Section I : Grant Information and Summary

Project Title: Expansion of Reading Workshop Model
LEA: _____The Gateway Charter School_____
Address: __2501 Centerville Road_____
City, State: _Wilmington, DE_____
Zip: _____19808_____
Contact Name: __Dr. Jodi Forestieri_____
Telephone Number: _302-633-4091_____
Fax Number: ____302-633-5680_____

Project School(s) : The Gateway Charter School dba Gatway Lab School
Address:_____2501 Centerville Road_____
City, State:_____Wilmington, DE _____
Zip: _____19808_____

Contact Name: _____Dr. Jodi Forestieri_____
Telephone Number: _302-633-4091_____
Fax Number: _____302-633-5680_____

Lead Contact Person:
E-mail Address: _____Jodi.Forestieri@gls.k12.de.us_____
Phone Number: _____302-633-4091_____

Grant Start Date: **Approximately August 15, 2013**
Grant End Date: **June 30, 2014**
Amount Requested: $__50,922_____

Gateway Lab School's Project "Expansion of Reading Workshop Model" targets Special Education students, and other students who have not been identified as Special Education, but have a wide range of language-based learning disabilities alongside their grade level counterparts or have a diagnosis of Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD) among other disabilities that require special accommodations. We also target students whose parents are seeking an alternative academic setting to a traditional classroom. Sixty percent of students at Gateway Lab School are identified as Special Education while 16.4% are low-income.

Gateway Lab School's request for funding will help engage and empower our Special Education student population and other underachieving students to participate positively in a successfully piloted reading model which incorporates the use of technology to enhance the child's reading experience. Further we incorporated teacher training, parent involvement and other family literacy learning to supplement the reading pilot. After witnessing the success of the reading pilot through increased test scores, we have determined that the expansion of this specific reading model to all grade levels at Gateway Lab School will positively impact the academic success of our unique student population beyond their primary school education.

Section II: Needs Assessment

The Gateway Charter School, Inc. d.b.a. Gateway Lab School (GLS), is a non-profit 501(c)(3) organization, located in Wilmington, Delaware that serves New Castle County. GLS first opened its doors to the public in the Fall 2011-12 school year; and, serves the educational needs of 225 students in grades 3 through 8. Our mission is to provide an extraordinary educational opportunity for children who are struggling to achieve academic success in a traditional school environment, utilizing research-based intervention strategies in a highly tailored, arts based environment that seeks to identify and capitalize on a student's strengths and interests.

The GLS model was created specifically for Delaware students and aligned to the Delaware Content Standards. It is related to a model designed by the Lab School of Washington®, located in Washington, DC. The efficacy of the Lab School of Washington® (LSW) model is its unique special education approach specifically designed for students with learning disabilities and ADHD.

a) Target Population
According to the Delaware Department of Education, approximately 12% of students in the state have been identified as Special Education. However, sixty percent (60%) of students attending GLS are Special Education. GLS also meets the needs of students that have not been identified as Special Education, but have a wide range of language-based learning disabilities alongside their grade level counterparts or have a diagnosis of Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD) among other disabilities that require special accommodations, or those students whose parents are seeking an alternative academic setting to a traditional classroom.

Our target population is typically underachieving students, with low-literacy levels, has a disability or requires special needs, struggles academically and faces barriers by nature of their physical and social characteristics. The GLS model of teaching and academic environment impacts a population that demonstrates great need, yet lacks access to specialized services and is underserved because of these and other challenges.

b) Need
Our school model serves students with special needs based on identified Special Education or other special needs. The student population at GLS is 60% Special Education with an IEP. These students have multiple disabilities that are far more challenging and complicated than most Special Education students and, include other disabilities such as ADHD, autism, Aspergers, learning disabilities, language processing disorders, and vision impairment among others. The student's disability along with other special needs prevent or interfere with the student's ability to understand lessons, sit for extended time periods, focus or read on their own. The fact that Gateway exists to serve this special population with services and, perhaps has more opportunities and targeted curriculum for this reason, there does remain a gap in service not addressed by our current programs since the majority of our student population require specific Special Education and counseling services in addition to academics.

