

NAME: Sarah Daines

**Phone Number**

[\(608\) 556-3274](tel:6085563274)

**Email Address**

[sarahmdaines@gmail.com](mailto:sarahmdaines@gmail.com)

**Position (e.g. parent, teacher, etc.)**

4K Teacher

**Proposal Title**

Spanish Language Class at Madison College

**Dollar Amount of Request**

\$155

**School**

- Franklin

**Description of Need**

Our 4K program includes children that are English Language Learners (ELLs) but does not provide direct support from an ESL teacher. I have just received my ESL Master's from Edgewood College in hopes of meeting the needs of these learners and families, in an effort to lessen the achievement gap that is seen in ELLs district wide.

Another step I could take is to learn some more Spanish. Although many first languages are represented in our classes, the majority of ELLs speak either Spanish or Hmong.

I am requesting tuition to cover a non-degree Spanish course at Madison College. The amount also covers the cost of the required textbook. The course runs from 10/24-12/12.

**Goals of Program - How will your program fulfill this need?**

Over the course of the eight week class I will learn basic Spanish phrases, body parts, family relationships, time, colors, numbers, basic commands, and foods.

**Benefit to Students and School**

4K Spanish speakers will benefit from my knowledge of Spanish to bridge and transfer meaning from their native language to English. Their native language will also be strengthened, which research shows helps boost English acquisition.

**Budget - Provide an itemized list. Note that funds must be spent in the school year requested. Unspent funds revert back to the PTO. Total of list should match amount indicated above. Please place each item in your budget on a separate line with its cost.**

Tuition \$135  
Textbook ~\$20

**Other funding - Is your project/event funded by any other source, including donations from parents?**

No

**Other funding sources - If you have other funding sources, please describe the sources and status of other pending or awarded funding for this project.**

None

**Will you be submitting any letters or emails in support of your application?**

No

**The PTO requires grant recipients to provide accounting for their grant in the form of a report to the PTO, pictures, or a letter. How will your group accomplish this?**

I will write a letter and include samples of my learning and pictures of myself using what I have learned with my students.

**Name**

Marissa Prater

**Phone Number**

[\(419\) 297-2867](tel:4192972867)

**Email Address**

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**Position (e.g. parent, teacher, etc.)**

Art Teacher

**Proposal Title**

Art Improvements

**Dollar Amount of Request**

\$800.00

**School**

• Franklin

**Description of Need**

Art supplies to improve the art program!

At the beginning of the year I completed a supply inventory, and realized I didn't have much to work with. I have plenty of scissors, more rulers than I could ever use, a few paintbrushes, and some faded construction paper. Every project I plan I have to basically start over from scratch with supplies (order paper, paint brushes, paint, etc...) and my budget for the year is slowly disappearing. I would like to ask for a financial boost from PTO so I can continue ordering supplies.

**Goals of Program - How will your program fulfill this need?**

We will be using a variety of mediums in the Art room.

**Benefit to Students and School**

Students will benefit by having the chance to experience a variety of art mediums and projects, and also build their foundational skills. The school will benefit from having a curriculum rich art program, and students will be better prepared as they move on to Randall Elementary.

**Evaluation of Program**

I will evaluate the success of the art program by planning curriculum around a variety of art processes and mediums.

**Budget - Provide an itemized list. Note that funds must be spent in the school year requested. Unspent funds revert back to the PTO. Total of list should match amount indicated above. Please place each item in your budget on a separate line with its cost.**

Amaco Teacher's Palette Glazes \$500.00- variety of colors

Printmaking supplies

Brayers- 10 in total 122.90

Ink-True Flow Water Soluble Block Printing Ink \$200.00

**Other funding - Is your project/event funded by any other source, including donations from parents?**

Yes

**Will you be submitting any letters or emails in support of your application?**

No

**The PTO requires grant recipients to provide accounting for their grant in the form of a report to the PTO, pictures, or a letter. How will your group accomplish this?**

Pictures of students engaged in the process of creating projects, and pictures of finished work.

**Name**

Anne Marie Streeter

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**Position (e.g. parent, teacher, etc.)**

Randall Instructional Resource Teacher

**Proposal Title**

Book Room Update

**Dollar Amount of Request**

\$765

**School**

- Randall

**Description of Need**

The Randall book room needs to be updated with both new titles and by replacing some old favorites. It has been several years since we have purchased any new books for our book room collection. Randall teachers all rely on the Randall book room to access sets of leveled, high-interest books for use in their classrooms. We need to update our collection with more recent titles that are both engaging and representative of our changing community.

