

The Parent Teachers Association
of
CP Preparatory School, Inc.
Head Master: Dawn Marie Patterson

Location: CP Preparatory School

603 S. Bryan-Beltline

Mesquite, Texas 75149

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Economic Status: Women and Children

Composite of students: 34(CCA)-Child Care Assistance

39- Reduced lunches

5- Military Families

Tuition Based Monthly Students: Active-95

Maximum-115

GRANT MONEY WIL BE USED TO BENEFIT CHILDREN AND THEIR FAMILIES IN THE FOWLING WAYS:

- PROVIDING FINANCIAL ASSISTANCE TO FAMILIES
- PROVIDING EDUCATIONAL OPPORTUNITIES TO STUDENTS WITH LEARNING DIFFERENCES
- PROVIDING NEEDED CLASSROOM SPACE TO FURTHER EDUCATE CHILDREN WITH LEARNING DIFFERENCES
- PROVIDING A GYM/CAFETERIA/COMMUNITY MEETING ROOM

CP PREPARATORY SCHOOL, INC. was founded by Ms. Dawn Patterson in August 1997. Ms. Patterson is completing her 13th year in business and her 21st year in education. She has been blessed to educate and touch the lives of so many children and families. CP Preparatory School's PTA is currently seeking Grant money to further expand the existing school in order to provide services to children with learning differences as well as continue to provide services to the traditional learners. Ms. Patterson started the school on a dream for young children to achieve academic excellence by giving them an academic head start. Ms. Patterson has proved herself in the community for 13 years as a strong Early Childhood educator who continually provides academic excellence to young children. Ms. Patterson truly has a gift to offer children and their families. We want to thank you in advance for taking the time to read this proposal and for your sincere consideration of this grant request.

Synopsis of Needs

The PTA of CP Preparatory School is seeking a grant fund to expand the physical facilities of the CP Preparatory School to provide 4 additional classrooms and a designated space in the recreation center for physical education and a community meeting space. The expansion will allow the CP Preparatory School to:

- **Double classroom space** so as to provide services to the growing number of student with learning differences while continuing to serve those students currently enrolled who learn through traditional methods.
- **Provide the flexibility needed** to provide integrated classrooms for those students who can benefit from inclusion as well as space for those learners who need a smaller, more individualized learning environment.
- **Provide space for movement and social skills training** that are often important components that need to be addressed in those with learning differences.
- **Provide a designated room for parent and staff meetings** to plan for the educational needs of the students with learning differences as well as train staff to meet those needs.

At this time, the CP Preparatory School only provides services for traditional learners as well as those with learning differences up to second grade. The PTA of CP Preparatory School would like to provide for the continuation of these students' education up to third grade. Each year the number of students with learning differences seeking the type of specialized instruction CP Preparatory provides is growing. The only school providing specialized instruction to students with learning differences after second grade has closed leaving a gap in service for these students. Expansion of the facilities at CP Preparatory would allow us to meet that need. Currently, due to space constraints, a few of our classrooms serve more than one grade level. By adding 4 additional classrooms, each grade level, K-3, will have separate classrooms.

Financial Assistance:

The school is funded by tuition paid by individual families. Each student typically pays \$588.00 a month for school, \$70.00 a month for extended care after school, \$65.00 a month for hot lunches, plus \$450.00 annually for registration and supplies. Tuition collected is used for operating expenses plus teacher/assistant/administration salaries. A more detailed financial report can be provided if needed.

CP Preparatory School currently offers financial assistance to families in need. Currently, for the 2009-2010 school year, CP Preparatory School has assisted families with _____ funds to help them in their time of need. The PTA is seeking \$150,000.00 in additional grant money to help families and children who qualify. Currently, to qualify for a scholarship, a personal meeting is held with Ms. Patterson to determine their needs. If grant money was available, a board would be established to determine the family's financial status and the scholarship amount to be provided.

Description of the Proposed Program:

The percentage of students graduating from CP Preparatory School exceeds the norm in terms of placement after graduation in exceptional educational programs. CP Preparatory School graduates have been placed in Hockaday, Greenhill, Good Shepherd, First Baptist Academy (all

schools listed as elite preparatory schools for students K-12th grade) and many of the advanced programs and honors classes (such as Quest, NJHS, NHS, and Renaissance) in our public schools. The CP Preparatory School PTA would like to expand this high level of educational preparation services to a larger population of students, specifically those with learning differences. To accomplish our vision it is the desire of our PTA to expand our facility with a \$400,000 dollar grant for expansion.

