



Horizon Science Academy Cleveland High School Plan

for the American Rescue Plan Elementary and Secondary School Emergency Relief Fund



U.S. Department of Education Issued:

April 21, 2021



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Introduction

The American Rescue Plan Elementary and Secondary School Emergency Relief (“ARP ESSER”) Fund, authorized under the American Rescue Plan (“ARP”) Act of 2021, provides nearly \$122 billion to States to support the Nation’s schools in safely reopening and sustaining safe operations of schools while meeting the academic, social, emotional, and mental health needs of students resulting from the coronavirus disease 2019 (“COVID-19”) pandemic. It is particularly important that ARP ESSER funding will enable States and local educational agencies (“LEAs”), and more directly schools, to support students who have been most severely impacted by the COVID-19 pandemic and are likely to have suffered the most because of longstanding inequities in our communities and schools that have been exacerbated by the COVID-19 pandemic.

The U.S. Department of Education (“Department”) is committed to working in partnership with States so that these unprecedented resources are quickly put to work to ensure students have sustained access to in-person instruction and that the resources are used to provide the effective support students need as they persist through and recover from the impacts of the COVID-19 pandemic. The thoughtful and timely use of these funds will have a lasting impact on our Nation’s schools and help to address the inequities in resources, services, and opportunities available to our students.



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A. Describing the School's Current Status and Needs

The Department recognizes the extraordinary efforts made by States, LEAs, and educators to support students during the COVID-19 pandemic. In this section, the School will describe the progress they have made, the priorities and student needs guiding their ARP ESSER funding decisions, and their current and projected operating status.

1. Progress and Promising Practices: Provide your assessment of the top 2-3 strategies that have been most effective in supporting the needs of students in your State during the COVID-19 pandemic, especially for students most impacted by the COVID-19 pandemic. Please include, if applicable, how your State will submit and encourage its LEAs to submit lessons learned and best practices to the Department's *Safer Schools and Campuses Best Practices Clearinghouse* so that they can be shared with other States and LEAs.

Technology and connectivity have been an essential part of keeping our students engaged in their education. The school used funds for hotspot connectivity while we were learning virtually/hybrid. The school has purchased Chromebooks for each student and updated computers for teachers. Online textbook licenses were purchased which make curriculum accessibility easier for all stockholders. Additionally, the school has hired support staff to help close the gap in math and English.

2. Overall Priorities: Provide your assessment of the top 2-3 issues currently facing students and schools across your State as a result of or in response to the COVID-19 pandemic including, to the extent possible, data illustrating why these are the most critical and/or most widespread issues facing schools and students.

The top two issues our students and staff are currently facing are social/emotional concerns and academic gaps in math and English. The second issue cannot be addressed without first addressing social and emotional concerns. The school is currently using Panorama to identify the biggest areas of concern. The staff is incorporating SEL into the curriculum as well. We have outside resources in the building to help students who needs additional support.

3. Identifying Needs of Underserved Students: Describe your School's 2-3 highest priority academic, social, emotional, and/or mental health needs for the remainder of the 2020-2021 school year (if applicable) and for the 2021-2022 school year related to the impact of the COVID-19 pandemic on each of the following student groups:
 - i. Students from low-income families,
 - ii. Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity),
 - iii. Gender (e.g., identifying disparities and focusing on underserved student groups by gender),
 - iv. English learners,
 - v. Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act ("IDEA")),
 - vi. Students experiencing homelessness,
 - vii. Children and youth in foster care,
 - viii. Migratory students, and
 - ix. Other groups disproportionately impacted by the pandemic that have been identified by the SEA (e.g., youth involved in the criminal justice system,



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students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, and LGBTQ+ students). To the extent possible, this description should include data on indicators such as estimates of the academic impact of lost instructional time, chronic absenteeism, student engagement, and social-emotional well-being.