Although, GLS is a relatively new charter school, there is enough information and data that can be obtained to make reasonable evaluations or inferences. During the first year the school was opened, no students were required to read a novel on their own. We do know that student performance improved in the 2012-13 school year for at least one grade level. For example, there is a 21% increase in the number of seventh grade students "satisfactorily" meeting their individual state goal for reading on the Delaware Comprehensive Assessment System (DCAS) compared to the previous school year. And, at least 36 students were able to read a combined total of 1,000 books on their own at various reading levels. We attribute this improvement to a Reading Workshop pilot project administered in 2012-13, see more under Section III.

The majority of the students, those who did not participate in the Reading Workshop, tested between the ranges of 14% to 48% on the DCAS, which is well below the "satisfactory" range. Nonetheless, this is a slight improvement from the previous year's range of 12% to 42%. State test scores demonstrate a reading gap exists with the student population at GLS; and there is a need to close that literacy gap. We

feel we have found the solution with our now tested Reading Model and seventh grade class positive outcomes.

In addition to Special Education needs, 16 percent of our student population is economically disadvantaged or low-income creating a greater service gap when parents are unable to provide additional outside resources or outside reinforcement services. Gateway is able to provide some resources to address the critical needs of the Special Education population; however, when coupled with additional resources to fully address the needs of low-income families, Gateway really falls short.

c) Gaps in Resources
Our school model was created to serve Special Education students and is based on the integration of therapy and learning in the classroom. Although we have resources and services in place, we are limited, given the nature of our student body. GLS is eager to support the learning experience and to make all necessary special accommodations for our special needs population to make the academic experience successful for our students. However, we find that as a relatively new charter school, we are often stretched thin to secure funding in support of critical services and programs administered at GLS.

The Reading Workshop pilot project (see more under Section III) administered at GLS helps to fill the literacy gap. However, our resources limit us to expand the program to all grade levels. Part of our request for funding, is to be able to provide technology for our students, work with and train teachers so teachers are better equipped to work with students directly in the classroom, and provide services and resources for parents so they are equipped to reinforce activities outside the classroom.

Specifically, this reading program is largely based on using iPads for students so they can access the internet and borrow books from the public libraries' digital resources and magazines as well as UD LibSearch resources. iPads are beneficial for our students in many ways. First, it reduces the cost of getting printed books, or in some cases multiple prints of the same book whereas digital resources can be accessed by multiple students at the same time. We already plan to make additional investments in printed books, but "free" resources online would help to expand the selection of reading materials and make available a larger variety of additional online resources. Secondly, for students who are visually impaired, adjusting to larger reading text on the iPads will serve as an accommodation as well as other features like page brightness and color contrast.

With the ability to get online access to public libraries, parents and students can also use their library cards from home to access alternative "free" resources not available at home. Parents can help students with reading, homework or other research projects which provides additional parental support and reinforcement outside of the classrooms.

d) Link Needs to Desired Outcomes
Gateway Lab School serves a Special Education student body, with 60% having an IEP. Our students require non-standard curriculum and academic tools in order to ensure their disabilities are taken into account so they may learn in a manner that is successful for that individual student. This type of learning takes additional time, funding and creativity in understanding the best ways to help them learn and achieve academic success as monitored by the DCAS results. Each year our desired outcome is to find new ways to improve our teaching methods in order to increase students DCAS results from the previous year. Last school year Gateway piloted a new Reading Model with our Seventh grade students and the outcome was a 21% increase in the number of seventh grade students "satisfactorily" meeting their individual state goal for reading on the Delaware Comprehensive Assessment System (DCAS) compared to the previous school year.

e) Detail Target Population Representatives Input into the Needs Assessment
Parents play an essential role in the overall success of Gateway Lab School's educational model. Parent advisory council members are invited to work with board members and the school to give input and make assessments about student needs at GLS. The parent advisory council has 17 parent members who are involved with school activities including academics and projects. They provide input on the needs of

students as parent representatives. Parent participation is a key part of the success of Gateway and their child's education and future.

