

Appendix A

COVER PAGE AND DEMOGRAPHIC INFORMATION

| School District/Charter School | | | |
|---|---|---------------|------------------------|
| Name | Gadsden Independent School District | | |
| Superintendent/Director of Charter | | | |
| Name | Cynthia Nava | | |
| Phone | 575-882-6200 | E-mail | cnava@gisd.k12.nm.us |
| Mailing Address | PO Box Drawer 70 Anthony, New Mexico 88021 | | |
| Program Coordinator / Contact | | | |
| Name | Anabel Tanable, Administrative Intern | | |
| Phone | 505-874-3592 | E-mail | atanabe@gisd.k12.nm.us |
| Mailing Address | 875 Mercantil La Union, NM 88021 | | |
| Business Manager | | | |
| Name | Steve Suggs | | |
| Phone | 575-882-6243 | E-mail | ssuggs@gisd.k12.nm.us |
| Mailing Address | | | |

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| Amount of funding requesting for After School Programs | \$23,484.00 |
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School(s) included in this application:

(Additional pages to include all school may be added if needed)

| School Name | Address | Principal | Phone | E-mail |
|---------------------|---------------------------------------|------------------|--------------|-------------------------|
| La Union Elementary | 875 Mercantil La Union, NM 8021 | Cissy Andreas | 505-874-3592 | candreas@gisd.k12.nm.us |
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Briefly describe the demographic and socio-economic profile of the community (not scored):

La Union is a small rural farming community in the Rio Grande Valley, situated long the border of Texas and Mexico. The La Union area does not have the infrastructure, services, or an economic base that exists in an established city. The homes in the area are interwoven in between agricultural and livestock farms, ranches, and dairies. Families are connected by custom, culture, and language. The population consists of intermixed predominately Hispanic families, some who have been there since the turn of the century and others who have recently immigrated from Mexico. Some of the students immigrating from Mexico have never attended school even in their native country. Others are first generation Americans whose parents do not speak English. Some students attend school seasonally because families are migrant agricultural farm workers and are constantly moving. A substantial number of the 275 students who attend La Union live with extended family members or guardians such as grandparents, aunts, uncles, and cousins. The average per capita district income level is \$10,260. A high percentage of the student population is economically disadvantaged (79.68%). All students attending La Union Elementary are eligible for free lunch, and the school qualifies for Federal funding for Title I, II, III and V. Additionally, 48% percent of the students are classified as English Language Learner (ELL). The ethnicity of the student population is about 89% Hispanic, 10% Caucasian, and 1% Asian or Black. The school population also includes a special education Early Behavior Intervention Unit serving emotionally disturbed students who are unable to participate in the general population academic program.



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Appendix B

GENERAL INFORMATION

Appendix B1: Statement of Need

In the space provided below, using 12 point font, describe the need for an After School Program in the identified district/school(s) in this application. Clearly identify the need for a quality After School Program in the district/school(s) utilizing student, school, and/or community data.

Demonstrate an understanding of the linkages between student health indicators associated with academic success for the school and/or community. (20 Points)

Resources to support health indicators include, but are not limited to:

<http://www.health.state.nm.us/epi/diabetes.html> <http://www.health.state.nm.us/epi/obesity.html>
<http://www.health.state.nm.us/yrrs.html>)

La Union students live in a rural farming area and do not have the economic or service related businesses that children in urban or suburban neighborhoods have such as daycare, YMCA/YWCA, parks, organized sports programs, or entertainment facilities. The nearest town is fifteen miles away. Since many families have parents or guardians who work full time during the day, students are often on their own when they arrive home from school in the afternoon. The majority of students at La Union have no organized after-school programs such as athletic teams, or visual or performing arts activities to occupy their time, although some students do participate in local community church sponsored activities. Generally, students at La Union who demonstrate high levels of achievement have parents who volunteer at the school, participate in school-wide activities, attend enrichment nights and/or parent education meetings, and provide educational support at home. These parents, guardians, and/or extended family members help students with homework, school projects, and engage them in physical activities. However, many of the students who are struggling academically and with social/emotional and behavioral issues, have no consistent support system in place in the home. Behavioral issues, use of drugs and alcohol, gang participation, engagement in sexual activity, etc., often are a result of students feeling isolated and frustrated with their school and home life. Currently, these issues are minimal at La Union mainly because of the rural setting. Students in the Early Intervention Behavioral Unit children need opportunities to practice socially acceptable interactions to be successful later when they are ready to be mainstreamed. All students benefit from physical activities offered in the after school program to combat obesity and asthma. Increased health has shown to result in increased academic achievement when self-esteem is raised by increasing the mental and physical fitness levels of students. Looking at health issues, many students at La Union are overweight and do not have good nutritional habits. Some families do not have enough income to buy healthy food items that are not loaded with fats, carbohydrates, and starch. Obesity is a generational problem in this area for many of the families because they are at the poverty level. A number of students suffer from asthma as a result of living and attending school surrounded by cotton fields, livestock farms, alfalfa fields, as well as the sand on the hills and dunes above the town. About 12% of students suffer from asthma as a result of living and attending school surrounded by cotton fields, livestock farms, alfalfa fields, as well as the sand on the hills and dunes above the town. Thirty-four students require daily peak-flow treatments from the nurse to measure their lung capacity. These students and parents are very hesitant to allow students to participate in outdoor physical activities because of possible adverse reactions.



