

**Name**

Sarah Daines

**Phone Number**

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

**Email Address**

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

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

Teacher

**Proposal Title**

Kindergarten Educational Games

**Dollar Amount of Request**

\$200 (may fluctuate a bit)

**School**

- Franklin

**Description of Need**

I would like more games in my classroom. Games with a variety of learning outcomes would be purchased- cooperative games to learn social skills, math games, games that improve language, fine motor skills, and vocabulary.

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

Students will use teacher selected games during centers times or choice time. These games will target learning goals for individuals and small groups in all areas.

**Benefit to Students and School**

Students will be able to practice and reinforce existing skills, as well as learn new skills socially through the use of appealing age appropriate games. In turn, our classroom community will be strengthened, which will increase student achievement overall.

**Evaluation of Program**

Through observational and formative assessments, I will monitor student growth in all academic and social emotional learning (SEL) areas.

**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.**

(Price for each item is noted below each link. Amazon prices are subject to slight price changes.)

[https://www.amazon.com/Educational-Insights-Pancake-Pile-Up-Relay/dp/B0010D3E7U/ref=sr\\_1\\_1?ie=UTF8&qid=1505321000&sr=8-1&keywords=kids+math+games+kindergarten](https://www.amazon.com/Educational-Insights-Pancake-Pile-Up-Relay/dp/B0010D3E7U/ref=sr_1_1?ie=UTF8&qid=1505321000&sr=8-1&keywords=kids+math+games+kindergarten)

\$14.98

[https://www.amazon.com/dp/B00UPAYY5C/ref=sxbs\\_sxwds-stvp\\_1?pf\\_rd\\_m=ATVPDKIKX0DER&pf\\_rd\\_p=3171424582&pd\\_rd\\_wg=EEueO&pf\\_rd\\_r=JNKMRK4KAAY2R9S4J4A7&pf\\_rd\\_s=desktop-sx-bottom-slot&pf\\_rd\\_t=301&pd\\_rd\\_i=B00UPAYY5C&pd\\_rd\\_w=jlcML&pf\\_rd\\_i=kids+math+games+kindergarten&pd\\_rd\\_r=006J72RGZ4G6QNS7PX60&ie=UTF8&qid=1505321108&sr=1](https://www.amazon.com/dp/B00UPAYY5C/ref=sxbs_sxwds-stvp_1?pf_rd_m=ATVPDKIKX0DER&pf_rd_p=3171424582&pd_rd_wg=EEueO&pf_rd_r=JNKMRK4KAAY2R9S4J4A7&pf_rd_s=desktop-sx-bottom-slot&pf_rd_t=301&pd_rd_i=B00UPAYY5C&pd_rd_w=jlcML&pf_rd_i=kids+math+games+kindergarten&pd_rd_r=006J72RGZ4G6QNS7PX60&ie=UTF8&qid=1505321108&sr=1)

\$9.19

[https://www.amazon.com/Ravensburger-Penguin-Pile-Childrens-Game/dp/B000GD3S4G/ref=pd\\_sim\\_21\\_2?encoding=UTF8&pd\\_rd\\_i=B000GD3S4G&pd\\_rd\\_r=1FFSXJDSHYFEA0XTXG72&pd\\_rd\\_w=9WdLJ&pd\\_rd\\_wg=vfpmk&psc=1&refRID=1FFSXJDSHYFEA0XTXG72](https://www.amazon.com/Ravensburger-Penguin-Pile-Childrens-Game/dp/B000GD3S4G/ref=pd_sim_21_2?encoding=UTF8&pd_rd_i=B000GD3S4G&pd_rd_r=1FFSXJDSHYFEA0XTXG72&pd_rd_w=9WdLJ&pd_rd_wg=vfpmk&psc=1&refRID=1FFSXJDSHYFEA0XTXG72)  
[https://www.amazon.com/dp/B00UPAYY5C/ref=sxbs\\_sxwds-stvp\\_1?pf\\_rd\\_m=ATVPDKIKX0DER&pf\\_rd\\_p=3171424582&pd\\_rd\\_wg=EEueO&pf\\_rd\\_r=JNKMRK4KAAY2R9S4J4A7&pf\\_rd\\_s=desktop-sx-bottom-slot&pf\\_rd\\_t=301&pd\\_rd\\_i=B00UPAYY5C&pd\\_rd\\_w=jlcML&pf\\_rd\\_i=kids+math+games+kindergarten&pd\\_rd\\_r=006J72RGZ4G6QNS7PX60&ie=UTF8&qid=1505321108&sr=1](https://www.amazon.com/dp/B00UPAYY5C/ref=sxbs_sxwds-stvp_1?pf_rd_m=ATVPDKIKX0DER&pf_rd_p=3171424582&pd_rd_wg=EEueO&pf_rd_r=JNKMRK4KAAY2R9S4J4A7&pf_rd_s=desktop-sx-bottom-slot&pf_rd_t=301&pd_rd_i=B00UPAYY5C&pd_rd_w=jlcML&pf_rd_i=kids+math+games+kindergarten&pd_rd_r=006J72RGZ4G6QNS7PX60&ie=UTF8&qid=1505321108&sr=1)

\$14.99

[https://www.amazon.com/Think-Fun-7704-Zingo-Sight/dp/B008RU8GC4/ref=sr\\_1\\_2?s=toys-and-games&ie=UTF8&qid=1505321332&sr=1-2&keywords=zingo](https://www.amazon.com/Think-Fun-7704-Zingo-Sight/dp/B008RU8GC4/ref=sr_1_2?s=toys-and-games&ie=UTF8&qid=1505321332&sr=1-2&keywords=zingo)

