Steppingstone Scholars
in support of

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Proposal Summary

Name of the Project: *We the Scholars*

Summarize in one sentence the specific purpose for which you are submitting for the contest: Steppingstone Scholars' purpose for submitting for the contest is to give our Middle Grades Academy (MGA) partner schools opportunities to learn and interact with the United States' Constitution in ways that are not only impactful but long lasting.

National Constitution Center education staff Contact: Kerry Sautner
Contest Application

Background:
Steppingstone Scholars' Middle Grades Academy operates in three public K-8 schools: Dunbar Promise Academy and Tanner Duckrey School in North Philadelphia. Serving over 1,000 students, the MGA is composed of a set of interconnected interventions and supports focused on high school and college preparation. Through the improvement of student access to year-round, high quality in school and after school enrichment and academic rigor in their neighborhood schools, the MGA leads students to sustain a college trajectory.

Steppingstone Scholars partners with Temple University to form a College Pipeline Collaborative (CPC) that stretches from the MGA (K-8th grades) to graduation from high school, and includes a variety of programs, such as Upward Bound. This collaboration aims to improve the college attendance rate in the neighborhoods surrounding Temple University and uniquely qualifies Steppingstone Scholars for this grant, as we are able to leverage Temple resources to bolster the effectiveness and sustainability of the project. Steppingstone is also uniquely qualified for this grant due to its history of running programs across multiple schools while maintaining continuity and efficacy. Our ultimate mission is to provide quality programming and access to rigor to students regardless of their financial surrounding.

Mission Statement
Steppingstone Scholars, working with families and school partners, provides rigorous educational programming and support for talented underserved students in the Philadelphia Region to achieve academic success, opportunity, and a college degree.

Our Vision
To Bridge the Gap in the College Pipeline
Needs and specific outcomes project will achieve
In the current political climate, it has become increasingly clear that our MGA students are keenly aware of national politics and are unsure how to give voice to their thoughts and feelings about politics and government. There are currently few outlets in our after school program, and even fewer within their classrooms, for students to explore their values, beliefs, and concerns. Students must develop knowledge of the United States government’s history and political and legal processes to better understand current political events. Furthermore, students must be given opportunities for civic engagement to constructively address their moral and ethical issues related to politics and government.

*We the Scholars* will provide an outlet for students to learn about civics and civic engagement, with a concentration on the Constitution and its tenets. The program will work to address:

- Limited integration of civics and civic engagement in the school curriculum
- A lack of outlets for students to discuss the impact of politics and government on their community
- Students’ limited engagement in solving community issues
- Students have a lack of role models who are engaged in civics

Learning Goals include:
- Students increase their literacy fluency and ability to decode academically rigorous text
- Students become capable communicators, reading critically, and reading, analyzing, and interpreting both digital and written materials
- Student develop research and writing skills to articulate and debate conceptual and practical concepts
- Students develop oral presentation skills to defend their constructed arguments in a public forum and are able to respond to critique
- Students will utilize cooperative learning as the primary pedagogical approach to instruction and incorporating civics-oriented problem-based projects

Expected outcomes include:
- Matching each article and amendment and understanding the history, meaning, and purpose of the U.S. Constitution
- Applying critical thinking to a civics curriculum and generating a discussion around current issues within the classroom and afterschool programs
- Partnering with an area law school and pairing civically engaged role models with partner schools’ classrooms and MGA students
- Generating student-driven, community-based initiatives that can be implemented in urban areas nationally
- Continuity in civics and Constitution curriculum and programming
- Programming that can be set as the model for non profits working with school partners
- Development of lesson plans and activities that can be implemented in In school and Out of School (OST) programs nationwide
Target population:
Steppingstone’s target population is our K – 8th grade Middle Grades Academy students, at Tanner Duckrey School located at 1501 Diamond Street and Paul L. Dunbar, located at 12th and Cecil B Moore. There are over 1000 students between the two schools that will be served by this project and the curriculum and project focus. Within the out of school programs, there are over 150 students ranging from 4th through 8th grades. Both schools are federally designated Choice Neighborhood Schools of North Central Philadelphia. One hundred percent of our Middle Grades Academy students are economically disadvantaged, living in underserved areas. The residents of Duckrey and Dunbar have a combined college degree attainment rate under 6.5%, an unemployment rate of over 10%, and a median income of under $19,000.