Appendix B2: Relationship of the After School Program to the Educational Plan for Student Success

In the space provided below, using 12 point font, describe the connection between the quality After School Program and the school/district's Educational Plan for Student Success (EPSS) for the purpose of closing the achievement gap. (10 Points)

In order to address the issues of student academic support and achievement, physical activity, and mental and physical health, the La Union Educational Plan for Student Success (EPSS) for 2009-2010 contains a 4 goals that address the areas of: Reading, Mathematics, Response to Intervention, and Parental Involvement. These goals connect student academic achievement and intervention with parent education and involvement in order to support student success. The campus EPSS plan for 2009-2010 contains the following target goals:

1. The percent of students scoring proficient or above in reading will increase by 6.79% from 52.21% to 59%, as measured by the NMSBA.
2. The percent of students scoring proficient or above in mathematics will increase by 18.32% from 28.68% to 47%, as measured by the NMSBA.
3. The number of families informed through this outreach initiative will be 100% of those whose child(ren) have been identified as being below proficient as measured by the NMSBA, DRA Levels, or report card grades . Student achievement will be supported through engaging parents as active members of the school community through informed decision-making, advocacy, education, and resources.
4. 100% of students in grades K-6 who are determined not proficient as measured by DIBELS, DRA assessments, MAPs or weekly math and literacy PDSA assessments, report card grades, 2008-2009 NMSBA scores, 2008-2009 NMELPA scores, discipline reports, health and social referrals, and attendance data will be provided TIER I and TIER II interventions in those areas in which they are not proficient by the classroom teacher and/or auxiliary staff for a minimum of 4 weeks at a time or until they are assessed as proficient.

A key component of the afterschool program that targets closing the achievement gap is the tutoring program in reading and math. This part of the after school program provide interventions for students after school in a one-three (or smaller) teacher student ratio. Students who may not get the needed help during the day because of large class sizes get individual assistance targeted to their specific needs. The enrichment portion helps build self-esteem and confidence as well as carrying over into the classroom. Students also build stronger relationships with their teachers and peers. The counselor and parent outreach ambassador (liaison) will work with interested parents twice a week while students are involved in tutoring and enrichment activities. Parents will coached on how to help their children with academic and social issues t home and outside of school in order to help close the achievement gap.



Appendix C

AFTER SCHOOL PROGRAM INFORMATION

Appendix C. 1: Current Program Success:

In the space provided below, using 12 point font, describe the Academic Enrichment component that will be included in the After School Program. Describe the how the currently funded program offerings/activities have demonstrated success. Include: number of participants, any success indicators/data if applicable and/or other success measurements. (15 Points)

