CIVIC LITERACY CONTEST - 2016

A PROPOSAL SUBMITTED BY:

MRS. LIZA MEIRIS
MR. KYLE BLACK

ON BEHALF OF

FIRST PHILADELPHIA PREPARATORY CHARTER SCHOOL
SCHOOL INFORMATION

First Philadelphia Preparatory Charter School

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Philadelphia, PA 19124

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TEACHER AUTHORS

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AUTHORIZING ADMINISTRATOR

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PROJECT INFORMATION

Project Name
Debate, Democracy, Freedom!

Project Summary
The purpose of our Civic Literacy Program will be to offer students real-world contexts for the civic responsibilities and principles created by the Constitution through project-based learning, extracurricular activities, and integration with the arts.

National Constitution Center Staff Contact History
Both Teacher Authors attended the Civic Literacy Contest workshop sponsored by the National Constitution Center on April 16, 2016; additionally, Mrs. Liza Meiris has contacted the following National Constitution Center staff: Kelly Sautner.
CONTEST APPLICATION

Background
First Philadelphia Preparatory Charter School first opened in September of 2002 as an elementary school. In August of 2013, the organization officially expanded to include a high school. Now in its third year, the High School at First Philadelphia Preparatory Charter School will graduate its first class of seniors in June of 2017. The 2016-2017 school year will be the first year in which the High School operates as a full 9-12 system and the first year in which the vision of our K-12 campus will be realized.

First Philadelphia’s mission has always been improving literacy across content areas. In addition to that goal, the 2016-2017 school year will layer in a focus on music and arts to be integrated across the K-12 experience. Students in the High School will select a focus in an array of music, art, and digital media specializations and complete a sequence of classes within their chosen focus as well as their core requirements.

Our Mission Statement
“The mission of First Philadelphia Preparatory Charter School is to provide a well-balanced literacy-based education, contribution to the formation of life-long learns and leaders of the global community.”

Our Vision Statement
“First Philadelphia is a safe, student-centered educational community where students, staff, and families respect and support one another as we strive to develop well-rounded students and citizens.”

Our Tagline
“Live to learn. Learn to live.”

Needs Met by and Outcomes Expected from Project
This project will meet the following needs:

- Our mission and vision statements mention well-rounded citizenship and leadership in a global community. As a result of an increasing focus on high-stakes testing, civic education tends to be cast aside. In order to accomplish the goals set forth in our vision and mission statements, we must maintain a focus on civic engagement and responsibility.
- Create a school where students have unique opportunities to learn in exciting and engaging ways.

We expect the following outcomes from the project:

- Students can state the basic rights guaranteed to all citizens by the Constitution.
- Students understand the topics of the original articles and succeeding amendments in the Constitution.
- Students participate in experiences in their local civic community.
- Students can understand and debate issues relating to the Constitution in contemporary American politics.
**Target Population**

We estimate that our student population will be 400 students for the 2016-2017 school year. Our students come from an array of neighborhoods all over Philadelphia.

The project will be able to reach 100% of our students, but students in the following classes will have mandatory participation in programs created by the project:

- 4 sections of 9th grade World History
- 4 sections of 12th grade Civics & Economics

Additionally, all students will have the option of participating in service learning opportunities, a mural arts project, trips, and contests.

The members of Student Government will participate in the drafting and revising of a Student Constitution.

Extracurricular activities will be offered such as Student Court, a Mock Supreme Court, and Intersession classes.

**Proposed Staffing**

The implementation and maintenance of our project’s programs will be attended to by our Teacher Authors, Mrs. Liza Meiris and Mr. Kyle Black. Additional work on the project’s programs will be completed by members of the English and History Department, a further five staff members.

Our Music and Arts Department, five staff members, will help to infuse the arts into the project’s programs.

A voluntary committee with representative members from each core content area will be assembled to help build interdisciplinary implementations of the project’s programs.

Our Dean of Students will be an important component in implementing the project’s programs as well as infusing the spirit of civic awareness into our school climate.

As detailed later on our proposal, Professional Development will be led by Civics experts. A team from A.C.E., composed of lawyers and judges, will be working specifically with our ninth grade class.