Expansion of CP Preparatory School will have the capacity to increase enrollment with the addition of 6,000 square ft. for classroom space and a recreation center for physical education and community meeting space. With the expansion of 4 additional classrooms and a gym, CP Preparatory would be able to provide programs to assist students with learning differences especially in the areas of reading and math. Expansion would provide more space for Childcare assisted families and military families receiving NACCRRA assistance. Expansion would provide space for tutoring sessions in the evenings for students who are academically challenged.

The Increased Need to Provide Services to Children with Learning Differences

The population of children with learning differences that CP Preparatory School intends to reach out to, and can best serve, are those who are diagnosed with, or suspected to have, Learning Disabilities, learning disabilities secondary to Cerebral Palsy, Attention Deficit Hyperactivity Disorder, and Asperger Syndrome. Children with these types of neurological disorders typically have average to above average intelligence, yet if not provided with appropriate modifications to address their learning differences they often fail to keep up with their peers in the classroom. The need for modifications to better meet the learning challenges of these children requires flexible teaching methods, environmental accommodations, and an understanding of each child's strengths as well as limitations.

Children with specific learning disabilities often struggle with reading, writing, spelling, math, reasoning, recalling and/or organizing information when taught in conventional ways or left to figure these skills out for themselves. Attention disorders, such as Attention Deficit/Hyperactivity Disorder (ADHD), and learning disabilities often occur at the same time, but the two disorders are not the same. According to Dr. Donald Deshler, National Center for Learning Disability Professional Advisory Board, approximately *1 in 59, 4.6 million, children in the United States have a learning disability. The State of Learning Disabilities 2009* notes that learning disabilities *disproportionately affect people living in poverty*, those who can least afford the type of preparatory schooling these children need to improve their chances for succeeding academically. The National Center for Learning Disabilities has stated that the *cost of educating a student with a learning disability is 1.6 times higher* than a regular education student. The most common forms of learning disability are as follows:

- Dyslexia – a language-based disability characterized by trouble understanding written words. It may also be referred to as a reading disability or disorder.
- Dyscalculia – a mathematical disability in which an individual struggles to solve arithmetic problems and grasp math concepts.
- Dysgraphia – a writing disability which makes it difficult for the individual to form letters or write within a defined space.

- Auditory and Visual Processing Disorders – a sensory disability which causes the individual to have difficulty understanding spoken or written language despite normal hearing and vision.
- NonVerbal Learning Disabilities – a disorder involving the right hemisphere causing problems with visual-spatial, intuitive, organizational, evaluative and holistic processing functions.

Attention-deficit/hyperactivity disorder (ADHD) is a condition that is characterized by difficulties with attention, impulsivity, and overactivity. There are 3 subtypes of ADHD recognized by professionals: predominantly hyperactive/impulsive type (without significant attention difficulties); predominantly inattentive type (without significant hyperactive-impulsive behavior); and the combined type (both inattention and hyperactive-impulsive symptoms). The National Institute for Mental Health has estimated that *3 to 5 percent, or 2 to 3.3 million, children have Attention Deficit Disorder*. This condition often becomes apparent in the preschool and early school years. It is difficult for these children to control their behavior and/or pay attention. *ADHD is not considered to be a learning disability, but approximately 20-30 percent of those diagnosed with ADHD also have a specific learning disability*. Although some children do not display the hyperactivity, their condition is considered the same, but predominantly one of attention.

All types of cerebral palsy involve abnormal muscle tone, reflexes, motor development and coordination. Their condition may be characterized by spasticity (tight muscles and restrictive movements), ataxia (disturbed sense of balance and depth perception), athetosis (involuntary and uncontrolled movements) or a combination of these characteristics. Secondary conditions can include seizures, epilepsy, apraxia, dysarthria or other communication disorders, eating problems, sensory impairments, mental retardation, learning disabilities, and or behavior disorders. Speech and language disorders are common in children with cerebral palsy (31-88%). Of those with learning disabilities, the ones that CP Preparatory School wishes to target, some children with cerebral palsy experience difficulties in processing information about shapes, speed and space, often referred to as a visual or spatial perception difficulty. Other children with cerebral palsy may have other forms of learning disabilities or struggle with learning in only one particular area, such as reading, drawing or mathematics. Learned helplessness and hearing impairments can also contribute to overall language delays in children with cerebral palsy. According to some researchers (Jenks KM, de Moor J, van Lieshout EC, Maathuis KG, Keus I, Gorter JW (2007). "The effect of cerebral palsy on arithmetic accuracy is mediated by working memory, intelligence, early numeracy, and instruction time". *Dev Neuropsychol* **32** (3): 861–79.), the intellectual potential of a child born with cerebral palsy cannot be fully known until the child starts school. It is important therefore to not underestimate a child with CP's capabilities and to provide them every opportunity to learn. *The incidence of children being born with some form of cerebral palsy is estimated to be 2 per every 1000 births*.