During the 2008-2009 school year, the grant allowed 100 plus students out of 275, more than 30% percent of the total school population, to attend offered after school activities four days a week, from 2:40 until 5:15 p.m. This year there was no funding for buses, but students still attended the program. Students were provided opportunities to participate in academic enrichment and tutoring, photography, computer activities, Future Problem Solvers, spelling bee preparation, Student Council, ceramic art, strategy games, arts and crafts, hands-on science, daily homework help time, outdoor recreational activities, and receive a nutritional after school snack. Students who did not have a strong support system at home benefited from the extended school day to fill in the gaps academically as well as socially. The current after school program has made a critical difference in providing all students with the same opportunities as their more fortunate peers to receive help with homework and school projects, access to enriching physical and leisure activities, and appropriate supervision prior to parents arriving home in the evening. The After School Enrichment Program was a major factor in helping the school to close the achievement gap especially in mathematics this year. Students at La Union had the lowest AYP scores of any elementary school in the district in 2006-2007, only 28.68 % were proficient. In 2007-2008 students scored 46.7% proficient, almost a 205 increase. Students this year are expected to do even better. ELL students did not meet AYP. Many of these students participated in teacher and computer assisted tutoring that was part of the after school program. As part of the 2008-2009 After-School Enrichment Program, students received free books to read keep to encourage reading at home. Books were purchased through a Dollar General Literacy Grant obtained by the after school Enrichment Program director in 2007-2008. The afterschool program employed two district high school students who had an interest in teaching careers to work as part of the after school program to gain hands-on experience, and be paid. Students who participated in Future Problem Solvers won a second place at the state competition. One 6th grade student at La Union who was part of the spelling bee preparation after school activity came in second in the district competition. He represented the school and district at the state spelling bee in Albuquerque. Student Council members organized the CASH program to educate the campus about saving energy. Through their efforts the school used 40,000 less kilowatts in 2008-09 compared to usage during 2007-08. The photography and art students won several first and second place awards for their work during the afterschool program at the district art show. La Union won first place overall out of 14 elementary schools for the best overall exhibit.



Appendix C. 2: Academic Enrichment Component Description:

In the space provided below, using 12 point font, describe the Academic Enrichment component that will be included in the After School Program. Describe how program offerings/activities include multiple aspects of cultural and educational improvements and skill building and demonstrate how they assist students in meeting state content standards in academic subjects, such as language arts/reading and mathematics by providing students with opportunities for academic enrichment. Examples of offerings/activities may include but are not limited to: school subjects, learning through movement/exploration, performing arts, technology, artistry, civic involvement, etc. Include information about the effectiveness of the selected offerings/activities for the proposed program and why the selected offerings/activities were chosen. Include linkages to closing the school's achievement gap. (15 Points)

As part of the 2009-2010 After-School Program, the academic tutoring will continue to focus on reading and mathematics for students who are not proficient and need interventions. Since many of our ELLs students are not proficient on the NMSBA when taking the test in English, a strong vocabulary strand will be incorporated to support the acquisition of concepts that are tied to language proficiency. In Mathematics, students will apply mathematics strategies to solve hands-on, real world problems that require higher level thinking strategies as well as proficient computation skills in grades 3-6 utilizing. Math problem solving kits that were purchased this year will again be used. The mathematics materials meet state and national mathematics standards, support the district adopted reform mathematics curriculum, and school board goals. In the area of reading, students in primary grades will participate in strategy groups of one to three students and one teacher to develop concepts of print and listening comprehension through science activities. Grades 3-6 will focus on developing reading fluency and comprehension using guided reading strategies with leveled books, fiction and non-fiction, in small strategy groups with a teacher. Students will be able to participate in the Future Problem Solvers (FPS) program as part of the After School Program in 2008-2009. FPS involves students in identifying existing problems which will impact the future. Students work collaboratively to develop solutions to problems by learning how to incorporating critical thinking strategies to solve problems and compete at the state competition. FPS help students develop higher level thinking skills as well as good decision and problem solving skills that will impact their academic achievement, increase their self-esteem, build organizational skills, and develop character and responsibility. Students will be able to participate in the Photography and Art Clubs. Photography Club students learn about digital cameras, composition, graphic production, and computer applications. The Art Club members will work with clay to create ceramic art works that will be glazed and fired. Elements of composition and design will be emphasized. A tile art project will be created for an outside wall at the school designed by the students. A SEMA science program in conjunction with NMSU for students in grade 4-6 will also be incorporated. The SEMA program focuses on space science and builds knowledge and critical thinking skills. The offerings in the after school program, academic interventions, FPS, SEMA, and fine arts, will build on and enhance what students are learning in the classroom. Together, the regular school day program and the after school program, will support students who may be struggling due to low self-esteem, lack of opportunity, behavioral or attendance issues. The campus counselor and parent outreach ambassador (liaison) will schedule parenting classes and parent involvement activities twice a week.