Our Middle Grades Academy students will benefit tremendously from this project, which will help them build critical thinking skills while learning about an important part of United States history that impacts their everyday lives. This project will give our MGA students an opportunity to learn about articles and amendments of the United States Constitution from experts in the field. They will be given an opportunity to delve deeper into how their government works and understand their rights while learning how they can translate this knowledge to help them improve their neighborhoods and themselves.

In the summer of 2017, Steppingstone will begin administering the Temple Upward Bound program. The Upward Bound Classic component will focus on civics and serve the North Philadelphia high schools that Dunbar and Duckrey students overwhelmingly attend. This project will allow Steppingstone and Temple University to create a pipeline of services that engages and informs students about civics and the Constitution from kindergarten to senior year in high school.

Proposed staff:

Steppingstone Scholars
Dr. Sean Vereen, President of Steppingstone Scholars  
Christopher Avery, Vice President of Programs of Steppingstone Scholars  
Monique Curry, Director of Development  
Julia Levin, Office Manager of Steppingstone Scholars

School Partners
Dawn Moore, Principal of Dunbar Elementary School  
David Cohen, Principal of Duckrey Elementary School  
Dunbar and Duckrey Teaching Staff

Temple University
Temple University Constitutional Law Professors  
Social Studies Professor, College of Arts & Sciences  
2L Law Students at Temple University Beasley School of Law  
Two (2) Steppingstone Temple University Work Study students

Anticipated Length of Project
9/1/2017 – 6/20/2022
The intended project will last for five school years with annual evaluations to determine the project’s effectiveness. This will allow for increased integration throughout the school curriculum and sustainability of related service-learning projects within the community.

**Narrative**

**Program Approach**

*We the Scholars* will provide coordinated and stimulating lessons on the United States Constitution and its history and purpose in 2 areas.

1. **Curriculum Development and Exploration:** The National Constitution Center’s Interactive Constitution Website and Traveling History and Civics shows, including the *Rights and Responsibility of Citizenship*, will serve as a foundation for civics lessons in our partner schools and After School programs. Through the National Constitution Center’s Interactive Constitution area and Teaching Tolerance websites, teachers will coordinate weekly lesson plans targeted to specific amendments and articles, related to a larger, school-wide civics theme. Teachers and students will work with Constitutional experts from Temple’s Law School and a Temple Social Studies professor from the College of Arts and Sciences to learn about the history of the Constitution and the circumstances surrounding the adoption of each article and the passage of each amendment.

Student learning will relate to the topics being explored in their social studies classes, how articles and amendments impact them today, and how Constitutional law can be used to inspire change. Students will host a debate on a clause or amendment related to a local current event or a national news story and will conduct research, with help from Temple Law students, to produce a thorough, factual, and unbiased argument on their topics. This process will help students relate the Constitution to issues occurring in the world around them. Steppingstone’s Temple Work Study students, who primarily come from the College of Education, will be trained along with teachers to create a pipeline of Constitution enthusiasts that will continue to work with students long after the grant concludes.

2. **Civic Engagement:** Middle Grades Academy students will work with educators and current and potential community partners to identify service-learning opportunities to incorporate into the civics curriculum and to develop sustainable community initiatives emphasizing students’ collective vision based on the specific amendments that students are learning about in their classrooms and the after school program. Over the course of the five-year project, ongoing evaluations will be conducted and funding will be acquired to sustain the projects beyond the life of the grant.
Impact of Instructional Materials on Student Body:

The National Constitution Center’s Traveling History and Civics shows, such as *The First Amendment* and *Being an Active Citizen*, will provide access to entire grade bands in an assembly format. The follow-up workshops and lessons within the classroom will be implemented utilizing the Interactive Constitution which will provide professional development for teachers to implement the lessons and serve as a basis for students to learn the constitution. The Middle Grades Academy Afterschool Enrichment program students will participate in clubs after school that will explore The Interactive Constitution to learn about 4 to 6 Amendments per grade band. Students will utilize knowledge to create debates and activities that will be presented to the entire student body. Duckrey and Dunbar Faculty will utilize lesson plans developed around debates to prepare and teach in school students about Amendments. Whether In school or Out of School, students throughout each elementary school will have an opportunity to gain constitution and civic knowledge through *We the Scholars*.