**Goals of Program - How will your program fulfill this need?**

Our goal is to give teachers and students access to new, high-quality literature and informational books that can be used during reading instruction or independent reading. In an effort to continue our work on equity, we also want to provide students with texts that represent a more diverse and dynamic population.

**Benefit to Students and School**

We want all students to be excited about reading; this is key to promoting their reading growth. By providing students with high-quality literature that is both culturally diverse and challenges their thinking, we hope to engage students and increase their reading proficiency. We also want students to have access to informational texts that are current and promote their non-fiction reading skills.

**Evaluation of Program**

Teacher teams will be selecting book titles with the help of our library resource teacher. Teachers will evaluate the success of their book choices by monitoring the level of engagement of their students. We will also be able to monitor the use of the books by reviewing our check-out system.

**Budget - Provide an itemized list. Note that funds must be spent in the school year requested. Unspent funds revert back to the PTO. Total of list should match amount indicated above. Please place each item in your budget on a separate line with its cost.**

Each grade-level will select 5 titles to purchase for the book room (a total of 15 titles). We will purchase 7 books of each title and each title will likely cost an average of \$6 (15 x 7 x \$6 = \$630)  
 One title that is used by 5th grade has worn out and needs to be replaced - this is a full classroom set that is shared (each book will cost \$4.50/book) 4.5 x 30 = \$135

Total = \$630 + \$135 = \$765

**Other funding - Is your project/event funded by any other source, including donations from parents?**

No

**Will you be submitting any letters or emails in support of your application?**

No

**The PTO requires grant recipients to provide accounting for their grant in the form of a report to the PTO, pictures, or a letter. How will your group accomplish this?**

We will provide a report of all the titles purchased and students letters detailing their impressions of the new titles ( this is a great writing assignment that will further their literacy learning!).

**Name**

Molly Papier

**Phone Number**

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**Position (e.g. parent, teacher, etc.)**

Parent

**Proposal Title**

Moodle Book Grant

**Dollar Amount of Request**

\$400

**School**

- Randall

**Description of Need**

5th grade teacher Kristin Faber uses the Moodle educational learning platform to enhance existing learning environments. Moodle (acronym for modular object-oriented dynamic learning environment) extends and tailors learning environments using online, student communities. The stated philosophy of Moodle includes a constructivist and social constructionist approach to education, emphasizing that learners (and not just teachers) can contribute to the educational experience.\* According to Faber, "We struggle to get a hold of enough copies of Moodle books to have available for the students. We do not have enough have enough books available for several reading levels to use for reading instruction groups."

**Goals of Program - How will your program fulfill this need?**

Faber has provided a list of Moodle book titles to be purchased that would provide multiple copies to students and expand the program so that all levels of readers can participate.

**Benefit to Students and School**

Moodle book theme 'Disabilities' supports & promotes 5th graders' empathy and understanding of those with challenges different than their own. Wonder, a Moodle disabilities book title by R.J. Palacio, centers around how students deal with a child with a rare medical facial deformity. Another Moodle theme, 'Survival' contains titles like Yellow Star, by Jennifer Roy. Written in free verse, it depicts life through the eyes of a young Jewish girl whose family was forced into the Łódź Ghetto in 1939 during World War II.

Moodle builds a strong and positive school community that includes children, teachers and parents. Children build writing confidence through the Moodle program by posting their thoughts & getting feedback; they may see that their ideas are shared, appreciated or even opposed by others whose backgrounds differ from the student who posted. This exposure to different points of view is important for 5th graders' emotional, social and intellectual growth.

Moodle complements the school day experience by enriching the school reading curriculum by allowing students to use their beloved technology to post thoughts online that get instant feedback from their peers. This contrasts the typical feedback from their teacher.

### Evaluation of Program

Weekly Moodle responses are required from all Moodle participants to help evaluate their understanding / comprehension of the book read. The higher level thinking questions ask students to provide text evidence to support their reasoning, which also helps teachers evaluate student understanding. Significant connections to a wide variety of books and topics through their weekly Moodle responses can be observed. These connections are sometimes ones that would not have been discovered had they not been able to be exposed to the wide variety of Moodle books.

With a larger number of Moodle book titles available to the whole classroom, the teacher can form smaller groups of non-Moodle students in a "guided book group". This will in turn foster a greater sense of community with all students in the classroom to talk about similar books, even though the students might not be at the same reading level.