Just as the National Center for Learning Disabilities reports that the identification rate of school-age students with learning disabilities has declined for the past 10 years, the Center for Disease Control and Prevention released figures that show that the rate of children being diagnosed with autism is now *1 in every 110 children, including 1 in 70 boys*. This represents a 57 percent increase from 2002 to 2006, and a 600 percent increase in the last 20 years! Of these children, it is conservatively estimated by experts in population studies that *2 out of every 10,000 children born have a form of autism called Asperger Syndrome*. Boys are 3-4 times more

likely than girls to have Asperger Syndrome. Asperger Syndrome is considered a mild form of autism characterized by average to above-average intelligence yet significant difficulties in their ability to socialize and communicate effectively with others. They often exhibit social awkwardness and an all-absorbing interest in specific topics. Individuals with Asperger Syndrome often lack the ability to read the nonverbal communication of others and display unusual nonverbal communication of their own, such as lack of eye contact, few facial expressions, or awkward body postures and gestures. They often speak in a voice that is monotonous, flat, or unusually fast. Interrupting their thought processes can be very stressful for them as they have difficulties with stopping and shifting their focus. Children with Asperger's Syndrome prefer routine, rules, and structure and can become irritable and distressed if the unexpected happens. Gross and fine motor skills are often underdeveloped, causing problems in sports and handwriting. Information is interpreted very literally. They find it hard to generalize. Many such children are perfectionists and become upset if they cannot produce perfect schoolwork. Studies show that many of these difficulties continue into adulthood. The National Research Council reviewed intervention models for young children with autistic disorders and concluded that intensive early intervention "makes a clinically significant difference for many children." Children with early intervention had better outcomes (from *Current Interventions in Autism: A Brief Analysis*). With appropriate training and support, these children can live meaningful, productive lives.

The statistics relative to the above disabilities underscore the need for an affordable preparatory program in the early grades that can give these students with learning differences the head-start they so desperately need. To meet this need to provide affordable programs to those with learning differences the CP Preparatory School is becoming a non-profit program and seeking this grant to provide the increased space needed to accomplish our vision.

The Need for Expanded Space to Meet Program Objectives

Children with differing disabilities very often have differing learning styles and require different environments that match their learning style. Some children with learning differences do better when included in a classroom with their typical peers, others thrive best in smaller groups with students who are at the same learning level as them. This is especially true for children on the autism spectrum due to the diverse needs and sensory issues faced by these students. The additional classrooms would provide CP Preparatory School with the flexibility needed to match the children with the environment in which they can best flourish.

According to a study by Indiana University (published in the Society of the Advancement of Education, October 2007), programs designed to teach social skills to children with autism are failing to meet their goals. The study found that social skills programs held in normal classroom settings were more likely to result in positive changes than those held in other environments. The children with autism were more likely to engage in the targeted behaviors during the program as well as carry-over these behaviors into other environments once the program ended. The smaller class size at CP Preparatory School, along with an inclusive environment in which typical learners and special learners can work together, would provide an ideal environment in which to promote a social skill and performance application program to meet this important need for this growing population of students.

A meta-analysis on parental involvement and student achievement through the Harvard Family Research Project (www.hfrp.org) supports the belief that parental involvement has a significant impact across various populations. It revealed that parental programs also influence student achievement. It is especially critical that the parents, and even families, of children with learning differences be involved in determining and monitoring their child's educational goals and progress. Teachers need training to understand the nature of each disability as well as individual learning styles associated with that disability if they are to provide the academic head-start that these children vitally need. The community meeting room that would be created through this grant is essential space that will be used for these purposes.

The researchers at Rutgers-Newark have linked what early educators have known for years: early movement stimulates brain development (www.eurekaalert.org/pub_releases/2004-12/rtsu-rr1122004.php).