\$19.99

[https://www.amazon.com/Hasbro-A5640-Connect-4-Game/dp/B00D8STBHY/ref=sr\\_1\\_10?s=toys-and-games&ie=UTF8&qid=1505321364&sr=1-10&keywords=zingo](https://www.amazon.com/Hasbro-A5640-Connect-4-Game/dp/B00D8STBHY/ref=sr_1_10?s=toys-and-games&ie=UTF8&qid=1505321364&sr=1-10&keywords=zingo)

\$7.99

[https://www.amazon.com/Candy-World-Sweets-Amazon-Exclusive/dp/B00000DMF5/ref=sr\\_1\\_18?s=toys-and-games&ie=UTF8&qid=1505321364&sr=1-18&keywords=zingo](https://www.amazon.com/Candy-World-Sweets-Amazon-Exclusive/dp/B00000DMF5/ref=sr_1_18?s=toys-and-games&ie=UTF8&qid=1505321364&sr=1-18&keywords=zingo)

\$12.99

[https://www.amazon.com/Educational-Insights-Sneaky-Snacky-Squirrel/dp/B00486ZVC4/ref=sr\\_1\\_12?s=toys-and-games&ie=UTF8&qid=1505321364&sr=1-12&keywords=zingo](https://www.amazon.com/Educational-Insights-Sneaky-Snacky-Squirrel/dp/B00486ZVC4/ref=sr_1_12?s=toys-and-games&ie=UTF8&qid=1505321364&sr=1-12&keywords=zingo)

\$14.62

[https://www.amazon.com/Educational-Insights-Frankies-Truck-Fiasco/dp/B00SLWJDIO/ref=sr\\_1\\_7?s=toys-and-games&ie=UTF8&qid=1505321549&sr=1-7&keywords=educational+insights](https://www.amazon.com/Educational-Insights-Frankies-Truck-Fiasco/dp/B00SLWJDIO/ref=sr_1_7?s=toys-and-games&ie=UTF8&qid=1505321549&sr=1-7&keywords=educational+insights)

\$13.10

[https://www.amazon.com/Ravensburger-Funny-Bunny-Childrens-Game/dp/B00005JS7E/ref=sr\\_1\\_4?s=toys-and-games&ie=UTF8&qid=1505321637&sr=1-4&keywords=funny+bunny](https://www.amazon.com/Ravensburger-Funny-Bunny-Childrens-Game/dp/B00005JS7E/ref=sr_1_4?s=toys-and-games&ie=UTF8&qid=1505321637&sr=1-4&keywords=funny+bunny)

\$18.02

[https://www.amazon.com/Ravensburger-Penguin-Pile-Childrens-Game/dp/B000GD3S4G/ref=pd\\_sim\\_21\\_2?encoding=UTF8&pd\\_rd\\_i=B000GD3S4G&pd\\_rd\\_r=1FFSXJDSHYFEA0XTXG72&pd\\_rd\\_w=9WdLJ&pd\\_rd\\_wg=vfpmk&psc=1&refRID=1FFSXJDSHYFEA0XTXG72](https://www.amazon.com/Ravensburger-Penguin-Pile-Childrens-Game/dp/B000GD3S4G/ref=pd_sim_21_2?encoding=UTF8&pd_rd_i=B000GD3S4G&pd_rd_r=1FFSXJDSHYFEA0XTXG72&pd_rd_w=9WdLJ&pd_rd_wg=vfpmk&psc=1&refRID=1FFSXJDSHYFEA0XTXG72)

\$19.17

[https://www.amazon.com/Dont-Break-the-Ice-Game/dp/B01MS6B7BV/ref=sr\\_1\\_1?s=toys-and-games&ie=UTF8&qid=1505325534&sr=1-1&keywords=don%27t+break+the+ice](https://www.amazon.com/Dont-Break-the-Ice-Game/dp/B01MS6B7BV/ref=sr_1_1?s=toys-and-games&ie=UTF8&qid=1505325534&sr=1-1&keywords=don%27t+break+the+ice)

\$14.99

<https://www.amazon.com/dp/B000063KC8>

\$19.95

<https://www.amazon.com/dp/B00FBWBM3G>

\$15.29

**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?**

Our class will take pictures of each other using the games and write thank you notes to the PTO, which will provide an authentic writing experience.

**Name**

Chris Rumbelow

**Phone Number**

[\(608\) 770-4091](tel:6087704091)

**Email Address**

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

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

PE teacher at Franklin

**Proposal Title**

Gymnastics mats for PE.

**Dollar Amount of Request**

\$628.54

**School**

- Franklin

**Description of Need**

Hello F-R PTO,

This request is for gymnastics tumbling mats.

All kids at Franklin & Randall get Physical Education 3 times each week for a total of 90 minutes. At Franklin, Gymnastics skills development makes up over 20% of our curriculum time - with an emphasis on tumbling skills.

Currently, on Mondays we have double classes coming into the gym for their PE time. (We have had double classes at least one day every week for at least the last 14 years!) That's currently, potentially 44 students moving and working together in the gym.

During our gymnastics units we currently only have 16 (4'x8') mats available for students. This means that most of our mats have to hold 3 students.

Ideally, to keep it safe by providing enough mat space for each student to work without too much close proximity to other students, and to reduce disruptive behaviors, we'd love to have 22 mats.

We understand that these mats are expensive. To that end, we are hoping that we can be awarded a grant this year for 3 mats with the likelihood that the other 3 will follow next year.