### Budget - Provide an itemized list. Note that funds must be spent in the school year requested. Unspent funds revert back to the PTO. Total of list should match amount indicated above. Please place each item in your budget on a separate line with its cost.

Amount requested: \$400

The teacher will have to do a combination of ordering from two book vendors to get all the titles, so total dollars spent is estimated.

Blue Jasmine Unavailable 8.58  
The Boggart 5.19 5.43  
The Ear, The Eye, and the Arm 5.19 6.99  
Esperanza Rising 4.54 4.99  
The Heart of a Chief 5.19 6.99  
I Was a Rat 4.54 6.99  
The Island on Bird Street 4.52 6.95  
Journey to Topaz 8.00 7.99  
Junebug and the Reverend Unavailable 7.99  
Project Mulberry 4.54 5.28  
Red Ridin' in the Hood: And Other Cuentos 11.69 17.99  
S. Scrapbook: Our African American Heritage Trip 2.00 2.78  
The Talking Earth 3.89 5.20  
The Watson's Go to Birmingham-1963 5.19 6.00  
The Wright 3 5.19 5.82  
4 Copies of Title Vendor 1: \$278.68 Vendor 2: \$423.88

### Other funding - Is your project/event funded by any other source, including donations from parents?

No

**Other funding sources - If you have other funding sources, please describe the sources and status of other pending or awarded funding for this project.**

No other funding sources; Letters & statement of support included here.

Letter of Support: Michelle Reis, Librarian

I am the Library Media Technology Specialist at Randall School. and am writing in support of the grant to buy more books for Moodle participation. I've seen lots of excitement and engagement from students who have participated in Moodle in previous years. Students who haven't been in the Moodle group often come to the library to ask for the books they see their classmates reading. However, the library has only 1 or 2 copies of each of those titles. If there are more books available, more students will have access to those titles, and we will be able to increase the number of students who participate in Moodle.

Statements of Support: 5th grade students

Moodle lets you get to know other people you wouldn't have normally gotten to know.

Moodle allows me to talk to other kids about books I have read and see their opinion. I like to get feed back from other kids about my responses and learn other kid's opinions on some of my favorite books.

It's totally awesome! In most normal reading groups, you get assigned things to do for each chapter, and then it's a cliff hanger until you get to the next meeting, and I almost always finish early, which makes it especially frustrating whereas in Moodle you can read your book to your heart's content and put a response to the question in your very own way instead of, say, writing down word for word the definition of a boring old big word that was found in the chapter that you had to read.

In Moodle, we are a lot more independent then in a reading group. We can the book right away or kind of take it slow. We don't have to read a certain amount then stop. Also, it gives us a break from the normal reading group.

Moodle has a fun factor because it's like your own private work usually you'd be in a reading group where everyone reads the same books but the other people can learn about the book you read and maybe they'll be inspired or exited to read it for themselves.

I feel like the book Out of My Mind made you really see and feel what it would be like not being able to speak. Really all of the Moodle books have made you feel so much empathy for other people, and made you realize how lucky you are.

**Will you be submitting any letters or emails in support of your application?**

Yes

**The PTO requires grant recipients to provide accounting for their grant in the form of a report to the PTO, pictures, or a letter. How will your group accomplish this?**

Receipt for book purchase will be filed.

Mrs. Faber will evaluate the impact of the increased number of Moodle books available to the students in the classroom by keeping track of how many students have read each of the titles. She will use this information to assess which titles need more copies. Titles checked out by a large number of Moodle students will be purchased in the future.

**Name**

Kristen Beshay

**Phone Number**

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**Position (e.g. parent, teacher, etc.)**

Teacher

**Proposal Title**

Non-Fiction Moodle Books

**Dollar Amount of Request**

\$401.20

**School**

- Randall

**Description of Need**

Third graders at Randall will be participating in computer-based discussions about literature using a program called Moodle. Our third grade team would like one complete collection (to share) of biographies. This group of books is called the "shell." Students read some or all of the books, and their discourse centers around weekly questions that are applicable to any book in the shell. This way everyone is able to participate, no matter which book from the shell they are currently reading. Moodle is engaging, interactive and used in many classrooms throughout the MMSD, so students can interact with others in different schools, as well as different classrooms within Randall.