"Brain activity can occur independently of movement, but it is useless unless it is somehow tied to the events in the surrounding world," Dr. Buzsaki notes. "What we have found is that the very first pattern in the somatosensory part of the cortex is under the supervised control of the skeletal muscle system. Without movement, sensory stimuli will still get into the brain and produce some activity but those inputs remain in abstract space and cannot be related to the body or anything in the real world."

A research project, using a federally funded grant, in the Seattle Public Schools demonstrated that third grade students who studied language arts concepts through movement and dance activities for 20 weeks increased the MAT scores by 13 percent from fall to spring, while the district wide average showed a decrease of 2 percents. Most significant was the direct relationship the research showed between the amount of movement the teacher used and the percentage increase in the students' test scores.

Sensory Integration therapy, with its strong focus on somatosensory and movement experiences, is a well-accepted treatment modality for children on the autism spectrum, as well as certain children with learning disabilities and attention deficit disorder, because of their sensory processing differences (which can and do impact on their ability to process input in the academic environment). Social skills are naturally learned via play. Early forms of play involve movement which parallels a child's physical as well as mental development. Physical education and the building of a recreation center at CP Preparatory School is therefore an essential component of our vision to prepare children with learning differences to succeed academically.

Plan for Implementation of the Expanded Program

With the money from the grant, Ms. Patterson would be able to open 4 more classrooms with a maximum number of 20 students in each room as well as a gym/cafeteria to benefit all students and a community room for meetings and training to benefit parents and staff. Expansion of the new building would start when the grant money is funded. In an ideal situation, we would begin building April 2010 to open August 2010. More realistically, building will start by April 2011 to open August 2011.

Advertising to increase enrollment for the 2011-2012 school year would begin immediately upon funding of the grant. Ms. Patterson has many resources and marketing skills. She has a

partnership with MISD [please spell out what this is] for marketing purposes. Ms. Patterson has also been active in the Mesquite Chamber for 13 years, the Sunnyvale Chamber for 1 year, and the Downtown Mesquite group for 10 years. In addition to her involvement in community groups, Ms. Patterson has actively assisted the City of Mesquite in community events, such as Christmas in the Park, Kid Fish, Rodeo Parade, 2 Day Festival, Pumpkin Festival, Pecan Harvest Festival, and Taste and Trade. Ms. Patterson is a well respected member of the community which would make marketing and spreading the word easy.

Hiring of New Faculty:

In May, prior to opening, the interview process for new faculty to start in August would begin. Ms. Patterson would hire 4 lead teachers, 2 building assistants, and 1 administrative assistant to oversee the curriculum. Teachers would need to be trained in curriculum and special education needs. [any special qualifications you would look for in the teachers you hire, considering the number of children with learning differences you would be enrolling?? What training specifically would you provide to them in the area of special education? What training do you already provide to your teachers in the curriculum that is unique to your school?]

Goals for the Expanded Program at CP Preparatory School

[Goals need to be specific and measurable. Examples might be as follows]

With the money needed to expand provided by the grant, it is expected that:

1. The ratio of children with learning differences at CP Preparatory school will expand from ___% to ___% of the population of children serviced.
2. If a financial assistance grant is received, the number of children who would not otherwise be able to attend a preparatory school if scholarships based on financial need were not provided is expected to rise from ___ to ___ after the first year following the expansion.
2. By the end of the 1st year after the expansion of the program as the result of the grant, The parents' satisfaction rating of the quality of their child's education, regardless of their learning abilities, (based on a 5-point rating scale) will rise to or remain at 4 or above in 90% of the responses received.
3. The assessment of school readiness for preschool children, given to children of all learning abilities, will demonstrate that the gap between children with learning differences and those with learning differences at this age is less than one year in 80% of the children measured.
4. Within a year after the gym is built, and a sensory-motor [brain-gym, whatever] program is made part of the curriculum for all students, regardless of learning ability, achievement scores in [certain academic areas that the program is intended to influence] will show a 10% increase in 90% of the children assessed.

[Goals need to state WHAT will be accomplished, under what CONDITIONS, by WHOM, and HOW that level of accomplishment will be objectively measured. The goals should represent what MORE you will be able to accomplish than you are able to accomplish now with the facilities you have. This is the most important part of the request for funding. They will want to know specifically, in advance, what you plan to accomplish with this money. They will look to see in your annual report how close you came to meeting these goals.]

