

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 | cnav@gisd.k12.nm.us |
| Mailing Address | PO Box Drawer 70 Anthony, New Mexico 88021 | | |
| Program Coordinator / Contact | | | |
| Name | Reyes Valtierra | | |
| Phone | 575-882-2242 | E-mail | rvaltierra@gisd.k12.nm.us |
| Mailing Address | 92 Shrode Road Anthony, NM 88021 | | |
| Business Manager | | | |
| Name | Steve Suggs | | |
| Phone | 575-882-6243 | E-mail | ssuggs@gisd.k12.nm.us |
| Mailing Address | | | |

| | |
|---|--------------------|
| Amount of funding requesting for After School Programs | \$35,000.00 |
|---|--------------------|

School(s) included in this application:

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

| School Name | Address | Principal | Phone | E-mail |
|-------------------|---------------------------------------|-------------------|--------------|---------------------------|
| Berino Elementary | PO Drawer 70 Anthony, NM 880021 | Reyes Valteria | 575-882-2242 | rvaltierra@gisd.k12.nm.us |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |





Briefly describe the demographic and socio-economic profile of the community (not scored):

Berino Elementary is located approximately 2.5 miles North of Anthony, New Mexico. Our community is considered rural-farming with the majority of people earning livings from manual labor jobs and farming related work. Our school is a 100% free lunch/low income school. We also provide a summer lunch program to supplement meals in our community. Berino Elementary is currently 97% Hispanic. We have a high percentage of students being raised by grandparents and have support programs in place to assist them with issues such as homework and projects.

Anthony has been identified by the El Paso Times as a “community at risk” because of the intense youth involvement in gang related activities. After school programs that would provide alternatives are exactly what we need in our community.



| |
|--|
| |
|--|



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)

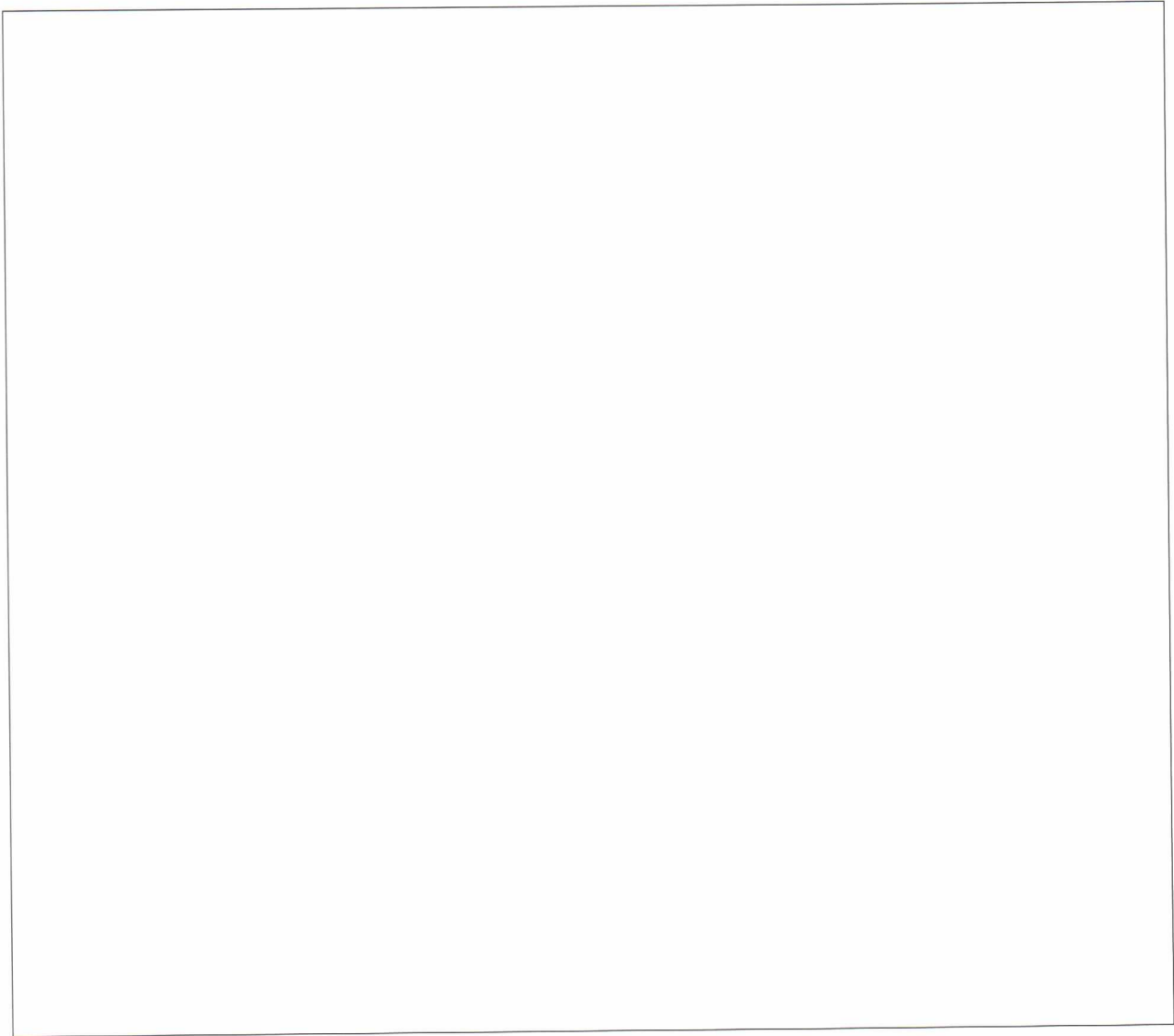
Resources to support health indicators include, but are not limited to:

<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>)

The true reality of our community is that the children come from poor families that do not always have the resources that they need to provide for themselves. Our families are worried about keeping themselves fed, clothed, and a roof over their heads. They live paycheck to paycheck and every dollar is accounted for. This leaves very little room for family vacations, performances, concerts and other cultural events that would enhance a young life. These families struggle from day to day to keep bellies full and utilities available. Food means that you get full and that you do not go to bed hungry. Fruits and vegetables are a luxury. Having a school meal available twice a day is what carries some of these children through their daily lives and provides the needed variety in nutrition that does not come from home. Weekends and holidays are another story. It is not unheard of for some of our students to go the whole weekend without eating. As a school, we recognize the need for funding and programs that will bring supplemental assistance to our students. We know that we cannot solve all of the problems for our community, but if we try to provide as much support as possible, the problems turn into issues that are addressable. *backpacks *holiday baskets *food drives

At school, we are able to use technology to connect our students to the rest of the world. As exciting and thought provoking as the internet can be, it pales in comparison to the actual participation and first-hand experience that seeing something with your own eyes can provide. This is what our students are lacking. They participate in the world through secondary sources. Because of their economic situations, they are never able to hear, see, touch, feel, or smell things that could enhance their view of our world. It is our intention to provide as many experiences in our program that would foster enrichment. We want to show them that there are wonderful places, people, and things to see in the rest of the world. We strive to promote good, healthy choices and strong morals, but we can only do so much. We are in a community that would benefit from ANY after school activities. Our students, when they leave school, do not have the chances that children in other places do. We are too far away from the "city" for them to be able to go to clubs or recreation centers. Services like Big Brothers and Big Sisters do not make it out this far. Services from El Paso usually end in Santa Teresa and services from Las Cruces end in Mesquite. We are smack dab in the middle of nowhere.





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)

We have designated in our EPSS that we will specifically increase achievement in grades 3 – 6 in the content areas of reading and math. Our focus will include all student, ELL and Special Education subgroups. We feel that this endeavor would focus our efforts in an attempt to target specific academic and cultural experiences that could enhance student achievement. The experiences that we are proposing to include cover a varied and eclectic range of opportunities for our students.

Under the area of performing arts and cultural enrichment, we are proposing to continue Ballet Folklorico, guitar lessons, nutrition classes and recreation. These multi-sensory and multi-modal opportunities, we feel, will allow our students to have a varied means of expression within a content area. In addition to the performing arts, we have planned to incorporate basic cooking and nutrition lessons that tie directly to our NM State standards and benchmarks and the dietary guidelines for healthy children. We plan to address the cultural variety that is the fulcrum of what makes New Mexico so diverse. At the same time, we aspire to show the connectedness and interdependence that exists throughout North America. We feel that through food, art, music and performance, this will become very obvious to the children. The fact that we live in such close proximity to neighboring Mexico is, to us, a valuable asset. The full spectrum of experiences is limited only by our imaginations. This is the opportunity that we have been waiting for.

Also, we will utilize the catalyst of a multidisciplinary instructional team to emphasize the availability of resources within our community. We plan to make use of many talented individuals that reside within the Anthony area. Our community is rich in people who are able to help us with instruction and artistry. This will bring private citizens into our inner circle and in this poverty stricken and gang-ridden place, it is important to us that the children know that their community also has beautiful things and talents to offer.

We are attempting to bring rich and meaningful language, artistic, cultural and life experiences to our students. Addressing the academic aspect of the achievement gap is only half the battle in our school. Because of the type of social situations that our children come from, we must provide much more than reading, writing and math. We know that their success is dependent on much more. With so many things stacked against them, we want to provide a safe, fun and positive experience that will carry them and leave a lasting impression when they are not with us. It is our philosophy that in order for this journey to be a successful one, we must create, foster and support a non-artificial arena for them to absorb as much as possible in a limited amount of time. We are of the mindset that it has to be quality over quantity. If this program is a success, we would like to be able to mentor other schools and help initiate as many of these programs as possible. It is not only our school that is in need, it is our whole district and the more children that we reach, the better. We have a district-wide gap in achievement and we feel that this is a step in the right direction.

