Select an application from the list(s) below and press one of the following buttons:

<table>
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<tr>
<th>Application / Amendment</th>
<th>Original Submit Date</th>
<th>Status</th>
<th>Status Date</th>
<th>Consult</th>
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<tbody>
<tr>
<td>12-3705-00 Original Application</td>
<td>04-13-2011</td>
<td>Submitted to ISBE</td>
<td>04-13-2011</td>
<td></td>
</tr>
</tbody>
</table>
Program Overview

Program: Preschool for All Children Ages 3 to 5 Years: FY12
Legislation: Early Childhood Block Grant Legislation
Eligible Applicants: Entities that currently have a Prekindergarten At-Risk of Academic Failure program and/or a Preschool for All Children 3 to 5 Years program or received an allocation for one of these programs in FY10 are eligible to apply.
Grant Award: The Illinois State Board of Education anticipates making individual grant awards that average $3,000 per child (this reflects the cost of operating a program for 180 days per year, the length of the school year). Applicants may request additional funds to facilitate services to the most at-risk families.
Individual grant awards will vary depending on the needs addressed in the approved proposal and the total appropriation for the program.
Grant Period: The grant period will begin no sooner than July 1, 2011, and will extend from the beginning date of the grant until June 30, 2012. Funding in the subsequent years will be contingent upon a sufficient appropriation for the program and satisfactory progress in the preceding grant period.
Application Deadline: Proposals must be submitted by midnight on April 14, 2011.
Program Data Reports: All grantees must submit the following reports to the Illinois State Board of Education for the Preschool for all Program for which the grantee is funded (see Specific Terms of the Grant for details):
- Preschool for All Program Record (Through IWAS)
- Preschool Follow-up Report (ISBE 86-62A through SIS)
- Teacher Service Record (Through IWAS)
- Immunization (ISBE 70-11 through IWAS)
Note: Preschool for All Program Record (ISBE 86-36A) and Prekindergarten Program Record (ISBE 86-36) are now combined into one reporting form.
Enrollment Reports: All grantees must enroll and exit each Preschool for All student in the ISBE Student Information System (SIS). This reporting activity is continuous through the year.
Bidders' Webinar: Webinar materials may be viewed at the Early Childhood Education division homepage.
Early Childhood Education
Fiscal Information: Requirements for Accounting, Budgeting, Financial Reporting and Auditing
State and Federal Grant Administration Policy and Fiscal Requirements and Procedures
Contact: For more information on this RFP, contact the Early Childhood Education Division at 217/524-4835.
Early Childhood Care and Education Position Statement

The State Board of Education believes that the educational development and success of all Illinois children can be significantly enhanced when children participate in early childhood programs and services.

For the purposes of this position statement, early childhood is defined as the period in a child’s life from birth through eight years of age. Appropriate early childhood programs, practices and services are defined as those which:

- are founded on research-based knowledge about child development;
- promote the child’s emotional, physical, mental, and social well-being; and
- support and nurture families.

The Illinois State Board of Education (ISBE) is actively committed to develop, deliver, and support early childhood programs, practices, and services that will enable all children to be successful students and responsible citizens. ISBE will give particular attention to the following actions:

1. Emphasize the need for high-quality early experiences that reflect research and knowledge on program quality and outcomes across the developmental period of birth through eight years.

2. Encourage Illinois public schools to create coherent early learning systems that minimize major transitions for children and provide stable, consistent educational experiences for young children ages three through eight years.

3. Make prekindergarten programs available for all Illinois children identified as at-risk of academic failure and actively seek their participation. Support the provision of full-day prekindergarten for at-risk students who need additional educational experiences.

4. Support the availability of full-day kindergarten programs for all Illinois children.

5. Collaborate with families and relevant social service providers to provide early identification of and response to educational risk factors among children from birth through three years of age.

6. Collaborate with families, community organizations, child care organizations, Head Start, and other state agencies to meet the physical, mental, social, and emotional needs of young children, including their physical care and protection; share resources, services and accountability.

7. Emphasize the quality of instructional staff and leadership for early childhood programs in Illinois.
### Background

The goal of the Preschool for All Children program is to provide educational services to all 3- to 5-year-old children whose families choose to participate. The Preschool for All Children program focuses on providing high-quality educational programs for children who are determined to be at risk of academic failure. It also provides funding for programs serving families of low to moderate income whose children are not considered to be at risk academically and other families that choose to participate.

In awarding Preschool for All Children grants, the Illinois State Board of Education must address two legislatively mandated priorities:

- First priority in awarding grants must be given to applicants that propose to serve primarily children who have been identified as being at risk of academic failure. At-risk children are those who, because of their home and community environment, are subject to such language, cultural, economic and like disadvantages that they have been determined, as a result of screening procedures, to be at risk of academic failure. A disproportionate share of all children considered to be at risk come from low-income families, including ‘low-income working families, homeless families, families where English is not the primary language spoken in the home or families where one or both parents are teenagers or have not completed high school. However, neither a child’s membership in a certain group nor a child’s family situation should determine whether that child is at risk.

- Second priority in awarding grants must be given to applicants proposing to serve primarily children whose family’s income is less than four times the poverty guidelines updated periodically in the Federal Register by the U.S. Department of Health and Human Services (HHS) under the authority of 42 U.S.C. 9902(2). Please take note that Congress has extended the 2009 Poverty Guidelines, see chart below for those guidelines. It is recommended that you check the website link below for updates. For each child whose participation is based on the family income, the successful applicant must collect evidence of family income levels.

The following definitions reflect the proposed changes to 23 IL Administrative Code 235, Section 235.30. For purposes of this RFP, "programs serving primarily at-risk children" are defined as those programs which:

1. Have 80 percent or more of the enrolled children identified as at risk;
2. Prioritize at-risk students over non-at-risk students when making enrollment decisions; and
3. Have taken specific, proactive measures to ensure that parents of potentially at-risk children in the community are aware of the opportunity for preschool education through the program.

"Programs serving primarily children whose family meets income guidelines" are defined as those programs serving 80 percent or more children from families with incomes below the maximum levels as outlined in the HHS Poverty Guidelines (see chart below), with less than 80 percent of those children also identified as at risk.

Preschool for All Children programs must serve only 3- to 5-year-old children who are not age-eligible for kindergarten (i.e., age 5 on or before September 1 of the school year in which the Preschool for All Children program is to be implemented).

As part of the Early Childhood Block Grant, the Preschool for All Children program emphasizes the relationship among early childhood education, parenting education and involvement, and future success in school. Applicants submitting a proposal for a Preschool for All Children program are encouraged to
think strategically about the use of early childhood funds so that each element of the effort reinforces and supports the others.

Applicants also are advised to review related information found at the Early Childhood Division website (hyperlink below) before completing their proposals. These documents summarize activities and other considerations found in successful early childhood programs.

Early Childhood Education Division website

<table>
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<tr>
<th>Persons in Family or Household*</th>
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For each additional person, add $3,740

$14,960


http://aspe.hhs.gov/POVERTY/09extension.shtml
Screening

The Preschool for All Children initiative is made up of several required components. One of the initiatives includes:

1. **Screening to determine risk status**

**Goal:** Illinois’ neediest children will be identified and served.

Applicants must provide a description of the procedures to be used to screen all children and their families to determine their need for services.

Screening should be conducted on a community-wide basis and be developed and implemented with cooperation among programs serving young children operating in the area to be served (e.g., public schools, licensed child care providers, special education, Head Start, prevention initiative, Early Intervention Child and Family Connections, and Child Find).

**Definition of Screening:**
A short, easily administered tool or checklist that identifies children needing further assessment/evaluation or identifies participants for a given program.

**Examples of Broad-Based Screening Instruments:**
- Ages & Stages Questionnaire
- AGS Early Screening Profiles
- Battelle Developmental Inventory
- CIP (Comprehensive Identification Process) Screen
- Denver Developmental Screening II
- Developmental Indicators for the Assessment of Learning - Third Edition (Dial-3)
- Early Screening Inventory (ESI-R or ESI-P)
- FirstSTEP-First Screening Test for Evaluating Preschoolers

**Applicants may use an existing screening procedure or one that they have developed. In either case, all comprehensive screening procedures must include the following:**

- Criteria to determine at what point performance on an approved screening instrument indicates that children are at risk of academic failure as well as to assess other environmental, economic and demographic information that indicates a likelihood that the children would be at risk. All screening instruments and activities must relate to and measure the child’s development in these specific areas: vocabulary, visual-motor integration, language and speech development, English proficiency, fine and gross motor skills, social skills and cognitive development.

- All screening procedures must include a parent interview (to be conducted in the parents’ home/native language, if necessary). This interview should be designed to obtain a summary of the child’s health history and social development and may include questions about the parent’s education level, employment, income and age; the number of children in the household; and the number of school-aged siblings experiencing academic difficulty.
Vision and hearing screening, in accordance with 77 Illinois Administrative Code 685 (Vision Screening) and 77 Illinois Administrative Code 675 (Hearing Screening), must be provided.

Written parental permission for the screening as required by Section 2-3.71 of the School Code must be obtained.

School district must administer a home language survey and provide services to eligible children as required by 23 Ill. Admin Code 228.

Where possible, teaching staff of the Preschool for All Children initiative must be involved in the screening process. Results of the screening must be made available to the teaching staff.

Research has shown that a successful screening component addresses the following elements.

- The at-risk factors are agreed upon by all partners.
- The at-risk factors are based upon the risk factors present in the community.
- Outreach and recruitment strategies are targeted to reach those families with the greatest number of risk factors (in particular, at-risk families who may not otherwise come to the screening).
- The children with the greatest number of at-risk factors are enrolled in the program.
- The screening procedures include the assessment of social and emotional development.
- For children determined to be Limited English Proficient, it is recommended that the developmental screening take place in the child's home language, whenever possible, and that these children be screened for native language proficiency.
- To screen for development in the native or home language, use of parents in play-based assessment or other techniques may be used.
- A research-based tool is used for screening.
Educational Program

The Preschool for All Children program is made up of several required components. One of the initiatives includes:

2. Educational Program

Goal: Preschool children will show gains in all developmental areas, including literacy, cognitive, social, and emotional development.

Preschool for All Children initiatives must offer an appropriate education program for children who participate. The education program that is established must meet the following requirements.

- The curriculum and instructional practices are aligned with the Illinois Early Learning Standards. To review the standards, scroll down to Illinois Early Learning Standards for 3 to 4 year olds at http://www.isbe.net/earlychi/preschool/default.htm
- The individualized assessment profile for each child will be the basis for determining the child’s educational program.
- The following domains of development are addressed: vocabulary, visual-motor integration, language and speech development, English proficiency, fine and gross motor skills, social skills and cognitive development.
- A language and literacy development program shall be implemented for each child based on the child’s individual assessment.
- For children who are identified as Limited English Proficient, the program of instruction must provide language development supports in compliance with the bilingual education rules and procedures required by 23 Ill. Admin Code 228.
- A snack is provided for children participating in a half-day program and a meal for children in a full-day program.
- Student progress will be assessed over time with measurable outcomes and documented to ensure that the educational program meets the needs of the student. (Please refer to the Definitions tab for additional information.)
- A system is established whereby each student’s parents are routinely advised of their child’s progress, in their native language, if applicable.
- Individual student files are maintained and contain the following information: reasons why a child receives priority for participation in the program, if applicable; health record, including vision and hearing screening and physical and immunization record; written permission to participate in the program, photo release (if agreed to by parent), and pick-up authorization form; and attendance and enrollment records.
- The staff-child ratio for each classroom must not exceed one (1) adult to ten (10) children, and no more than twenty (20) children can be served in a single classroom.