We typically work with Gopher Sports for our PE equipment. During the last grant cycle, the PTO authorized 2 mats. My understanding is that the PTO already has \$200 allocated to the PE program at Franklin for the 2017/18 school year.

We would be shopping for the following:

Item #85-020

Gopher TumblePro 2" Urethane-Foam Folding Mat - 4' x 8', Velcro on 2 Ends

Colors: grey & purple

Price = \$276.18 each.... times 3 mats... = \$828.54

\$828.54 (total cost) - \$200.00 (currently budgeted to PE from PTO) = \$628.54 (our request)

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

Gymnastics make up a fairly large portion of our PE curriculum. We definitely have a need for 6 additional 4'x8' mats, however, we understand that they are expensive. To dilute this cost we will be requesting the 6 mats over a 2 year grant cycle. We'll also use the other funds allocated by the F-R PTO to this goal.

We do have a small budget for PE from Franklin funds but not remotely close to be able to afford one mat, let alone six mats.

This budget will be used to replace consumables like playground balls, jump ropes, yarn balls etc. which have a propensity to get punctures, break or just fall apart. (They don't make things the way they used too!)

#### Benefit to Students and School

An additional 6 mats would enable us to continue our gymnastics units in a much safer way with only two students per mat instead of half the mats having 3 students per mat. This is important at all grades levels. Many of our kinder's often roll "sideways" when learning how to tumble and invariably end up accidentally kicking their neighbor in the process. Our second graders are just BIGGER and take up more space!

Having additional mats would also allow us to separate certain students who have difficulty "getting along".

#### Evaluation of Program

I'm not sure how we evaluate an additional 3 mats each year over the next two years, but I am certain it will be safer for students; help create fewer conflicts between students and enhance skill development.

**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 would be shopping for the following:

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Colors: grey & purple

Price = \$276.18 each.... times 3 mats... = \$828.54

\$828.54 (total cost) - \$200.00 (currently budgeted to PE from PTO) = \$628.54 (our request)

**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 at this time.

**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?**

All of the above.

Grant committee members are always welcome to join us in the gym. Our door is always open.

Don't sit... get fit!

**Name**

Saltanat Childress

**Phone Number**

[\(608\) 422-9771](tel:6084229771)

**Email Address**

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

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

Parent

**Proposal Title**

International Festival/Fair

**Dollar Amount of Request**

1,000

**School**

- Franklin
- Randall

**Description of Need**

The resources will be used to purchase the following materials for the festival/fair:

- food/drinks or ingredients,
- colored paper for flyers, tape, and other supplies
- arranging P.A. system,
- cash box and ticket rolls,
- transportation.

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

The goals of the program are as follows:

- 1) to celebrate the various cultural backgrounds within our schools,
- 2) to have a day filled with different ethnic food, music, and fun, and
- 3) to raise funds for school.

The program will include food, music performances, games, and displays of international crafts, costumes, and/or booths. The flyers will be distributed in late fall to school members to participate in the festival in early spring by volunteering a musical performance, a food item from their country, and/or conducting an activity/game at the festival.

The flyers with different reminders will be sent in several rounds between fall and spring:

- 1) to send sign-up sheets for volunteers who would be willing to help organize the event (e.g., set up, clean up, arrange sound system, perform, MC, photograph, cook/order/serve food, sell tickets, pick up/drop off items, recruit/assign volunteers, etc.),
- 2) to ask if the classrooms will "adopt" a country to present during the festival either by performing a song from the country or making a poster, or any other group project of their wishing; and
- 3) to send thank you/reminder forms for volunteers with free tickets attached.

### Benefit to Students and School

Exposure to/awareness of different cultures, languages, and ways of being in the increasingly multi-cultural and globalized world.

### Evaluation of Program

Online survey in Survey Monkey could be set up to evaluate the program and ask feedback.

### 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.

- \$200 - Transportation
- \$500 - Subsidizing food ingredients for families willing to cook their ethnic food and ordering additional food/drink items from local restaurants to supplement the food fair
- \$300 - Supplies (papers, tapes, plastic forks, cups, napkins, and other materials)

### 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.

The flyers would invite school members to donate their food; however, the budget (\$500) makes provisions for paying for ingredients, if the families request so. Another idea would be to ask local restaurants to donate food/coffee for the school event. P.A. system will be borrowed from parents belonging to the school community. Another potential idea would be to include/invite other outside members of the community to perform at the festival (e.g., students from local music schools or bands). The applicant has connections with the local professional Brazilian drumming group (Handphibians) that volunteered to perform at the event for a small fee (\$180).

**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?**

All purchases/transactions will have receipts. Pictures will be taken during the festival. A letter from the participants of the festival will be obtained to thank PTO for sponsoring the event.

**Name**

Tina Sugar

**Phone Number**

[\(608\) 204-3300](tel:6082043300)

**Email Address**

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

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

Teacher

**Proposal Title**

Polacco for Common Literacy Experiences

**Dollar Amount of Request**

250

**School**

- Randall

**Description of Need**

Multiple copies (one for each Grade 5 teacher) of at least five titles of Patricia Polacco books;

Thank You, Mr. Falker

When Lightning Comes in a Jar

Mr. Lincoln's Way

My Rotten Red-Headed Older Brother

Rotten Richie and the Ultimate Dare

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

The Randall School Improvement Plan has a focus on Reading Standard 10: Read and Comprehend complex literary and informational texts independently and proficiently, with a focus in Quarter 1 on the first reading standard: RL.5.1 [Quote accurately] from a text when explaining what the text says explicitly and when drawing inferences from the text.

Within this unit of study the following is a set of Essential Questions to help develop the standards.

