run
February 21 - March 31	Emails and flyers sent out to inform potential course students of the opportunity
March 1 - March 31, 2020	Enrollment Open for the Course
April 1 - April 30, 2020	Course Opens
May 1	Reaction survey administered

The role for the rest of the New Student Class will be helping promoting visibility of the course during the advertisement phase. We will also ask for their input in the philosophy behind the modules, and take their advice while being in communication with the community partner to develop the course. We will possibly need people to meet with school officials and help Trey in communicating with the community partner, however, that is ultimately his domain. The rest of the Class will be essential in spreading the word and maintaining visibility for the project.

There are relatively few risks associated with this project. The largest risk would be that the course is not helpful to the ESL teachers taking it. This risk is minimized by using the advice of the community partner in creating the most effective course material possible. The results of its success will be assessed using the results of the reaction survey. Ultimately, we will not be

able to tell the actual outcomes of the course for many months, possibly years before data would be available on the ESL demographic we have targeted. The reaction survey will be an adequate way to gauge first reactions and thoughts about where the teachers may want to take what they have learned and how they want to apply it. Hopefully, the students of the course we have created and help implement will find it extremely useful in navigating having ELL students in the classroom.

Budget Narrative

There are very few costs associated with this project based on the plan of action described above. Fortunately, connections with faculty on campus have made it so that designing and offering this course for free does not incur any costs, as they have software available that can be used to design the course. One of the major costs is printing necessary materials. Promotional materials such as fliers and posters that can be distributed and displayed need to be printed, and setting aside about \$250.00 for that purpose is generous. In addition, at the end of the course, it would be nice to supply the teachers with a physical certificate of completion in addition to the certification they will automatically receive. Printing these shouldn't be too expensive based on how many participants the course actually has, so budgeting \$100.00 is appropriate since we can't predict the number in advance. Finally, there will likely be a couple of opportunities for in-person meetings for those who are enrolled in the course or interested in doing so. There is some money in the budget to provide refreshments for those meetings should the opportunity arise. With a few hundred dollars, this project should be able to achieve all its goals.

Group Number:					
Project Name:					
	Quantity	Revenue per Unit	Total	Running Total	Notes / Details
Revenue:					
Daniel Foundation Grant	1	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	
TOTAL REVENUE				\$ 5,000.00	
	Quantity	Expense per Unit	Total	Running Total	Notes / Details
Expenses:					
<i>Example: Supplies</i>	30	\$ 2.00	\$ 60.00	\$ 60.00	Example - Coloring Books for Classroom Activity
<i>Example: Volunteer Management</i>	50	\$ 3.00	\$ 150.00	\$ 210.00	Example - Snacks for Volunteer Training (50)
<i>Example: Ticket Costs</i>	30	\$ 5.00	\$ 150.00	\$ 360.00	Example - Zoo Field Trip for Pre-K Students (30)
<i>Example: Transportation</i>	4	\$ 60.00	\$ 240.00	\$ 600.00	Example - Shuttle Rental (4 hours) for Field Trip
<i>Certificates</i>	50	\$2.00	\$ 100.00	\$ 100.00	Certificates of completion
<i>Printing</i>	1	\$250.00	\$ 250.00	\$ 350.00	Printing promotional materials e.g. fliers
<i>Snacks</i>	2	\$50.00	\$ 100.00	\$ 450.00	Refreshments for in-person meetings
<i>Expenses</i>			\$ -	\$ 450.00	
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<i>Expenses</i>			\$ -	\$ 450.00	
TOTAL EXPENSES				\$ 450.00	
DIFFERENCE				\$ 4,550.00	Balanced or Budget Surplus