- Programs are encouraged to serve the maximum number of children in each classroom if, following the completion of the screening process, the program has a waiting list of children. Programs with a waiting list are required to serve all children identified as being at risk of academic failure before enrolling other children not identified as being at risk.

- The program will ensure that those children who are age-eligible for kindergarten are enrolled in school upon leaving the Preschool for All Children program.

While not requirements of the Preschool for All Children program, the following elements are found in successful preschool educational programs.

- The program meets five days a week.

- The program is half-day and meets a minimum of two and a half hours each day.

- The program meets a minimum of 180 days a year.

- An evidence-based curriculum is used. (Please refer to the Definitions tab for additional information regarding curriculum.)

- Individual student plans have been developed and are reflective of the philosophy of the program and the Illinois Early Learning Standards.

- Emergency drill procedures and the class schedule are posted.

- The classroom is stocked with developmentally appropriate materials, supplies, and equipment.

- Blocks of time are scheduled in such a way that the children can become absorbed in their learning experiences without being interrupted.

- The schedule provides a balance of:
  - teacher-directed and meaningful child-initiated activities;
  - active and quiet activities;
  - independent and guided activities;
  - large- and small-group, and individual activities; and
  - a minimum of time wasted by waiting in line, group snack, etc.

- Children are read to every day.

- Provisions are made for children with disabilities to participate in the program.

- Provisions are made for transportation of children of homeless families that move out of the program's immediate service area for purposes of continued participation in the program and consequent educational stability.

- Activities that pull children out of the classroom are minimal or nonexistent.
**Parent Education and Involvement**

The Preschool for All Children program is made up of several components. One of the initiatives includes:

3. **Parent Education and Involvement**

**Goal:** Parents will be involved in their children's educational process and will gain knowledge and skills in parenting.

Programs must provide parent education and involvement activities in each of the following areas:

- **Communication:** Communication between home and the Preschool for All program should be regular, two-way and meaningful.
- **Parent Education:** Parenting skills are promoted and supported.
- **Student Learning:** Parents play an integral role in assisting student learning.
- **Parents are welcome in the program, and their support and involvement are sought.**
- **Decision-Making and Advocacy:** Parents are full partners in the decisions that affect children and families.

Research has shown that a successful parent education and training component contains the following elements.

- The program develops and implements a written parent involvement plan.
- The program establishes partnerships with parents and families to promote the children's development and the parents' development.
- The program provides information to parents on the educational rights of their homeless children.
- The program encourages parents and families to make decisions regarding their parenting skills and their children's development.
- Family activities such as workshops, field trips and child/parent events are provided.
- Opportunities for parent education are provided.
- A schedule of the child/parent events is provided.
- An evidence-based curriculum for parent education is followed.
- The program recognizes that both mothers and fathers play an essential role in their children's development and encourages both mother and father/male involvement in children's lives.
- Parents are encouraged to volunteer in the classroom.
- Home visits are scheduled at least annually.
- The program has a lending library for parents.
- The program has a toy/book lending library for children.
- The program has a newsletter.
Community Collaboration

The Preschool for All Children initiative is made up of several components. One of the initiatives includes:

4. **Community Collaboration**

**Goal:** Children and families will receive all services needed through a seamless and unduplicated system.

In order to meet the needs of children requiring full-day, year-round placement and other comprehensive services, collaborative partnerships that combine high-quality education and care for preschool children will be given extra consideration in the approval process. Collaborative partnerships must include a direct link between and among the initiatives (see Appendix C by using the Instructions link above for examples of collaboration models for preschool in community settings).

Research has shown that a successful community collaboration contains the following elements.

- Services and activities provided are coordinated with other programs in operation in the same service area that are concerned with the education, welfare, health and safety needs of young children and their families (e.g., prevention initiative, other birth-to-age-3 programs, parental training initiative, early childhood special education, Head Start, Even Start, Title I, child care providers, homeless education liaisons).

- The program is structured in such a way as to minimize transitions for participating children. Whenever possible, children whose families need child care are served in a single setting for the entire length of the day the family needs them to be in care. Similarly, whenever possible, children who need specialized therapeutic services receive them in the classroom.

- The program collaborates with all entities in the community serving at-risk children and families. For example, the program can partner with other entities in the same or neighboring service area to transport children of homeless families so that such children can remain in the program even if the family finds it necessary to move.

- The program collaborates with the Homeless Education Liaison in the area and utilizes The Opening Doors Project.

Find the local Homeless Education Liaison here
Find resources regarding homeless education here

- A clear collaboration and implementation plan is available.

- The program has written procedures for assisting children make the transition both into and out of the program, including into kindergarten, and supporting the continuity of linguistically and culturally supported learning.

- The program establishes partnerships with parents and families.

- The program encourages parents and families to make decisions regarding their parenting skills and their children’s development.
- The program has a written transition plan with other early childhood programs that addresses the unique needs and situations of families.
- The staff understands that the children’s home, community and cultural experiences have an impact on their development and learning.
Applicant: Triple R Child Care Inc  
County: Cook

Application: 2011-2012 Preschool for All 3-5 RFP - 00  
Cycle: Original Application

Project Number: 12-3705-00-07-016-768X-01

### Staff Requirements

The Preschool for All Children program is made up of several required components. One of the initiatives includes:

5. **Staff Requirements**

**Goal:** Staff will have the knowledge and skills needed to assist children in reaching their full potential as learners.

All preschool educational program administrators and staff paid by the block grant must hold appropriate certification and/or qualifications for the position for which they are hired.

All teaching staff providing instruction to preschool children in the Preschool for All Children initiative must hold either an Initial or Standard Early Childhood Certificate (formerly Type 02 and Type 04 Early Childhood Certificates). Evidence of the certification status of these staff members must be provided prior to final funding approval.

Noncertified staff employed to assist in the instruction of children shall meet the requirements set forth in 23 Ill. Adm. Code 25.510(c). All noncertified staff must meet this requirement by July 1, 2014.

Teachers of children ages 3-5 years who are assigned to a transitional bilingual program or a transitional program of instruction that is administered by a school district, either in an attendance center or a non-school-based facility, shall meet the requirements set forth in Ill. Admin Code 228 (Transitional Bilingual Education), as applicable. This requirement must be met by July 1, 2014.

Review Certification Rules at:  

Applicants should also note the requirement for staff background checks in the Program Assurances.

Research has shown that appropriate staff qualifications address the following elements:

- The administrator and all program staff are knowledgeable about high-quality early childhood programs and are effective in explaining, organizing and implementing them.
- Teaching staff working with English language learners hold both the appropriate early childhood certification and bilingual or English as a Second Language (ESL) endorsement.
- The program has written personnel policies and job descriptions on file.
- The program offers opportunities and resources for staff to share and consult with others regularly.
Professional Development

The Preschool for All Children program is made up of several required components. One of the initiatives includes:

6. Professional Development

**Goal:** Staff will continue to gain skills and knowledge, based on current research and best practices, to improve outcomes for children and families.

In order to enable staff to achieve the purpose and goals of the Preschool for All Children initiative, staff development needs must be assessed and appropriate ongoing professional development activities provided.

Research has shown that successful professional development includes the following elements.

- Staff development needs are assessed on a regular basis.
- A staff inservice training program is conducted to meet individual staff needs.
- Teaching staff working with English language learners are provided with professional development programming to improve cultural competency.
- Other appropriate ongoing professional development activities are provided.
- The program creates and implements individualized, written professional development plans for all staff.
Evaluation

The Preschool for All Children program is made up of several required components. One of the initiatives includes:

7. **Evaluation**

**Goal:** The evaluation will provide critical data and information that is used for continuous program improvement.

A local evaluation that provides critical data and information to the local program on the performance of each child/family, as well as on the quality of the implementation of the required components, should be conducted annually. The program should use the data and information for continuous program improvement to lead to better family outcomes.

Research has shown that successful evaluations include the following elements.

- A clearly defined process is used to determine whether progress is being made toward achieving the required components of the Preschool for All Children program.
- Measurable outcomes for children participating in the program are used in the evaluation.
- Measurable outcomes for family participation are used in the evaluation.
- The effectiveness of native and English language instruction is assessed.
- Procedures are in place to use evaluation data to inform continuous program improvement, including who will review the data and on what schedule. Program improvement plans are developed and their implementation is periodically reviewed.
Proposal Review Criteria

Proposals will be evaluated in comparison with other Preschool for All Children Ages 3 to 5 Years FY12 proposals received by the Illinois State Board of Education, based upon the criteria below. Final determination for selection will be made by the State Superintendent of Education and will be based upon recommendations resulting from the evaluation/review process. Before making funding decisions, State Board of Education staff may conduct site visits for selected applicants in order to validate information provided in the proposal.

It is the intent of the State Board of Education that should these funds become available, successful applicants will be notified by July 1, 2011.

Each proposal will be reviewed using both quantitative and qualitative criteria. Proposals will first be screened to determine the percentage of children being served in each mandated priority. Proposals will be separated into the following three categories:

1. Proposals for programs serving primarily at-risk children (as defined in the Program Specifications portion of this RFP);
2. Proposals for programs serving primarily children from families who meet income guidelines (as defined in the Program Specifications portion of this RFP); and
3. All other proposals.

Within each of the three categories, the proposals will then be judged against the qualitative criteria below to determine which proposals provide evidence of a qualified program. Qualified programs will be those scoring at least 60 out of 100 total points.

All qualified programs within the first category will be funded before funding any qualified programs in the second category. All qualified programs within the second category will be funded before funding any qualified programs in the third category. Among substantially similar proposals within a category, first priority will be given to those proposals serving children from a community with limited preschool programs or few resources promoting preschool education.

The selection of proposals for funding may also be based in part on geographic distribution and/or the need to provide resources to school districts and communities with varying demographic characteristics.

Finally, among substantially similar proposals, extra consideration in the approval process will be given to proposals that form collaborative partnerships that combine high-quality education and care for preschool children.

Qualitative Criteria (Total possible points are 100)

1. Population to be Served (30 points)
   A. The proposal clearly indicates that the area to be served has a high number of children and families determined to be the most in need of the services provided by the Early Childhood Block Grant program, as indicated by high levels of poverty, illiteracy, unemployment, limited English proficiency, or other need-related indicators, such as the school district's rate of dropouts, retention, truancy, teenage pregnancies and homeless students, high rates of infant mortality, birth trauma, low birth weight or prematurity, and high rates of child abuse and neglect.
   B. Criteria and indicators for identifying children and families for the program are clearly
established and likely to target those children and families most in need of services.

C. Effective recruitment strategies are proposed that are likely to ensure that the maximum number of children and families are enrolled in the program.

2. Quality of Proposed Program (40 points)
   A. The proposed program and activities will sufficiently meet the identified needs of the population to be served and include child and parent activities designed to enhance child development and parent effectiveness and, ultimately, school readiness.
   B. The program proposal provides for effective linkages among parents, education, health and social service agencies, and child care providers and includes a plan for coordination of services with other educational programs serving young children and their families.
   C. The proposed program is built upon effective research about early childhood education and aligned to the Illinois Early Learning Standards.
   D. The evaluation strategies include measurable outcomes for children and families that are designed to effectively gauge the success of the program and yield sufficient data that can be used to improve the program.