In the past we have tried checking out books from the public library, but many titles were not available. Moodle activity was limited because some students did not have access to the literature. We have successfully used Moodle in with fiction, but this year we see a need for non-fictional texts. The incorporation of the book series "Who Was?" will expand students' knowledge of famous people from around the world throughout history. The 125 biographies we are requesting fall into the following categories: athletes, artists, civil rights activists, entertainers, entrepreneurs & inventors, explorers, scientists, writers, American historical figures and world historical figures. We will acquire one copy of each book, and they will be rotated throughout the third grade classrooms.

Moodle addresses the following 3rd grade common core standards:

**READING STANDARDS FOR INFORMATIONAL TEXT****Key Ideas and details**

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in

a text, using language that pertains to time, sequence, and cause/effect.

**Craft and Structure**

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to grade 3 topic or



subject area.

6. Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas

7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of

the text (e.g., where, when, why and how key events occur).

8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

9. Compare and contrast the most important points and key details presented in two texts on the same topic.

Range of reading and Level of text Complexity

10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical

texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

#### READING STANDARDS: FOUNDATIONAL SKILLS

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.

b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### WRITING STANDARDS

Text types and Purposes

1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

b. Provide reasons that support the opinion.

d. Provide a concluding statement or section.

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

b. Develop the topic with facts, definitions, and details.

d. Provide a concluding statement or section.

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

c. Use temporal words and phrases to signal event order.

d. Provide a sense of closure.

Production and distribution of Writing

4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task

and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to

interact and collaborate with others.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single

sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### COLLEGE & CAREER READINESS ANCHOR STANDARDS FOR SPEAKING & LISTENING

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
  3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
  6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

#### SPEAKING & LISTENING STANDARDS

##### Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
  - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  - b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
  - d. Explain their own ideas and understanding in light of the discussion.

#### COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE

##### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

##### Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- a. Choose words and phrases for effect.

##### Vocabulary acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
  - a. Use sentence-level context as a clue to the meaning of a word or phrase.
  - b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
  - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
  - d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
5. Demonstrate understanding of word relationships and nuances in word meanings.
  - a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
  - b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
  - c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

## SOCIAL EMOTIONAL LEARNING STANDARDS

### SELF CONCEPT

Lifelong Learner: Set and achieve goals to enhance personal success

\*Students will identify goals for personal and/or academic success.

### SOCIAL COMPETENCE

Respect Others: Identify and respect multiple points of view by discovering commonalities and embracing differences

\*Students will demonstrate an ability to present their own point of view.

\*Students will identify commonalities they share with peers.

\*Students will recognize and respect that individual differences are important to self and others.

Social Skills: Build and maintain positive relationships through effective communication, cooperation, and conflict

resolution

\*Students will work cooperatively with partner and in small groups.

Responsible Choices: Apply critical thinking skills while making decisions, following expectations, staying safe, and

advocating for oneself

\*Students will follow rules and directions as determined by school.

## ACADEMIC STANDARDS FOR INFORMATION AND TECHNOLOGY

### Media and Technology

#### A.4.1 Use common media and technology terminology and equipment

\*identify and define basic computer terminology (e.g., software, hardware, cursor, startup/shutdown, storage medium, file,

memory)

\*identify and explain the functions of the computer system (e.g., monitor, central processing unit, storage devices, keyboard,

mouse, printer)

\*demonstrate proper care and correct use of media and equipment

\*demonstrate the correct use of input devices (e.g., mouse, keyboard) and output devices (e.g., monitor, printer, speakers)

\*save and backup files on a computer hard drive, storage medium, or server

\*demonstrate how to open and run a software program from a local storage device or network server

\*create, save, move, copy, retrieve, and delete electronic files

#### A.4.3 Use a computer and productivity software to organize and create information

\*identify and define basic word processing terminology (e.g., cursor, open, save, file, I-beam, window, document, cut, copy, paste)

\*produce a document using a word processing program

\*edit a word-processed document using a spell checker

\*demonstrate the text editing features of a word processing program (e.g., bold face, italics, underline, double spacing, different

size and style of fonts) to produce a finished product

\*use a prepared database template to enter and edit data, and to locate records

#### A.4.4 Use a computer and communications software to access and transmit information

\*describe and explain an on-line information network

\*generate, send, retrieve, save, and organize electronic messages

\*log on and view information from preselected sites on the Internet

### Independent Learning

#### C.4.1 Pursue information related to various dimensions of personal well-being and academic success

\*identify topics of interest and seek relevant information about them

\*recognize that information can be used to make decisions or satisfy personal interest