An annual report will be provided that tracks CP Preparatory School's progress toward these goals. A detailed financial report will also be available annually once the grant money has been allocated.

Resources for Training and Implementation of the Program:

[Educating Children with Autism by National Academy Press](#). Children with autism have difficulty interacting with other people, communicating ideas and feelings, and imagining what other people think or feel. Although education is the primary form of treatment for autism, educators are often poorly equipped to deal with these children. [Educating Children with Autism](#) describes effective educational practices, programs, and strategies.

[How Well Does Your IEP Measure Up? Step-by-step guide to writing IEPs for children with autistic spectrum disorders](#). Includes sample goal & objective templates for areas of functioning typically neglected in IEPs including oral-motor skills, executive function, theory of mind, & critical thinking. Includes recommendations for teaching strategies, educational programming formats & useful resources.

[How to be a Para-Pro: A Comprehensive Training Manual for Paraprofessionals](#) by Diane Twachtman-Cullen. This practical manual is filled with tips and strategies to help the paraprofessional handle problems and challenges. Learn about the 4 categories of educational support; a blueprint for adjusting caregiver support; how to solutions to problem situations; take home messages, includes reproducible data and record keeping forms.

[Creating a Win-Win IEP for Students with Autism](#). This book helped me to know what is needed in the IEP - a good tool for parents who want services for their child but often don't know how to ask. Devour this book before the next IEP meeting!"

[Autism Speaks New School Community Tool Kit](#). The purpose of this kit is to provide information about autism – the features, challenges and strengths -- as well as some of the tools and strategies that may result in more positive interactions for all members of a school community. This tool kit is *not* intended to be a curriculum for special education for students on the autism spectrum, but rather a support for the general education and administrative school staff who interact with students with autism in various capacities. However, it is envisioned that this tool kit will provide valuable information and resources that can be employed by special education and administrative staff in their efforts to plan for and support students in general education environments and involvement in the school community as a whole.

[Guide for Educators on ASD: The Puzzle of Autism \(PDF\)](#). The National Education Association (NEA) published a free, downloadable 38-page guide entitled *The Puzzle of Autism*. It explains the common features of autism and suggests effective classroom strategies for improving communication, sensory, social and behavioral skills.

[Next Steps: A Guide For Families New To Autism \(PDF\)](#). This 8-page brochure will provide the reader with a general understanding of Autism Spectrum Disorders, an overview of the various treatment options, and brief information about education and services that are helpful to children and adults with autism.

[Teaching Kids with Asperger Syndrome for the First Time](#). You're a teacher. You've just found out that you're going to have a student with Asperger Syndrome (AS) in class this year. You're in for an interesting year. And that's not coded language for "brace yourself." It's a real-life perspective that teaching a child with AS often gives you as many opportunities as challenges.

[School, Family, And Community Partnerships](#). Epstein, J. (2001). Boulder: Westview Press.

[A new wave of evidence: The impact of school, family, and community connections on student achievement](#). Henderson, A. T. & Mapp, L. L (2002). Austin, TX: Southwest Educational Development Laboratory.

[add other resources for learning disabilities and ADHD to show tools that you would use in designing your program and educating your teachers and parents]

Online References used in preparing the grant application:

<http://www.specialed.us/autism/asper/asper11.html>

<http://www.wrightslaw.com/info/autism.index.htm>

<http://www.teacch.com/inclusion.html>

<http://www.iidc.indiana.edu/irca/education/schoolcultures.html>

<http://www.newhorizons.org/strategies/arts/gilbert.htm>

<http://www.behavior-consultant.com/autism%20puzzle.htm>

http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID-360

http://www.eurekalert.org/pub_releases/2004-12/rtsu-rr1122004.php

<http://www.sciencedaily.com/releases/2008/05/080527123852.htm>

<http://www.kindtree.org/haley.html>

<http://www.newhorizons.org/spneeds/autism/daily.htm>

<http://www.hfrp.org/publications-resources/browse-our-publications/parental-involvement>

<http://www.iidc.indiana.edu/irca/education/SchoolCultures.html>

<http://www.teacch.com/inclusion.html>

http://en.wikipedia.org/wiki/Cerebral_palsy

<http://www.ldanatl.org/aboutld/teachers/understanding/adhd.asp>

http://www.ninds.nih.gov/disorders/asperger/detail_asperger.htm