3. Experience and Qualifications (20 points)
   A. Proposed staff hold the appropriate certifications and/or licenses for their positions and have the qualifications and experience necessary to successfully implement a high-quality early childhood program.
   B. The staff development plan adequately addresses the needs of the project staff, offers a varied and full range of staff development experiences and provides sufficient opportunities for learning so as to allow staff to incorporate the training into program delivery activities.
   C. In addition, an eligible applicant other than a school district has presented evidence that it:
      i. holds the appropriate licensure to operate as a day care facility (as applicable);
      ii. holds early childhood accreditations or has other relevant experience that demonstrates success in implementing and administering programs similar to the ones funded under the Early Childhood Block Grant Program; and
      iii. has a successful track record with similar grants or contracts.

4. The program is cost-effective as evidenced by the cost of proposed services in relation to the numbers to be served and the services to be provided. (10 points)
Applicant Information

A. Program Contact Person:
Last Name* Tricia
First Name* Arvia
Address 1* 5500 W 147th Street
Address 2
City* Oak Forest
State* II
Zip + 4 * 60452
Fax 1002
Phone* 708 385 7474
Extension
Summer Phone * 708 385 7474
Extension
Email pmborden@sbcglobal.net

Check to indicate that the contact person for the budget is the same as the program contact person identified above.

Budget Contact Person:
Last Name* Marti
First Name* Mesmer
Address 1 5500 W 147th Street
Address 2
City Oak Forest
State II
Zip + 4 60452
Fax 1002
B. Type of Agency:*  
   School District  
   Regional Office of Education  
   Higher Education Institution  
   Community-Based Organization  
   Child Care Center, Not-For-Profit  
   • Child Care Center, For-Profit  
   Faith-Based Organization  
   Other (specify):  

C. Prioritization Categories (Indicate only one of the following program categories):*  
   • 1. Serving primarily at-risk children (as defined on the Background page)  
   • 2. Serving primarily children from families who meet income guidelines (as defined on the Background page)  
   • 3. Other (children who do not qualify under either category 1 or 2)  

D. Home Language Survey:*  
   • Yes  
   • No  
   Does your district/agency administer the home language survey?  

E. Memo of Understanding:*  
   • Yes  
   • No  
   Do you have a Memorandum of Understanding (MOU) with your local Head Start agency?  

F. First Year of Funding:*  
   2008-2009  
   Indicate the first year your program received funding.  

Grant Period:* (Check one or both)  
   • Regular Grant Period (activities from the project begin date through 6/30)  
   • Extended Grant Period (if activities extend beyond 6/30)  
   If activities extend beyond June 30, enter 08/31/2012 to extend the project end date.*  

District Comments:  
Use this text area for any needed explanations to ISBE regarding this program.  
([count] of 1500 maximum characters used)  

*Required field
Close Printer Friendly Page

**Applicant:** Triple R Child Care Inc  
**County:** Cook  
**Application:** 2011-2012 Preschool for All 3-5 RFP - 00  
**Cycle:** Original Application  
**Project Number:** 12-3705-00-07-016-768X-01

### Joint Agreement

Yes  •  No  

Is this application submitted as a joint agreement?* If yes, complete this page. If no, save page and continue to the next page. (A Joint Application is defined as one grant project application submitted to the Illinois State Board of Education by a designated administrative district on behalf of two or more school districts or entities.)

Please note that the joint agreement including signatures of the authorized official from each participating school district/entity must be kept on file by the administrative agent of the joint agreement. Provide the requested information below for each participating school district/entity. Provide the name of the authorized official who signed the joint agreement.

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https://sec3.isbe.net/eGrant_web/ApplicationShell.aspx?DisplayName=Joint+Application  
3/7/2012
Applicant: Triple R Child Care Inc  
County: Cook

Application: 2011-2012 Preschool for All 3-5 RFP - 00  
Cycle: Original Application

Project Number: 12-3705-00-07-016-768X-01

<table>
<thead>
<tr>
<th>Applicant Information</th>
<th>Joint Application</th>
<th>Exempt Sites</th>
<th>Licensed Sites</th>
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**School Districts, ROEs, and other Sites that are Exempt from DCFS Licensure**

Exempt sites include school districts, ROEs and other exempt public entities. For more information, see the DCFS website and then link to Rules, subchapter d.

**DCFS Day Care webpage**

*Yes*  
*No*  

Will funds in this application be used for any sites that are exempt from DCFS licensure? If yes, complete this page for all exempt sites. If no, save the page and continue to the next page.

*Yes*  
*No*  

Will grant funds be used to pay rent for any site?

**Name of Exempt Site**

- **Street Address**
- **Township**

- **City**
- **County**
- **Zip Code+4**

**Number of ISBE funded Preschool for All**  
**Number of ISBE funded PFA Students to be Served at (PFA)** Students Currently Enrolled at this Site this Site in the Upcoming Fiscal Year

**Describe both the population and the demographics of the community to be served by this site.**

(count) of 1500 maximum characters used

- **Name of Exempt Site**
- **Street Address**
- **Township**

- **City**
- **County**
- **Zip Code+4**

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**Describe both the population and the demographics of the community to be served by this site.**
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Street Address

City

Number of ISBE funded Preschool for All Students Currently Enrolled at this Site in the Upcoming Fiscal Year

Number of ISBE funded PFA Students to be Served at this Site in the Upcoming Fiscal Year

Describe both the population and the demographics of the community to be served by this site. (Limit: 1500 maximum characters used)

Name of Exempt Site

Street Address

City

Number of ISBE funded Preschool for All Students Currently Enrolled at this Site in the Upcoming Fiscal Year

Number of ISBE funded PFA Students to be Served at this Site in the Upcoming Fiscal Year

Describe both the population and the demographics of the community to be served by this site. (Limit: 1500 maximum characters used)
Applicant: Triple R Child Care Inc  
County: Cook
Application: 2011-2012 Preschool for All 3-5 RFP 00  
Cycle: Original Application
Project Number: 12-3705-00-07-016-766X-01

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Name of Site | Township | County |
-------------|-----------|--------|
Triple R Child Care, Inc. | Bremen | Cook |
Street Address | City | Zip Code+4 |
5500 W 147th St | Oak Forest | 60452 1002 |
DCFS License Number | Expiration (mm/dd/yyyy) |
420090-04 | 08/22/2012 |
Number of ISBE funded Preschool for All (PFA) Students Currently Enrolled at this Site | Number of ISBE funded PFA students to be served at this site in the upcoming fiscal/school year |
40 | 40 |
Describe both the population and the demographics of the community to be served by this site. ([count] of 1500 maximum characters used)

There are 9785 households out of which 36.9% have children under the age of 18 living with them, 61.0% are married couples living together, 9.7% have a female householder with no husband present and 25.0% are non-families. 20.7% of all households are made up of individuals and 5.9% had someone living alone who are 65 years of age and older. The average household size is 2.81 and the average family size is 3.30.

Name of Site | Township | County |
-------------|-----------|--------|
Street Address | City | Zip Code+4 |
DCFS License Number | Expiration (mm/dd/yyyy) |
Number of ISBE funded Preschool for All (PFA) Students Currently Enrolled at this Site | Number of ISBE funded PFA students to be served at this site in the upcoming fiscal/school year |
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((count] of 1500 maximum characters used)

Name of Site | Township | County |
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Number of ISBE funded PFA students to be served at this site in the upcoming fiscal/school year

Describe both the population and the demographics of the community to be served by this site.
((count] of 1500 maximum characters used)
Evidence of Existing Competencies

☐ Yes ☐ No Is this application being submitted by an entity other than a public school district?

Please provide your agency's mission statement.*
([count] of 1500 maximum characters used)

Our purpose and goals at Triple R Child Care, Inc are to provide the highest quality child care available giving
you as a parent peace of mind. While in our care your child will experience an environment that will help him or
her grow and develop at their own rate. Our programs are specifically developed and designed for each
individual. As your child grows, our program grows with them. We offer a balance on your child's day ranging
from quiet activities to fun gross motor activities. We offer your child the opportunity to be his or her own
individual while interacting as part of a group. The love and concern shown by our staff will be evident as you
watch your child grow and develop in our care.

Please provide your agency's goals or policies regarding the Preschool for All Children program.*
([count] of 1500 maximum characters used)

Our goal and policies is for the children to want to succeed with education in their life. We hope to instill in the
children that learning can be fun and something to enjoy. With this in mind we aim for the children to want to
learn and continue forward with a love for education and school.

Please describe your agency's organizational structure.*
([count] of 1500 maximum characters used)

Diane Kirkpatrick Owner
Marti Mesmer Administrator
Tricia Arvia Director
Pat Guerrero Assistant Director

☐ Yes ☐ No Is this a joint application?*
Applicant: Triple R Child Care Inc  
County: Cook
Application: 2011-2012 Preschool for All 3-5 RFP - 00  
Cycle: Original Application  
Project Number: 12-3705-00-07-016-768X-01

Early Childhood Accreditation and Proposed Program Information

Early Childhood Accreditation

Click the appropriate radio button to indicate each accreditation your organization has achieved.

Yes

- No The center accreditation of the National Academy of Early Childhood Programs of the National Association for the Education of Young Children (NAEYC)*

Yes

- No The center accreditation of the National Early Childhood Program Accreditation (NECPA) Commission of the National Child Care Association (NCCA)*

Yes

- No The family child care accreditation of the National Association for Family Child Care (NAFCC)*

Yes

- No The center accreditation of the National Accreditation Commission for Early Care and Education Programs (NACCEP)*

Yes

- No The Quality Counts Quality Rating System (QRS Award Level 1) of the IL Network of Child Care Resource and Referral Agencies (INCCRRA)*

Yes

- No The Quality Counts Quality Rating System (QRS Award Level 2) (INCCRRA)*

Yes

- No The Quality Counts Quality Rating System (QRS Award Level 3) (INCCRRA)*

Yes

- No The Quality Counts Quality Rating System (QRS Award Level 4) (INCCRRA)*

Yes

- No Administrator holds Illinois Director's Credential*

Proposed Program Information

40  Number of children to be served with PFA funds only.*

(This data pre-populates the number of children to be served field on the Project Need page.)

120000  Dollar amount of proposal*

3000  Cost per child (Dollar amount of proposal divided by number of children served)

(The Cost per child field is read-only)

185  Total number of Preschool for All attendance days per year*

0  Number of half-day classes*

185  Number of full-day classes

https://sec3.isbe.net/eGrant_web/ApplicationShell.aspx?DisplayName=Accreditation+and+... 3/7/2012
|   | Number of type 04 teachers (paid with PFA funds only)*
|---|---
| 2 | Number of teacher aides (paid with PFA funds only)
| 1 | Number of parent coordinators (paid with PFA funds only)

(This data pre-populates the number of 04 Certified Teachers field on the Staff Requirements page.)

- Yes  
- No  

Each/Every child attends the program five days a week*

- Yes  
- No  

Even Start Partnership*

- Yes  
- No  

Illinois Early Learning Standards aligned classrooms*

*Required field
Project Need

Please save the page often to avoid timing out and losing data. A warning will remind you which fields remain to be completed, but still allows data entered to be saved.

Statement of Need

The proposal must document the need for Preschool for All Children in the community. The need must be based on current statistical, demographic, or descriptive information regarding the community in which the families and children reside.