Section III – Grant Project Plan

a) Opportunity for Teacher-led Projects that Drive Improved Student Outcomes
This project gives GLS the opportunity to implement innovative reading and learning strategies into our current curriculum which will positively improve opportunities for a population of students that already exhibit low-literacy levels, struggle academically and are at risk of becoming illiterate.

A Reading Workshop pilot project was administered in the previous school year in the seventh grade English Language Arts class. The teacher-led pilot project started at the beginning of the school year challenging the seventh grade students to read 40 books throughout the school year. Students were allowed to select and read books that interested them rather than books the teacher selected.

Everyday students would come to class with their book and start reading. The teacher would intervene during the reading session for regular class lessons. She would have mini-lessons that included vocabulary strategies, i.e. how to sound out words, what to do when a student doesn't understand a word in the book, and comprehension strategies. Students also kept a journal and wrote about the books they read. Students expressed their likes and/or dislikes, made personal connections to the book, and wrote summaries. As their interest in reading escalated, students started reading books at a higher reading level, shared books and made recommendations to other students and school staff.

Gateway had several tiers of assessment that helped to determine and evaluate the success of the Reading Workshop pilot project. First, the classroom teacher held conferences with students periodically throughout the year. These conferences allowed the teacher to evaluate individual student progress, how they applied reading strategies, determine their reading based on interest or ability, language and reading development, and reading comprehension.

Secondly, besides classroom curriculum, students at GLS attend an intervention lab or small support group for more individualized assistance and small group workshop time. During these small group sessions, students in the Reading Workshop expressed their excitement about reading, and showed improvement in their reading and language skills.

Finally, based on the DCAS test there was a 21% increase in the number of seventh grade students having "satisfactorily" met the individual state standard score of 63% compared to the previous year at 42%. The improved reading score was attributed to the students' participation in the Reading Workshop pilot project. The English Language Arts teacher received credit for reaching Component V in the Delaware Performance Appraisal System (DPAS) process for school year 2012-13.

GLS DCAS results:

Grade	Reading	
	2011-2012	2012-2013
3rd	39%	45%
4th	12%	14%
5th	30%	34%
6th	35%	42%
7th	42%	63%
8th	NA	48%

Gateway administrative staff further assessed the improved outcome of the Reading Workshop, and concluded that this is a practical approach for their high enrollment of Special Education, IEP and other special needs student population. They also determined that an additional outcome of the pilot program

was that students were able to sit and focus for a longer period of time, particularly during DCAS testing. Additionally, their confidence grew, student/teacher time management improved, as well as student critical literacy skills.

b) Opportunity for Common Core Implementation and Assessment.
Gateway students with Special Education needs will continue to receive a more suitable education to address their disability compared to a traditional school; yet may remain at risk for continued or escalated academic problems beyond their primary education years, if they continue without additional supportive and individualized services. GLS hopes to virtually eliminate the gap of service with early intervention and with funding for increased and expanded specialized programming.

Implementing a Reading Workshop Model will provide access to rigorous text at multiple reading levels which helps students grow in their reading ability and creates an opportunity to address the low-literacy levels at Gateway while addressing or improving common core standards for K-12 English Language Arts, and Literacy in Social Studies, Science and Technical subjects as follows:

Reading
(1) Standard 7, Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

At least fifty percent of the students will be able to develop the essential skills they need to apply Standard 7 skills to their everyday reading.

(2) Standard 10, Read and comprehend complex literary and informational texts independently and proficiently.

At least fifty percent of the students will be able to read and understand text at least one reading level up or higher, read and understand complex or unfamiliar vocabulary, and understand what they are reading using clues from the content of the story or other words in the sentence to help understand vocabulary.