Appendix C. 3: Physical Activity Component Description:

In the space provided below, using 12 point font, describe the Physical Activity component that will be included in the After School Program. Describe the program offerings/activities and demonstrate how they meet the requirements for quality physical activity in After School Program such as: (1) activities are intended to be voluntary in nature; (2) student are given an equal opportunity to participate regardless of physical ability; and (3) students have the opportunity to be involved in the planning, organization and administration of activities. Include information about the effectiveness of the selected offerings/activities for the proposed program and why the selected offerings/activities were chosen. Include linkages to closing the school's achievement gap. (15 Points)

Many students do not have access to physical activity enrichment classes, team sports, or a recreational park in the La Union area. Many students spend their free-time when school lets out until dinner sitting in front of the television or playing video games. Being able to develop skills that promote physical agility and fitness is important. Karate classes will serve as interventions to encourage unmotivated students, instill healthy lifestyle habits, develop good character and citizenship skills, and develop interpersonal relationship skills. Students will set goals with the instructor. The discipline required to participate in Karate classes has shown to have a positive impact on student confidence, behavior, and academic achievement and will help to close the achievement gap. In addition to the Karate, students will also be able to participate in dancing classes. Classes will explore many types of dance including western, folkloric, and hip-hop. Dance Dance Revolution© program will be purchased to use as a way of getting students involved in fitness routines. This electronic Wii program provides good aerobic exercise and can help reduce weight by burning calories. The after school program will also offer a runner's club for students interested in developing distance running and jogging abilities. Success in the area of fitness will have a positive effect on student's self-esteem which will result in increased academic achievement. Academic improvement for struggling students will help the school to close the achievement gap.



Appendix C.4: Nutrition Education Component Description:

In the space provided below, using 12 point font, describe the Nutrition Education component that will be included in the After School Program. Describe the program offerings/activities and demonstrate how they meet the requirements for a quality Nutrition Education an After School Program, by (1) educating students about healthy foods and (2) following the *Dietary Guidelines for Healthy Children*. Include information about the effectiveness of the selected offerings/activities for the proposed program and why the selected offerings/activities were chosen. Include linkages to closing the school’s achievement gap. (15 Points)

La Union currently uses the CATCH materials and curriculum as the physical education and health program. To extend the nutritional focus of the CATCH physical education and health program being implemented during school hours. The CATCH curriculum outcomes focus on students being able to identify and understand major wellness concepts such as including lower-fat, higher fiber foods as the most healthy food to eat and the relationship of regular “active” exercise as the most healthy physical activity. Students will receive a healthy after school snack provided by the school district nutrition program as well as learn about, prepare, and eat healthy foods as part of the classroom CATCH program. The nutritional component of the After School Program serves as a health intervention for students who have poor nutritional and exercise habits. The nurse will meet with the parenting classes to provide lessons for parents on managing asthma and allergies due to dust, plants, and activity induced symptoms, something many of our students suffer from year around. Lessons on hydration and how to prevent sports’ related injuries will also be implemented. By providing health and nutritional interventions, students will be able to take control of their health and fitness. These acquired skills will impact students’ ability to take control of their academic achievement by raising their self-confidence and self-esteem through successful accomplishments in the area of health and wellness. All efforts to instill a quality of success within students will help to close the achievement gap.



Appendix C. 5: Staffing:

In the space provided below, using 12 point font, identify the personnel requirements and the expected availability of staff. Include staffing for the Academic Enrichment, Physical Activity and Nutrition Education components of the program. (10 Points)

After School Program staff requirements:

- 1 program director, teacher level—4 hours per week
- 2 fitness/nutrition instructors, teacher level —2 hours per week
- 3 SEMA science instructors, teacher level —2 hours per week
- 1 Future Problem Solver instructor, teacher level—2 hours per week
- 1 art instructor—3 hours per week
- 1 photography instructor—3 hours per week
- 14 math/reading tutors, teacher level—2 hours per week
- 4 math/reading tutors, instructional assistant level—2 hours per week
- 2 dance instructors, teacher/ instructional assistant level —3 hours per week
- 1 karate instructor, professional instructor—3 hours per week
- 1 counselor for parenting classes—2 hours per week
- 1 parent outreach ambassador for parent involvement activities—2 hours per week
- 1 registered nurse—2 hours per week

After School Program involves all of the campus teachers, instructional assistants, and auxiliary staff in some combination due to “banked” contract time. Staff contractual hours are normally from 7:30 a.m. until 3:00 p.m. daily. Students leave at 2:30 p.m. Teachers are able to leave school at 2:40 on early release days, Mondays, Wednesdays, and Fridays. The 20 minutes “banked” three times a week adds up to one hour that is added onto Tuesday and Thursday from 3:00-3:30 p.m. so that staff stay later on those days. After School Program staff will perform multiple instructional duties within the day from 2:30-4:00, Monday through Thursday. All activities will occur twice a week. Students participating in tutoring 2 days a week will have opportunities to participate in enrichment classes on non-tutoring days.



