



**CITY OF BLOOMINGTON, COMMON COUNCIL
JACK HOPKINS SOCIAL SERVICES FUNDING
COMMITTEE
2014 GRANT APPLICATION**

AGENCY INFORMATION

Lead Agency Name: Pinnacle School (dba of nonprofit DePaul Reading and Learning Association, Inc.)

Is Lead Agency a 501(c)(3)? Yes No

Number of Employees:

Full-Time	Part-Time	Volunteers
18	2	8

Address: 2182 W Industrial Park Drive
Bloomington, In 47404

Phone: 812-339-8141

Agency E-Mail: info@pinnacleschool.org

Website: www.pinnacleschool.org

President of Board of Directors: Stephanie Robertson-Powers

Executive Director: Dr. Denise Lessow

Title: Executive Director

Phone: (812) 339-8141 x 18

E-Mail: dlessow@pinnacleschool.org

Name of Person to Present Proposal: Denise Lessow

Title: Executive Director

Phone: (812) 339-8141 x 18

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Name of Grant Writer: Britta Goetz

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Agency Mission Statement

Pinnacle School is an independent, nonprofit organization that provides comprehensive and expert services to families and children with dyslexia and similar learning differences. Dyslexia impacts 1 in 8 children (National Institutes of Health), and with similar undiagnosed learning disabilities is believed to be responsible for over 50% of the high school drop-out rate. Pinnacle operates a K – 12 school that offers students with dyslexia a hands-on, visual, and research-based curriculum to remediate their reading, spelling, writing, and math, while at the same time building on their individual strengths and career interests in the sciences, arts, humanities, and entrepreneurship. Pinnacle also provides tutoring services and diagnostic testing for dyslexia and similar learning difficulties. Students with dyslexia are bright and creative, but require a correct diagnosis, together with small, intensive, hands-on classes to learn. Without these interventions, they fall between the cracks, and are incorrectly perceived to be lazy or less capable.

PROJECT INFORMATION

Project Name: Math for Life

Is this a collaborative project? Yes No

If yes, list name(s) of non-lead agency partners:

Address where project will be housed: 2182 W Industrial Park Drive

Total Cost of Project: \$17,337

Requested JHSSF Funding: \$7,449

Other Funds Expected for this Project (*Source, Amount, and Confirmed/Pending*)

Old National Bank: \$5988 for 12 student tablets – pending
Title II: \$1700 for teacher professional development – confirmed
Pinnacle School: \$2200 for teacher professional development - confirmed

Total Number of Clients Served by this project in 2014: 102

Total Number of City Residents Served by this project in 2014: 64 (63%)

Is this request for operational funds? Yes No

If yes, indicate whether the request is for a pilot project, bridge funding, or a collaborative project:

Pilot Bridge Collaborative

Please indicate the period in which you intend to draw down funds, if granted:

July-September 2014

October-December 2014

Please describe when you plan to submit your claims for reimbursement and what steps precede a complete draw down of funds:

Jack Hopkins Grant funds would be used to purchase necessary math manipulatives (\$6,500) for the hands-on life skills math curriculum from ETA, along with an annual subscription to IXL Math (\$949) for students to be able to gain additional practice at home.

Vendors (ETA, IXL Math) have already been identified to provide these materials at the most competitive price. Once notification of a successful grant proposal is received, the order will be placed for immediate delivery since these materials will be needed for program implementation beginning in mid to late August. Claims for reimbursement would be submitted once the materials have been received, verified, and paid for following the appropriate procedure.

If completion of your project depends on other anticipated funding, please describe when those funds are expected to be received:

We anticipate receiving notification from the ONB Foundation proposal in early summer (June). If this is only partially successful, we will apply to alternate sources for this component of the project.

The Title II funds are secured and may be drawn down at any time once the project starts and funding for professional development has been expended.

The funding for professional development being covered by Pinnacle is part of our 2014-15 budget. (We are also upgrading our server over the summer for this project, as well as a literacy initiative, and have a loan secured for this purpose.)

Do you own or have site control of the property on which the project is to take place?

Yes No N/A

Is the property zoned for your intended use?

Yes No N/A

If "no," please explain:

If permits, variances, or other forms of approval are required for your project, please indicate whether the approval has been received. If it has not been received, please indicate the entity from which the permitting or approval is sought and the length of time it takes to secure the permit or approval.