Writing
(1) Standard 6, Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

At least fifty percent of the students will be able to use the internet to locate, navigate and research answers to questions and draw conclusions from their research.

(2) Standard 8, Gather relevant information from multiple print and digital sources, access the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

At least fifty percent of the students will learn how to make use of available resources to write a paper or research a topic. Students will learn how to identify between a creditable or non-creditable source. Students will develop grammar and vocabulary at various levels.

At least fifty percent of the students will learn how to adapt listening and speaking skills to a variety of information dissemination methods.

Students will be assessed at various times throughout the project to ensure that common core standards are being taught, practiced and met. For assessment, instructors can design classroom activities that include oral and written quizzes, pair small group and large group activities, develop vocabulary activities, memory activities, and pronunciation/vocabulary practice among others. Classroom teachers also hold weekly individual conferences and make assessments during these conferences. The conference will help teachers determine whether or not the student understands the basic core components being taught in class. The teacher can also review student journals, other writings and tests to evaluate whether the

components are being applied. Students take end of unit tests that help determine the student's progress and individual achievements.

Other assessment tools are also administered throughout the year. Students are measured using the Lexile methodology. Teachers record the reading level and development scale of students based on the books they read. It is measured in the fall, winter and spring and an oral reading measurement is conducted to see if students are truly reading and understanding the books they choose. The Lexile measurement is recorded in the student's file.

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) tests a student's basic reading inventory such as sound, word and reading fluency and is used to test 3 -6 grade students, three times per year. The Diagnostic Assessment of Reading (DAR) is used to assess word awareness, phonics, oral reading fluency, and comprehension for 7 – 8 grade students. Finally, the DCAS test administered twice per year helps evaluate students on a standardized basis. All of these assessment tools are used and helps Gateway make program adjustments and plan curriculum.

c) Opportunity for Student Support and Improved School Climate.
Gateway's Reading Model project offers many opportunities for student support and improved resources for the student body. Students already participate in individualized conferencing and get additional support they need during intervention labs or small group sessions for individualized and small group support. This opportunity will improve teacher/student time management. As students learn to read confidently on their own, sit for longer time periods or improve their focus, this will allow teachers more time to help more students on an individualized basis and open them up to more creative ways to teach this unique population of students.

Teaching strategies and teacher development will be improved with the Reading Workshop training for teachers. The training will be provided by Dr. Jodi Forestieri with an opportunity for additional monthly workshops and follow-up sessions, including brainstorming sessions, and strategies on lesson plans during Professional Learning Community sessions. Ongoing teacher support will help improve the overall school and teaching environment, including teacher retention during the project and thereafter. All of the above ultimately benefits students and their learning atmosphere.

A resource library will be available for each grade. The resource library will include, among other things, resources and materials on reading and writing workshops, test preparation, and assessments. Having additional materials for teachers and students will help improve and develop critical teaching skills and morale.

d) Opportunity for Strategies to Accelerate Underachieving Groups of Students.
Our implementation strategy includes both an effective and efficient delivery of service as we try to reach more families with the limited resources we have. Because many of our students have special needs, GLS utilizes a "family-centered model" that allows us to develop and implement an academic plan that involves the entire family. Not only do we focus on ensuring that the student receives the academic support they need, but also that families have access to available resources that are appropriate in helping their student achieve individual success in school and at home.

To help accelerate underachieving students, GLS encourages parent-child interaction time which offers an opportunity to promote educational interest, encourages parental support and other interests in the child's education at all levels of learning. Parents' active participation in the learning experience of the child creates consistency in teaching by the parent and learning by the child, there is reinforcement of parent-child relationship and healthy bonding relationships occur promoting the growth and development of children. This opportunity will allow parents the ability to continue honing these skills and the academic relationship with their child.