\*recognize that accurate information is basic to sound decisions

#### C.4.3 Develop competence and selectivity in reading, listening, and viewing

\*identify materials that reflect diverse perspectives

#### C.4.4 Demonstrate self-motivation and increasing responsibility for their learning

\*contribute to group or classroom decisions about learning objectives

\* apply prescribed criteria for judging success of learning projects

The Learning Community

D.4.1 Participate productively in workgroups or other collaborative learning environments

\*share information and ideas with others • respect the ideas of others

\*participate in the development of individual and workgroup tasks and priorities

D.4.2 Use information, media, and technology in a responsible manner

\*return all borrowed materials on time

\*identify the school's rules on student use of the Internet and other resources

\*demonstrate use of the Internet and other on-line sources consistent with the school's acceptable use policy

\*employ proper etiquette in all forms of communication

\*recognize that altering or destroying another person's program or file constitutes unacceptable behavior

\*differentiate between copying and summarizing

\*recognize that using media and technology to defame another person or group constitutes unacceptable behavior

D.4.3 Respect intellectual property rights

\*recognize that reports or articles they write must be put in their own words

D.4.4 Recognize the importance of intellectual freedom and access to information in a democratic society

\*acknowledge the right of classmates to express opinions different from their own

### Goals of Program - How will your program fulfill this need?

When participating in Moodle literature discussions, students are required to reflect upon their reading in order to respond to complex comprehension questions. After submitting their own responses, they can read responses written by others. They then engage in back-and-forth dialogue with multiple students, in multiple places, around the same common questions. Students are required to ask a question every time they answer one, in order to keep the discussion flowing.

### Benefit to Students and School

Students benefit from the opportunity to communicate with kids within as well as outside of the classroom. Discourse centered on shared literary experiences helps students engage with one another on an elevated level. Increased access to technology helps build computer skills. We have had great success using Moodle in the past with fictional literature. This year we would like to expand our repertoire to include the non-fiction series of "Who Was?" biographies for kids.

### Evaluation of Program

We will evaluate the success of our program by monitoring student responses, after both the handwritten stage and the online entry. We will also observe the online discussions that develop by keeping track of participation quality and quantity. The information we collect will be used to inform further instruction.

**Budget - Provide an itemized list. Note that funds must be spent in the school year requested. Unspent funds revert back to the PTO. Total of list should match amount indicated above. Please place each item in your budget on a separate line with its cost.**

We have a quote from INTERSTATE BOOKS4SCHOOL for 125 biographies from the "Who Was?" series. The books they need to order are 35% off the publisher's price, which comes out to be \$3.89 each. The books they have in stock are \$2.00 each.

80 books at \$3.89 each = \$311.20

45 books at \$2.00 each = \$90.00

TOTAL = 125 books for \$401.20

The itemized list below is copied from their quote and contains all 125 titles:

Ord ISBN/SKU Title/Description Dept Author Status Price D % Extended

1 9780448453309 Who Is Barack Obama? ( Who Was...? ) BKS Edwards, Roberta Out \$5.99 35 \$3.89

1 9780448463322 Who Is Bill Gates ( Who Was... ) BKS Brennan, Patricia Out \$5.99 35 \$3.89

1 9780448464619 Who Is Bob Dylan? ( Who Was...? ) BKS O'Connor, Jim Out \$5.99 35 \$3.89

1 9780448487038 Who Is Bruce Springsteen? ( Who Was...? ) BKS Sabol, Stephanie Out \$5.99 35 \$3.89