Within our schools, the election has been an ongoing topic throughout our schools. Students, faculty and parents have sought forums and opportunities to discuss the ramifications of decisions that have been made. It has been a constant refrain for students to ask about whether concepts are legal or constitutional. The *We the Scholars* project will provide the platform and opportunity for students to learn about the constitution with the lens of current events while gaining insight and the opportunities impact their communities.

- For example, all students in Kindergarten through 8th grade will experience Traveling programs, such as, *Growing up in America*.

- In collaboration with Temple professors and Law students, Dunbar and Duckrey faculty will develop lesson plans that document students’ journey utilizing Interactive Constitution to prepare students in their classrooms to deliver debates on grade specific Amendments. Finally, preparation notes from students’ stance provide teachers with a lesson plan that allows them to prepare in school students to follow, understand and judge the debate.

- Students in the Afterschool program will work with Temple Law Students and Steppingstone's Work Study students will utilize Interactive Constitution to explore their respective grade specific amendments in clubs, allowing students to delve deeper than they would be able to in their classrooms.

As proficiency in literacy is a targeted learning goal for both schools, access to engaging literary tools will be essential for both schools to reach their performance levels. Through the National Constitution Center and Teaching Tolerance websites, our teachers will be supported to find lesson plans that are targeted to specific amendments and articles which will be a part of a larger school climate theme of citizenship, providing them with specific aims and objectives to integrate civics into their literacy blocks and support student exploration of the Interactive Constitution. Throughout the year, our MGA staff, along with Constitutional experts and law students, will support the implementation of the Steppingstone Scholars’ *We the Scholars* project to teach each student about the Constitutional articles, clauses, and amendments, which will be integrated into their school curriculum and objectives.

Our students will participate in debates in the classroom and in the after school program. Students will have the opportunity to experience and learn about the Constitution and civic engagement, as each debate will challenge students and give them resources to make a difference in their community through
civics. Each grade of the schools will work to create a civics service-learning project with a budget to impact the community, and that project will be reviewed by the *We the Scholars* project staff and resources will be allocated based on that review. As revisions and resubmissions will likely be needed, students will learn the process of creating bills and amendments and how they often have to be amended before being ratified.

Additionally, our project staff will offer professional development to all Dunbar, Duckrey and Upward Bound teachers on how to incorporate and sustain the constitution lessons and *We the Scholars* project activities into their classrooms to prepare their students to fully engage in the curriculum and their communities. It will allow them to sustain this level of Constitutional education and civic engagement beyond the conclusion of the *We the Scholars* project.

### We the Scholars: Learning and Living the Constitution

Our project provides digestible access to scholars to understand and engage the constitution. Consequently, rather than exposing scholars to all of the amendments at one time, we provide expose them to the constitution in segments and revisit the previous amendments from throughout their time at K-8 school while providing opportunities for them to create civic engagement projects themed on the amendments of their year.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Amendment</th>
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</table>
| Grade 4 | Preamble to the Bill of Rights  
Amendment 1 – Freedom of Religion, Speech and the Press  
Amendment 2 – Right to Bear Arms  
Amendment 3 – Housing of Soldiers |
| Grade 5 | Amendment 4 – Protection from unreasonable Search & Seizures  
Amendment 5 – Protection of rights to Life, Liberty & Property  
Amendment 6 – Rights of accused persons in Criminal Cases  
Amendment 7 – Rights in Civil Cases  
Amendment 8 – Excessive Bail, Fines and Punishments Forbidden |
| Grade 6 | Amendment 9 – Other Rights kept by the People  
Amendment 10 – Undelegated powers Kept by the States and the People  
Amendment 11 – Authority of Federal Courts Restricted  
Amendment 12 – Election of the President and Vice President  
Amendment 13 – Slavery Outlawed  
Amendment 14 – Rights of Citizenship |
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<tr>
<th>Grade 7</th>
<th>Grade 8</th>
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<tr>
<td>Amendment 15 – Voting Rights for All Races</td>
<td>Amendment 21 – Control of Liquor Returned to the States</td>
</tr>
<tr>
<td>Amendment 16 – Federal Income Taxes</td>
<td>Amendment 22 – Presidents Limited to Two Terms</td>
</tr>
<tr>
<td>Amendment 17 – Election of Senators by Popular Vote</td>
<td>Amendment 24 – Voting Rights Protected from Taxes</td>
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<tr>
<td>Amendment 18 – Liquor Outlawed</td>
<td>Amendment 23 – Presidential Electors for the District of Columbia</td>
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<tr>
<td>Amendment 19 – Voting Rights for Men and Women</td>
<td>Amendment 25 – Replacing the President and Vice President</td>
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<tr>
<td>Amendment 20 – Terms of the President and Congress; Replacing the President</td>
<td>Amendment 26 – Voting Rights for All Citizens Eighteen or Older</td>
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<tr>
<td></td>
<td>Amendment 27 – Changes in Salaries of Senators and Representatives</td>
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**Annual Tentative Schedule**