1. What kinds of challenges do people face? How do they meet them?
2. How does understanding the theme of a story help me to understand the human experience?

3. How does comparing and contrasting different story elements contribute to my understanding of passages or stories?
4. How do writers engage readers by sharing their personal experiences?

With these standards, essential questions in mind we have decided that the author Patricia Polacco has many, many books that will help us. Her books lend themselves to the ideas of challenge and perseverance. Her books tell of her experiences as a child, at many ages, or about her family's history and how they overcame obstacles, most which our children can relate to like learning difficulties, bullying, divorced families, family relationships, friendships, rivalries and more. Her books are full of enticing stories that grab the reader and make them feel they are a part of her life, her story.

The books also lead us towards our writing standards for Quarter 1:

W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

[Use narrative techniques], such as dialogue, description, and [pacing], to develop experiences and events or show the responses of characters to situations.

Use a variety of transitional words, phrases, and [clauses] to manage the sequence of events.

Use concrete words and phrases and sensory details to convey experiences and events precisely.

Provide a conclusion that follows from the narrated experiences or events.

Within Polacco's books we read narratives that are real and imagined, she says in her books, "Of course it's true, but it may not have happened." This leads students to understand how their own lives can be a basis of their writing while embellishing stories to make them better. We use Polacco books to show how the events unfold, how she uses dialogue, and character responses, "Now, I knew why she loved me alright, but I couldn't quite understand how she could even like my older brother, Richard," as well as word choice, parts of speech and sensory details. We look and focus on how she can "show not tell" what's going on in the story.

#### **Benefit to Students and School**

The fifth grade team has had a team focus for the last few years on working to make our classrooms shared learning experiences. A shared learning experience allows students in every classroom, no matter the teacher, the same equal chance to the same great texts, learning strategies, modeling, practice, etc. By having the same great texts it allows all five teachers to give their students the same experiences. We have been working together now for over two years to make sure that our fifth grade classrooms have equal opportunities in learning experiences based on state standards, best practices and district initiatives.

#### **Evaluation of Program**

Formative and summative assessments used in class to help with reteaching, P/T conferences, portfolios and grades.

**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.**

Thank You, Mr. Falker \$6-10, five copies  
When Lightning Comes in a Jar \$6-10, five copies  
Mr. Lincoln's Way \$6-10, five copies  
My Rotten Red-headed Older Brother \$6-10, five copies  
Rotten Richie and the Ultimate Dare \$6-10, five copies

Five books per classroom at \$10 per book is \$50 per classroom, times five classrooms, with a total of \$250.

**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 can provide pictures from in class work, as well as Academic Success Night, where the texts were used, and will be used next year. We can also provide letters from students about how they enjoy and love the wonderful stories of Patricia Polacco.

**Name**

Marissa Prater

**Phone Number**

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**Email Address**

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

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

Art teacher

**Proposal Title**

Art room boost

**Dollar Amount of Request**

621.00

**School**

- Franklin

**Description of Need**

Ed Emberly books: 3 of each for the Drawing Center- \$216.00

Drawing book of Animals  
Make a World x 2  
Drawing book of Faces  
Book of Weirdos  
Complete Fingerprint Drawing book  
Trucks & Trains  
Picture Pie  
Big Purple drawing book  
Big Orange Drawing book

Variety of stencils & rubbing plates \$100.00

Portion Master Clay Cutter 54.30  
Clay Texture rolling pins set x4 46.20

Organizational plastic drawers and tubs for storage \$200.00

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

I am restructuring the art room in to creative centers, which requires a variety of materials constantly available to students. While we will still be completing specific projects, many students finish faster than others. I would like to have more options available for self guided art experiences. This year I would like to focus on the drawing center. Ed Emberley books are great for kids because he uses familiar shapes to draw characters.

**Benefit to Students and School**

More opportunities to experiment with a variety of art mediums, and self guided projects.

**Evaluation of Program**

I will know if the program is successful if students finish a project, and feel confident in starting another project at the drawing center.

**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.**

Ed Emberley books three of each for the Drawing Center- \$216.00

Drawing book of Animals  
Make a World x 2  
Drawing book of Faces  
Book of Weirdos  
Complete Fingerprint Drawing book  
Trucks & Trains  
Picture Pie  
Big Purple drawing book  
Big Orange Drawing book

Variety of stencils & rubbing plates \$100.00

Clay Accessories-\$105.00

Portion Master Clay Cutter 54.30  
Clay Texture rolling pins set x4 46.20

Organizational plastic drawers and tubs for storage \$200.00

**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.**

School budget, and parent donations of supplies if needed.

**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?**

Student artwork will be hanging on the walls at the school, projects will go home with students, Gallery Night in

the spring, and pictures on the Franklin/Randall Facebook page.

**Name**

Michelle Reis

**Phone Number**

[\(608\) 577-5927](tel:6085775927)

**Email Address**

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

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

Randall Library Media Technology Specialist

**Proposal Title**

Library Funding to Replace Scholastic Bookfair Profits

**Dollar Amount of Request**

900.00

**School**

- Randall

**Description of Need**

For many years, Randall has hosted the Scholastic Bookfair each November. I have worked at Randall for 16 years and chaired all of those fairs, and before that, the fair was chaired by the previous librarian.

I have decided (with the support of our principal, PTO members and teachers) to no longer host the Randall Scholastic Bookfair and so need to replace the funding that would have come from our bookfair profits.

The main reason we have decided not to have the Scholastic Bookfair is that it posed equity issues among students. Though we had various ways to get books for students who did not have the money to buy books, it wasn't really equitable. It was also unfair to put a financial situation into the middle of a school day.