Appendix C. 6: Students Served/Hours of Operation:

In the space provided below, using 12 point font, describe (1) the number of students anticipated to be served by the After School Program, in relation to the total student population, (2) Hours of operation including: a) number of days during the week the program will be offered, b) the daily hours of operation, and c) number of weeks during the 2008-09 school year the program will be offered. Include a clear a rational for the number of students served and the hours of operation for the proposed After School Program. (15 Points)

- 1) There are 275 students in grades PK through Grade 6. During the 2008-2009 school year the After School Program averaged about 60 students a day on non-tutoring days and 100 students on the two days in which students received intervention tutoring. Pre-school aged students attend only ½ day classes so they are not eligible for the After School Program. Any student in grades kindergarten through grade 6 is eligible to attend. However, students who do not score proficient on the NMSBA in 2008-2009 will be given priority status to attend the After School Program. During the 2009-2010 After School Program, La Union anticipates providing activities for about 90 students or little over 30% of the student population. Tutoring with a limit of three students per teacher serves 42 students twice a week. On Tuesday and Thursday tutoring days, students not needing tutoring will be able to participate in art, fitness, Future Problem Solving. Students in tutoring will be able to participate in SEMA science, dance, photography, and fitness classes that will be held on Monday and Wednesday . Karate classes will be scheduled on Wednesday and Fridays.
- 2) In 2007-2008 and 2008-2009 the program hours were 2:45-5:15 p.m. Based on student, teacher, and parent feedback, the hours needed to be shortened. Comments were: “Students were too tired when they arrived home.” “When school programs were scheduled in the evening, parents and students did not have enough time to go home eat and come back.” For the 2009-2010 school year, the hours will be from 2:30-4:00 p.m.
- 3) The After School Program will be operated five days a week, Monday through Friday except for holidays. From past experience, scheduling activities on a Friday is not productive due to family activities and obligations. Additionally many students travel to Mexico on the weekends to visit relatives. Four days allows more activities to be scheduled to meet student needs.
- 4) The After School Program will begin October 5, 2009 and end on April 30, 2010. The total number of weeks for the program operation is 24 weeks.



Appendix C.7: Student Transportation Needs Description:

Note: The request for inclusion of student transportation costs should only be included if the extended school bus services provide an opportunity for students to participate in a planned After School Program activity or to provide transportation home.

In the space provided below, using 12 point font, if needed, describe the need for student transportation. This section should only be completed if the school needs extended school bus services to ensure students have the opportunity to participate in the proposed activity including transportation home. *Transportation budget requests will only be considered if the applicant clearly identifies the need for student transportation in both the application body and budget narrative.* (Not Scored.)

None



Appendix C.8: Proposed Budget

On the budget form below provide a detailed line itemized budget and narrative justification. **Indicate in-kind support.** Student transportation costs should only be included if the school needs additional funds in order to provide extended school bus services to ensure students have the opportunity to participate in a planned After School Program activity or to provide transportation home. (Additional pages may be used if necessary) (Not scored)

| <u>Description</u> | <u>Justification</u> |
|--|--|
| <p>Personnel (include number)</p> <ul style="list-style-type: none"> 1 director to supervise student management and grant documents 2 fitness/nutrition instructor 18 instructors for intervention tutoring 3 SEMA science instructors 5 fine art and club instructors 1 instructor | <p>(Include type of staff / number of staff / staff qualification below)</p> <ul style="list-style-type: none"> 1 program director, teacher level—4 hours per week 2 fitness/nutrition instructors, teacher level —2 hours per week 3 SEMA science instructors, teacher level —2 hours per week 1 Future Problem Solver instructor, teacher level—2 hours per week 1 art instructor—3 hours per week 1 photography instructor—3 hours per week 14 math/reading tutors, teacher level—2 hour per week 4 math/reading tutors, instructional assistant level—2 hours per week 2 dance instructors, teacher/ instructional assistant level —3 hours per week 1 karate instructor, professional instructor—3 hours per week 1 counselor, certified—2 hours per week 1 parent outreach ambassador—2 hours per week 1 registered nurse—2 hours per week |