Our targeted group is not limited to our Special education students, however, because this is the subgroup that must show the most gain in academics for AYP, we are excited by the plans that we have to address their individual needs and differentiated learning styles. Accommodations and modifications from IEP's and SAT's will be made a priority and instructional opportunities will be fully supported by additional staff to assure a student/teacher



ratio that lends itself to success. Our RTI model is a work in progress and we feel that this experience will assist us in becoming more proficient in the area of differentiated instruction under many disciplines.



Appendix C

AFTER SCHOOL PROGRAM INFORMATION

Appendix C. 1: Current Program Success:

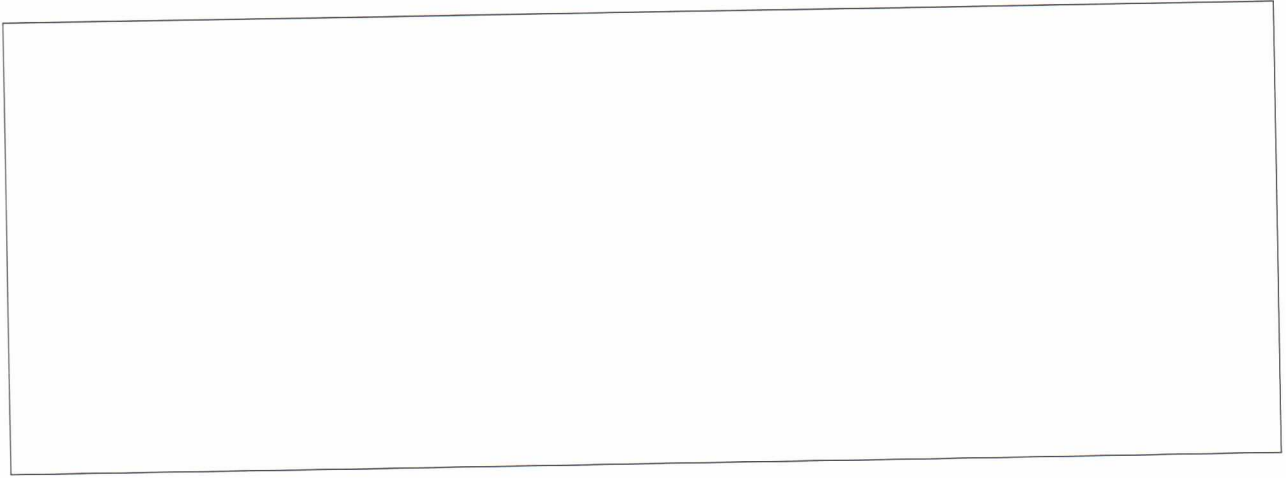
In the space provided below, using 12 point font, describe the Academic Enrichment component that will be included in the After School Program. Describe the how the currently funded program offerings/activities have demonstrated success. Include: number of participants, any success indicators/data if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

We definitely consider this past year a success. We were able to meet the needs of 130 students. Our experience allowed us to recognize many things that we would like to improve on for the year to come. Our process of identification of students will undergo a slight change and our system of tracking student success will also require a few adjustments.

The most notable and significant gains were in the area of attendance. During our student selection process, we were able to identify specific students that were considered to be very "high" risk in several areas. Many of the children selected were chronic truancy cases. The children were told that in order to participate, they would have to improve in that area and make an honest effort during class time. We were able to track significant improvements across the board and student participation improved in their classrooms. It was common for teachers to hear students say that they could not miss school because then they would miss out on the planned activities for enrichment. Students who were considered "behavior" concerns were typically the ones that were volunteering to help after school and eagerly asking, "What are we going to do this week?" Also, during the course of this school year, we were able to see documented growth in several of our Special education students. As a result of multiple interventions, including the After School Program, we were able to exit 4 students from Special education services. Other students that were in different levels of the SAT process have also made significant gains in their academics.

The best results however, came from the students themselves. They were sad when the program ended and asked if they could be put on the list for next year. We had several opportunities for the children to offer their input and we were given wonderful feedback. The adjustments that we are planning for this year's program are a direct result of student input.





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)

In an attempt to provide an arena of success, we will put our creativity to work. We are proposing to include all levels of teachers in our endeavor. This will, hopefully, foster a school culture of high expectations. We feel that by incorporating all levels of experience into our program, we are being proactive and setting up a system that will be a tool for student achievement.