The goal would be to replace the profits that came from the Scholastic Bookfair so that we can continue the same (or better) quality of library services. We no longer need to purchase technology with bookfair funds, as the district is purchasing those items. We will be implementing a Bookshare later in the year, to take the place of the Bookfair. I have had discussions with Karen Dreyfuss (PTO), our School Based Leadership Team, (SBLT), and our principal regarding why we are eliminating the Bookfair and replacing it with the Bookshare. Our concern is to more equitably serve our students and to not have school be a place where students are faced with having to bring money to purchase items. Our Bookshare will allow everyone to choose a few books for free, and will be in conjunction with some other fun literacy activities. The Bookshare would not generate any revenue, so we need the support of this grant.

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

Bookfair funds were used in various ways over the years, including the following:

- 1) buying books from the bookfair for students who could not afford them
- 2) buying books for the library
- 3) funding Linkexpress, the delivery service which allows the librarian and teachers to reserve books from the South Central Library System, and to have them delivered directly to Randall, and returned from Randall.
- 4) purchasing ribbons for Book Bowl participants, and purchasing Book Bowl books
- 5) purchasing other equipment such as, Smartboard, data projects, computers, cushions, shelving.

### **Benefit to Students and School**

With funding from this grant, we will be able to continue our Linkexpress delivery which allows us to access more books than we have available at our library and gives all of us, ideas for books we can then purchase for the Randall Library.

In addition, we will be able to continue to offer Book Bowl to our 4th and 5th graders.

Finally, we'll be able to continue the level of service as in past years.

### **Evaluation of Program**

I rely on Linkexpress delivery to augment our collection, and to obtain ideas for new materials for our library. It would be a huge loss not to continue accessing this resource.

Our Book Bowl books are beginning to show wear and tear, and some are becoming out of print. We need to replace those books that are falling apart, as well as add new titles that are more current, and that reflect a variety of reading levels.

Both of the above are counted on by teachers and students as integral parts of Randall teaching and learning. Students and teachers count on both Book Bowl and LinkExpress!!!

### **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.**

LinkExpress Delivery----\$300 for one academic year  
Book Bowl Awards \$60-80  
Book Bowl Replacements and Additions, or additions to our library collection: \$500.00

### **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.**

I have been talking with Joanne Berg, the owner of Mystery To Me Bookstore to see if there is a way we can work together to provide books and/or funding for our library. Joanne is talking with the Monroe Street Business Association to possibly coordinate a night where businesses donate a portion of their proceeds to our library on a specific night in the spring of 2018.

### **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 can provide pictures and a list of items purchased, as well as a written report to the PTO.

**Name**

Sarah Hemmerich

**Phone Number**

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

Art Teacher

**Proposal Title**

Chazen Art Museum Field Trip with 5th Grade Class

**Dollar Amount of Request**

300

**School**

- Randall

**Description of Need**

I believe all students should be able to get the chance to visit a museum in the community.

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

This is an enrichment experience for students who may have not been to an art museum and a great learning opportunity for all. It gives them the chance to learn about art concepts outside of the classroom, see a wide range of artwork, and visit a place where they might not otherwise visit.

**Benefit to Students and School**

Seeing what happens in the classroom in community spaces is a great way for students to take their learning elsewhere and also bring their experiences back into the classroom.

**Evaluation of Program**

We will do a related lesson to a current exhibit at the museum. Feedback from the students allows the experience to improve year after year.

**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.**

Bus for 1/2 day: \$175-\$200  
Substitute for 1/2 day: \$100

**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.**

An anonymous donor funds a bus for 1/2 day and a substitute for 1/2 day. In order to do the field trip for all 5th grade students, I need a full day.

**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 send pictures of our experience, both the museum visit and the corresponding lesson.

**Name**

Beth Loheide

**Phone Number**

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

Teacher

**Proposal Title**

Kindergarten Early Readers

**Dollar Amount of Request**

\$1001.00

**School**

- Franklin

**Description of Need**

Reading is a critical skill and is of utmost importance. In Kindergarten, children are excited to learn to read. When they first enter a reading group, their eyes are huge with anticipation that this is the moment they learn how to read! Students meet in small groups with the teacher and work on strategies which will help them eventually become fluent and confident readers. Before they are fluent and confident readers, however, they need to connect. They need to enjoy what they are reading and make meaning from the text. Students do this naturally by paying attention to characters and making connections to how those characters act. Students can find connections between themselves and the characters in the book. The more connected a child feels to a book, the more motivated they are to learn how to read the words on the pages. Engagement-->reading. Our students absolutely love certain characters in books from the Franklin Book Room. Some of these characters that are so loved include Danny, Bingo, Kitty Cat, Lily, Jake, Pickles, Bella and Rosie, and Kate. However, due to their popularity, there are very few of these books available for our kindergarten students when needed. As this grant was being written, two kindergarten teachers went to the Book Room to see what was available. The Danny books were already depleted, and we haven't even yet started teaching guided reading groups or filling book boxes (personalized containers filled with "just right" books for individual students in the classroom). Because we practice routines and take the first six weeks of school to roll out our literacy block, we

are the last ones to fill our book boxes and often get what's left. Clearly, many teachers in our school feel similar to us as these highly engaging texts are already taken from the Book Room to be used in their classrooms. This is great for those classrooms, but we think that it would be a major benefit to have some sets of these leveled books just for kindergarteners. We propose having a "mini Book Room" of beloved character texts for the 6 kindergarten teachers.