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|---|---|---|
| <p>Salary</p> <p>Salaries will depend on position, experience, and educational background and hours worked</p> | <p>Total Amount:</p> <p>\$16,875</p> | <p>(Include formula for determining salary– i.e. hourly rate) Approximate expenditures</p> <p>Program Director 1 x 24 weeks x 4 hours x \$25.00 per hour (\$2400) teachers for fitness and nutrition classes 2 x 24 weeks x 2 hours—no cost “banked” teacher weekly early release time 3 days a week SEMA science teachers 3 x 12 weeks x 3 hours—no cost NMSU grant Future Problem Solver teacher 1 x 24 weeks x 2 hours—no cost “banked” time teacher weekly early release time 3 days a week art teacher 1 x 24 weeks x 1 hour x \$25.00 per hour (\$600), 2 hours per week, no cost “banked” teacher weekly early release time 3 days a week photography teacher 1 x 24 weeks x 1 hour x \$25.00 per hour (\$600), 2 hours per week, no cost “banked” teacher weekly early release time 3 days a week math/reading tutors 14 x 24 weeks x 2 hours per week, no cost “banked” early release time math/reading instructional assistant tutors, 2 x 24 weeks x 2 hours per week, no cost “banked” teacher weekly early release time 3 days a week dance instructors 2 x 24 weeks x 1.5 hours x \$25.00 per hour (\$1800) karate instructor 1 x 25 students x \$45 per month x 7 months (\$7875) instructional assistants to assist with enrichment activities 2 x 24 weeks x 5 hours x \$15.00 per hour (\$3600) Counselor/parent outreach ambassador/nurse 3 x 24 weeks x 2 hours per week, no cost “banked” teacher weekly early release time 3 days a week</p> |
| <p>Benefits</p> <p>Benefits vary depending on whether staff member is a district employee</p> | <p>Total Amount:</p> <p>\$1854</p> | <p>(Include formula for determining benefits– i.e. percent of salary)</p> <p>1 program director—FICA, ERA, ERA Health, Medicare \$2,400 x 20.6% = \$494.40 2 art/photography—FICA, ERA, ERA Health, Medicare \$1,200 x 20.6% = \$247.20 2 dance instructors—FICA, ERA, ERA Health, Medicare \$1,800 x 20.6% = \$370.80 1 karate instructor—none, non-district employee on contract 2 instructional assistants—FICA, ERA, ERA Health, Medicare \$3,600 x 20.6% = \$741.60 No benefits for campus staff banking early release time 2 days a week</p> |



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| <p>Travel Note: All successful applicants must send at least one representative to the 2009 SFSB Funded Partners meeting in Alb, NM. Applicants may include travel cost to attend this meeting.</p> | <p>Total Amount: \$255.00</p> | <p>(Include justification for need of travel) Program Director will attend the 2008 SFSB Funded Partners meeting in Alb, NM. The cost of the trip will be \$105.00 for lodging and meals, and \$150.00 for transportation</p> |
| <p>Supplies (list types and amounts)</p> | <p>Total Amount: \$1,000.00</p> | <p>(Include justification for need of supplies) Art, computer, photography supplies and materials \$1000.00 such as paint, crayons, paper, pencils, markers, printer ink, photo paper are needed for activities— school will provide funding for this item Tutoring supplies and software programs for intervention classes will be provided by the school Karate uniforms—parent responsibility; school will assist in purchase for students who cannot afford the karate uniform Dance costumes will be provided by the school An afternoon healthy snack is needed daily to sustain energy—district will provide funding for this item General staff and student program supplies such as pencils, clipboards, post its, paper, paperback books, etc.—school will provide funding for this item Future Problem Solvers team registrations and competition registrations; teams must register to participate in the year long problem solving activities; teams qualifying for the state and international competitions must provide their own funding to travel to the competitions— school will provide funding for this item</p> |
| <p>Equipment (list types and amounts)</p> | <p>Total Amount: \$3,500</p> | <p>(Include justification for need of equipment) Dance, Dance Revolution DLP gaming group fitness mega bundle (\$2000) Dance, Dance Revolution gaming projector (\$1,000) Dance, Dance Revolution 20 additional pads (\$250) Dance, Dance Revolution GB Memory card (\$50) Dance, Dance Revolution speakers (\$200)</p> |



| Other (be specific) Buses for field trips | Total Amount: \$0 | (Include justification for need of other After School Program student field trips |
|--|----------------------------------|--|
| Total Amount Requested = \$23,484 | | |