Parent Involvement Night will be offered where parents can engage in activities with their child. Two sessions of Parent Involvement Night will involve storytelling sessions by Jim Weiss, a storyteller of classic literature. Mr. Weiss' unique performance creates entertainment as well as offers an opportunity

for families to bond together with the love of literature and timeless story themes. His stories are captured in fairytales, Shakespeare, Greek mythology and Sherlock Holmes which also helps to promote students interest in these literatures. Mr. Weiss has been performing for the past 25 years and performs live at schools, book and toy stores, museums, libraries, festivals, community events and other places throughout the United States.

Section IV – Description of Advisory Committee Involvement

To help Gateway Lab School design a better school for students with Special Education needs, we must have better insight into what the students needs are. The Parent Advisory Council enhances the school model and contributes an even greater importance to the operation, direction, leadership and success of GLS.

The Parent Advisory Council is currently made up of 6 members who provide input on the needs of their students, help with the design, implementation and best practices of programs and services. Our goal is to have a total of 17 members by school year 2013-14. The advisory council brings specialized experience not only as parents, but also as leaders and professionals to GLS and the success of this proposed project.

Our Parent Advisory Council is not limited to 17 members, but is open to all parents with a desire to participate and contribute to the success of the school and students. The advisory council has already committed to staying abreast of all aspects of this project, and to provide the necessary guidance and leadership needed to successfully move this project forward.

PARENT ADVISORY COUNCIL MEMBERS	
Name	Title
Pamela Tate Draper	Parent, GLS Board Member
Chris Santantasio	Teacher, GLS Board Member
Devie Smith	Parent
Tanya Tucker	Parent
Tommy Patterson	Parent
Catherine Dolan	Head of School

Section V – Description of Local Education Agency Supports

The Gateway Charter School is its own LEA. The Board has already approved funding in support of this project in the amount of $4,200 to purchase additional reading books. The LEA will provide staffing support for two trainings to be provided at no cost to the project. These trainings include the 10 sessions of iPad training which will be provided by Gateway Lab School's Technology Coordinator, and the teacher training to be conducted by Dr. Jodi Forestieri. Both the Technology Coordinator and Dr. Forestieri will continue to provide ongoing technical support to teachers throughout the duration of the grant and thereafter.

Section VI: Evaluation Methods

Routine comprehensive evaluations are important to Gateway in order to improve our services and delivery methods for Special Education students. We take an active role in collecting information, evaluating outcomes and measuring the effectiveness our school program has on parents and students. We already know that student academics have improved since attending Gateway Lab School. Parents share that student attitude about coming to school has been positive. We take very seriously our school and our program and stimulate ideas for growth by listening to parents, students and our community of associates and professional network groups. Our goal is to increase awareness, provide the right tools at the right time, and improve the educational experience for our students and families.

Student progress is evaluated weekly during individual student conferences with teachers. The results are reported and entered into the student grade progress charts. Instructors also measure student achievement using periodic tests and they have end of unit assessments to make sure students truly comprehend and can apply what they are being taught.

Dr. Forestieri, Director of Curriculum and Instruction at Gateway Lab School, will conduct evaluations to determine if the goals and objectives of this Project are achieved. She regularly conducts evaluation as part of her duties and responsibilities in her current position. Dr. Forestieri has more than 20 years of profession experience as a licensed teacher, professional development provider, instructional coach, and in curriculum and assessment development. She provides coordination and evaluation for new program designs, provides methods of monitoring progress, plan implementation and overall effectiveness of programs. For the past five years, she has also worked with Gateway's improvement planning and advisory teams. The evaluation method for each of the objectives is as follows:

(1) Teacher-led activities

Three times per year Dr. Forestieri conducts a formal observation of the classrooms to observe and evaluate new teachers. Formal observation evaluation is conducted once per year for more experienced teachers. Teachers are evaluated on a variety of items such as subject knowledge, interaction with students, preparedness, among other areas. This evaluation process will help determine whether teachers are implementing reading and common core goals. An additional evaluation is conducted every six weeks at intervention time. Teacher evaluation is also based on the formal state DPAS standard evaluation.