1. Provide a description that may include, but need not be limited to:*  
   - educational level of parents;  
   - employment conditions;  
   - rates of infant mortality, birth trauma, low birth weight or prematurity;  
   - the district's rate of dropouts, retention, truancy, teenage pregnancies, and homeless students;  
   - the number of families where a language other than English is spoken;  
   - rates of poverty, child abuse, and neglect; and  
   - the prevalence of homelessness as defined by Title X, Part C, McKinney-Vento Homeless Education Assistance Act.  
   - Review definition at:  
     * Homeless Definition  
   - Information regarding drug/alcohol abuse.

(count) of 7500 maximum characters used

Our community demonstrates a need for Preschool for All Children in the community. I have noticed the need through interactions with the community. Meeting with the public many have shown concern for their child's educational need. Many of our parents are unemployed, single parent, foster parent, teen parent, living with another family member, or exhibit a language barrier.  

The demographics for the Oak Forest area as follows:

Population, 27,972

- Persons under 5 Years old 6.7%
- Female persons 50.2%
- White persons 90.4%
- Persons of Hispanic or Latino Origin 5.9%
- Black Persons 3.6%
- Asian persons 2.7%
- Persons reporting 2 or more races 1.5%
- Foreign born Person 5.3%
- Language other than English spoken at home 5.8%
- Female householder with no husband 9.7%

High School Graduates 89.3%

Unemployment Rate 8.3%

2. Describe the process used to determine the need for Preschool for All Children in the community in relation to other similar services that may be operating in the same geographic area.*

(count) of 7500 maximum characters used

We are able to serve a large number of students for the Preschool for All Program. Our facility is large which gives us an opportunity to accommodate a larger number of students.

3. Describe the criteria and indicators used for identifying children and families for participation in the program and likely to target those children and families most in need of services.*

(count) of 7500 maximum characters used

Our program's criteria and indicators used to identify children and families with the most need during our screening process. Based on the information obtained during an interview with the parents, and the screening process we will determine which children will family will be most in need of services. At-risk children will be using a screening eligibility checklist. They must have at least two of the risk factors. Each risk factor has a point value to rank each child and family of need. Some factors include—English not spoken as first language in the home, history of abuse in the family, homeless family, child being served by another at-risk program, low income, parents unemployed, parent not high school graduate.

Population to be Served
The proposal must indicate the population to be served.

1. Describe the efforts that will be made to recruit the eligible population to be served.*
   ([count] of 7500 maximum characters used)

Our center participates in the annual Community Awareness Fair. This program is open to all of the surrounding areas. We also advertise in the Yellow Pages and local church flyers. An open house is conducted at the beginning of every school year allowing the area parents to come in and learn about the programs.

2. 40 Number of children ages 3 to 5 to be served who are not age-eligible for kindergarten (To change this number, revise the number of children served with PFA funds on the Accreditation and Proposed Program page.)

3. 18 Estimated number of children to be enrolled in Preschool for All Children who have been served by other programs serving at-risk children and their families (e.g., Head Start, Even Start, Child and Family Connections or other prevention programs)*

4. 1 Number of participants who may be English language learners*

5. Indicate the geographic area to be served by Preschool for All Children. *
   ([count] of 2500 maximum characters used)

Our geographical area consists of children from many surrounding communities. We have included but not limited to, Crestwood, Melissa, Poinciana, Oak Forest, Valley Park.

6. Provide any additional information needed to describe the population to be served. (OPTIONAL)
   ([count] of 7500 maximum characters used)

* Required field
## Screening Process to Identify Eligible Participants Who Are At Risk

Screening should be conducted on a communitywide basis and developed and implemented with cooperation among programs serving young children operating in the area to be served (e.g., public schools, licensed child care providers, special education, Head Start, prevention initiative, Child and Family Connections, and Child Find).

Applicants may conduct the screening themselves, using an existing screening instrument or one that they have developed.

1. Identify the criteria to determine at what point performance on the screening instrument indicates that children are at risk of academic failure as well as to address other environmental, economic and demographic information that indicates a likelihood that the children would be at risk.*

   ([count of 7500 maximum characters used])

   The criteria used in identifying that a child is at academic failure begins with the EST-R screening tool scoring total. Each child is screened by our staff. A meeting is completed with the family to discuss family make up, household size, work status, etc. From the results of these we determine their risk of academic failure.

2. Explain how the screening instruments and activities are related to and measure the child’s development in these specific areas: vocabulary, visual-motor integration, language and speech development, English proficiency, fine and gross motor skills, social skills and cognitive development.*

   ([count of 7500 maximum characters used])

   The screening instrument measures the child’s development in many different areas. Language and cognition is measured in four tasks, each demonstrating a different skill in language development. With these tasks the child shows his/her skill and ability to understand language and express ideas and thoughts. This items are designed to give the child an opportunity for open-ended descriptive expression as well as for demonstrating expression as well as for conceptualization and logical thought. There are tasks designed to assess the child’s development level in gross motor skills. They are targeted for the exceptions of each age level and show data indicating the child’s performance on a continuum of development. The successful acquisition of motor control and skill is necessary for speaking, writing, reading and perceptual tasks. Visual Sequential Memory and Auditory Sequential Memory are measured with short-term memory skills. The child demonstrates whether or not he/she can remember where pictures are hidden. The child is also asked to repeat a series of numbers— an auditory memory skill. When these two tasks are compared it is possible to tell whether the child is more noticeable to visual cues or auditory stimuli.

3. Describe the procedures to be used to include a parent interview (to be conducted in the parents’ home/native language, if necessary). This interview should be designed to obtain a summary of the child’s health history and social development, and may include questions about the parent’s education level, employment, income and age; the number of children in the household; and the number of school-aged siblings experiencing academic difficulty.*

   ([count of 7500 maximum characters used])

   A one-on-one meeting will be conducted with the Family Service Coordinator. At this time the parent(s) will fill out a questionnaire about their family-including marital status, siblings and their ages and education, the parent’s education-level completed, employment, if any, their income, and their child’s age. The questionnaire will also include a health history of each child and any social development. The interview would include a chance for the parents to verbally discuss with the FSC their concerns and questions regarding their child and family.

4. Describe how the vision and hearing screening, in accordance with 77 Ill. Adm. Code 685 (Vision Screening) and 77 Ill. Adm. Code 675 (Hearing Screening), has been or will be provided.*

   ([count of 7500 maximum characters used])

   In accordance with Ill. Adm. Code 685 (Vision Screening) and 77 Ill. Adm Code 675 (Hearing Screening), a screening will be administered. We have been using both private and District screeners. In both instances they come to our facility to administer the test. The areas provided a quiet area to do so. All parents are required to fill out a hearing and vision history as well as a written permission form.

5. Describe how the written parental permission for the screening as required by Section 2-3.71(a) of the School Code has been or will be obtained.*

   ([count of 7500 maximum characters used])

   Parental permission is obtained during the parent interview for permission to screen the child as required by Section 2-3.71(a). The parent will sign the necessary papers giving the approval for the screening process.

6. Describe the procedures to be used to include teaching staff in the screening process. Results of the screening must be made available to the Preschool for All Children teaching staff.*
The teaching staff will be included in the screening process in a few different ways. Some of the children will be screened by the teaching staff using the ESI-R screening tool. The teachers and aides will complete the screening with the child and complete the scoring total to better understand each child’s need. In being able to perform the screening the teachers get a better understanding of the child’s needs and concerns.

7. Describe the method(s) to be used to select criteria for participation. If a weighted system is used to determine eligibility, describe how the system has been developed.*

8. Provide any additional information needed to describe the screening process. (OPTIONAL)

*Required field
Appropriate Educational Program

Preschool for All Children must offer an appropriate education program, which is aligned with the Illinois Early Learning Standards, for those children who participate. The education program that is established must include a language and literacy development component for each child based on the child's individual assessment. In addition, there should be collaboration with other services and resources available in the community.

The staff-child ratio may not exceed one (1) adult to ten (10) children. No more than twenty (20) children may be served in a single classroom. The maximum number of children should be served in each classroom.

Please save this page often to avoid timing out and losing data. A warning will remind you which fields remain to be completed, but still allows data entered to be saved.

1. Describe how the comprehensive services to be provided are aligned with the Illinois Early Learning Standards. (Note: Applicants should describe how their program addresses each area of the standards, rather than simply restating the standards in their proposal). *

[(count of 7500 maximum characters used)]

The Creative Curriculum plays an important role in meeting the Illinois Early Learning Standards through daily experiences in the classroom. The Creative Curriculum is set up to include eleven interest areas, being Blocks, Dramatic Play, Toys and Games, Art, Library, Discovery, Sand and Water, Music and Movement, Cooking, Computers and Outdoors. Each interest area provides opportunities for learning the Standards to be met.

For the Language Arts standards, books are provided in each area relating to the area, i.e. insect, dinosaur, plants and animals books in the Discovery Area. Student’s vocabulary and language are enhanced by providing open ended questions and introducing new words.

The classroom is an extremely rich environment, providing pencils and paper in each area, as well as shelves, materials and furniture being labeled.

Math concepts are continuously addressed in the classroom by counting numbers on the calendar, comparing boy to girl attendance for the day, weekly concept graphs and artistic patterns with manipulatives as well as free art choices.

There are endless opportunities for Science standards to be met in the Creative Curriculum classroom. A few prominent features of our classroom include plant life, caring for live animals, providing a variety of toy animals, insects, balancing scales and magnets, as well as conducting weekly experiments and going for walks.

The Social Sciences encourage students to learn about our community by inviting parents and volunteers into our classroom and discuss their jobs and spend time reading us stories. City maps are displayed as well as student work of roads and buildings they incorporate into their play.

Gross and Fine motor skills are continually practiced to promote Physical Development and Health through finger play and dance, outdoor play and games, encouraging hand-eye coordination, balance and expressing feelings.

Fine Arts provide an opportunity for students to use their imaginations, being together music and painting, puppets and story boards and dramatic play props and materials.

Foreign Languages are preserved by allowing students to speak their native language and share with classmate translations to promote language and literacy.

Social Emotional Development in the Creative Curriculum Classroom is continually prompted by encouraging and demonstrating communication skills throughout the entire day.

2. Describe the curriculum to be used and how it is developmentally appropriate for each child and addresses the following domains of development: physical, including fine and gross motor, visual-motor, health and nutrition; cognitive; language; emotional; and social. Include a description of how a language and literacy development program will be implemented for each child based on that child’s individual assessment. *

[(count of 7500 maximum characters used)]

Creative Curriculum is developmentally appropriate for each child in our program because it covers the four areas of development: Social/Emotional, Physical, Cognitive and Language Development. Within each of these areas there is fifty goals and objectives, which are broken down even further into stages of development making it possible to give individual instruction to a group of children that are at the same level. We provide the children with the opportunity to learn and practice new skills. Physical Development is addressed in our program by providing children with an age to ride tricycles, ladders to climb and demonstrating help control their small muscles in their hands. Language and literacy our students are exposed to many language games and are read to at least twice a day. Through reading we are helping students develop phonological awareness, making meaning from print and understanding language that carries a purpose and meaning. Also through reading students are able to respond to questions, make predictions, make connection to self and world and hear sounds of language. For Social Emotional development as a center we focus on making the student feel comfortable in our environment. We do this by adding home like touches to our center. Each week creates a family book so when a child is leaving a difficult time transitioning they can go to that book to feel comfort. We allow each student to bring a personal item from home to help the child feel at home. Our goal is to help the child develop a sense of self.