Note: *Funds will not be disbursed until all requisite variances or approvals are obtained.*

NA

Due to limited funds, the Committee may recommend partial funding for a program. In the event the Committee is unable to meet your full request, will you be able to proceed with partial funding?

Yes No

If “yes,” please provide an itemized list of program elements, ranked by priority and cost:

Priority #1 Item & Cost	Math manipulatives for Math for Life to be used with students in Pre-K through 8 \$4,500
Priority #2 Item & Cost	Math manipulatives for Math for Life to be used with high school students in 9 – 12 \$2,000
Priority #3 Item & Cost	Annual subscription for IXL math for home-based additional practice \$949
Priority #4 Item & Cost	
Priority #5 Item & Cost	
Priority #6 Item & Cost	
Priority #7 Item & Cost	

Project Synopsis

Please provide a brief overview of your project. Assume that this synopsis will be used in a summary of your proposal.

Math skills are essential for success in P – 12 education, as well as post high school, jobs, and life, but often students dislike math or find it to be very difficult. Many people think of dyslexia as only impacting reading, spelling, and writing. Reading challenges do make it very hard for these students to read word problems correctly. But most students with dyslexia also struggle with any type of symbols and sequencing. So for math, younger students struggle with basic computation, switching + and x; long division, place value, working with money (nickels are bigger than dimes, but they are worth less), simplifying and manipulating fractions, and estimation. Older students struggle with fractions, graphing, solving equations, absolute value, manipulating sets, knowing how to set-up a problem, and anything involving sequencing, like order of operations in algebra.

Math for Life will be a high-interest, hands-on, curriculum for teaching troublesome but essential core math concepts and problem solving skills to students who struggle with math. It will have three key ingredients: (1) hands-on manipulatives, together with visuals and technology applications; (2) having students work collaboratively in teams to learn the initial concepts, and then practice individually; and (3) providing a context to understand how math is used for real-life problems in science and other areas across our curriculum. The correct blend of hands-on experience, interactive team learning, repeated practice, and application to real-life context are critical elements for successfully teaching students with dyslexia and similar math learning difficulties.

CRITERIA

In the spaces below, please explain how your project meets the Jack Hopkins Funding criteria. Assume that your responses will be used in a summary of your proposal.

NEED

Explain how your project addresses a previously-identified priority for social services funding as documented in the [Service Community Assessment of Needs](#), the City of Bloomington Housing and Neighborhood Development's [2010-2014 Consolidated Plan](#), or any other community-wide survey of social services needs.

Math for Life will be used exclusively with students in grades PreK through 12 who are dyslexic or have a similar learning disability. Individuals with special needs are identified as a priority population in both SCAN and the Consolidated Plan. Dyslexia is hereditary and tends to run in families; many of our students have parents or other family members who also struggle with literacy and math skills. In addition to having learning disabilities, over 60% of Pinnacle School's total student population is eligible for free and reduced lunch – higher than the local district average of 45%. Of the city residents served by Pinnacle, 43% are eligible for free and reduced lunch. Pinnacle uses a sliding scale based on family income and household size to determine tuition remission needs for families who have a total income at 150% and 200% of the poverty rate. We have struggled to raise the additional funds to cover an already lean operating budget with this increased need (50% free and reduced in 12-13; 42% in 11-12). SCAN also indicated that the lack of a high school education was the primary factor in determining family income.

ONE-TIME INVESTMENT

Jack Hopkins Funds are intended to be a one-time investment. If you are requesting operational funds, explain if the request is for pilot or bridge funding and please explain your plan for future funding.

The one-time investment in the project Math for Life will allow us to purchase the math manipulatives and visual materials that are essential for teaching math to PreK – 12 students with dyslexia and similar learning disabilities. The at home app will allow students to practice math concepts, and may benefit other family members in the process. We do not have the funds in our budget to cover these capacity-building tools.

Once the materials are in place, we can budget for ongoing subscriptions, and continue to provide teacher training as part of ongoing staff development (weekly meetings, summer workshops and individualized).

FISCAL LEVERAGING

Describe how your project will leverage other resources, such as other funds, in-kind contributions, etc.

The Math for Life project will be part of Pinnacle's STEAM initiative. STEM includes science, technology, engineering, and math, but we have added the "A" for arts. These are all especially important for our students, since many students with dyslexia have natural interests and creative talents in these areas, and are drawn to those careers. The Math for Life project will allow our students to strengthen their math skills, and at the same time allow us to leverage that success for additional support in our STEAM programs, including Pinnacle's aquaponics (sustainable farming pilot), PEP (entrepreneurship), cooking, engineering, and arts.