According to our plan, we will attempt to use multi-modal and multi-sensory experiences for our students to realize their full potential and explore the realm of multiple intelligences. As a school, we are ready, willing and able to make positive gains in our overall achievement. We have identified very specific things that we want to address in the academic year to come. In providing exploration through different mediums of exposure, our students will have the opportunity to read, write and orally communicate how these activities are being internalized. We have many things planned for the students that we are not able to carry out during the normal instructional day. For example, our students have very limited opportunities to “play” with art. During school hours, we have thematic opportunities for art or they make things to compete in an art show, but very rarely do we ever just have the freedom of time to allow them to create something just for the sake of it. That, in and of itself, is the polar opposite of what art truly is. The freedom of expression that is lacking in our students is detrimental to their growth when it comes to creative writing. A student that “thinks” artistically will funnel that freedom into every aspect of expression. They will be more willing to take chances and immerse themselves into the world around them. We are currently planning a video diary of our whole experience. Since this is our second year with this program, we would like to have a system to track our successes and failures. We truly believe in growing from our mistakes. We are in this for the long haul and have made up our minds to jump in head first. The video diary will also be helpful in the area of proof of attainment. What better way to track our progress than with a student-managed, student-centered video crew. These students will experience the whole process from beginning to end. They will be the ones planning and carrying out this part of our project. We will be asking them to present their effort to each of the grade levels at our school. This will foster curiosity in the rest of the school and create a desire to participate in the years to come.

Every group that we have imagined creating has direct ties to academics, but we feel that we want to present this opportunity in a very creative light. To say that our students are lacking experiences, language, and freedom is an understatement. Our philosophy at Berino has always been to learn something from everything. We strongly feel that, in conjunction with our



community, this program is only a steppingstone for greater things to come. We have already envisioned many more ambitious directions for our future programs. Some of the programs that we are looking into for the future are; a recycling center for our town, a spay and neuter program to help with our pet overpopulation and a tribute to our veterans. We also plan on having public service announcements to promote conservation of our Earth and strive to go “green” in the future. We plan to distribute these announcements with our neighboring schools and with other districts.



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)

By nature, children are active and excited participants in physical activities. Our community, like much of the rest of the world, is crazy about soccer. However, we find that our children are lacking experience with many of the other sports and physical activities in the world. This includes things as simple as jumping-rope, leap frog, red rover and four square. These games are not what we would call "culturally important" to our population. Board games, ping pong, foosball, card games are also some things that our students only have experience with if they are presented at school. We have researched different types of connectedness between learning and physical activity and according to the Caine Brain/Mind Learning Principles, such as patterning, peripheral perception, conscious and unconscious processes, spatial memory systems and systems for rote learning, sports and activities lend themselves perfectly to this type of educational experiences. We love it when research gives us justification for running, jumping and playing with our students.

We are excited to implement a multi-faceted, physical education experience for our students. Some of the activities planned to address our needs will be ping-pong, foosball, badminton, juggling and many board games. The board games will help with strategy, problem solving and predictions. Many of the attributes that make game playing a successful experience will assist students with their academics. We are planning to also have cultural connections to our sports. We will include the origins and development of what each sport is today. Rules and how they have changed throughout history will also be emphasized during the instruction of the activities.

Another aspect of the physical education that we want to emphasize is travel. We are attempting to incorporate a variety of experiences through our fieldtrips. We have planned to take the children to the Gila National Forest and Las Golondrinas Ranch in Santa Fe. These fieldtrips will be very physically demanding and will challenge the students to participate fully. We are planning to keep track of our walking and physical exertion by having the children wear pedometers during our trips. With that information, we will calculate the total amount of miles covered over our trips. We are hoping to post a map in a common area so that we can track the different places in the U.S. our miles would be able to take us. Being able to attach real world meaning to our travels will make the children see that there are many exciting things that they can experience close to home.

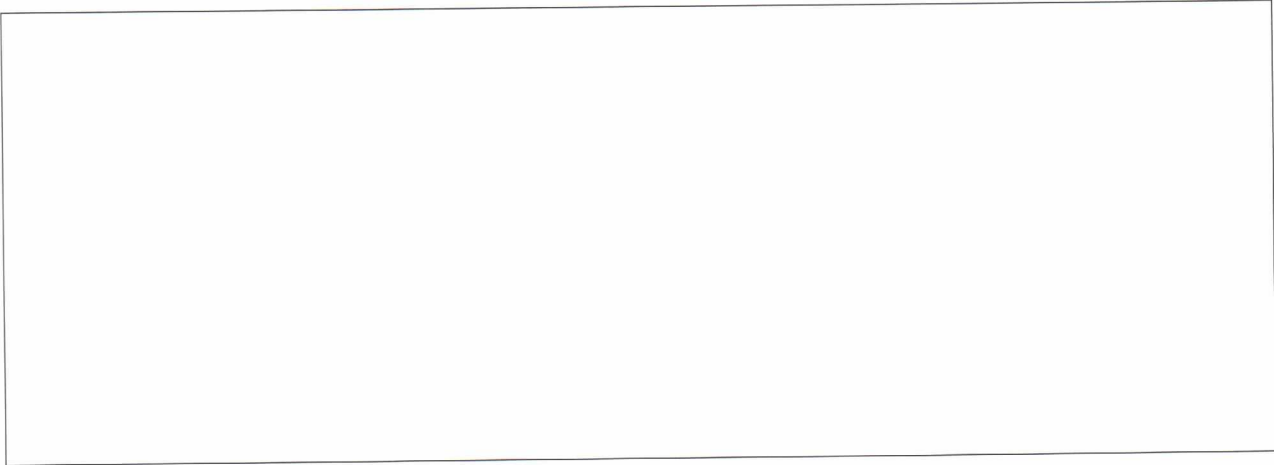
Ultimately, we have come to the understanding that the children of this community need something to have pride in. If their school looks good, they are more likely to have pride in it and want to maintain its beauty. One of our plans is to have a campus beautification group. This group will be in charge of making a clean-up schedule for the school. We will also enlist the help of a local carpenter to help us construct flower boxes and other decorative additions to our