**Length of Project**

Project Start Date: August 2017

Project End Date: June 2022

**Additional Information**

Since next year is our first year with the arts and music focus, we have chosen to delay the start of our project’s full implantation until the 2017-2018 school year begins; however, we will be piloting and implementing most aspects of the project in the interstitial period, beginning with the 2016-2017 school year.
NARRATIVE

Program Approach
Our program will unfold in three different ways:

1) Create a curricular and cultural presence of civic responsibility in the school using:
   a. Monthly themes/contests
   b. Student Court
   c. Student Constitution drafting/revising process
   d. Mock Supreme Court Case extracurricular activity
   e. Constitutional studies across four years of History classes

2) Integrate civic responsibility in our music and arts program using:
   a. Mural project
   b. Poster contests
   c. Playwriting relating to civics and the Constitution
   d. Animation projects highlighting the history of Constitutional clauses

3) Build community partnerships and explore the world using:
   a. Intersession service learning projects and classes
   b. Educational trips in Philadelphia and Washington, D.C.
   c. A.C.E. Program

Our multifaceted approach to implementation will help students gain these three key understandings:

1) The Constitution provides rights to individuals, but it’s the branches of government that bring those rights to life. This creates a complex understanding of every word of the Constitution, Supreme Court decision, and law drafted by Congress.

2) The articles and amendments create the framework for the entire government.

3) The Constitution is a living document that is constantly being debated and shaped by new societal contexts.

Impact of Instructional Materials on Student Body
Monthly themes and contests are designed to engage and excite each student on different levels. Contests will require different skills: memorization, creativity, persuasive abilities, volunteering, etc. This will help us differentiate to maximize impact in our student body. These contests will have prizes, but all students who participate will receive recognition. Random drawings will be held among participants for bigger prizes.

Below is a tentative schedule of our yearly contest and theme map:

- **August** – Community Citizenship focus
  - Take the “Naturalization Test”
  - Participate in a mock Naturalization Ceremony and receive a flag pin
- **September** – Constitution Day
  - Memorize the Preamble and perform it in front of our AM Meeting
- **October** – Latino History Month
  - Birthright Citizenship Clause Debate
• Create a persuasive argument for or against current immigration issues facing Latino Americans using the Interactive Constitution as a Guide

• November – Election Day
  o Election season video contest
    ▪ Re-create a famous controversy or moment from a previous election cycle (e.g., “Hanging Chads” from 2000)

• December – Bill of Rights
  o Memorization contest

• January – Martin Luther King Jr. Day
  o Service learning opportunities on Martin Luther King Jr. Day

• February – Black History Month
  o Poster contest
    ▪ Design a poster using autobiographical quotes on the impact of the 14th Amendment.

• March – 19th Amendment
  o Political cartoon contest
    ▪ Draw a political cartoon about the evolution of gender roles in American History

• April – 16th Amendment
  o Debate activity
    ▪ What tax law would you change? What would you replace it with?

• May – Memorial Day
  o Propaganda posters
    ▪ Use famous pieces of wartime propaganda to motivate the student body for Keystone testing

• June – 9th & 10th Amendments
  o Memorization contest: List the 10 rights that fall under these two amendments

Mock Supreme Court Case

In order to help students understand the process by which the Supreme Court upholds the principles of the Constitution, students will be invited to participate in a year-long extracurricular activity designed to emulate a Supreme Court case from history. Students will choose from a variety of roles: Justices, lawyers, clerks, and researchers. Throughout the year, students will fully research a famous case from the history of the Supreme Court. At the end of the year, students will use their research to carry out an hour-long hearing of that case before the entire student body. Students will be judged upon their command of the Interactive Constitution material covered as well as their persuasive speaking abilities. Cash prizes will be given out to exemplary student participants.

Curriculum Impact

Students in all grades will study the Constitution, primarily through their four required history classes: World History (9th), American History (10th), Diversity in the United States (11th), and Civics & Economics (12th). Additionally, there will be cross-curricular opportunities in specific years. For example, students will study the language of the Constitution in their 10th grade English class and understand the broader cultural and legal impact of the document in their American History class.
Integration in the Music and Arts Program

The Mac lab will be a critical component of the integration into the music and arts program. Using software purchased for the machines, students will able to create engaging, interesting projects utilizing software from the Adobe suite. This work will be highlighted throughout the building and competitions within the arts classes.

*Murals* - Murals in the school will be done by the Art Club. Students will choose sections of the Constitution that interest them and can explore modern themes in order to convey deeper understanding of the chosen section. Students will connect Constitutional ideals with their own lives.