LONG-TERM BENEFITS

Explain how your program will have broad and long-lasting benefits for our community.

Math skills are essential. Math for Life will help Pinnacle students develop better math skills. While Pinnacle students in grades 3 – 8 scored a 94.5% pass rate on recent state standardized testing (ISTEP/IMAST) in language arts, the math pass rate was a lower 74%. While this is still good compared to the averages of many school districts and the state, we think there is room for improvement. Many Pinnacle students return to other education settings after completing an average of three years with our program once they have mastered core reading and writing skills. We would like to implement the techniques to have their math skills be at or above grade level as well.

We participate in the state standardized testing because we are accredited, and all students – even those with exceptionalities – participate in the testing. We rely on our own rigorous assessment tools and the expertise of our teachers who work with our students daily. We know that our students are very capable of learning math with the right approach, and that we could do a better job teaching math to our students with the right tools. The Math for Life project funding would help give us those tools.

Math for Life Project Narrative – Pinnacle School Jack Hopkins Grant Proposal

Project Overview: Unfortunately many students hate math – they struggle, do poorly in school, and do not pursue additional math classes in high school. This keeps them from being eligible for competitive 2-year health science and similar certification programs, college science classes, and similar opportunities for rewarding, high demand, and well-paying careers. Pinnacle School is seeking \$7,449 for the Math for Life project. This is a capacity-building initiative that will help us grow our math remediation efforts for students in grades PreK-12. Pinnacle School serves students with dyslexia and similar learning differences. While dyslexia is often seen solely as a reading and writing disability, it actually impacts anything related to symbols and sequencing. In math, students regularly confuse operations, and they struggle with other mathematical concepts such as place values, fractions, graphing, absolute value, etc. The goal of the Math for Life project is to enhance students' experiential learning by allowing them (1) to discover concepts using math manipulatives, visuals and technology apps, (2) to work together in collaborative groups to develop problem solving strategies, and (3) to apply math skills and concepts to real-life problems in other subjects.

Capacity: Pinnacle has the capacity to complete the project by the end of 2014 to be able to submit the final claims by December 6, 2014. The school year starts August 7th, with teacher staff development prior to that time. The project plan would be to order and pay for the math manipulatives and the annual IXL math subscription as soon as the funds are approved. We would be able to submit the claims and necessary reports immediately after that. (Pinnacle has had one prior Jack Hopkins grant for a summer High School credit recovery program and executed all steps as described on time, correctly, and within budget.) The math approaches will become part of our ongoing staff development efforts.

Supporting Research for Long Term Success: There have been a number of recent key research studies that support the importance and role of spatial skills and linguistic development on numeracy and math development (Xiao Zhang et al, 2013, *Arithmetic Development*; Chinn & Ashcroft, 2006, *Mathematics for Dyslexia*). Because the brain has a high degree of "plasticity" with the appropriate interventions it will make new connections, and rearrange connections to achieve better performance. Georgetown University Medical Center researchers (2013) have stated that "Reading is a culturally imposed skill, and neuroscience research has shown that its acquisition results in a range of anatomical and functional changes in the brain." The activities and curriculum in Math for Life will help provide students with dyslexia with those real life skills and tactile experiences that will support the establishment of stronger brain networks, very similar to what we have been successfully doing for reading and writing education for over 30 years.

Education, including in math, is critical to help low-socioeconomic students and families have a more sustainable future. According to SCAN, "A lack of education and continued skill development beyond the high school level is directly linked to a lower income, which in turn, is one of the root causes

of poverty and related challenges faced by individuals and families in our community. A third of the households with an income level of \$15,000 or below have not completed high school or the equivalent; 18% of households with an income level of \$25,000 or below have not completed high school.” Since over 60% of the students at Pinnacle are eligible for free and reduced lunch, programs like Math for Life are critical to breaking this cycle and providing preparation for additional education beyond high school.

Project Indicators and Outcomes: There are several indicators and outcomes that will be used to measure project success.

In terms of **outcomes:**

- All of the teachers who teach math will participate in professional development activities for the project, and will increase their knowledge of how students learn using visual tools, manipulatives, and technology apps.
- All 102 PreK – 12 students at Pinnacle will participate in Math for Life and will see that math has real-life applications to other subject areas that provide a context for learning.
- All Pre-K – 12 students will also have access to Math IXL, an online program that will allow them to practice their math skills at home.