3. Describe the evidence-based assessment system for documenting children's progress over time with measurable outcomes and procedures for sharing this information with parents. Include a description of how assessment information will be used to adjust the curriculum to address each child's strengths and needs. *

[(count of 7500 maximum characters used)]
4. Describe how the program will ensure that those children who are age-eligible for kindergarten are enrolled in school upon leaving the preschool education program.*
((count) of 7500 maximum characters used)

An exit interview is performed in which the parents are asked what the plans are for the following school year, i.e. which school, or district they will be attending. During the year, any information regarding kindergarten registration is shared with the parents as made available to our program and staff. We also provide to the local schools any information requested with parents approval, i.e. health records, screening results, etc.

5. Describe the provisions to be made to allow for the participation of children with disabilities in the program.*
((count) of 7500 maximum characters used)

Children with disabilities are included within our program whenever needed. IEP’s are completed to assess the child’s need and progress and shared with the teacher and parent. We also use a referral system of local agencies for the child in need. Mainstreaming into the classroom is used whenever possible.

6. Describe provisions to be made to allow for the continued participation of children of homeless families in the program in instances where children move outside the immediate area.*
((count) of 7500 maximum characters used)

Once a family is determined to be homeless, we as a center help the parent by providing them assistance in several different ways. We have established a contact list for programs in the community to share with the families in need. These agencies are able to work with the families to help maintain continued participation in the program.

7. Describe the steps to be taken to ensure that the provisions of Article 14C of the School Code [105 ILCS 5/Art. 14C] and 23 Ill. Adm. Code 228 (Transitional Bilingual Education) are met. All school district applicants must provide this information. All other entries must type In Not Applicable in order to save the page.*
((count) of 7500 maximum characters used)

In Applicable

8. Describe steps to be taken to ensure that no fees will be charged of parents or guardians and their children who are determined to be eligible for and are enrolled in the Preschool for All Children program.*
((count) of 7500 maximum characters used)

Our program does not allow parents to be charged for any services they receive. All screenings, field trips, snack and activities are paid for with the supplies received from the Grant allotment. The parents are notified of this information during the process interview. They are aware that they are not expected to pay for the program and anything that goes with it.

9. Provide any additional information needed to describe the educational program. (OPTIONAL)
((count) of 7500 maximum characters used)

*Required field
Parent Education and Involvement

Preschool for All Children must offer appropriate parent education and involvement services that addresses communication, parent education, student learning, involvement, decision-making, and advocacy. Parent education activities requiring substantial parent participation must occur. Activities such as discussion groups are encouraged. The component may also include program orientation, identification of parental needs, student progress plans shared with parents, preferences for parental involvement, home visitations and parents’ involvement in the classroom.

Please save the page often to avoid timing out and losing data. A warning will remind you which fields remain to be completed, but still allows data entered to be saved.

1. Describe the activities that will ensure communication between home and the Preschool for All program will be regular, two-way, meaningful, and when appropriate, in the parents’ native language.*
   - ([count] of 7500 maximum characters used)
   
   These activities are used to encourage Parent/Family Involvement in the program. Our program arranges one-on-one conferences, parent/teacher and parents of each child, with follow-up as needed. Also provided are opportunities for parents to communicate with administrative staff, distribute communication and information about the classroom. Translate communications to assist non-English speaking parents. Our staff also distributes regular progress reports to parents and provide support services and follow up conferences as needed. These activities are used by administration and teachers to build a family partnership.

2. Describe activities that will promote and support parenting skills.*
   - ([count] of 7500 maximum characters used)
   
   To encourage and promote parenting skills our program establish policies that support and respect family responsibilities, recognizing the variety of parenting traditions and practices within the community’s cultural and religious diversities. We try to enhance parenting skills, knowledge and understanding of the educational and developmental needs and activities of their children, through including adult group parenting activities and parent child interaction activities.

3. Describe activities that will ensure parents play an integral role in assisting student learning.*
   - ([count] of 7500 maximum characters used)
   
   The parents are informed about child development, age-appropriate expectations, and behaviors of young children. The staff provides information regarding how parents can foster their child’s learning and development through parent-child interaction, at home activities, and parent education groups.

4. Describe activities that will encourage and support parental involvement.*
   - ([count] of 7500 maximum characters used)
   
   To encourage and ensure the parents play a integral role in assisting student learning, we encourage parents to volunteer in the classroom and other areas of the program and/or home. We survey our parents regarding their interests, availability, concerns, and coordinate parent resources with those that exist within the program and community.

5. Describe how the program will ensure that parents are full partners in the decisions that affect children and families, including how the program will encourage parents and families to make decisions regarding their parenting skills and their children’s development.*
   - ([count] of 7500 maximum characters used)
   
   Parents will be included in the development and implementation of the program activities. Our staff will assist parents in becoming their children’s advocate as they transition into preschool from home or other child care settings, and then from preschool to elementary school. Opportunities will be available for parent education and training to prepare them to understand and exercise their rights and responsibilities concerning their child’s education. If needed our staff will assist parents in communicating with teachers and other program personnel so that the parents can participate in decisions related to their child’s education. Information will be provided to the parents regarding current policies, practices and children’s progress as documented through performance-based assessment data and program evaluation and outcomes.

6. Describe the family activities, such as workshops, field trips and child/parent events, that will be provided. Include a schedule for the activities proposed.*
   - ([count] of 7500 maximum characters used)
   
   In accommodate the wide range of family makeup and variety of cultural backgrounds there are numerous ways to encourage and engage our families in their child’s preschool experience. We offer families the opportunity to participate in some of the following ways:
   - Communication on a regular basis, both verbally and in written form.
   - Encourage volunteering in the classroom, developing a calendar for the parents to participate whenever possible.
   - Creating a positive atmosphere in which the teachers, administrators, families, and
7. Provide any additional information needed to describe the parent education and involvement component. (OPTIONAL) *(count of 7500 maximum characters used)*

*Required field*
**Community Collaboration**

Please save this page often to avoid timing out and losing data. A warning will remind you which fields remain to be completed, but still allows data entered to be saved.

Evidence of collaboration with other agencies must be provided.

1. Describe how services and activities to be provided will be coordinated with other programs in operation in the same service area that are concerned with the education, welfare, health, and safety needs of young children and their families (e.g., prevention initiative, other birth-to-age-3 programs, early childhood special education, Head Start, Even Start, Title I, child care providers, homeless education liaisons).*
   
   ([count] of 7500 maximum characters used)

   Our program has service within the community to share in the concerns of the education of the children within our program. We work with the local library, police department, fire department, Head Start, etc. to help engage our children in learning about the community and safety. We can field trips to these special places as well as coordinate in-house visits from their staff throughout the year.

2. Describe how children will make the transition both into and out of the program, including into kindergarten.*
   
   ([count] of 7500 maximum characters used)

   The transition into our program is welcoming to the child and parent. They are allowed to visit the class and school and meet the staff. The family is added to the list of schools they may choose to attend. When it is time for the child to continue into Kindergarten we work with the family to coordinate registration for the next school as well as forward any documentation necessary.

3. Describe the procedures to be used to move children into other early childhood programs that address the unique needs and situations of the children and their families.*
   
   ([count] of 7500 maximum characters used)

   After screening and determining needs for a child we meet with the family and discuss what is best for them. We gather names and numbers of local agencies or schools that would best suit the need at hand.

4. Describe how the program will reflect the understanding that the child's home, community, and cultural experiences have an impact on their development and learning.*
   
   ([count] of 7500 maximum characters used)

   Every family is different, this leads to some different ways of learning. Our staff takes this into consideration when implementing lesson plans, parent meetings, or special events. We include the different cultures throughout the year to include all diversities. Also, taken into consideration is the different need level due to the impact that some differences may cause in the way each child learns.

5. Provide any additional information needed to explain your community collaboration efforts. (OPTIONAL)
   
   ([count] of 7500 maximum characters used)

*Required field
Staff Requirements

All Preschool for All administrators and staff paid by the block grant must hold appropriate certification and/or qualifications for the position for which they are hired.

1. To complete the number of staff, count each full-time position as 1 and count each part-time position as 1.

   Number of staff example: 1 full-time teacher plus 1 half-time teacher equals 2 staff.

   To complete the full time equivalent (FTE), count full-time staff as 1.00. Count staff who work half days as .50 and staff who work three quarters of a day as .75.

   FTE example: 1 full-time teacher (1.00) plus 1 half-time teacher (.50) equals 1.50 FTE.

Please enter and save all staff information prior to completing the rest of the page in order to avoid losing data.

<table>
<thead>
<tr>
<th>Program Staff</th>
<th>Number of Staff Paid with Grant Funds</th>
<th>Full-Time-Equivalent Number of Staff Paid with Grant Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 04 Certified Teacher (To change this number, revise the number of 04 certified teachers on the Accreditation and Proposed Program page.)</td>
<td>2</td>
<td>1.00</td>
</tr>
<tr>
<td>2. Teacher Assistant</td>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td>3. Bilingual Assistant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Administrators</td>
<td>1</td>
<td>0.25</td>
</tr>
<tr>
<td>5. Parent Coordinator (To change this number, revise the number of parent coordinators on the Accreditation and Proposed Program page.)</td>
<td>1</td>
<td>0.50</td>
</tr>
<tr>
<td>6. Clerical Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Other (List Title)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Other (List Title)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>6</strong></td>
<td><strong>2.75</strong></td>
</tr>
</tbody>
</table>

Please save the page often to avoid timing out and losing data. A warning will remind you which fields remain to be completed, but still allows data entered to be saved.

2. Describe the procedures to be used to ensure that all teaching staff educating children in Preschool for All Children will hold either an Initial or Standard Early Childhood Certificate (formerly Type 02 and Type 04 Early Childhood Certificates). Evidence of the certification status of all staff must be provided prior to final funding approval.*

   ([count] of 7500 maximum characters used)

   Staff will be required to provide the program with documentation of their Standard Early Childhood Certificate Type 04 for teachers. A copy will be made and put on file for future reference.

3. Describe the procedures to ensure that teacher aides meet requirements as described in the document titled ILLINOIS STATE BOARD OF EDUCATION Application for Para Professional Approval. Individuals wishing to be approved as teacher aides must file form ISBE 73-95 with the Regional Superintendent of Schools representing the area in which they will be employed (there is no fee for this service).*

   ([count] of 7500 maximum characters used)

Teachers aides will also provide the program with documentation that meet the requirements for Para Professional Approval. The approval can be obtained through the Regional Superintendent of Schools office. If necessary the program will submit the aide in meeting form ISBE 73-95 with the Regional Superintendent of Schools.

4. Provide evidence that the administrator and all program staff are knowledgeable about high-quality early childhood programs and are effective in explaining, organizing and implementing them.*

   ([count] of 7500 maximum characters used)
5. Provide evidence that the program has or will have written personnel policies and job descriptions on file.*

   (count of 7500 maximum characters used)

   Each one of our staff members has been required to write a job description. We follow a company handbook that is given to each employee to read before becoming employed.

6. Describe procedures that ensure that the program will offer opportunities and resources for staff to share and consult with others regularly.*

   (count of 7500 maximum characters used)

   The program allows opportunities and resources for the staff to consult with each other regularly. Space is available for individual conferences and small-group meetings. Professional development is available for all staff members. They are encouraged to participate in related subjects of interest and need. Support is provided by allowing the staff to attend conferences or courses, cover cost of conference, travel expenses, and off work.

7. Provide any additional information needed to explain staff qualifications. (OPTIONAL)

   (count of 7500 maximum characters used)

   We require our staff to work two trial days before they are hired so we can visibly see how they interact with the children and staff and implement our policies and programs.