*Poster/Art Contest* - Each year, students enrolled in art classes will choose one section of the Constitution to explore through their artwork. This assignment will be completed by all students enrolled in art or photography class. Students will use this an opportunity to connect Constitutional ideals to their own lives. A display area will be created in the school to showcase exemplary work.

*Playwriting and Acting* – Students will study the history of the document and its connection to current events. They will use their own writing to explore how a particular area of the Constitution affects their own lives. Students will use the Interactive Constitution in their History class in order to prepare to write and perform plays exploring the topic further in their English class. This could also be used as an opportunity to role play and perform an adaptation of the Constitutional Convention.

*Animated History of the Constitution* – In their media arts class, students will choose a particular clause to focus on and will make an animated segment on Apple software. Students will use the Interactive Constitution in class to explore ideas for their animation.

**Assessment**

At the beginning of each year, students will take a naturalization test. During the first year of project implementation, students will also take the test on the last day of school so we can use that measurement to inform our second year.

Students will have two weeks to retake in order to participate in a “naturalization” ceremony and get a flag pin. We will use data on the assessment generally and individual questions to inform instruction throughout the year.

We will track the number of students participating in the optional parts of the program. We will interview participants after these programs to ask them what they learned and what appealed to them the most. This interview information will be closely tracked. If the program isn’t working or appealing, we will use student feedback to make changes for the second year.

With projects such as the poster assignment, will see over time how teachers and students are improving in their depth of knowledge and visualization of their understanding of their chosen area of the Constitution. To make sure this is happening with fidelity in all classrooms, we will offer professional development and site visits to the National Constitution Center to all staff participating in the program.
A.C.E. Program (Integrated into 9th grade World History class)

A team of 3 to 5 lawyers and judges (the "legal team") will attend the same class of ninth grade world history students once a month over the course of the school year. They will provide hands-on, interactive activities centering around concepts of justice, dispute resolution, and citizenship that illustrate the material that students have already studied. If A.C.E. is not available, a similar team will be formed by our project coordinators.

Literary Study of the Constitution (Integrated into 10th grade American History & American Literature classes)

Students in the 10th grade American Literature class will spend an entire unit studying foundational documents from the Revolutionary period, including the Declaration of Independence, the Constitution, and the Federalist Papers. Students will specifically study the original articles of the Constitution and learn how the three branches of government were created through that language. Once the reading has been completed in English class, students will examine the roles and evolution of the three branches of government in their American History class.

Students will study the language of the Constitution and begin to understand the cultural and historical contexts in which the document was drafted. Additionally, in both the History and English classes, students will research the various arguments relating to how decisions were made regarding the final language of the Constitution through selected readings from James Madison’s detailed notes about the debates at the Constitutional Convention and the Federalist Papers.

This cross-curricular opportunity will provide a baseline level of knowledge of the Constitution which will be expanded in the 11th and 12th grade History classes.

The Bill of Rights & Civil Rights Amendments (Integrated into 11th grade in Diversity in the United States classes)

In their 11th grade year, students will build on the knowledge from their study of the core document to understand how the Constitution can be changed through the amendment process and the purpose of the Supreme Court in interpreting, defending, and contextualizing the language of the document.

Students will also study specific amendments which were integral in expanding the rights provided in the original Constitution to a broader section of the population including the 13th, 14th, 15th, and the 19th Amendment as well as the attempt to pass the Equal Rights Amendment in more recent times.

Civics & Economics (Mandatory 12th grade History class)

12th grade students will be highly engaged in building what they learn. The class will be established with a curriculum, but will also allow flexibility to add current issues as they happen. The Interactive Constitution will be used consistently as a framework for discussions and scholarly work. The integration
of the tool will be highlighted and planned for during summer professional development sessions afforded to staff members.

Example projects:

- Design a city and its charter. Issues will be presented by the teacher and students will decide how voting happens, what events, city planning, etc.
- Translate the Interactive Constitution articles and actual text of Constitution into “kid-friendly” language. Much like “No Fear” Shakespeare with the opposing page that defines words and phrases.
- Add your own articles to the “Interactive Constitution” for our school.
- Civics Internship project required beyond school hours. We help students to find opportunities, visits are made by the teacher. Intern in city hall, law firms, criminal justice, etc. These opportunities are open to all students, but required for seniors.
- Constitution podcast/blog worked on as a class.
- Create public service announcements for an interest group
- Solve current issues with mock legislation, court proceedings, congressional hearings, etc.