Our students come from low-income families and/or underserved racial/ethnic groups. The needs our students experienced because of the pandemic are listed below:

Student group	Highest priority needs
Students from low-income families	<ol style="list-style-type: none"> 1. Internet 2. Technology 3. Social/Emotional Needs
Students from each racial or ethnic background used by the School for reporting purposes – please add a row for each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race/ethnicity)	<ol style="list-style-type: none"> 1. Social/Emotional Needs 2. Support
Students by gender – please add a row for each gender (e.g., identifying disparities and focusing on underserved student groups by gender)	<ol style="list-style-type: none"> 1. Equitable access to extracurricular activities 2. Equitable access to same age socializing
English learners	<ol style="list-style-type: none"> 1. Equitable access to specialized materials
Children with disabilities	<ol style="list-style-type: none"> 1. Equitable access to specialized materials 2. One-on-one support
Students experiencing homelessness	<ol style="list-style-type: none"> 1. Technology 2. Internet 3. Social/Emotional Needs
Children and youth in foster care	<ol style="list-style-type: none"> 1. Technology 2. Internet 3. Social/Emotional Needs
Migratory students	<ol style="list-style-type: none"> 1. Technology 2. Internet 3. Social/Emotional Needs



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Other groups of students identified by the State (e.g., youth involved in the criminal justice system, students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years, students who did not consistently participate in remote instruction when offered during school building closures, LGBTQ+ students)

1. Social/Emotional Needs
2. Access to support

4. Understanding the Impact of the COVID-19 Pandemic: Describe how the school in identifying the extent of the impact of the COVID-19 pandemic on student learning and student well-being, including identifying the groups of students most impacted by the pandemic. Where possible, please identify the data sources the School use in thoughtfully diagnosing areas of need, including data on the academic, social, emotional, and mental health impacts of lost instructional time.

The school will use data-driven decision making to help students and staff recover from the impacts of the pandemic. The school will use the Ohio Department of Education’s Restart Readiness benchmark and checkpoint assessments to gather data. In addition to this the special education department is using IXL. After school tutors are working with the lowest performing students to help further support their growth. Title I Math and English teachers have been hired to support the general education teachers. To gather social emotional data, the school is using Panorama.



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5. School Operating Status: It is essential to have data on how students are learning in order to support the goals of access and equity, especially for student groups that have been disproportionately impacted by the COVID-19 pandemic. Describe the current status of data collection on operational status and mode of instruction of all schools in your State. This description must include:
- i. A description of to what extent, and how frequently, the State collects now and will collect in the future data for all schools in your State on:
 - a. Mode of instruction: The number of schools in your State that are offering fully remote or online-only instruction; both remote/online and in-person instruction (hybrid model); and/or full-time in-person instruction;
 - b. Enrollment: Student enrollment for all students and disaggregated for each of the student groups described in A.3.i- viii for each mode of instruction; and
 - c. Attendance: Student attendance for all students and disaggregated for each of the student groups described in A.3.i- viii for each mode of instruction.

The school submits relevant data, including attendance, testing, enrollment, etc. to the state through EMIS regularly.

Horizon Science Academy Cleveland High School was fully remote from March 2020-March 2021. Beginning in March 2021, two days a week in-person and three days remote were offered to all students.

Attendance was similar for students during fully remote and hybrid learning

September 2020- 95.2%
October 2020- 94.6%
November 2020- 92.5%
December 2020- 93.7%
January 2021- 94.2%
February 2021- 90.1%
March 2021- 88.3%
April 2021- 86.2%
May 2021- 90.1%

- ii. To the extent available, a description of the planned operational status and mode of instruction for the School for Summer 2021 and for the 2021-2022 school year.

Summer school was offered for students in June 2021. Students were required to attend school in-person for three weeks. As of the 2021-2022 the school's goal is to remain completely in-person, no hybrid or online options will be offered.



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B. Safely Reopening Schools and Sustaining their Safe Operations

The Department recognizes that safely reopening schools and sustaining their safe operations to maximize in-person instruction is essential for student learning and student well-being, and especially for being able to address the educational inequities that have been worsened by the COVID-19 pandemic. In this section, The School will describe how they will support their students in this vital area.

1. This description must include:

- i. How the School implementing, to the greatest extent practicable, prevention and mitigation policies in line with the most up-to-date guidance from the Centers for Disease Control and Prevention (“CDC”) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;

Mitigation strategy	School response
Universal and correct wearing of masks	As of December 2021, the school requires universal mask wearing, regardless of vaccination status.
Physical distancing (e.g., including use of cohorts/podding)	The school continues to enforce distancing to the greatest degree possible.
Handwashing and respiratory etiquette	The school has provided additional resources to ensure handwashing and respiratory etiquette are encouraged.
Cleaning and maintaining healthy facilities, including improving ventilation	The school maintains a sanitization schedule, has installed an air purifying device, and hired additional staff.
Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments	The school documents all instances of isolation and quarantine to the local health department and informs parents.
Diagnostic and screening testing	Rapid tests are available for staff and family members when requested.
Efforts to provide vaccinations to educators, other staff, and students, if eligible	The school encouraged all staff members to get vaccinated with Cleveland Municipal School District during their mass vaccination drive in the spring of 2021. Further information has been provided to families.
Appropriate accommodations for children with disabilities with respect to the health and safety policies	The school monitors specific needs of students with disabilities and offers accommodations as necessary.