*Required field
**Professional Development**

Please save this page often to avoid timing out and losing data. A warning will remind you which fields remain to be completed, but still allows data entered to be saved.

1. Provide evidence of a written professional development plan.*
   ([count] of 7500 maximum characters used)
   Our staff is required to write an outline of goals set for themselves to be obtained throughout the year. Each member meets with the administrator to discuss their goals and how we plan to achieve them as a team.

2. Describe how staff development needs will be determined for all staff, including noncertified program staff.*
   ([count] of 7500 maximum characters used)
   Each staff member meets with the administrator to determine their individual needs. During this meeting their goals are discussed as well as what is needed to obtain them, such as, conferences, fees, etc.

3. Describe the staff Inservice training program that will be conducted to meet the individual staff needs.*
   ([count] of 7500 maximum characters used)
   In-service training will be conducted for each staff member as needed. They may be held at our center or through other agencies, such as Star-Net, Good Shepherd, The Center. Also, we offer some in service classes in the evenings at our center to complete the required education hours.

4. Describe how the program's professional development plan will address issues of language and cultural diversity within the program.*
   ([count] of 7500 maximum characters used)
   In addressing language and cultural diversity, our staff is required to include a conference or education class containing this subject.

5. Describe other professional development activities that will be provided, including any collaborations with other organizations to provide professional development. (OPTIONAL)
   ([count] of 7500 maximum characters used)

*Required field
Evidence of a written evaluation must be provided.

Please save this page often to avoid timing out and losing data. A warning will remind you which fields remain to be completed, but still allow data entered to be saved.

1. Describe the process to be used to determine whether progress is being made toward successfully implementing the required components of the Preschool for All Children program.*
   
   (count) of 7500 maximum characters used

   Throughout the year the staff performs an evaluation on each child. We use these evaluations to help determine the progress and success of the program. These evaluations help us determine where our program strong points are as well as where improvements are needed.

2. Describe procedures to be used to show measurable outcomes for children participating in the program.*
   
   (count) of 7500 maximum characters used

   Our evaluation process includes continual documentation throughout the year. The documentation includes observations, screenings, parent/teacher meetings, etc. Through this information we can measure how the child is improving and based on the results make any necessary adjustments.

3. Describe procedures to be used to show measurable outcomes for family participation.*
   
   (count) of 7500 maximum characters used

   Our program requires the family to sign in whenever they participate in the program. This helps to keep track of family participation. This gives us information as to who is participating, as well as what activities are favored. We use this information to reach out to the families that are having trouble participating. We ask them what things work best for them and try and accommodate their needs.

4. Describe the process by which evaluation data will be used to inform continuous program improvement, including who will review the data and on what schedule. Describe how program improvement plans will be developed and how their implementation will be periodically reviewed.*
   
   (count) of 7500 maximum characters used

   Each evaluation is reviewed and checked by the administrator of the program. Evaluations are reviewed 3 times each year. Regular meetings are held with the staff, including teachers and aides. During these meetings the staff discusses ideas and suggestions and makes a plan to implement the changes.

5. Provide any additional information needed to fully describe the evaluation process. (OPTIONAL)
   
   (count) of 7500 maximum characters used

*Required field
The application has been submitted. No more updates will be saved for the application.

**Budget (Read Only)**

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<thead>
<tr>
<th>LINE</th>
<th>FUNCTION</th>
<th>EXPENDITURE ACCOUNTING</th>
<th>SALARIES 100</th>
<th>EMPLOYEE BENEFITS 200</th>
<th>PURCHASED SERVICES 300</th>
<th>SUPPLIES &amp; MATERIALS 400</th>
<th>CAPITAL OUTLAY** 500</th>
<th>OTHER OBJECTS 600</th>
<th>NONCAP EQUIP** 700</th>
<th>TOTAL</th>
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<td>2210 Improvement of Instruction Services</td>
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<td>26</td>
<td>4000 Payments to Other Districts and Governmental Units</td>
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<td>Approved Indirect Costs X 0%</td>
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<td></td>
<td></td>
<td>120,000</td>
</tr>
</tbody>
</table>

* If expenditures are shown, the indirect cost rate cannot be used  
** Capital Outlay cannot be included in the indirect cost calculation.

Superintendent Name: DIANE KIRKPATRICK
Budget Detail

BUDGET BREAKDOWN (Use whole dollars only. Omit Decimal Places, e.g., $2536)

The application has been submitted. No more updates will be saved for the application.

Itemize and explain each expenditure amount that appears on the Budget Summary. Provide a complete breakdown of eligible employee benefits. Federal Funds: If teacher’s retirement is not budgeted, indicate how it will be paid. Click on the "Create Additional Entries" button to enter additional information.

Description of Function Codes and Object Codes

<table>
<thead>
<tr>
<th>Function Code</th>
<th>Object Code</th>
<th>Expenditure Description and Itemization</th>
<th>Delete Row</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td>100</td>
<td>2.5 FTE 04 Certified Teacher, (Nicole Petschenko, Erica Flynn) 2.5 FTE Teacher’s Aide (Pat Guerrero, Julie Sheridan), Substitutes</td>
<td>57200</td>
</tr>
<tr>
<td>1000</td>
<td>200</td>
<td>Health Insurance, FICA Teacher .062, FICA Aide .062, Medicare Teacher .0145, Medicare Aide .0145</td>
<td>11293</td>
</tr>
<tr>
<td>1000</td>
<td>200</td>
<td>Worker’s Comp Teacher, Worker’s Comp Aide</td>
<td>1100</td>
</tr>
<tr>
<td>1000</td>
<td>400</td>
<td>Consumable Classroom Supplies- such as fine motor, dolls, books, etc., Software, curriculum, furniture, tables</td>
<td>14578</td>
</tr>
<tr>
<td>2210</td>
<td>300</td>
<td>Conference fees, mileage, hotels, meals</td>
<td>1625</td>
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<tr>
<td>2300</td>
<td>100</td>
<td>Budget Coordinator, Marti Mesmer</td>
<td>6000</td>
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<tr>
<td>2540</td>
<td>300</td>
<td>Contractual Janitorial Service, Pat’s Cleaning Service, prorated garbage, water, liability insurance, 8x400</td>
<td>5200</td>
</tr>
<tr>
<td>2540</td>
<td>400</td>
<td>Janitorial supplies, prorated utilities—electric, gas</td>
<td>5000</td>
</tr>
<tr>
<td>2560</td>
<td>400</td>
<td>student snack and non food items</td>
<td>2600</td>
</tr>
<tr>
<td>3000</td>
<td>100</td>
<td>.5 FTE Preschool Parent Coordinator, Patricia Arvia</td>
<td>10000</td>
</tr>
<tr>
<td>3000</td>
<td>200</td>
<td>FICA .062, Medicare, Health Insurance</td>
<td>2419</td>
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<tr>
<td>3000</td>
<td>300</td>
<td>Guest Speakers for Parent Activities, Workers comp</td>
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<tr>
<td>3000</td>
<td>400</td>
<td>Parent snack, supplies, parent lending materials, parent function expense, screening materials and supplies, postage</td>
<td>2210</td>
</tr>
</tbody>
</table>

Total Direct Costs: 120000
- Capital Outlay Costs: 0
Allowable Direct Costs: 120000
Indirect Cost Rate %: 0.00
Maximum Indirect Cost: 0

Indirect Cost
Total Allotment 10

Grand Total 120000
Allotment Remaining -120000

*If expenditures are budgeted in functions 2520, 2570, 2640, or 2660, the indirect cost rate cannot be used.
Applicant: Triple R Child Care Inc  
County: Cook  
Application: 2011-2012 Preschool for All 3-5 RFP - 00  
Cycle: Original Application  
Project Number: 12-3705-00-07-016-768X-01

Specific Terms of the Grant

By checking this box, the applicant hereby certifies that he or she has read, understood and will comply with the assurances listed below, as applicable to the program for which funding is requested.

1. No subcontracting is allowed without prior written approval of the State Superintendent of Education. See item 6 of the State Assurances tab for the type of information that must be submitted with the proposal about any proposed subcontracts to be funded with the grant.

2. Memorandum of Understanding with local Head Start agency: Grantees must enter into a Memorandum of Understanding (MOU) with their local Head Start agency. The MOU must contain the information specified in Section 2.3.71(a)(4.5) of the School Code. If the Head Start program is either unable or unwilling to enter into a written agreement, the program shall notify the State Board of Education of this fact no later than December 31 of each fiscal year.

3. Grantees must be in compliance with the Transitional Bilingual Education rules and procedures required by 23 IL Admin. Code 228.

4. Prior to final funding approval, each grantee must:
   - present evidence that all teachers providing instruction to preschool children hold either an Initial or Standard Early Childhood Certificate (formerly Type 02 and Type 04 Early Childhood Certificates), and
   - if subject to licensure requirements of the Illinois Department of Children and Family Services (DCFS), present evidence that it holds the required licensure.

5. Financial Reports: Expenditure Reports must be filed electronically to the Division of Funding and Disbursement Services four times a year.

<table>
<thead>
<tr>
<th>REPORT</th>
<th>CUMULATIVE THROUGH</th>
<th>DUE IN ISBE OFFICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>September 30, 2011</td>
<td>October 20, 2011</td>
</tr>
<tr>
<td>2</td>
<td>December 31, 2011</td>
<td>January 20, 2012</td>
</tr>
<tr>
<td>3</td>
<td>March 31, 2012</td>
<td>April 20, 2012</td>
</tr>
<tr>
<td>Final</td>
<td>June 30, 2012</td>
<td>July 20, 2012</td>
</tr>
</tbody>
</table>

6. Reporting: All grantees must report the following to the Illinois State Board of Education no later than October 15, 2011.
   - the percentage of children enrolled in the program who have been identified as being at risk of academic failure,
   - the percentage of children enrolled in the program who are from families whose incomes are less than four times the poverty levels established by U.S. Department of Health and Human Services, and
   - the percentage of children enrolled in the program who do not qualify under either category.

All grantees must enroll and exit each Preschool for All student in the ISBE Student Information System (SIS). This reporting activity is continuous throughout the year.
All grantees that receive funding for Preschool for All must also submit the following reports to the Illinois State Board of Education:

- Preschool for All Program Record (86-36A): This instrument collects information regarding program characteristics. The form is transmitted to the grantee to be completed at the end of the project year and submitted to the Illinois State Board of Education by the due date on the form.

- Preschool for All Follow-Up: Progress of previous preschool students from kindergarten through high school is to be tracked and will be collected through the Student Information System (SIS). Information collected includes data such as promotion and grades. The district/agency is responsible for requesting the follow-up report/file in SIS and entering reading, math and language grades for follow-up students in kindergarten, first and second grades.

- Immunization School Survey Form (ISBE 70-11). The data collection for the Immunization School Survey Form (ISBE 70-11) must be submitted through the ISBE Web Application Security (IWAS) System. Please complete the online survey providing immunization and physical examination data as of October 15 (or an earlier exclusion date if such has been established by your district/school) and submit by November 15 of each year.

- Teacher Service Record (TSR). For Teacher Service Record data collection periods, you must report full- and part-time employees working in a position that requires a teaching, administrative, or school service personnel certificate issued by the Illinois State Board of Education (ISBE). This data will be submitted through the IWAS System. The IWAS account administrator will receive email announcements regarding the specific dates for the TSR data collection periods and submission dates.