school. The children will be painting our trashcans and possibly adding more paint and repair to areas of campus that have been lacking attention. We currently have murals painted on the windows at the front of our school. The paint is cracking and flaking off. We would like to see little details like this taken care of. After a while, if we let things go, the little repairs turn into larger projects that become expensive. We are hoping that the work of the group will be a year long project that is sponsored by our campus funds as well. With the help of some very eager 6th graders, we would like for our campus team to recruit other schools to do the same for their campuses. This group will spearhead the efforts in our letter writing campaign to the nurseries in El Paso and Las Cruces to sponsor a landscaping effort. It would be great for the children to know which plants are indigenous to the area and how to maintain a beautiful landscape with the least amount of water that is possible. We will be enlisting the help of nursery staff and contacting New Mexico State University botanists to come to school and help us with our plans. Our efforts here at school could also be extended to our community. We are going to suggest to the children that some volunteer time on their part would really make a difference. Volunteer clean-up efforts at our local churches would be a good place to start. The community would become curious about the effort and we could use that interest to get people to join us.

With a new roadway being put in “downtown” Anthony, the community is going to have a refreshed look. The clean-up trash campaign would go hand –in-hand with the renovation of the streets. Maybe this will bring more attention to the fact that this town needs a major clean – up intervention. Historically speaking, our students have a wonderful work ethic. Once they get an idea in their head, they run with it. They take pride in a job well done and we think that our clean-up efforts will have the same results on a bigger scale. Parental involvement in this case would be a welcome addition to our efforts. This would be a great time to get others in the community involved.





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)

Our students, because they come from poverty and disadvantaged homes, do not always have access to the diversity of foods and the food choices that make up a core nutritional foundation for good health. We find that our students are limited to what their families can afford on limited incomes. We plan on offering many different experiences that would spur curiosity about different recipes and food choices. Also included in these experiences will be the valuable information regarding caloric intake, physical activity, and how good food is used to sustain us throughout our lives. A good plan of action would be to also educate children about the downfalls of being inactive and the consequences that come from bad nutritional choices. Long term health issues such as obesity and diabetes should also be addressed in our instruction.

First on our agenda would be to establish a solid nutritional program based on good common sense, nutritional information, the new food pyramid, and our NM State standards and benchmarks. Throughout our curriculums, we approach nutrition in a very basic manner that attaches itself to a broader sense of life science. We talk about body systems and the benefits that we gain from food. However, the sad reality of it all is that our population does not have the luxury of being able to choose the foods that they eat. We teach them to make good "choices" and to think about what they are putting into their bodies. When they go home they are faced with real life. Their families are making ends meet and providing for them the best way that they are able. This, in the sense of nutrition, means that they are probably going to be given food that is high in starch, carbohydrates, and preservatives. Potatoes, cereals, macaroni, pasta, bread, tortillas, are just some of the filler foods that will get them satisfied. Fruits and vegetables are expensive and very perishable. In other words, there are better choices to be made when you have to make every dollar count. The filler foods are what keep our families going. What nutritional value do these foods provide? They serve their purpose. Are they what is best in the way of balanced nutrition and getting the most out of the caloric intake for that meal? So, we compromise. We strive to make the children aware of how important it is for them to know what they are getting out of food. Our students, through this program, will participate in an experience in cooking, nutrition and food choices that takes into consideration their home situations. We strive to make cooking and being nutrition conscious a fun and exciting thing. Many of our students have a natural aptitude for cooking and will learn how to use the most common of ingredients to create different and interesting dishes that can be replicated at home.

In additional to cooking, the children will be exposed to the many different career possibilities within the food and nutrition industry. We will talk about how, as a farming community, we are a vital link in bringing nutrition to our country and other countries around the world. The interdependence picture that is created through this realization is one that is common ideas throughout our NM State standards and benchmarks. Being able to expose children to jobs that involve cooking, food preparation, food processes, nutrition and exercise will open up their worlds. They will see how connected we really are. Because of our close relationship with



Mexico, our students know what geographical location can do in the way of availability of certain foods. Fruits that grow freely in Mexico are not even sold in stores here. Using the real-life knowledge (schema) that they “bring to the table”; will make for exciting discussion on food availability and sources.