Students will also be made aware of the importance of civic engagement across their lives in various communities: local, state, and national. Our students will learn about important aspects of civic engagement such as voter registration, informed and critical media consumption, the importance of local government, interacting with elected officials at all levels of government, and spreading the virtue of informed citizenry to others in their community.

Pre-Law Elective (Optional for 12th grade students)

In later years, we will implement a pre-law elective designed to introduce students to the rigor of a college class in studying law. We will use nearby law school professors and individuals, agencies, and resources shared by the National Constitution Center to develop a curriculum which accurately reflects the challenges of a college level class for students interested in studying law.

Close Up Incentive Trip

In Year 4 of implementation, we will have students who have experienced the program their entire high school experience. We will have a lot of information on them including their naturalization test scores, participation in contests and other voluntary programs as well as the class projects and 9th and 12 grade civics lessons and classes. We will compile all of the information in order to choose 10 of our star civically-minded students and offer them an all-expenses paid week long trip to Washington D.C. to experience the inner workings of the government. This trip is also available to all students in the school who wish to attend (and meet qualifications), but those students would have to provide the funds themselves.
Intersession

Each year, First Philadelphia utilizes the week prior to the Christmas holiday as an intersession period. School is not mandatory for students; however, staff members are encouraged to offer short-term academic program in an area of their choosing. In the past, staff members have offered programming like a robotics seminar or civil engineering project. We will utilize this intersession period to offer short-term academic programming using platforms such as the Interactive Constitution and the Comparative Constitutions Project to offer interested student an opportunity to explore the concept of a constitution in greater scrutiny.

Self-contained service learning projects will be offered where students can choose as a group what topics are important to them and them spend time implementing. We can also use the momentum from intercession to maintain the project for the rest of the year.

Through a yearlong project, students gain an understanding of the practical applications of schoolwork – reading, math, social studies and science – as they use these skills to make positive, productive responses to challenging issues of concern to them in their schools and communities.

Intersession can also be used to pilot and springboard into internship opportunities linked to civic engagement such as working at a local councilperson’s office, working with an elected official at City Hall, clerking at a law office, or working at a community hub such as a police station, fire house, or library.

Student Court

Student court will be an extracurricular activity where students will engage in the discipline process for the school. Student court members may mentor students or provide one-on-one support in times of crisis. But the central goal of the court is to deliberate when students are being disciplined for a minor offense. When students are being disciplined for an offense they may choose to accept the Student Court deliberation. Students all play a role in the court proceedings and learn how court proceedings work in order to replicate them. Responses of the court are focused on restorative justice and students feel their voices are present in the school system.

Documented Impact on Student Understanding

Certain parts of the program lend themselves well to displaying evidence of student understanding including:

- Plays written and performed by students
- Contests – A bulletin board will showcase each month’s successes. Photos of students who were successful, examples of their writing, etc.
- Poster contests will be on display
- Exit interviews will be conducted for all service learning, volunteer opportunities, trips, etc. Student responses will be kept and catalogued to be mined for data points
- A.C.E. curriculum
- Constitution class curriculum and lesson plans as well as assessments from the class
• Data from naturalization tests
• Students will integrate knowledge of the Constitution, including the process by which it was drafted, as well as knowledge of our institution’s goals in drafting and revising our Student Constitution
• Students will participate in a panel discussion with our local councilperson in order to more deeply understand issues specific to Philadelphia, practice interacting with elected officials, and understand how they can become involved in their local civic community

Professional Development
• Planning time and site visits to support service learning projects
• Buy-in and brainstorming sessions – over the summer teachers will gather as a group to discuss opportunities for interdisciplinary projects, other ideas for promoting civic understanding, and provide a space for teachers to voice their needs and concerns throughout the project. This will allow teachers to “make it theirs”
• 6-8 times a year we will have a guest speaker or PD leader discuss how to teach civics in every classroom and then spend an hour discussing how the program is going and how we can change it to meet all teacher and student needs. This helps to make each teacher feel more comfortable teaching civics.
• A weekly newsletter will be sent to teacher e-mail with summaries of current events, resources, ideas, etc. as well as announcements about the program so everyone feels “in the know.”