Our Book Room is well stocked with a variety of books. We are unique at Franklin in that many students enter kindergarten more ready to read than at other schools. As a result, we need a much larger selection of early reader texts. In addition, our school population is spanning over only 3 grade levels (who use the Book Room) which creates a more dense need of certain leveled texts.

Our classrooms are filled with diverse cultures and languages. The books we have chosen to acquire have characters that match our diversity, or are simply books about animals (detached from a specific culture). We want our students to read books with characters with whom they can identify.

As we work to foster a love for reading for all students, we need to supply our children with the books and characters they are most interested in reading. Providing highly-engaging texts with repeated patterns and lovable characters will greatly improve our children's reading skills. By offering students the opportunity to read texts that they choose, we will be able to improve engagement during the literacy block and within guided reading. We are making a solid investment in students learning foundational skills.

We would share the sets of books between the kindergarten classrooms. These books are leveled and fit perfectly within our framework of teaching reading. We believe that all students are able to read when provided supports, tools, and strategies that are right at the child's level. These books are perfectly aligned with how we teach beginning readers to read. They have highly engaging characters. They have repeated print. The pictures tell the story alongside the words. There is enough text on a page to keep a child interested, but not to overwhelm them. Finally, there are words in these books which match the words we teach in our curriculum.

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

When purchasing these sets of books, our ultimate goal is to foster a love of reading and get our students to grade-level standards by the end of Kindergarten. It is our job to instill a love for both reading and learning. For many children, kindergarten is where they begin to read and where they see themselves as readers. However if they lose interest in the text, are unable to connect to the text, or the book is at an inappropriate reading level for them, their frustration will overtake and could be detrimental for their future as a reader. The first way to entice students to learn how to read is to get them interested in the text - make them want to know what the words on the page say. When they see familiar characters or characters that look like them, their interest is already heightened. When they see the book that their fellow classmate has in their book box, the student is already forming assumptions that the book is worth a read. When they recognize a series of books that they have seen or read or have at home, they are able to make connections and build off of what they already know about these characters. All of these actions will ultimately encourage our students to become readers. They will be engaged in conversations around the text - allowing us as teachers to have thoughtful learning objectives and work off of our students' shared interest.

In summary, because the books are at the appropriate text reading level we are able to access the students' zone of proximal development - where they are being challenged by the text but not frustrated. These books are ideal because they allow the students to grow as readers, and they are reading texts that they enjoy and will read not just because they 'have to'. These are the texts that make students excited about reading. Our proposal to acquire books which represent beloved characters and characters that are representative of our classrooms, will encourage students to foster their newfound love of reading.

#### **Benefit to Students and School**

Each and every child deserves to learn to read. Each and every child deserves texts which are engaging and captivating. Each and every child feels connections when they see characters from one book pop up in other books. They exclaim, "Oh, look, it's another Danny book!" Some children love these characters so much that they have a very hard time giving back the books to the Book Room for others to enjoy. The benefit of our proposal to the students cannot be minimized. They will have access to book sets shared between 6 teachers (as opposed to 17). They will learn more about the characters with repeated exposure to books about said character. The teachers can do many more high-level thinking strategies in terms of character development and connections between texts when the same characters are in several books across several reading levels. This grant also benefits the school because more of the lovable character books will be available to other grade levels, as the kindergarten teachers and students will have their own favorite-character library apart from the Book Room. Also, we plan to purchase books that are not already purchased for Franklin, so we will have more options for all students. For example, the Book Room houses approximately 6 books in the Kitty Cat series. If we are given money to purchase more Kitty Cat books, we would buy books other than those that are at Franklin.

Imagine the power of a teacher who selects 4 different Kitty Cat books at different reading levels. Most of the students in the classroom would be sharing the Kitty Cat character experience at the same time, in a book that fits with their reading stage. The possibilities and connections are endless and exciting! Instead of seeing the differences between levels of reading groups, they are seeing similarities with classmates.

A further note is that we are purposely selecting characters which represent the diversity we see within our classrooms. Jake is a boy of Latino descent. Sally is African American. Bella and Rosie, Kitty Cat, and Danny are lovable (and mischievous) animals. There's a part of every child in these characters and that is one main reason students can relate to the various characters.

### Evaluation of Program

If we are successful, our students will be excited to read from their book boxes, engage in read to self following the classroom guidelines, and show growth in their reading levels by the end of the year. This can be evaluated by our spring TRL (Text Reading Level) scores. It can also be recognized through observations and anecdotes of literacy block time throughout the kindergarten cohort. Kindergarteners are very vocal with their opinions of a book. If we hear our children praise these stories, if we hear them converse with their peers about these stories, and if we hear excitement when we have the opportunity to read these stories, then we will know that we truly are fostering that love for reading. We will survey the kindergarten teachers about their experiences last year compared to their experiences this year in regard to book selection and student engagement in order to see the impact of these texts. Some teachers may also choose to work together to plan character studies as students across different text reading levels will be reading books about the same characters.

**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.**

#### Danny Books:

Set 3: 3 single book sets (6 pack of 3 different books, 21 books total), \$108

Set 5: 6 pack (6 pack of 6 different books, 36 books total) \$180

Danny purchase site

#### Bella and Rosie Early Readers:

3 single student sets (3 pack of 6 different books, 21 books total): \$96

Yellow set, Class pack (6 pack of 6 different books, 36 books total): \$185

Bella and Rosie purchase site

#### Kitty Cat Books:

Kitty Cat and the Fish (6 pack) \$48

Kitty Cat Runs up a Tree (6 pack) \$48

Kitty Cat Plays Inside (6 pack) \$48

Kitty Cat purchase site

#### Jake Books:

Jake's Car (6 pack) \$48

Jake's Plane (6 pack) \$48

Jake and the Big Fish (6 pack) \$48

Jake purchase site

#### Sally Books:

Sally's Red Bucket (6 pack) \$48

Sally and the Leaves (6 pack) \$48

Sally and the Elephant (6 pack) \$48

Sally purchase site

Total Cost: \$1001.00

**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 are happy to provide whatever the PTO would like. We can easily write a report. We can take pictures of our students engaged in these texts. We could also write a class letter from the students thanking the PTO for supporting their enthusiasm to read.