7. Each grantee funded to serve primarily at-risk children is required to have 80 percent or more of the enrolled children identified as at risk; prioritize at-risk students over non-at-risk students when making enrollment decisions; and take specific, proactive measures to ensure that parents of potentially at-risk children in the community are aware of the availability of the opportunity for preschool education through the program.

8. Any grantee that fails to enroll the required percentage of children (80 percent) in the particular prioritization category for which the proposal was funded (i.e., at-risk status or income levels) will have its grant award reduced proportionate to the decrease in percentage of such children enrolled.

9. Any grantee that has a waiting list of children to be served must first enroll all children determined to be at risk of academic failure before enrolling other children.

10. School district grantees with programs serving homeless children must comply with all applicable provisions of the McKinney-Vento Homeless Assistance Act. Non-school district grantees should, in so much as possible, ensure that homeless children enrolled in their programs receive the support necessary for successful and continued participation, including without limitation, arranging for appropriate transportation when necessary.

11. Program Review: An annual program review will be conducted for each new project to ensure program quality, to assist in program improvement and to provide technical assistance.

12. Supplanting: Funds received under the Preschool for All Children Program shall be used to supplement, and not supplant, funds that would otherwise be used for the proposed activities.

13. No fees will be charged of parents or guardians and their children who are enrolled and participate in Preschool for All Children programs.

14. No more than 5 percent of the total grant award shall be used for administrative and general expenses not directly attributed to program activities, except that a higher limit not to exceed 10 percent may be negotiated with an applicant that has provided evidence that the excess administrative expenses are beyond its control and that it has exhausted all available and reasonable remedies to comply with the limitation.

15. Applicants should be aware that grant awards may not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization; assist, promote, or deter union organizing; finance, directly or indirectly, any activity designed to influence the outcome of an election for any public office; or impair existing contracts for services or collective bargaining agreements.

16. No funds may be used to help support or sustain any institution controlled by any church or sectarian denomination (Article 10, Section 3 of the Illinois Constitution; Ill., Const. 1970, Art.
17. Each grantee which operates a program in a facility licensed by the Illinois Department of Children and Family Services (DCFS), shall require all employees and volunteers who are persons subject to background checks, as defined by Section 385.20 of Title 89 of the Illinois Administrative Code [89 IAC 385.20] to authorize DCFS to perform a Child Abuse and Neglect Tracking System (CANTS) background check. Required individuals shall execute an Authorization for a background check, as defined by Section 385.20 of Title 89 of the Illinois Administrative Code and shall submit the Authorization to DCFS for completion of the CANTS background check. Evidence of completion of required CANTS checks for all persons subject to background checks shall be maintained by the grantee and copies of the same shall be provided to the administrator of the DCFS-licensed facility. The requirement applies to any paid or unpaid individual, including any certified teacher employed by a school district or other entity but working in the facility, who is used to perform essential staff duties as evidenced by being counted in the staff-child ratio or being allowed to be alone with children in a licensed child care facility outside the visual or auditory supervision of facility staff.

18. Other:

- Equipment Purchases: Equipment Inventory Form should be used to document all equipment purchased by Preschool for All Children and is to be maintained in the grantee's files.
- Part-Time Staff: A time distribution worksheet should be kept on file for any staff member in a part-time position.
- Joint Applications for Funding: Grantees participating in a joint application are advised that the member grantees are individually and jointly responsible to the Illinois State Board of Education for compliance with all of the terms and conditions of the grant agreement. The administrative agent is responsible to the participating grantee and is the agent designated to receive funds and submit reports.
Applicant: Triple R Child Care Inc
County: Cook
Application: 2011-2012 Preschool for All 3-5 RFP
Cycle: Original Application
Project Number: 12-3705-00-07-016-768X-01

Certifications and Assurances, and Standard Terms of the Grant

By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires), hereby certifies and assures the Illinois State Board of Education that:

1. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

The applicant affirms, under penalties of perjury, that he or she is authorized to execute this Certification and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification.

DEFINITIONS

"Applicant" means an individual, entity or entities for which grant funds may be available and has made application to the Illinois State Board of Education for an award of such grant funds.

"Award recipient" means the person, entity or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms "grantee" and "award recipient" may be used interchangeably.

"Expenditure through dates" are from the project beginning date through September 30, December 31, March 31, and June 30 of each fiscal year and the project ending date.

"Grant" means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project. The terms "grant," "award," and "project" may be used interchangeably.

"Project" means the activities to be performed for which grant funds are being sought by the applicant. The capitalized word "Term" means the period of time from the project beginning date through the project ending date.

PROJECT

2. The project proposed in the application, and as negotiated and finalized by the parties in the Grant Agreement, is hereinafter referred to as the "project." In planning the project there has been, and in establishing and carrying out the project, there will be (to the extent applicable to the project), participation of persons broadly representative of the cultural and educational resources of the area to be served, including persons representative of the interests of potential beneficiaries.

3. Applicants may be asked to clarify certain aspects of their proposals/applications prior to final agreement on the terms of the project.

4. All funds provided shall be used solely for the purposes stated in the approved proposal/application.

5. The project will be administered by or under the supervision of the applicant and in accordance with the laws and regulations applicable to the grant. The applicant will be responsible for and
obtain all necessary permits, licenses, or consent forms as may be required to implement the project.

**SUBCONTRACTING**

6. No subcontracting is allowed under this program, except as set forth in the Grant Agreement. If subcontracting is allowed, then all project responsibilities are to be retained by the applicant to ensure compliance with the terms and conditions of the grant. All subcontracting must be documented and must have the prior written approval of the State Superintendent of Education. Approval of subcontracts shall be subject to the same criteria as are applied to the original proposal/application. The following information is required if any subcontracting is to be utilized:

- Name(s) and address(es) of subcontractor(s);
- Need and purpose for subcontracting;
- Measurable and time-specific services to be provided;
- Association costs (i.e., amounts to be paid under subcontracts); and
- Projected number of participants to be served.

The applicant may not assign, convey or transfer its rights to the grant award without the prior written consent of the State Board of Education.

**FINANCIAL TERMS**

7. Payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. Congress for federal programs. Obligations of the State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.

8. An applicant must not obligate funds prior to the start date of the project set forth in the final Grant Agreement. The project’s start date cannot precede the start of the fiscal year for which the funds are appropriated.

All project activities must be completed between the project beginning date and the ending date (the "Term"). Liquidation of all obligations, including the current year’s audit fee, should be completed no later than ninety (90) calendar days after the project ending date.

9. The applicant understands that payment for approved services and expenses will be made on a cash needs basis, and that payment will be made in accordance with applicable statutes, regulations, and standards after an application for payment is submitted to the State Board of Education. Vouchers for payment will be submitted to the Office of the Comptroller according to the payment schedule attached to the final Grant Agreement. The payment schedule shall be based on the projected date of expenditures. Payments will be withheld from scheduled amounts if expenditure reports show excess cash on hand.

10. An approved budget may be amended by completing the Budget Summary form to show the new amounts required and attaching an explanation for the changes. An amendment to the Grant Agreement must be entered into whenever any individual cell changes by more than $1,000 or 20 percent, whichever is larger. An amendment to the Grant Agreement must also be entered into whenever an award recipient proposes to use funds for allowable expenditures not identified in the currently approved budget, if the scope of the project is expected to change, or if the overall grant award must be increased.

11. Obligation of funds for items or services based on amendments cannot be encumbered prior to the date of receipt at ISBE of a substantially approvable budget amendment provided the scope/intent of the approved project has not changed. If the scope/intent of a project changes based on an amendment, programmatic approval must be obtained prior to the obligation of funds based on the amendment. ISBE shall be the final determiner of whether an amendment changes the scope/intent of a project. The begin date of the project cannot precede the beginning of the fiscal year for which the funds are appropriated. Requests for budget amendments must be received by the State Board of Education no later than thirty (30) calendar days prior to the project ending date for which the amendment is being sought.

12. Funds granted for the operation of this project must be used exclusively for the purposes stated in the approved proposal/application and must be expended in accordance with the approved budget and the award recipient’s policies and procedures related to such expenditures. Funds may only be expended for activities occurring during the Term.

A. State funded grants: All grant funds and earned interest shall be subject to the Illinois Grant Funds Recovery Act (30 ILCS 705). Interest earned on State funded grant programs and grant funds not expended or obligated by the end of the Term, as well as interest earned after the Term has expired, must be returned to the Illinois State Board of Education within forty-five (45)
calendar days following the end of the Term.

B. Federally funded grants: Interest earned in excess of $100 per year must be returned to the Illinois State Board of Education, with checks payable to the Illinois State Board of Education.

For-Profit award recipients shall **not utilize grant funds in any manner** for normal operating expenses or to generate a profit. The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.

13. The applicant, in compliance with the provisions of 30 ILCS 105/9.07, will not expend any funds received from the Illinois General Revenue fund for promotional items including calendars, pens, buttons, pins, magnets, and any other similar promotional items.

14. Financial Reports: Quarterly expenditure reports are required of all award recipients receiving funds, unless otherwise specified in the program specific terms or the request for proposals. Quarterly reports must describe the progress of the project or use and the expenditure of the grant funds. The expenditure through dates to be used in reporting expenditures and obligations are from the project beginning date through September 30, December 31, March 31, and June 30 of each fiscal year and the project ending date.

Those entities with established IWAS accounts with the Illinois State Board of Education must electronically submit expenditure reports by the required due dates specified within the Grant Agreement. Those entities not enrolled in IWAS must request paper expenditure report forms not later than twenty (20) calendar days before the due dates specified within the Grant Agreement to the Illinois State Board of Education. Expenditure reports are due twenty (20) calendar days after the expenditure through date. Failure to file the required reports within the timelines will result in a breach of the Grant Agreement. Upon any such breach, the State Board of Education may, without limitation, withhold the current year’s payments and payments for future years’ projects under the same program until the reports are properly filed.

All grant funds must be spent or obligated, and all activities must be completed prior to the project ending date. Each award recipient must submit a completion report showing the obligations and the expenditures for the project no later than twenty (20) calendar days after the project ending date.

If a completion report was filed through the project ending date and had no outstanding obligations, the completion report will be the award recipient’s final expenditure report. Failure to submit this completion/final expenditure report will result in current and subsequent years’ project funding being withheld until the report is received. In cases where final expenditures are less than total disbursements, the overpayment must be returned to the State Board of Education within forty-five (45) calendar days of the project ending date for all state grants or federal grants that do not expressly allow carryover funds. Failure to return the funds will result in a breach of the Grant Agreement. Upon any such breach, the State Board of Education may, without limitation, withhold current and subsequent years’ project funding until the overpayment is returned.

If a completion report was filed with outstanding obligations, then a final expenditure report showing total project expenditures (with all prior obligations paid) must be submitted no later than ninety (90) calendar days after the project ending date. Failure to submit the final expenditure report will result in current and subsequent years’ project funding being withheld until the report is received. In cases where final expenditures are less than total disbursements, the overpayment must be returned to the State Board of Education within forty-five (45) calendar days from the date of first notice of the amount due for all state grants or federal grants that do not expressly allow carryover funds. Failure to return the funds will result in a breach of the Grant Agreement. Upon any such breach, the State Board of Education may, without limitation, withhold current and subsequent years’ project funding until the overpayment is returned.

15. The award recipient will maintain records on project and fiscal activities related to each award for a period of three (3) years following the project ending date either for a state-funded or federally-funded project. Such records shall include a fiscal accounting for all monies in accordance with generally accepted governmental accounting principles. If there are outstanding audit exceptions, records will be retained on file until such exceptions are closed out to the satisfaction of the State Board of Education.