(2) Common core implementation

Common core evaluation will be conducted during once per month walk-thru evaluations, benchmark assessments, end of unit testing and during DCAS testing. The evaluation process and testing will help Gateway determine if students are meeting their common core components and at what level.

(3) Student support

Students participate in intervention lab (small group sessions) and, there, they get additional individualized support and participate in small group activities. Here they will be able to get additional hands-on support, if needed. Students will be evaluated on improved classroom performance and how well they apply classroom learning outside of the classroom at intervention lab sessions.

(4) Accelerate underachieving students

During the intervention labs student's progress is monitored every two weeks using curriculum based measures which will help us ensure that the4 underachieving students are moving along at a good pace. Special Education students work at a different pace and achieve their own benchmarks at different times compared to other students. Students are expected to spend, for example, 15 minutes on homework instead of completing 15 math problems. In this case, progress on homework can help to evaluate a student's individual achievement outside of the classroom based on the number of assignments completed each night.

Student levels of attainment and how they will be reported are as follows. There are approximately 36-39 students per class, 50% of the students will achieve at least one reading level or higher by the end of the school year. This reading level attained will be measured by classroom teachers by comparing a student's pre-mid-and-post reading level and reported on the student's progress chart. This will also help Gateway identify the outcome of the reading program on the enjoyment of reading and whether it results in improved learning in other core components.

Our reading inventory, along with other assessment tools administered throughout the year, will help determine the student's reading level, as students learn to read better on their own, they will select higher reading level books and improve or develop in other areas of learning.

A summary of evaluation results and individual success stories are disseminated annually to funders, Board Members, and other stakeholders. Staff members also use the results for program improvement, including adjustment of existing or adoption of new instructional methods, refined evaluation tools, and identification of new needs or interests. Publicizing and sharing our success with other LEAs, schools and the community is a way for us to know whether our programs or services are really reaching those that need it and whether we are using the right tools to serve our audience. We also post our achievements on our website so that other sources can link to our site for reference.

Section VII: Budget and Justification

Gateway Lab School is requesting $50,922 for this one-year project to provide equipment, training and other related costs in order to administer a reading program to Special Ed students and other students with special needs to improve their reading and overall literacy skills. Our proposed budget and budget justification is stated as follows:

Equipment	Total Cost
70 Apple iPads	$42,000
7 sets of 10 Power Rack Chargers	$3,500
Total Equipment Costs	$45,500

Budget Justification:

Apple iPad with Retina display Wi-Fi 16GB (Black) comes with Apple Care Protection Plan each iPad is $600. Seventy iPads will be purchased and shared between both the ELA and SS/Science classrooms. ($600x70=$42,000). Unlike books, the iPads will allow students the ability to adjust text sizes, contrast color and brightness as an accommodation to their vision or other impairment which will help improve their reading, give access to online resources, and access to a wider selection of online books among other things. This is a very necessary accommodation as 60% of our students are classified as Special Education.

The Bretford Power Rack for iPads charges and stores up to 10 iPad devices. The cost is $3,500 for a set of seven Power Rack chargers (7 sets x 10/set = 70 chargers). These Power Rack chargers will be used to charge the 70 iPads each night. The total equipment purchase for the project is $45,500.

Training Costs	Total Cost
iPad Training @ 10 days	$1,400
Training Materials	$522
Total Training Cost	$1,922

Budget Justification:

iPad training will be provided in-house by Gateway Lab School's Technology Coordinator. The training cost of $1,400 is to cover 10 days of substitutes to provide one-on-one training during planning time.