- ii. Any School plans, policies, estimated timelines, and specific milestones related to reopening and operation of school facilities, including any mechanisms the School will use to track, monitor, or enforce their implementation;



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The school will continue to monitor Covid-related risks and will discuss additional measures as necessary. The school will consider the actions of Cleveland Municipal School District when determining safeguards and the mode of instruction.

- iii. To what extent the School consult with Federal, State, and local health officials. This description should include, if available, whether the School has received support for screening testing from their State or local health department based on funding awarded by the CDC; and

The school will maintain communication with health departments as necessary. The school will follow specific recommendations from these agencies in order to provide the safest learning environment for students and staff.

2. Safe Return to In-Person Instruction and Continuity of Services Plans: Describe how the School will ensure that its receive ARP ESSER funds meet the requirements in section 2001(i) of the ARP Act and the requirements relating to the ARP ESSER funds published in the Federal Register and available at <https://oese.ed.gov/offices/american-rescue-plan/american-rescue-plan-elementary-and-secondary-school-emergency-relief/> (ARP ESSER requirements) to either: (a) within 30 days of receipt of the funds, develop and make publicly available on the LEA's website a plan for the safe return to in-person instruction and continuity of services, or (b) have developed and made publicly available on the LEA's website such a plan that meets statutory requirements before the enactment of the ARP Act.

C. Planning for the Use and Coordination of ARP ESSER Funds

The Department recognizes that seeking input from diverse stakeholders is essential to developing plans for the use of ARP ESSER funds that are responsive to the needs of students, families, and educators. In this section, SEAs will describe their plans for consultation and for coordinating the use of ARP ESSER funds with other resources to meet the needs of students.

Consistent with the ARP ESSER requirements, describe how the School engaged in meaningful consultation with stakeholders, and incorporated input into its plan, including, but not limited to:

- i. students;
- ii. families;
- iii. civil rights organizations (including disability rights organizations);
- iv. school and district administrators (including special education administrators);
- v. superintendents;
- vi. teachers, principals, school leaders, other educators, school staff, and their unions; and
- vii. stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.

The description must include how the School provided the public the opportunity to provide input in the development of the plan

The school has worked in to include all stakeholders in decision making through online surveys, board meetings, and teacher-based team meetings. All decisions made have been



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published on the school website and stakeholders remain informed as changes occur.

2. Coordinating Funds: Describe to what extent the School has and will coordinate Federal COVID-19 pandemic funding and other Federal funding. This description must include: How the School 1) are using or have used prior to the submission of this plan and 2) plan to use following submission of this plan, Federal COVID-19 funding under the Coronavirus Aid, Relief, and Economic Security (“CARES”) Act and the CRRSA Act to support a safe return to and safely maximize in-person instruction, sustain these operations safely, and address the disproportionate impact of the COVID-19 pandemic on individual student groups (including students from low-income families, children with disabilities, English learners, racial or ethnic minorities, students experiencing homelessness, children and youth in foster care, and migratory students);

The school began using the allotted funds immediately to help make remote and hybrid learning more accessible for students and staff. This included technology for students, hotspots for students and staff, online resources, sanitizing materials for reopening the school, and PPE.

Specific fund amounts can be found in the table below:

Funding source	Planned the School uses (including funding amounts, if applicable)
ESSER I	\$269,241.48 -Internet hot spots -Chrome books -Summer school
ESSER II	\$1,109,080.11 -Chrome books -Online curriculum -Additional support staff -Retention bonus for staff -Smartboards
ESSER III	\$2,492,605.56 -Chromebooks -Online curriculum license renewal -Retention bonus for staff -Additional support staff

In supporting LEAs as they plan for the safe return to and continuity of in-person instruction and for meeting the academic, social, emotional, and mental health needs of students resulting from the COVID-19 pandemic, the extent to which the SEA is also using other Federal funding sources including but not limited to under the Elementary and Secondary Education Act of 1965 (“ESEA”), IDEA, Workforce Innovation and Opportunity Act (“WIOA”),



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funding for child nutrition services, and McKinney-Vento Homeless Assistance Act, and the funds to support the needs of students experiencing homelessness provided by section 2001(b)(1) of the ARP Act.