We will write a letter describing how our students have been engaging with the texts and the differences we saw it make in our literacy block and in our students' perceptions of reading.

**Name**

Kristen Beshay

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

Teacher

**Proposal Title**

Third Grade Differentiation Materials for Reading and Math

**Dollar Amount of Request**

\$1,000

**School**

- Randall

**Description of Need**

Beast Academy:

Our need in third grade is to offer rigorous, quality math differentiation for our students who are ready for extra math challenges. Beast Academy provides this opportunity.

Raz-Kids:

Children need time to read—a lot of time. Time spent reading contributes to reading achievement in ways that simply doing worksheets or other activities does not (Allington, 2002; Foorman et al., 2006). Time is not a one-size-fits-all proposition, however. Less proficient readers may benefit from shorter time frames until they build more reading stamina, whereas better readers may read successfully for longer periods of time. Since each student has access to technology during the school day, Raz-Kids provides an additional quality resource for promoting reading progress.

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

**Beast Academy:**

Beast Academy is a math curriculum for students in grades 2-5. There are four units, and for each unit there is a guidebook and a practice book. Beast Academy is considered to be a comprehensive, engaging, challenging math program that does a solid job of teaching concepts and skills. The math practice books provide many problem-solving opportunities which help students to become flexible, creative, and deep thinkers.

Additionally, since the lessons do not require a great deal of preparation time, and students are able to work through parts of the program semi-independently, teachers feel that they can manage this program along with the CORE math curriculum.

**Raz-Kids:**

Raz-Kids is an online educational resource designed to promote student reading growth. It offers a collection of quality ebooks that students grades K-6 can read and engage with online independently. Teachers can assign a wide variety of fiction and nonfiction books at the student's reading level, and teachers are able to listen to recordings of students reading and see their responses to comprehension questions.

Our goal is for all third-grade students to read proficiently by the end of the school year. In order to promote reading growth, students need access to some leveled books, and a lot of time to read independently. Raz-Kids is designed to promote independent reading and teachers can create and manage assignments with ease. Raz-Kids is an additional resource for kids to access quality literature they can read independently.

**Benefit to Students and School**

**Beast Academy:**

The benefits are to offer rigorous, quality math differentiation for our students who are ready for extra math challenges. Beast Academy provides this opportunity. Additionally, since the lessons do not require a great deal of preparation time, and students are able to work through parts of the program semi independently, teachers feel that they can manage this program along with the CORE math program.

**Raz-Kids:**

Raz-Kids is designed to promote independent reading and teachers can create and manage assignments with ease. Raz-Kids is an additional resource for kids to access quality literature they can read independently.

**Evaluation of Program**

We will evaluate the success of the programs by looking at student data. We will track progress using MMSD assessments for reading levels and math skills, including MAP scores. Teacher observation and anecdotal data focusing on student engagement with reading practice and math practice will also be utilized.

**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.**

Beast Academy = \$486

\$108 per set x 5 sets (1 for each class) = \$540 x 10% discount for ordering 5 sets = \$486 (free shipping)

Raz-Kids = \$524.75

\$104.95 per class x 5 classes = \$549.75 -\$25 discount = \$524.75

TOTAL = \$1,010.75

**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.**

Teachers will find funds to cover the remaining balance of \$10.75.

**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?**

We will provide a letter detailing the use and effectiveness of Beast Academy for enriched math work and RazKids for supplemental reading materials. We will also provide invoices/receipts for materials purchased.

**Name**

Anne Marie Streeter

**Phone Number**

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**Email Address**

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

Randall Instructional Coach

**Proposal Title**

Book Room Update

**Dollar Amount of Request**

\$630

**School**

- Randall

**Description of Need**

The Randall book room needs to be updated with new titles, especially titles that are highly engaging but at reading levels that are accessible for our struggling readers. Randall teachers all rely on the book room to access sets of leveled, high-interest books for use in their classrooms. Last year we started the work of updating our collection with grade-level texts. This year we want to continue that work but with a special focus on books that are high-interest, age-appropriate, and for students who are still becoming readers.

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

Our goal is to give teachers, including special education and ELL teachers, access to high-interest literature and informational texts that are appropriate for developing readers. The books will be used for both reading instruction and independent reading.

**Benefit to Students and School**

We want all students to be excited about reading; this is key to promoting their reading growth. By updating our collection of books with high-interest, high-quality texts that meet the needs of developing readers, we hope to further engage students who are still acquiring reading skills and increase their reading proficiency.

**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.**

Special education teachers and our ELL teacher, who work with students at every grade level, will select and purchase 15 titles for the book room. We will purchase 7 books of each title and each title will likely cost an average of \$6 (15 x 7 x \$6 = \$630)  
Total request = \$630

**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 impression of the new titles.

**Name**

Tori and Lisa Wenthe and Baker

**Phone Number**

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

**Email Address**

[LBaker.phd@gmail.com](mailto:LBaker.phd@gmail.com)

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

Lisa (parent) and Tori (1st grade teacher)

**Proposal Title**

Mindfulness for Teachers/"Unwind Wednesdays"

**Dollar Amount of Request**

\$1000

**School**

- Franklin

**Description of Need**

Stress and its deleterious effects are among the largest public health concerns affecting children, adults, and

communities, and schools are a crucial place where we can make a much needed positive impact to ameliorate these effects.