We know that using the Dietary Guidelines for Healthy Children and planning with our school nurse will assist us in creating a mutually beneficial program for our children. Research tells us that hungry children do not perform well in school. As a campus, we are dedicated to filling bellies and minds. A satiated child will have the strength and the fuel that is needed to meet academic expectations. Our staff has already begun to create a framework of how this instruction will be delivered. We have planned, in our Art instruction, to cover different countries, traditions and cultural aspects of the world. We see this tying into this portion of our program very well because of the importance of food to every culture around the world. Art could address festivals and traditions, while our cooking/nutrition class can provide the food that is associated with those events.



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)

Our projections for staffing are as follows:

Coordinator/contact- 1 certified staff

Activity facilitator- 1 certified staff

Ballet Folklorico- 2 certified staff

Guitar teacher - 1 certified staff

Nutrition/Cooking- 2 certified staff

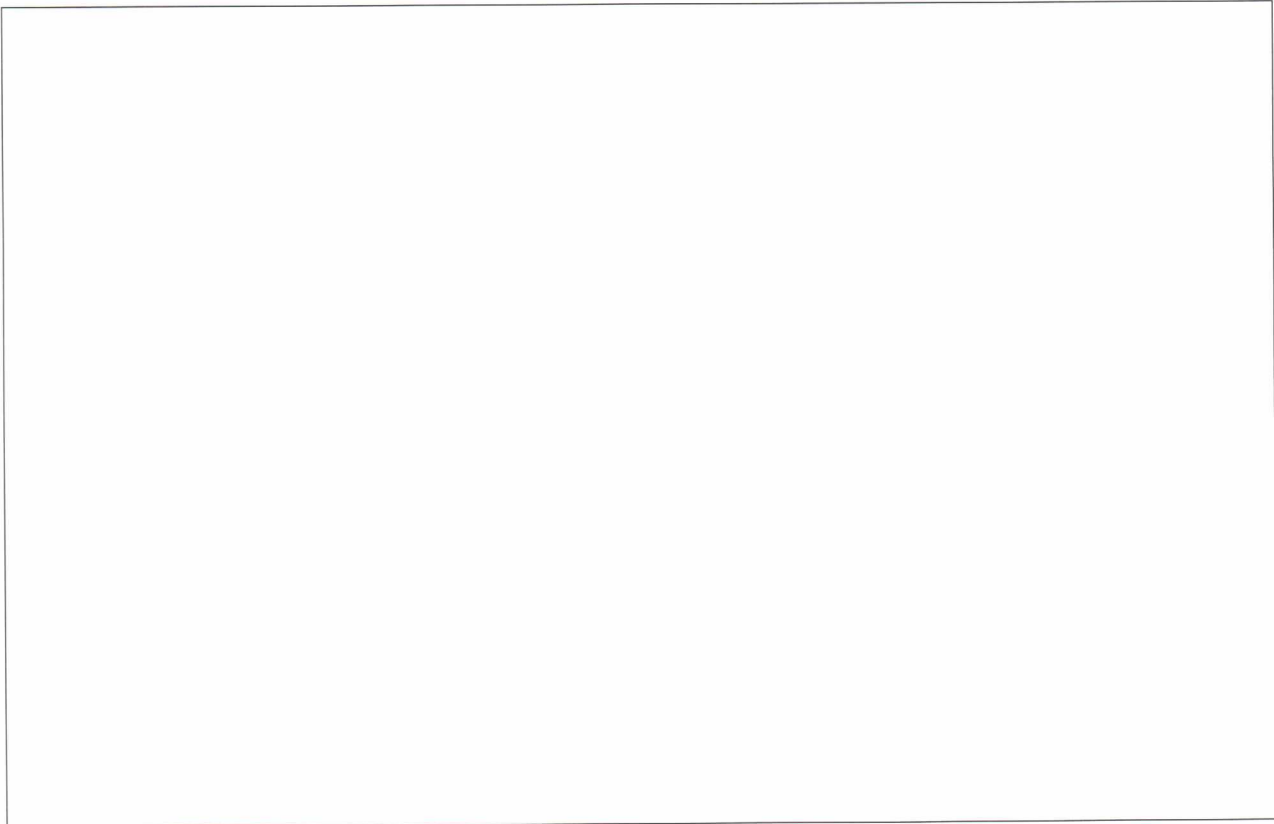
Physical Activity/REC- 2 certified staff

Contracted individuals will include:

Folklorico coach/choreographer

Mariachi coach





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 2009-10 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)

Since this is our 2nd attempt at implementing an after school program, we are trying to be as effective as possible with the experience that we have. We have a plan that will successfully service 100 out of the total school population of 658. We will be targeting 3rd –6th grade students that have scored below or nearing proficiency in language arts/math on the NMSBA. We are doing this in an attempt to work in conjunction with our EPSS goals and to target students that are in need of additional support.