Other Training Material Cost is for resources and materials for 6-8 staff to facilitate staff development. These materials will become part of the resource library that teachers can keep on-hand in their classrooms for future use, development and reference. These materials are listed as follows:

The Reading Zone - $12.74/staff for 6 staff ($12.74 x 6= $76.44)
The Content Rich Reading and Writing Workshop - $15.74/staff for 6 staff ($15.74 x 6=$94.44)
Integrating Test Prep into Reading and Writing Workshop - $19.49/staff for 6 staff ($19.49 x 6=$116.94)
Revisiting the Reading Workshop - $15.74/ staff for 8 staff ($15.74 x 8=$125.92)
Day to Day Assessment in the Reading Workshop - $17.99/staff for 6 staff ($17.99 x 6=$107.94)

The total training and material cost is $1,922.

Parent Involvement Night	Total Cost
Contracted Services (Jim Weiss-Storyteller)	$1,000
Jim Weiss' CD's of Stories	$1,000
Food	$1,500
Total Other Cost	$3,500

Parent Involvement Nights with Jim Weiss Storyteller of classic literature – 2 nights @ $500 each night, 3 hour presentation=$1,000
Purchase 100 CDs of stories at $10 a piece to be given out as prizes or used by teachers in the classroom =$1,000
Food will be prepared by Gateway Lab School Students @ $10 per person for 150 people or 75 per night = $1,500.

The total Parent Involvement Night cost is $3,500.

Section VIII: Budget Summary – See attachment

<table>
<tr><td colspan="2" rowspan="3">Delaware Department Of Education
Administrative Services Branch
Budget Summary Report Of State Funds</td><td colspan="2">Business Mgr. initials
when submitted
as an Application Budget:</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td colspan="2">-</td></tr>
<tr><td colspan="2">Grant Award
<u>Application Budget Summary</u></td><td></td><td></td></tr>
<tr><td colspan="2"></td><td>Agency:</td><td>Gateway Charter School   dba Gateway Lab School</td></tr>
<tr><td colspan="2">For subgrants of State funds, no annual or final</td><td>Project Title:</td><td>Expansion of Reading Workshop Model</td></tr>
<tr><td colspan="2">expenditure report is required. Prior notification</td><td></td><td></td></tr>
<tr><td colspan="2">of intent to amend is required when exceeding</td><td>Grant Number:</td><td></td></tr>
<tr><td colspan="2">approved budget amounts by $1,000 or 5%</td><td></td><td></td></tr>
<tr><td colspan="2">whichever is greater. This budget form is</td><td>Fund & Line:</td><td></td></tr>
<tr><td colspan="2">required for planning purposes only and is to</td><td>Project Budget Period:</td><td></td></tr>
<tr><td colspan="2">accompany a subgrant application for State</td><td>Beginning:</td><td>August 15, 2013</td></tr>
<tr><td colspan="2">funds when application for such funds is required</td><td>Ending:</td><td>June 30, 2014</td></tr>
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Expenditure Accounts		Expense Classification					
Classification	Acct No	Salaries/ Employee Costs	Contracted Services	Travel	Supplies And Materials	Capital Outlay	Total Budget
1	2	3	4	5	6	7	8
Administration	100						0
Instruction	200		2,400		46,022		48,422
Attendance Services	300						0
Health Services	400						0
Pupil Transportation Services	500						0
Operation Of Plant	600						0
Maintenance of Plant	700						0
Fixed Charges	800						0
Food Services	900				1,500		1,500
Student Body Activities	1000				1,000		1,000
Community Service	1100						0
Capital Outlay	1200						0
Total Budget			2,400		48,522		50,922
Person Completing Report:	Dr. Jodi Forestieri				Date:	7/26/13	

Section IX: Grant Sustainability

Gateway Lab School relies on student enrollment, grants, state and federal funding, and internal fundraising efforts to fund our programs. There are periods in our short history which we have had to adapt to changes in funding streams, policies, and approaches in handling our programs and services. We do not anticipate this will change greatly due to increased competition and unpredictable government support, yet we continue to seek private and public available funding for critical services that is relied heavily on by our Special Education student population such as our Reading Workshop Project.