Project **indicators** include:

- Student performance on pre-test and post-test math course assessments
- Student math grades
- Student scores on standardized tests, including ISTEP
- Student confidence in their math abilities
- Student interest in pursuing additional math classes
- Teacher interest and ability to teach math using the Math for Life approach

Students who have stronger math skills will be more successful in their P through 12 education, as well as in any post-high school learning or job that they pursue. Colleges and employers alike complain that many students do not have a working knowledge of basic algebra, and require remediation that is time consuming and expensive. It also keeps those students from pursuing opportunities that may be of interest and provide a good living for themselves or their families. This will help them break the cycle of poverty for many of these students.

We also believe that the math approaches we are developing will be useful more broadly to other students who struggle with math. Pinnacle currently provides supplemental literacy tutoring to city resident students who are not enrolled in our full-time program, and could eventually do the same for math.

Jack Hopkins Social Services Funding 2014 Grant Application

Math for Life Project Budget



Expense Category	Budget Item	Responsible Party	Amount
Non-personnel Capital/Equipment	Math manipulatives for PreK-12	JHSSF	\$6,500.00
Non-personnel Capital/Equipment	Annual Subscription for IXL math for home-based additional practice	JHSSF	\$949.00
Non-personnel Capital/Equipment	Student tablets for applications geared towards math remediation 12 @ \$499 each	Old National Bank Foundation	\$5,988.00
Non-personnel Capital/Equipment	Teacher professional development	Title II	\$1,700.00
Non-personnel Capital/Equipment	Teacher professional development	Pinnacle School	\$2,200.00
Total Funding Opportunity/Initiative Budget			\$17,337.00
Total Amount Requested from JHSSF			\$7,449.00

*Jack Hopkins Social Services Funding 2014 Grant Application
Depaul Reading And Learning Association Inc (dba Pinnacle School)*

DePaul Reading and Learning Association, Inc.
Organization Budget 2013-14



Expenses - Itemized

Utilities	\$26,700
Trash & Recycling	\$2,358
Water	\$2,860
Phone	\$5,450
Office & Program	\$16,720
Insurance	\$13,480
Maintenance	\$12,900
Events	\$3,700
Printing	\$3,530
Staff Development	\$9,270
Mortgage	\$76,800
Other	\$13,118
Payroll & Benefits	\$469,230
Payroll Taxes	\$161,000
Total Expenses	\$817,116

Revenue - Itemized

Tuition, Fees, Sponsorships	\$672,000
After School Program	\$8,170
Tutoring, Testing	\$32,000
Summer Academy	\$7,500
Lunch Program	\$4,900
Other	\$3,700
NAP	\$33,000
Grants	\$28,600
Special Events	\$31,600
Sponsorships	\$10,000
Total Revenue	\$831,470

DePaul Reading and Learning Association, Inc (dba Pinnacle School)
Jack Hopkins Social Services 2014 Grant

**DePaul Reading Learning Association, Inc.
 dba Pinnacle School
 Statement of Financial Position
 December 31, 2013**

ASSETS

	December 31, 2013
Current Assets	
Cash	\$ 5,249
Accounts Receivable	9,000
Total Current Assets	14,249
Other Assets	
Property and Equipment, net	396,260
Total Other Assets	396,260
Total Assets	\$ 410,510

LIABILITIES AND NET ASSETS

Other Liabilities	
Line of Credit	\$ 50,000
Total Liabilities	50,000
Net Assets	
Unrestricted Net Assets	322,944
Current Year Net Income/(Loss)	37,566
Total Net Assets	360,510
Total Liabilities and Net Assets	\$ 410,510

DePaul Reading Learning Association, Inc.
dba Pinnacle School
Statements of Activities
August 1 thru December 31, 2013

	<u>08/01/2013 to 12/31/2013</u>
Revenues	
Tuition	\$ 354,516
Before/After School	1,932
Tutoring	5,565
Lunch	2,891
Total Revenue and Support	364,904
Expenses	
Advertising	1,000
Dues	2,884
Field Trips	5,196
Insurance	6,346
Lunch Supplies	7,118
Maintenance	6,458
Office Supplies	4,005
Printing	2,034
Telecommunications	3,049
Professional Services	16,601
Program Supplies	2,419
Software	1,031
Payroll/Benefits	256,257
Utilities	12,940
Total Expenses	\$ 327,338
Change in net assets	\$ 37,566
Net assets, July 31, 2013	\$ 322,944
Net Assets, December 31, 2013	\$ 360,510