1 9780448486970 Who Is Derek Jeter? ( Who Was...? ) BKS Herman, Gail Out \$5.99 35 \$3.89  
1 9780448478920 Who Is Dolly Parton? ( Who Was...? ) BKS Kelley, True Out \$5.99 35 \$3.89  
1 9780448488462 Who Is Elton John? ( Who Was...? ) BKS Anderson, Kirsten Out \$5.99 35 \$3.89  
1 9780448479477 Who Is George Lucas? ( Who Was...? ) BKS Pollack, Pam Out \$5.99 35 \$3.89  
1 9780448482385 Who Is Gloria Steinem? ( Who Was...? ) BKS Fabiny, Sarah Out \$5.99 35 \$3.89  
1 9780448490151 Who Is Hillary Clinton? ( Who Was...? ) BKS Alexander, Heather Out \$5.99 35 \$3.89  
1 9780448461922 Who Is Jane Goodall? ( Who Was...? ) BKS Edwards, Roberta Out \$5.99 35 \$3.89  
1 9780448486772 Who Is Jeff Kinney? ( Who Was...? ) BKS Kinney, Patrick Out \$5.99 35 \$3.89  
1 9780448489377 Who Is Malala Yousafzai? ( Who Was...? ) BKS Brown, Dinah Out \$5.99 35 \$3.89  
1 9780448426754 Who Is Maria Tallchief? ( Who Was...? ) BKS Gourley, Catherine Out \$5.99 35 \$3.89  
1 9780448483153 Who Is Richard Branson? ( Who Was...? ) BKS Burgan, Michael Out \$5.99 35 \$3.89  
1 9780448482361 Who Is Stan Lee? ( Who Was...? ) BKS Edgers, Geoff Out \$5.99 35 \$3.89  
1 9780448479354 Who Is Steven Spielberg? ( Who Was...? ) BKS Spinner, Stephanie Out \$5.99 35 \$3.89  
1 9780448488585 Who Is Stevie Wonder? ( Who Was...? ) BKS Gigliotti, Jim Out \$5.99 35 \$3.89  
1 9780448483214 Who Is Wayne Gretzky? ( Who Was...? ) BKS Herman, Gail Out \$5.99 35 \$3.89  
1 9780448478906 Who Was Abigail Adams? ( Who Was...? ) BKS Kelley, True Out \$5.99 35 \$3.89  
Who Was Alexander Graham Bell? ( Who BKS Bader, Bonnie Out \$5.99 35 \$3.89  
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1 9780448439068 Who Were the Beatles ( Who Was... ) BKS Edgers, Geoff Out \$5.99 35 \$3.89

Who Were the Brothers Grimm? ( Who BKS Reed, Avery Out \$5.99 35 \$3.89 Was...? )

1 9780448483146

Who Were the Three Stooges? ( Who BKS Pollack, Pam Out \$5.99 35 \$3.89 Was...? )

Order Subtotal: \$311.20 NOTE: THIS IS A PROPOSAL

- 1 Who Is J K Rowling? ( Who Was...? ) 2.00 2.00
- 1 Who Is Michelle Obama? ( Who Was...? ) 2.00 2.00
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- 1 Who Were The Wright Brothers? ( Who Was...? ) 2.00 2.00

Grand Total: \$90.00

**Other funding - Is your project/event funded by any other source, including donations from parents?**

No

**Will you be submitting any letters or emails in support of your application?**

No

**The PTO requires grant recipients to provide accounting for their grant in the form of a report to the PTO, pictures, or a letter. How will your group accomplish this?**

We will submit a report to the PTO, detailing how the funds were used and including a receipt from our book vendor.

**Name**

Diane Kopan

**Phone Number**

[\(608\) 204-2292](tel:6082042292)

**Email Address**

[dkopan@madison.k12.wi.us](mailto:dkopan@madison.k12.wi.us)

**Position (e.g. parent, teacher, etc.)**

School Secretary

**Proposal Title**

Supplementary Milk Fund

**Dollar Amount of Request**

\$800.00

**School**

- Franklin

**Description of Need**

Currently low-income students that qualify for a free or reduced lunch only can receive a milk for free if they take a full lunch (as per USDA standards). We are requesting the grant to provide milk to a student without the low-income family being charged the cost of the milk. This saves the school/district the cost/waste of ordering excess lunches to only provide the milk.

**Goals of Program - How will your program fulfill this need?**



This program will fulfill the need for a milk for student's in need without the family being charged and without creating waste in food/funds for the school/district.

**Benefit to Students and School**

The student benefits from having a nutritious drink with their lunch and this will not create additional waste from unwanted/uneaten meals.

**Evaluation of Program**

We will be able to track success by the amount of milk requested each day from a low-income student.

**Budget - Provide an itemized list. Note that funds must be spent in the school year requested. Unspent funds revert back to the PTO. Total of list should match amount indicated above. Please place each item in your budget on a separate line with its cost.**

Currently we are being charged about \$75/month for milk from low-income families. We anticipate the cost of \$75-80 each month to provide this. Cost for this school year would be estimated at \$800.00

**Other funding - Is your project/event funded by any other source, including donations from parents?**

No

**Will you be submitting any letters or emails in support of your application?**

Yes

**The PTO requires grant recipients to provide accounting for their grant in the form of a report to the PTO, pictures, or a letter. How will your group accomplish this?**

The Franklin kitchen charges an account for this milk cost and we can provide itemized documentation of this account for grant purposes.