D. Maximizing School-Level Funds to Support Students

1. Academic Impact of Lost Instructional Time: Describe how the School will use the funds it reserves under section 2001(f)(1) of the ARP Act (totaling not less than 5 percent of the State’s total allocation of ARP ESSER funds) on evidence-based interventions to address the academic impact of lost instructional time by supporting the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students’ academic, social, emotional, and mental health needs. The description must include:

i. A description of the evidence-based interventions (e.g., providing intensive or high-dosage tutoring, accelerating learning) the School extent to;
The school has purchased online textbook licenses, Writeable, and IXL. It will renew these licenses are long as the data supports student improvement.

ii. How the evidence-based interventions will specifically address the disproportionate impact of COVID-19 on certain groups of students. When possible, please indicate which data sources the School will use to determine the impact of lost instructional time; and
The school’s goal is to support students academically and emotionally. The interventions currently being used will be evaluated at the end of the year to ensure the students are receiving the supports they need.

iii. The extent to which the School will use funds it reserves to identify and engage 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and 2) students who did not consistently participate in remote instruction when offered during school building closures.

The school allocates its fund to the academic improvement of all students. This included students with disabilities, those who have missed significant amounts of instruction, and those who have dedicated more time to working than schooling. This will continue through after school tutoring, online tutoring, and Title I services.

2. Evidence-Based Summer Learning and Enrichment Programs: Describe how the School will use the funds it reserves under section 2001(f)(2) of the ARP Act (totaling not less than 1 percent of the State’s total allocation of ARP ESSER funds) for evidence-based summer learning and enrichment programs, including those that begin in Summer 2021, and ensure such programs respond to students’ academic, social, emotional, and mental health needs. The description must include:

i. A description of the evidence-based interventions (e.g., providing intensive or



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high-dosage tutoring, accelerating learning) the School extent to;
To help reduce the impact of the pandemic, the school offered summer school during June 2021. Students were able to recover credits they did not earn during online and hybrid learning. This was accomplished through the online curriculum of Edgenuity and teachers.

- ii. How the evidence-based interventions will specifically address the disproportionate impact of COVID-19 on certain groups of students. When possible, please indicate which data sources the School will use to determine the impact of lost instructional time; and

The summer program was voluntary, but parents and families of students who failed multiple classes were given first priority as seats were limited to ensure social distancing.

- iii. The extent to which the School will use funds it reserves to identify and engage 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and 2) students who did not consistently participate in remote instruction when offered during school building closures.

The school has and will continue to utilize the funding to further identify students with needs and help close the gap caused by the pandemic.

- 3. Evidence-Based Comprehensive Afterschool Programs: Describe how the School will use the funds it reserves under section 2001(f)(3) of the ARP Act (totaling not less than 1 percent of the State's total allocation of ARP ESSER funds) for evidence-based comprehensive afterschool programs (including, for example, before-school programming), and ensure such programs respond to students' academic, social, emotional, and mental health needs. The description must include:

- i. A description of the evidence-based interventions (e.g., providing intensive or high-dosage tutoring, accelerating learning) the School extent to;

The school is struggling to get students to attend after school tutoring due to responsibilities at home and after school jobs. In order to provide students with additional supports, the Title I teachers are working with low performing students throughout the school day.

- ii. How the evidence-based interventions will specifically address the disproportionate impact of COVID-19 on certain groups of students. When possible, please indicate which data sources the School will use to determine the impact of lost instructional time; and

The data collected throughout the school year allows the staff to continue identifying students with needs. This allows the support staff to work with new students as their needs arise.

- iii. The extent to which the School will use funds it reserves to identify and engage 1) students who have missed the most in-person instruction during the 2019-2020 and 2020-2021 school years; and 2) students who did not



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consistently participate in remote instruction when offered during school building closures.

The school continues to use all funds to benefit the students. This includes not only the low performing students, those who missed crucial information during remote learning, but also the high performing students who did not fall behind due to online education.