We are able to sustain our programs through fundraising and on-going support from parents and our core group of volunteers and donors. Additional funding will help Gateway continue to expand our programs which will serve and impact a greater number of students. This is vital to our unique student body as we continue to develop and improve our programs for greater impact and efficiency today and into the future. We are dedicated to sustaining this program after the first year through internal fundraising, general operating funds and/or through our reserves because we have quantitative proof of the value and benefit the program brings to our students. Just as we invested in the pilot program to prove its successful outcomes, we will continue to invest in the expansion of the Reading Model program.

By continuing to implement this project beyond the first year, we anticipate a greater return on the initial investment of equipments purchased and staff training time. Given the iPads are the core equipment that is needed to expand and sustain this project, the outlay of funds for the next few years will be minimal. We anticipate serving a minimum of 225 students.

Section X: Assurances and Certifications of Compliance *(not included in the 19 page limit)- See attachment*

Below are the assurances that must be signed and dated by the Superintendent or Charter School Director. Please read all assurances carefully. These assurances dictate financial requirements that must be adhered to by the grantee. Funds will not be disbursed until and unless a signed copy of these assurances are received by DDOE. Please check the following 11 assurances, indicating your agreement:

The Applicant assures that:

☑ 1. The project or services will be administered in accordance with all applicable statutes, regulations, program plans, and applications.

☑ 2. The LEA will administer those funds and property to the extent required by the Delaware Department of Education. Grantee will retain records of its financial transactions (including receipts), accounts, project operation, and evaluation relating to this grant for a period consistent with the State's retention record. The grantee will make such records (including receipts) available for inspection and audit by authorized representatives of DDOE, or Auditor of Accounts, or Auditor of Accounts official designee.

☑ 3. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, funds paid to the grantee.

☑ 4. The project and services will take place in a safe and easily accessible facility.

☑ 5. The project and services provided under this subgrant will be operated so as not to discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, disability, age, or genetic information.

☑ 6. Projects and services funded in total or in part through this grant will operate in compliance with current state laws and regulations.

☑ 7. All project and services staff who work with children will have undergone the requirements outlined in the Delaware Criminal Background Check for Public Schools Related Employment and Office of Child Care Licensing Regulations.

☑ 8. Grantee will receive prior written approval from the DDOE program manager before implementing any programmatic changes with respect to the purpose for which the grant was awarded. Amendment requests will be made using DDOE amendment forms submitted to the DDOE Coordinator for approval.

☑ 9. If budgeted expenditures within any reporting category of approved grant change by 5% or $1,000, or if expenditures of $1,000 or more are made within a reporting category for which no expenditures were budgeted, the subgrantee must submit an amendment for approval that briefly explains the reasons for the change(s).

☑ 10. Grantee will repay any funds that have been finally determined through the state audit process to have been misspent, unspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may be subsequently be imposed by the state.

☑ 11. The grantee will submit an Evaluation Report by August 30, 2014. The **Evaluation Report**, which must at a minimum include the number of students served, the number of students planning to continue to use the grant initiative, a report of the level of attainment of each of the project's objectives, a description of the outcomes of any provided professional development, and the plan to sustain the project, must be submitted to the DDOE Coordinator.

We, the undersigned, certify that the information contained in this grant application is complete and accurate to the best of our knowledge; that the necessary assurances of compliance with applicable state and federal statues, rules, regulations will be met; and, that the indicated agency designated in this grant application is authorized to administer this subgrant.

We further certify that the 11 assurances listed above have been satisfied and will be adhered to, and that all facts, figures, and representation in this grant application are correct to the best of our knowledge.

Signature of:
LEA Superintendent/Charter School Director

Printed Name: Catherine Dolan

Local Education Agency Name

Gateway Lab School

Date: 7/25/13

Signature of:
School Administrator

Printed Name: Jodi Forestieri

School Name

Gateway Lab School

Date: 7/25/13