In the context of our educational system, which is balancing many needs and demands, many schools in MMSD, including Franklin Elementary, are seeking to create and support programming that attends to the social-emotional needs of our students, as well as our teachers and staff. In fact, for our children, our learning environment, and our community to thrive, we need to attend to the wellbeing of our teachers and staff and provide them with needed tools to embody and offer practices and programming that support their students' wellbeing.

Seeing the overwhelming evidence on the positive role that mindfulness practices and programs can play in the social-emotional development of children and for supporting wellbeing in adults, our school has been committed to engaging in innovative mindfulness partnerships and programs.

Over the last year, as a 1st grade teacher, Tori Wenthe, completed a training program for educators called Breathe for Change, which included a 200 hour training in yoga. Over the last year, Tori has created and offered fellow teachers the opportunity to engage in mindfulness practices weekly in "Unwind Wednesdays." Nearly every week during the school year several teachers at Franklin Elementary have been coming together for mindfulness practices-- which is a huge feat, and Tori has been the sole person holding this space and leading these practices.

While having an onsite school teacher mindfulness champion doing this work is important for engagement and sustainability of the mindfulness programming, it is a good deal of responsibility and energy for this school teacher to hold this much needed and appreciated space and practices each week for fellow teachers.

Now that feasibility of a teacher mindfulness program has been demonstrated and has ongoing teacher engagement, in order to ensure this programming at Franklin thrives and even reaches more teachers, we are seeking funding for mindfulness expert/coaching support. Mindfulness teacher coaching and co-leading with a seasoned mindfulness expert/teacher is a highly recommended and standard practice in the field of mindfulness, especially giving the onsite teacher champion (e.g., Tori) space for her own learning, development in mindfulness, and self-care as a teacher.

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

The goals of the mindfulness for teachers program at Franklin Elementary ("Unwind Wednesdays") and mindfulness expert coaching/support are multi-fold, and include:

- 1) After attending a Mindfulness session, teachers will be less likely to experience stress and the effects of stress on their minds and bodies, including our teacher/champion who will be leading the efforts on-site (Tori).
- 2) Teachers who attend the Mindfulness sessions on a regular basis (most weeks) will report decreased stress and distress, and more positive affect and optimism, as well as will have more tools to deal with stress, including in the classroom.
- 3) The onsite teacher champion (e.g., Tori) will continue to develop her skills as a mindfulness champion, leading some of the practices and using her own experiences as a teacher to make practices especially relevant.
- 4) The mindfulness offering (Unwind Wednesdays) will be an ongoing weekly offering which will be co-led, and therefore will ease the pressure of our onsite teacher champion to hold the time and space on her own.
- 5) The mindfulness coach/expert will be able to offer ongoing support and ideas to the onsite teacher champion and school leadership for how the programming can support wellness goals for teachers and for future offerings toward possibilities for expanding the program.
- 6) Increase engagement in programming through outreach to the wider teacher community at Franklin Elementary (e.g., offering a 1-hour workshop once or twice a year for all teachers in the school from mindfulness coach/expert).

### **Benefit to Students and School**

With more and more teachers practicing mindfulness in their own lives and as a community, they will be more present, more attuned and attentive, have greater self-compassion, greater clarity, and will be less reactive in times of stress. This will have a significant positive ripple effect in their work with students. Many studies and books\* have been written in the last several years showing positive effects of teachers' mindfulness practices on their teaching, engagement in the classroom, and ability to help students manage their own social-emotional and learning challenges.

Additionally, for teachers to best offer and integrate mindfulness practices into their classrooms, which many are already working to do, they will be most effective if they also are practicing and experiencing mindfulness in a community of learning, such as with the weekly offering.

\*Mindfulness for Teachers: Simple Skills for Peace and Productivity in the Classroom (The Norton Series on the Social Neuroscience of Education) 1st Edition  
by Patricia A. Jennings (Author), Daniel J. Siegel M.D. (Foreword), 2015

### **Evaluation of Program**

- We will invite teachers to provide written (anonymous) feedback with a focus on program goals and regarding their overall participation in the mindfulness offering (e.g., how often they attend, barriers to attendance, etc).
- Our teacher mindfulness champion (Tori) will offer feedback with a focus on program goals regarding the mindfulness coach/expert support.

### **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.**

While we understand that the PTO grant funding cannot cover all of the funding needs for this grant proposal, we are listing the maximum need which we will work to supplement through other funding sources and may decrease number of weeks mindfulness expert/coach leads/co-leads if we are unable to meet the funding need.

- 1) Mindfulness Coach/Expert Leading/Co-Leading weekly mindfulness teacher offering ("Unwind Wednesdays") = 1 hour (includes prep and debrief with teacher champion) for weekly Mindfulness offering; \$125/hour (nonprofit/gov't rate); 25 sessions/weeks (estimate); Max: \$3125
- 2) Individual Mindfulness Coaching sessions for Teacher Champion offered either monthly for 30-minutes or every other month for 1 hour = \$500
- 3) 1-2 hour Mindfulness for Teachers workshop (offered annually) = \$400 (includes prep, slides, materials, etc).

### **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.**

We are applying for and seeking additional funding at this time. Amount and sources are currently not specified/identified.

### **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 offer a brief report and quotes from feedback forms, as well as pictures from sessions (with participants permission). We are also happy to present about the program at a PTO meeting.