**Name**

Kathy Viner

**Phone Number**

[\(608\) 204-2292](tel:6082042292)

**Email Address**

[kaviner@madison.k12.wi.us](mailto:kaviner@madison.k12.wi.us)

**Position (e.g. parent, teacher, etc.)**

4K teacher

**Proposal Title**

Playhouses for 4K Corral

**Dollar Amount of Request**

\$800

**School**

- Franklin

**Description of Need**

The 4K program has enjoyed a playhouse in the "4K Corral" for almost a year now. It is beginning to suffer from continuous play and we would love to replacement it and add to our "tiny house village" as it is one of the most popular places for 4K children to play. Older children have also enjoyed playing inside it. 4K friends spend 35 minutes outside everyday as part of our program. Adding to our village will allow for more children to enjoy being creative and imaginative. Dramatic play helps children build strong language skills and problem solving skills.

**Goals of Program - How will your program fulfill this need?**

The tiny house village will allow children to take on the role of someone else, use their imagination, make sense of experiences through pretend and express ideas using words. It also helps children build self-confidence and self-esteem. Most importantly, adding to the village will allow more children to enjoy pretend play using these amazing houses.

**Benefit to Students and School**

These houses will benefit everyone at Franklin; particularly 4K children. This year we have some very little 4K friends. Some of them aren't able to climb and play on all of the structures because their bodies aren't ready. Play houses give everyone a play space to play and lend themselves to what 4K children do best; pretend! However, these houses are great for all kids to play in and certainly aren't limited to 4 year olds.

**Evaluation of Program**

The smiles on their faces and the sound of laughter!

**Budget - Provide an itemized list. Note that funds must be spent in the school year requested. Unspent funds revert back to the PTO. Total of list should match amount indicated above. Please place each item in your budget on a separate line with its cost.**

These items are available on Amazon.com and qualify for free shipping on October 20, 2016. I added extra money in case they went up in price by the time we place the order.

Step 2 Neat and Tidy II Playhouse \$176.30

Step 2 Neat and Tidy Cottage \$145.00

Step 2 Naturally Playful Countryside Cottage Tan/Brown \$299.00

Again, all three of these qualify for free shipping on October 20, 2016 but I'm not sure if that will be the case if/when we place the order which is why I added an additional amount to the request.

**Other funding - Is your project/event funded by any other source, including donations from parents?**

No

**Will you be submitting any letters or emails in support of your application?**

Yes

**The PTO requires grant recipients to provide accounting for their grant in the form of a report to the PTO, pictures, or a letter. How will your group accomplish this?**

Pictures and encouraging parents to stop by Franklin School to see our "Tiny Village."

**Name**

Benjy Moffit

**Phone Number**

[\(608\) 204-2295](tel:6082042295)

**Email Address**

[bmoffit@madison.k12.wi.us](mailto:bmoffit@madison.k12.wi.us)

**Position (e.g. parent, teacher, etc.)**

Bilingual Resource Teacher

**Proposal Title**

Bayview's ESL Summer Study Program

**Dollar Amount of Request**

\$2,500

**School**

- Franklin
- Randall

**Description of Need**

Recent data obtained from MMSD indicate that 70% of Bayview youth graduate from high school. This figure is lower than the average rate of 86%. Additionally, Bayview's elementary age youth are struggling to reach math (22%) and reading (12%) proficiency levels when tested in grades 3 and 5. To address these disappointing statistics, Bayview has implemented several programs focused specifically on math and literacy; however, staff are critically aware that much more needs to be done to close the achievement gap between Bayview youth and other MMSD students.

Ninety-five percent of Bayview youth are from immigrant and/or refugee families and more than ten different languages are spoken by the families who live here. During the school year, most Bayview youth receive English as a Second Language (ESL) program services. These tailored services provide much-needed language, cultural and emotional support for Bayview youth and their families. However, during the summer months, when these programs are not available and/or comprehensive, Bayview students lose academic ground and their confidence levels decline. Addressing the educational needs specific to Bayview's multicultural, multilingual and low income community is vitally important.

**Goals of Program - How will your program fulfill this need?**

An estimated 30 unduplicated youth who live at Bayview and are enrolled in Kindergarten through 5th grade at Franklin and Randall Elementary Schools will participate in Bayview's annual ESL Summer Study program.