**August**
- Teacher Professional Development on grade specific content, implementation strategies, and cross curricular lesson planning

**September**
- Student introduction to Interactive Constitution, Grade specific Amendments, and Pre-test

**October**
- Role play and demonstration of current comprehension of Interactive Constitution and the Articles of the Constitution (Traveling History and Civics - Growing up in America)

**November**
- Elections / Understanding and demonstrating local and national civic issues and solutions through Interactive Constitution (Traveling History Rights and Responsibilities of Citizenship)

**December**
- Trips to NCC and possibly other local historical sites in grade bands (4-6, 7-8)

**January**
- Student research with Constitution Experts exploring the Interactive Constitution and amendments pertaining to local and National Civic issues of student concern

**February**
- Students will use the Interactive Constitution to finalize stance on issues (Traveling History and...
March
● Work with partners to create civic engagement project that addresses their amendment (Professional Development opportunity with partners for teachers)

April
● Debates - Students will be judged on their usage of the Interactive Constitution resources

May
● Review arguments from Debates (Scholars create their own amendments / articles)

June
● Implementation of End of Year Summative Civic Learn Project / Post test

Assessment:
Steppingstone Scholars, Inc. will use both quantitative and qualitative measurements to assess student learning and project impact.

Quantitative measurements to assess student learning and program impact will include administering a pre- and post-test questionnaire in the form of a survey to measure Constitutional and civic knowledge at the beginning and end of each school year, and distributing a pre- and post-test questionnaire, in the form of a brief quiz, to measure Constitutional and civic knowledge at the beginning and end of each lesson.

Qualitative measurements to assess student application of concepts will include recording observations of student engagement a rubric to measure the quality of the students' debate presentations, and service learning projects. Final service learning projects will be assessed based on summative mastery of Amendment knowledge and usage of Interactive Constitution, community focus and collaboration, and goal of projects’ ability to overcome community issues.

In addition to formal evaluation measures, students who witness and participate in classroom debates will also take part in peer review and self-assessment exercises to judge the quality of the arguments and their comprehension.

Furthermore, key components of the community-based project proposals to be created in the classrooms will be assessment and sustainability. A reflection form will be provided to students and teachers to help them understand the implementation areas in need of adjustment in order to increase learning and impact moving forward.

Finally, through our partnership with Temple University's College of Education, we will have a third-
party evaluation conducted by a member of the faculty. Evaluations will be compiled and catalogued by our Temple College of Education practicum students, who are seniors and are concentrating in nonprofit education and effectiveness.

**Instruction:**
There will be a variety of instructional approaches within the *We the Scholars* project. For example, we will incorporate a debate/mock trial in individual Middle Grades classrooms. Two teams of MGA students will be given a section or amendment and a side to argue, based on different interpretations of Constitutional law. Students will be guided and ultimately judged by 2L Law students from Temple University. The Interactive Constitution will be used to help students gain comprehension to develop their own arguments with their debate. The Interactive Constitution will also be used in each classroom, with one amendment or section being the main subject of the class curriculum in concert with the resources and lesson plans from the National Constitution Center and Teaching Tolerance websites.

Students will have the opportunity to lead classroom discussions on a variety of civics topics and will use role playing to help them demonstrate their knowledge of the material. For example, Steppingstone Scholars students have discussed their interactions within their neighborhoods with local law enforcement, and this strategy will allow them to practice their response and learn their individual rights. These topics will tie to current news or issues relevant to their daily lives and community. The high-quality instruction and implementation of our program will allow for students to establish real connections with the content, allowing them to become passionate about the topic and the constitution while making learning real and civically impactful.