We felt that isolating 3rd-6th grade was a fair thing to do since our lower grades will be participating in the after school science program called SEMAA. As the success of this after school program occurs, we feel that we would eventually be able extend our services to include the younger children and establish a system for achievement.

Program breakdown:

Total # of students enrolled: **658**

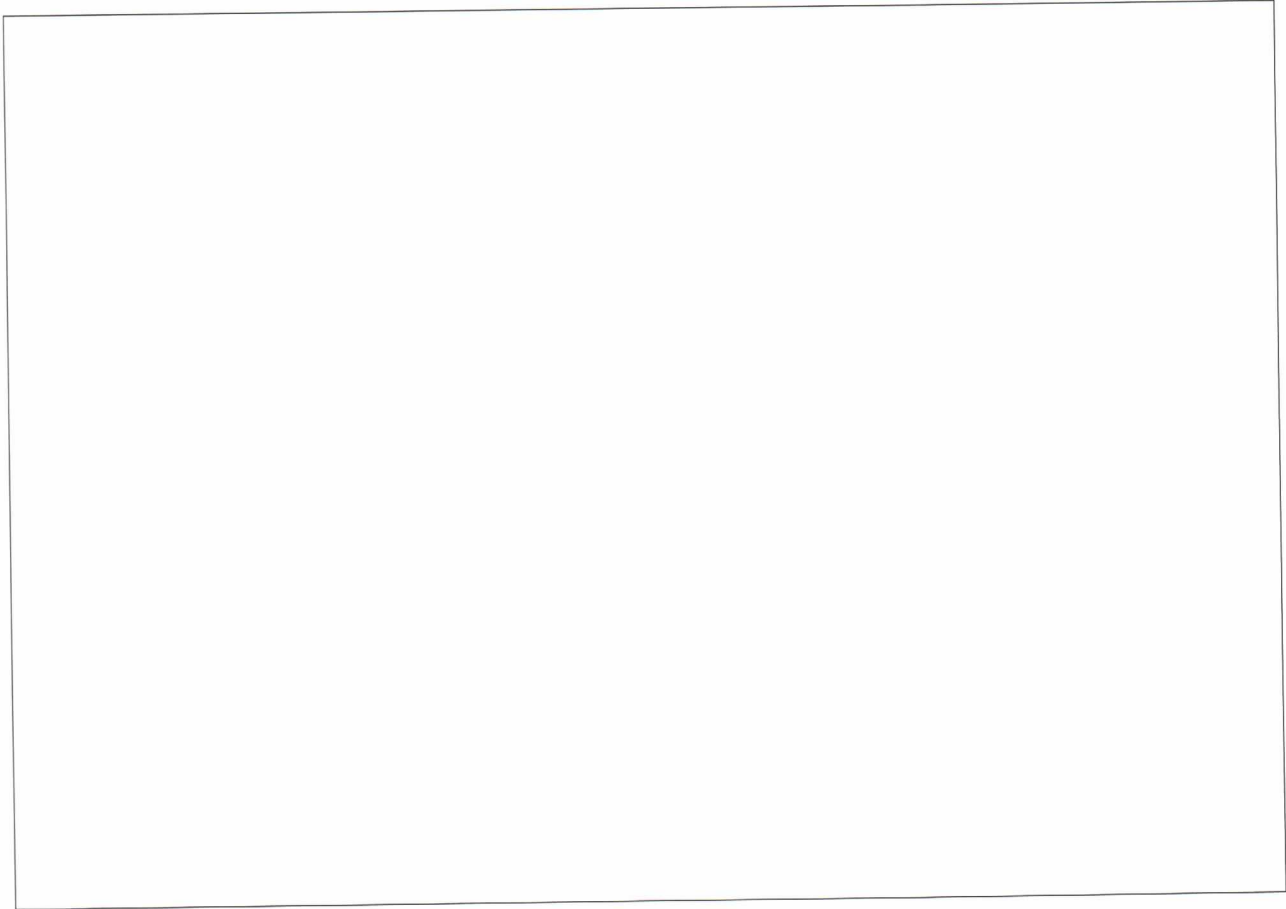
of students participating in program: **100**

Duration of program for 2009-2010 school year: **15 weeks (twice a week)**

Total # of classes: **30**

Daily hours of operation: **3:00-4:30 pm (1.5 hours per day)**
(3 hours per week)





Appendix C.7: Student Transportation Needs Description:

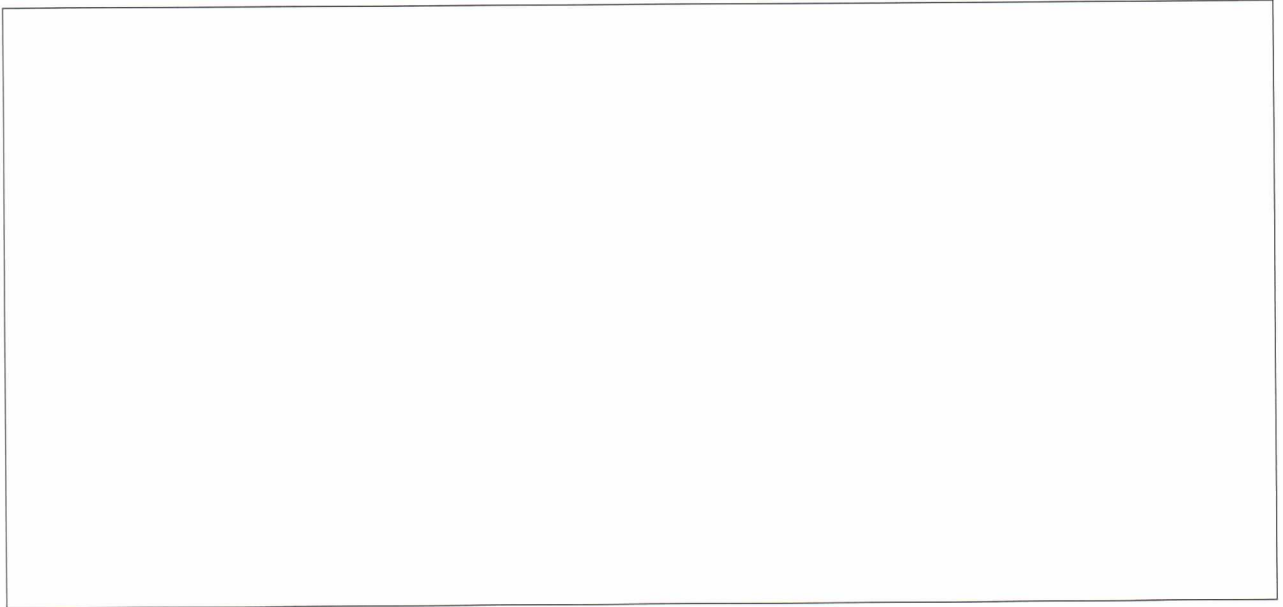
Note: The request for inclusion of student transportation costs should only be included if the extended school bus services provide an opportunity for students to participate in a planned After School Program activity or to provide transportation home.

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.)

We cannot even attempt this program without student transportation. We have tried different programs in the past and failed miserably because of the nature of situations within families at our school. As a result of our previous attempts to provide support during after school hours, we have learned that in order for our students to participate in gainful activities, we **must** provide transportation. Many of the families have only one vehicle and it must be used to go to and from work. We also know that when transportation is provided, the attendance and participation rates significantly increase. Our families are not able to provide transportation to the larger cities around us, and the children are not able to take advantage of groups, clubs or sports teams because of this. Basically speaking, if it is not provided at school, by school and close to the school, the children are not going to be able to participate. As previously mentioned in this application, our students have very little opportunity to travel and learn about their home state. We are hoping to be allowed to take our students on field trips that would enhance their experience. Many of the children have never traveled past El Paso and Las Cruces.

In conclusion, transportation home is an essential part of our success. Field trips will be the opportunity to expand their worlds through hands-on opportunities and first-hand experience. Many of the teachers in our school grew up in very similar situations. We know what this opportunity could mean for our students and are eager to make every attempt to enrich the lives of the children in our school.





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> |
|---|---|---|
| Personnel (include number) | | (Include type of staff / number of staff / staff qualification below) Coordinator/contact- 1 certified staff Activity facilitator- 1 certified staff Ballet Folklorico- 2 certified staff Guitar teacher - 2 certified staff Nutrition/Cooking- 2 certified staff Physical Activity/REC- 2 certified staff |
| Salary | Total Amount: 11,250.00 | (Include formula for determining salary– i.e. hourly rate) 10 certified teachers @ 25.00/ hour |
| Benefits | Total Amount: 2,402.00 | (Include formula for determining benefits– i.e. percent of salary) FICA,ERA,ERA health, Medicare @21.35 x 10 certified teachers = 2,401.88 |
| 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. | Total Amount: 3,500.00 5,000.00 3,000.00 | (Include justification for need of travel) Student transportation (home) 30 trips Program field trip(s) (chartered buses) Student tours/meals on trips/entrance fees/snacks |



| | | |
|---|--|--|
| | | |
| Supplies (list types and amounts) | Total Amount: 5,273.00 | (Include justification for need of supplies) Consumable food items (cooking classes/nutrition) Art supplies T-shirts for participants Music stands Guitar cases |
| Equipment (list types and amounts) | Total Amount: 2,500.00 | (Include justification for need of equipment) Guitarron, 2 violins, 1 accordion Foosball table |
| Other (be specific) | Total Amount: 1,575.00 500.00 | (Include justification for need of other) Contracted Folklorico coach (787.50 x 2) Contracted Mariachi coach Cafeteria |
| Total Amount Requested = \$35,000.00 | | |