The following objectives will be reached:

- Increase proficiency scores in math and reading for students in Kindergarten through 5th grade
- Increase confidence levels in reading aloud and/or one-to-one with an adult/teen
- Increase confidence levels raising hands, answering/asking questions, and speaking in front of others

### Benefit to Students and School

To achieve the above stated goals, Bayview staff will implement the 2017 Bayview ESL Summer Study program. Three certified ESL teachers from Franklin and Randall Elementary Schools will be hired to teach morning summer study classes in Math and Reading that will take place at Bayview's International Center for Education and the Arts. The program will run for six weeks, Monday through Friday from 9:15am to 12pm, coinciding with MMSD's summer school program. The program includes the following components:

- 1) Planning meeting between Bayview staff and MMSD teachers to identify program goals and specific learning objectives
- 2) Development of Math and Reading curriculum focused on addressing individual student needs/gaps
- 3) Mandatory Monday through Friday morning ESL Summer Study classes
- 4) Pre and post student assessments
- 5) Program evaluation and summary

Based on pre and post assessments conducted during the summer of 2016, 75% of student participants gained ground in reading and math. The remaining 25% of students remained at the same levels.

Significantly, none of the students experienced summer learning loss.

According to the three Randall and Franklin teachers who taught in the program, Bayview's ESL Summer Study program is a vital project that connects students to learning during the summer months. Additionally, the learning is taking place in an environment the students and their parents are already familiar with. Most children age 7 and up attend the "After School Program," during the school year, that gives homework support in the Bayview Community Center. The parents know the staff from Bayview and the teachers from F-R, and are comfortable communicating with them at the Summer Study. There is less of a language barrier because there is staff who speak both Hmong and Spanish.

Another benefit to the Bayview ELL Summer Study is that any student is welcome with parent permission, even if they are ABOVE the qualifying assessment scores needed to qualify for MMSD summer school.

Without the program, teachers feel that their work at the beginning of each school year would be much more challenging. Given that the teachers are often working with current and/or future students gives the teachers, students and parents the opportunity to develop more meaningful connections. The more connected the students and teachers are to each other, the more learning will take place in the classroom. Additionally, class sizes are much smaller than they are during the academic year. Typically, classes range in size from eight to 14 students per teacher, giving students and teachers more one-to-one time. The students would work directly with an ESL teacher for 6 weeks.

### Evaluation of Program

In spring 2017, Bayview staff and MMSD teachers will meet to discuss the upcoming summer program. Student test scores from the 2016-17 academic year will be reviewed and learning outcomes identified. During the first week of Bayview's ESL Summer Study, teachers will conduct a pre-assessment of students to assess their current skill levels in reading, writing and/or math. A final assessment will be conducted at the end of the six week program to evaluate individual student performance and learning gains, gaps and/or losses. Teachers will be asked to aggregate their classroom data and complete a final evaluation summary.

**Budget - Provide an itemized list. Note that funds must be spent in the school year requested. Unspent funds revert back to the PTO. Total of list should match amount indicated above. Please place each item in your budget on a separate line with its cost.**

Budget: \$9,650

Bayview's ESL Summer Study program is a component of our annual All Around the World Summer Camp (an eight week program that includes academics in the morning and recreation/arts/culture in the afternoons).

The amounts listed below provide a budgetary overview of the ESL Summer Study program only.

Personnel (hiring three ESL certified MMSD teachers): \$9,150

Program supplies and materials: \$500

**Other funding - Is your project/event funded by any other source, including donations from parents?**

Yes

**Other funding sources - If you have other funding sources, please describe the sources and status of other pending or awarded funding for this project.**

Other funding sources: City of Madison Office of Community Services (funding available for Bayview's year-round youth programs, including its afternoon recreation-based Summer Camp program); MMSSD's Summer Food Service program will provide breakfast and lunch throughout the six week program; Bayview will seek additional funding from Madison Rotary Foundation and Cuna Mutual. Last year the Hmong Parent Empowerment Group at Franklin-Randall provided a cooking class to raise funds (\$200). We could plan another fundraiser to help the summer study program at Bayview.

**Will you be submitting any letters or emails in support of your application?**

Yes

**The PTO requires grant recipients to provide accounting for their grant in the form of a report to the PTO, pictures, or a letter. How will your group accomplish this?**

Benjy Moffit and Tonya Rasmussen will provide data of student progress and photos of the students in action.