Sustainability
Constitution class – Curriculum and material resources, once completed are available to teachers for future years and for other schools

Murals – Permanent installations with a need for yearly maintenance to be performed by the Art Club under the leadership of the Art teachers.

Service Learning – Relationships built with non-profits and for-profits alike can be maintained for years.

Student Court – Once the student court is set up, older students can train younger students and work to refine the system. Over the long term, student courts can also help to manage the overload in the city-wide criminal justice system.

Music and Arts program – Project and curriculum remains once written.

Student Constitution – Our student government body is comprised of students who earned their place in student government with excellent academics, behavior, and the recommendation of teachers. The first year of implementation, the student government will spend time at the end of the year writing a student constitution under the guidance of teachers and administrators. They will use the Interactive Constitution as a guide to writing their own Constitution and taking seriously the considerations involved. Year 2 students may continue the work, and so on until the project is complete. Students attending in the years after the Constitution is complete may submit amendments.
<table>
<thead>
<tr>
<th>Area of Approach</th>
<th>Program</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<tr>
<td></td>
<td>Monthly Themes &amp; Contexts</td>
<td>appropriate activities; implement in homeroom period</td>
<td>Revise themes and activities; continue homeroom implementation</td>
<td>Revise themes and activities; continue homeroom implementation</td>
<td>Revise themes and activities; continue homeroom implementation</td>
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<td>Student Court</td>
<td>No action</td>
<td>Training for staff and students; test run for trial process</td>
<td>First full year of implementation</td>
<td>Full year of implementation</td>
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<td>Student Constitution</td>
<td>Draft revision #1 at end of year</td>
<td>Finish draft at beginning of the year; implement for duration of year</td>
<td>First amendments made at the beginning of the year; continue implementation</td>
<td>Add amendments at the beginning of the year; continue implementation</td>
<td>Add amendments at the beginning of the year; continue implementation</td>
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<td></td>
<td>Mock Supreme Court Case</td>
<td>Professional development for supervising teacher over the summer</td>
<td>Teacher-led preparatory classes for interested students</td>
<td>First full year of implementation</td>
<td>Full year of implementation</td>
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<td></td>
<td>Civics &amp; Economics Class</td>
<td>Draft curriculum; implement in 12th grade Civics &amp; Economics class</td>
<td>Revise curriculum; continue implementation</td>
<td>Revise curriculum; continue implementation; quarterly expositions of student work</td>
<td>Revise curriculum; continue implementation; quarterly expositions of student work</td>
<td>Revise curriculum; continue implementation; quarterly expositions of student work</td>
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<td>Mural Project</td>
<td>No action</td>
<td>Submit proposals for murals; proposal selection process</td>
<td>Finalize selections; begin work</td>
<td>existing work; consider additional mural sites; begin proposal process if</td>
<td>existing work; consider additional mural sites; begin proposal process if</td>
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<td></td>
<td>Poster contests</td>
<td>Devise topics; implement in art class</td>
<td>Revise topics; continue implementation in art classes</td>
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<td>Playwriting</td>
<td>No action</td>
<td>Devise topics and contest structure; implement in Drama elective</td>
<td>Revise topics; continue implementation in Drama elective</td>
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<td></td>
<td>Animation contest</td>
<td>Establish Mx lab design and procedures</td>
<td>teachers; devise topics and contest structure; implement in art class</td>
<td>Revise topics; continue implementation in art classes</td>
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<td>Intercession Service Learning Projects</td>
<td>Tripl project for 12th grade Civics &amp; Economics students on Martin Luther King, Jr. during Intercession with one group; continue MLK project</td>
<td>Expand Intercession offerings; continue MLK project</td>
<td>Continue Intercession offerings and MLK project</td>
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<td>Educational Trips</td>
<td>National Constitution Center (10th grade); Holocaust Museum (9th Grade)</td>
<td>Continue previous trips and add in trip for 12th grade class</td>
<td>Continue previous trips and add in trip for 11th grade class</td>
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<td>A.C.E Program</td>
<td>No action</td>
<td>Implement in 9th grade World History class</td>
<td>student and partner feedback; continue implementation</td>
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# Budget

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<th>Budget</th>
<th>Year 1</th>
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<td>Civics Experts @ $750/hour (4 hours billed annually)</td>
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<td>30 Macbook Air laptops @ $899</td>
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<td>Close Up DC Trip (10 students - $2500 each)</td>
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$200 to be covered by student activity fund