E. The School in Planning for and Meeting Students' Needs

The School recognizes that the safe return to in-person instruction must be accompanied by a focus on meeting students' academic, social, emotional, and mental health needs, and by addressing the opportunity gaps that existed before – and were exacerbated by – the pandemic. In this section, The School will describe how they will support developing high-quality plans for the School use of ARP ESSER funds to achieve these objectives.

1. The School Plans for the Use of ARP ESSER Funds: Describe what the School plans consistent with the ARP ESSER requirements for the use of ARP ESSER funds. The School plans must include, at a minimum:
 - i. The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning;
 - ii. How the School will use the funds it reserves under section 2001(e)(1) of the ARP Act (totaling not less than 20 percent of the School's total allocation of ARP ESSER funds) to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs;
 - iii. How the School will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act; and
 - iv. How the School will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students.

The school continues to require masking and social distancing to help protect the wellness of students and staff. The school utilizes the provided funds for sanitizing materials as well. The school offered summer school for students impacted by the pandemic. The school offers after school tutoring Monday-Thursday. The school has also hired support staff to help students with the impact of lost instructional time. The school will spend its remaining ESSER funds in order to maintain staff, purchase materials to support student learning, and increase technology access for students. The school will also remain cognizant of our students with academic and social needs. This will be monitored through assessments and surveys.



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F. Supporting the Educator Workforce

In this section, the School will describe strategies for supporting and stabilizing the educator workforce and for making staffing decisions that will support students’ academic, social, emotional, and mental health needs.

1. Stabilizing the Educator Workforce:

- i. Describe the extent to personnel involved in safely reopening school.

Area	Data on shortages and needs	Narrative description
Special educators and related service personnel and paraprofessionals	No shortages	N/A
Bilingual educators	No shortages	N/A
English as a second language educators	No shortages	N/A
STEM educators	No shortages	N/A
Early childhood educators	N/A	N/A
School counselors	No shortages	N/A
Social workers	No shortages	N/A
Nurses	No shortages	N/A
School psychologists	No shortages	N/A

- 2. Staffing to Support Student Needs: Describe the extent to which the School has developed or will develop strategies and will support in increasing student access to key support staff within school buildings, including school counselors, special education personnel, nurses, social workers, and psychologists (e.g. hiring additional personnel or freeing up these staff to focus on providing services to students).

Horizon Science Academy Cleveland High School has not experienced any staffing shortages due to the pandemic. The school works hard to keep staff retention high and will continue with its current strategies.

G. Monitoring and Measuring Progress

In this section, the School will describe how they are building capacity to ensure high-quality data collection and reporting for intended purposes.

The school will continue to monitor student performance on the state assessment and the Restart Readiness assessments. Teacher teams will meet regularly to discuss any concerns or improvements seen.



School Operating Status and Instructional Mode Data

Indicate the date or time period represented by the following data.

FY20 School FTE#
 FY21 School FTE #
 FY22 School FTE #

Learning Model	Offered to all students			Offered to some			Not offered		
	FY2020	FY2021	FY2022	FY2020	FY2021	FY2022	FY2020	FY2021	FY2022
Remote or online only	0	330	0	0	0	0	0	0	316
School buildings open with both remote/online and in-person instruction (hybrid)	330	330	0	0	0	0	0	0	316
School buildings open with full-time in-person instruction	0	0	316	0	0	0	330	330	0

In the most recent time period available, what was the enrollment and mode of instruction for the school?

Number of students FY22	Total enrollment	Remote or online only	Both remote/online and in-person instruction (hybrid)	Full-time in-person instruction
Students from low-income families	316	0	0	316
White, not Hispanic	8	0	0	8
Black or African American, not Hispanic	283	0	0	283



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Hispanic, of any race	8	0	0	8
Asian, not Hispanic	0	0	0	0
American Indian or Alaskan Native, not Hispanic	1	0	0	1
Native Hawaiian or Pacific Islander, not Hispanic	0	0	0	0
Two or more races, not Hispanic	10	0	0	10
Race/Ethnicity information not available	0	0	0	0
English learners	5	0	0	5
Children with disabilities	67	0	0	67
Students experiencing homelessness	n/a	0	0	n/a
Children and youth in foster care	n/a	0	0	n/a
Migratory students	n/a	0	0	n/a



NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act ("GEPA") that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access to, or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies. **What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?**

The following examples may help illustrate how an applicant may comply with Section 427. An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.



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An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concerns of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 3 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.