16. The State Board of Education and other governmental entities with program monitoring authority shall, during the Term and for a period of three (3) years thereafter (or until no outstanding audit exceptions remain, whichever is later), have the right at any time to conduct on-site or off-site inspections of the award recipient’s records and project operations for auditing and monitoring.
purposes. The award recipient shall, during the Term and for a period of three (3) years thereafter (or until no outstanding audit exceptions remain, whichever is later) and upon the request of the State Board of Education, provide the State Board of Education with information and documentation (including books, records, or papers related to the project) regarding the award recipient's progress or performance with respect to the administration and operation of the project.

**NO BINDING OBLIGATION**

17. The applicant acknowledges and agrees that the selection of its proposal for funding, or approval to fund an application, shall not be deemed to be a binding obligation of the State Board of Education until such time as a final Grant Agreement is entered into between the applicant and the State Board of Education. Prior to the execution of a final Grant Agreement, the State Board of Education may withdraw its award of funding to the applicant at any time, for any reason.

**COPYRIGHT**

18. All rights, including copyright to data, information and/or other materials developed pursuant to an award, are retained by the State Board of Education, unless otherwise agreed in writing by the State Board of Education. All such work products produced by the award recipient through work pursuant to the award shall be made available to the State Board of Education upon request.

**DEFAULT AND TERMINATION**

19. The award recipient will be in default of the grant award and the corresponding Grant Agreement if it breaches any representation or warranty made in the Grant Agreement, the Program Specific Terms or in these Certifications and Assurances, and Standard Terms of the Grant, or fails to observe or perform any covenant, agreement, obligation, duty or provision set forth in the Grant Agreement, the Program Specific Terms or in these Certifications and Assurances, and Standard Terms of the Grant. Upon default by the award recipient and written notification by the State Board of Education, the award recipient will have ten (10) calendar days in which to cure the default to the satisfaction of the State Board of Education. If the default is not cured to the satisfaction of the State Board of Education, the State Board of Education shall thereafter have full right and authority to terminate the Grant Agreement and/or seek such other remedy that may be available at law or in equity. Upon termination of the Grant Agreement, the award recipient will cease all use of grant funds, shall cancel all cancelable obligations relating to the project, and shall return all unexpended grant funds to the State Board of Education within forty-five (45) calendar days of termination.

**INDEMNIFICATION**

20. To the fullest extent permitted by law, the award recipient shall indemnify, defend and hold harmless the State of Illinois, the State Board of Education, and their respective members, officers, agents and employees against all claims, demands, suits, liabilities, injuries (personal or bodily), property damage, causes of action, losses, costs, expenses, damages or penalties, including, without limitation, reasonable defense costs, reasonable legal fees, and the reasonable value of time spent by the Attorney General's Office, arising or resulting from, or occasioned by or in connection with (a) any bodily injury or property damage resulting or arising from any act or omission to act (whether negligent, willful, wrongful, or otherwise) by the award recipient, its subcontractors, subgrantees, volunteers, anyone directly or indirectly employed by them, or anyone for whose acts they may be liable; (b) failure by the award recipient or its subcontractors, subgrantees, or volunteers to comply with any laws applicable to the performance of the grant; (c) any breach of the Grant Agreement, including, without limitation, any representation or warranty provided by the award recipient herein; (d) any infringement of any copyright, trademark, patent, or other intellectual property right; or (e) the alleged unconstitutionality or invalidity of the Grant Agreement. Neither the award recipient nor its employees or subcontractors shall be considered agents or employees of the State Board of Education or of the State of Illinois.

If the applicant is a government unit only, it is understood and agreed that neither the applicant nor the State Board of Education shall be liable to each other for any negligent or wrongful acts, either of commission or omission, unless such liability is imposed by law.

**GENERAL CERTIFICATION AND ASSURANCES**

21.

The applicant will obey all applicable state and federal laws, regulations, and executive orders, including without limitation: those regarding the confidentiality of student records, such as the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 et seq.); those prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, such as Title IX of the Amendments of

22. The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-rotating.

23. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.

24. The applicant is not prohibited from receiving a grant award from the State of Illinois because it pays dues or fees on behalf of its employees or agents or subsidizes or otherwise reimburses them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).

25. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant was formerly employed by the State Board of Education and has received an early retirement incentive under 40 ILCS 5/14-108.3 or 40 ILCS 5/16-133.3 (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, the Grant Agreement is not valid unless the official executing the agreement has made the appropriate filing with the Auditor General prior to execution.

26. The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the State Board of Education's employees during any part of the application process or during the Term of the Grant Agreement.

27. If applicable, the applicant shall be required to observe and comply with provisions of the Prevailing Wage Act, 820 ILCS 130/1 et seq., which applies to the wages of laborers, mechanics, and other workers employed in any public works.

28. The applicant certifies that it is (a) current as to the filing and payment of any applicable federal, state and/or local taxes; and (b) not delinquent in its payment of moneys owed to any federal, state, or local unit of government.

29. The applicant represents and warrants that all of the certifications and assurances set forth herein and attached hereto are and shall remain true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) calendar days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the State Board of Education.

30. Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the Illinois State Police and a check of the Statewide Sex Offender Database will be performed for all its a) employees, b) volunteers, and c) all employees of persons or firms holding contracts with the applicant, who have direct contact with children receiving services under the grant; and such applicant shall not a) employ individuals, b) allow individuals to volunteer, or c) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS 5/10-21.9(c)) or have been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.).

31. Any applicant that does not have a calculated indirect cost rate from the Illinois State Board of Education or does not utilize their restricted indirect cost rate as calculated by the Illinois State Board of Education certifies that it has developed a written Cost Allocation Plan (CAP) that: a) will be utilized in identifying the accumulation and distribution of any allowable administrative costs in the grant program; b) identifies the allocation methods used for distributing the costs among programs; c) requires support through records and documentation showing personnel time and effort information, and formal accounting records according to generally accepted governmental
accounting principles; d) requires the propriety of the charges to be substantiated; and e) shall be made available, along with any records or supporting documentation for allowable administrative costs, for review upon ISBE’s request.

32. The applicants participating in a joint application hereby certify that they are individually and jointly responsible to the Illinois State Board of Education and to the administrative and fiscal agent under the grant. An applicant that is party to the joint application or legal entity or a Regional Office of Education may serve as the administrative and/or fiscal agent under the grant.

33. The entity acting as the fiscal agent certifies that it is responsible to the applicant or, in the case of a joint application, to each applicant that is a party to the application; it is the agent designated and responsible for reports and for receiving and administering funds; and it will:

   a) Obtain fully executed Certifications and Assurances, and Terms of the Grant forms from each entity or individual participating in the grant and return the forms to ISBE prior to award of the grant;
   b) Maintain separate accounts and ledgers for the project;
   c) Provide a proper accounting of all revenue from ISBE for the project;
   d) Properly post all expenditures made on behalf of the project;
   e) Be responsible for the accountability, documentation and cash management of the project, the approval and payment of all expenses, obligations, and contracts and hiring of personnel on behalf of the project in accordance with the Grant Agreement;
   f) Disburse all funds to joint applicants based on information (payment schedules) from joint applicants showing anticipated cash needs in each month of operation (The composite payment schedule submitted to ISBE should reflect monthly cash needs for the fiscal agent and the joint applicants);
   g) Require joint applicants to report expenditures to the fiscal agent based on actual expenditures/obligations and documentation. Reports submitted to ISBE should reflect actual expenditure/obligations for the fiscal agent and the data obtained from the joint applicants on actual expenditures/obligations that occur within project beginning and ending dates;
   h) Be accountable for interest income earned on excess cash on hand by all parties to the grant and return applicable interest earned on advances to the Illinois State Board of Education;
   i) Make financial records available to outside auditors and Illinois State Board of Education personnel, as requested by the Illinois State Board of Education;
   j) Have a recovery process in place with all joint applicants for collection of any funds to be returned to ISBE; and
   k) Be responsible for the payment of any funds that are to be returned to the Illinois State Board of Education.

34. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21 which instructs the publisher to send (at no additional cost) to the National Instructional Materials Center (NIMAC) electronic files containing the contents of the print instructional materials using the NIMAS standard, on or before delivery of the print instructional materials. This does not preclude the district from purchasing or obtaining accessible materials directly from the publisher. For further information, see Article 28 (105 ILCS 5/28-21) of the School Code

Drug-Free Workplace Certification

35. This certification is required by the Drug-Free Workplace Act (30 ILCS 580/1). The Drug-Free Workplace Act, effective January 1, 1992, requires that no grantee or contractor shall receive a grant or be considered for the purposes of being awarded a contract for the procurement of any property or services from the State unless that grantee or contractor has certified to the State that the grantee or contractor will provide a drug-free workplace. False certification or violation of the certification may result in sanctions including, but not limited to, suspension of contract or grant payments, termination of the contract or grant and debarment of contracting or grant opportunities with the State of Illinois for at least one (1) year but not more than five (5) years.

For the purpose of this certification, "grantee" or "contractor" means a corporation, partnership, or other entity with twenty-five (25) or more employees at the time of issuing the grant, or a

department, division, or other unit thereof, directly responsible for the specific performance under a contract or grant of $5,000 or more from the State. The applicant certifies and agrees that it will provide a drug-free workplace by:

(a) Publishing a statement:
   (1) Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantee’s or contractor’s workplace.
   (2) Specifying the actions that will be taken against employees for violations of such prohibition.
   (3) Notifying the employee that, as a condition of employment on such contract or grant, the employee will
      (A) Abide by the terms of the statement; and
      (B) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.

(b) Establishing a drug-free awareness program to inform employees about:
   (1) The dangers of drug abuse in the workplace;
   (2) The grantee’s or contractor’s policy of maintaining a drug-free workplace;
   (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
   (4) The penalties that may be imposed upon an employee for drug violations.

(c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.

(d) Notifying the contracting or granting agency within ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.

(e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by section 5 of the Drug-Free Workplace Act.

(f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug-Free Workplace Act.
The application has been submitted. No more updates will be saved for the application.

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**Assurances**

The authorized representative of the applicant who will affix his or her signature below certifies that he or she has read, understood and will comply with all of the provisions of the following certifications and assurances.

The person approving these Certifications, Assurances and Standard Terms of the Grant hereby certifies and assures the Illinois State Board of Education that the person submitting the final application on behalf of the applicant (and thereby executing the grant agreement with the Illinois State Board of Education) has the necessary legal authority to do so.

**NOTE:** These boxes will be automatically filled in as each of the separate certifications/assurances are read and completed.

1. Assurances for Preschool for All Children Request for Proposal
2. Certifications and Assurances, and Standard Terms of the Grant

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**Signature of School District Superintendent / Agency Administrator**

Agreed to on this Date: 04/13/2011

**Signature of Board-Certified Delegated Authority for the School District Superintendent**

RCDT when agreed to: 07-016-768X-01
Submit

The application has been submitted for review.

Assurances were agreed to on: 4/13/2011
Consistency Check was run on: 4/13/2011
District Administrator submitted to ISBE on: 4/13/2011
Grant Administrator
Reader
Applicant: Triple R Child Care Inc  
County: Cook  
Application: 2011-2012 Preschool for All 3-5 RFP - 00  
Cycle: Original Application  
Project Number: 12-3705-00-07-016-768X-01

**Application History** (Read Only)

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