**Documented Impact on Student Understanding:**
Documentation of student understanding will be collected through a number of quantitative and qualitative data assessments, including pre and post tests, peer reviews after each debate, as well as self-assessments. We want to ensure that students are actively engaged in the classes and clubs and learning at their fullest potential. We also want to ensure that students are learning by attending the debates and are able to gain new insight and civic knowledge. Our documentation will allow us to inform and adjust our implementation as we proceed throughout the year to ensure that all students and faculty involved are benefiting and learning and will aid our ability to sustain the project beyond the first year. The lesson plans and materials will be vetted and archived on a Steppingstone’s website for future years to allow for continuity as students matriculate through the schools. Steppingstone is uniquely qualified for this grant, as we are accustomed to receiving and stewarding grants and generating reports to demonstrate student growth and understanding. Our position as a Non Profit has the potential to be spread nationwide for other Out of School Time programs to replicate.

**Professional Development:**
*We the Scholars* will provide a unique interactive professional development opportunity for teachers in Duckrey and Dunbar. At the beginning of the school year, teachers will sit down with our Constitutional experts and staff to help develop curriculum that will civically engage their students and fully prepare their lessons.

- The Traveling History and Civics Program workshops will further aid teachers in ways to engage students in their classroom.
- Resources, such as the National Constitution Center website, specifically the Interactive Constitution and the Teaching Tolerance websites, will provide lessons and forums for teachers.
Teachers will have ongoing training and interaction with Constitutional Scholars, Temple Law students, and College of Arts and Sciences social studies professors and strengthen their ability to interpret and teach the Constitution and its amendments as well as create innovative lesson plans to continue the project for years to come. Ultimately, students will interact with and benefit from the assemblies, lessons, and debates that will happen throughout the year.

**Sustainability:**

*We the Scholars* will be developed and refined in our current MGA schools, Duckrey and Dunbar. With our professional development opportunities, *We the Scholars* will be sustained across these schools. As we expand our MGA programs to six schools (four additional schools) in the next four years, *We the Scholars* will also be implemented in those schools. Ongoing fundraising will be dedicated to the project and other components, such as workshops, professional development, and technical equipment, are largely one-time costs.

Dunbar and Duckrey students who participate in Temple’s Upward Bound as they matriculate into high school will continue their experience of *We The Scholars* throughout their high school education through the integration of civics lessons with their summer composition courses. The Composition course exposes UB participants to the collegiate writing process while providing them the opportunity to develop their civic engagement that will be design, developed, and initiated during the summer Upward Bound cohort sessions and continued throughout the school year.

Consequently, the resources from Steppingstone’s K-8th grade MGA uniquely positions us to maintain and sustain the partnerships and this project well beyond the absence of additional funding from this source. Having a full-time Development and Communications staff, including a Director, Development Associate, and Board members allows for a particular emphasis on supporting programs and expanding them beyond the original footprint. Some costs will be absorbed into our fiscal budget for 2018 and others will be negotiated in-kind donations from the College of Education and the Law School. Upward Bound, 21st Century, and other contributions from foundations, such as Wellington and Lenfest, will be targeted to sustain the project’s impact beyond the National Constitution Center’s initial grant. Additionally, Steppingstone Scholars will leverage current relationships with local organizations involved in civic engagement, including Young Involved Philadelphia, the Urban League of Philadelphia, and Philadelphia City Council, for access to civic engagement knowledge, events, and resources.

Finally, Steppingstone Scholars will seek new partnerships with civic organizations such as the local chapters of national organizations including but not limited to the American Civil Liberties Union (ACLU), the National Organization for Women (NOW), The National Center for Public Policy Research, the National Black Republican Association, the National Association for the Advancement of Colored People (NAACP), National Rifle Association (NRA), The Attic Youth Center (LGBTQ Youth Support and Advocacy Group) to leverage as educational and networking resources for *We the Scholars* staff and students, to provide ideological insight from a variety of groups and develop our students, staff and organization as leaders in civic education and engagement.
## Timeline

*We the Scholars* Program Timeline

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<tr>
<th>Focus</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
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### We the Scholars Program Budget

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