eGrant Management System

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Applicant: PORTA CUSD 202

Application: Preschool for All 3-5 RFP - 00

Cycle: Original Application

Sponsor/District: PORTA CUSD 202

Date Generated: 2/27/2014 9:02:36 AM

Generated By: mwbrue
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.
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 childs membership in a certain group nor a childs 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 familys 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.

<table>
<thead>
<tr>
<th>Persons in Family or Household*</th>
<th>Poverty Level</th>
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<tr>
<td>1</td>
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<td>$148,040</td>
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<tr>
<td>For each additional person, add</td>
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**SOURCE:** Federal Register, Vol. 74, No. 14, January 23, 2009, pp. 4199-4201, see poverty guidelines at

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 parents 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](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 programs 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.

- Parents, families, staff members and community representatives cooperatively develop a mission statement based on shared beliefs.
- 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 childrens 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 childrens home, community and cultural experiences have an impact on their development and learning.
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.
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.
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.
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 proposals 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)
A. Program Contact Person:
Last Name* 
Jones
First Name* 
Jennifer
Middle Initial 
L
Address 1* 
Petersburg Elementary School
Address 2
514 W. Monroe St.
City* 
Petersburg
State* 
IL
Zip + 4 * 
62675 1455
Phone* 
217 632 7731
Extension 
Fax 
217 632 3551
Summer Phone * 
Email 
jjones@porta202.org

☐ 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 
Eddings
First Name 
Kari
Middle Initial
Address 1
PORTA CUSD#202
Address 2
P.O. Box 202
City 
Petersburg
State 
IL
Zip +4 
62675 9800
Phone 
217 632 3803
Extension 
Fax 
217 632 3221
Summer Phone 
217 632 3803
Extension 
Email 
keddings@porta202.org

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:*

1988-1989

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
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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<th>Name of Authorized Official</th>
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<td>PORTA CUSD #202</td>
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<td>38 065 2000 26</td>
<td>Greenview CUSD#200</td>
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</table>

*Required field
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

<table>
<thead>
<tr>
<th>Name of Exempt Site</th>
<th>Township</th>
</tr>
</thead>
<tbody>
<tr>
<td>Petersburg Elementary School</td>
<td>West Petersburg</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Street Address</th>
<th>City</th>
<th>County</th>
<th>Zip Code+4</th>
</tr>
</thead>
<tbody>
<tr>
<td>514 West Monroe St.</td>
<td>Petersburg</td>
<td>Menard</td>
<td>62675 1455</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of ISBE funded Preschool for All (PFA) Students Currently Enrolled at this Site</th>
<th>Number of ISBE funded PFA Students to be Served at this Site in the Upcoming Fiscal Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>115</td>
<td>120</td>
</tr>
</tbody>
</table>

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

This proposal seeks to offer a Preschool program for the communities feeding into the PORTA and Greenview school districts. Situated within Menard County, these communities lie approximately 25 miles northwest of Springfield. PORTA CUSD#202 serves 1273 students from K-12 in five towns within the county (Petersburg, Oakford, Rock Creek, Tallula, Atterberry). Greenivew CUSD#200 educates 227 students in the same levels. According to data reported through the Illinois Early Childhood Assessment Map (IECAM), a total of 196 children ages 3-4 reside in this geographic area. 44 children age 3-4 are living at or below 100% of the Federal poverty level in 2008. 64 children age 3-4 are living at or below 400% of the Federal poverty levels in 2008. Based on screening and assessment results, it has been determined that the majority of this population is at-risk for academic failure. The PORTA program also serves as an educational program for the New Salem Children's Center daycare by transporting children into the school for preschool classes. The only other early education program in the county is Head Start, a home-based program currently serving 10 children. Without the PORTA program, the vast majority of children age 3-5 living in the PORTA and Greenview school districts would not have access to a preschool educational program. We estimate 80% to be served will meet requirements set forth for Priority 1, with the remaining 20% enrolled under Priority 2 guidelines.

### Instructions

**Will funds in this application be used for any sites that are exempt from DCFS licensure?**

- [ ] Yes
- [x] No

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

- [ ] Yes
- [x] No
<table>
<thead>
<tr>
<th>Name of Exempt Site</th>
<th>Township</th>
</tr>
</thead>
<tbody>
<tr>
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<td>County</td>
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<tr>
<td>City</td>
<td>Zip Code+4</td>
</tr>
</tbody>
</table>

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 Year

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

([count] of 1500 maximum characters used)
### Sites Required to Have DCFS Licensure

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

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

### Table of Sites

<table>
<thead>
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<th>Name of Site</th>
<th>Township</th>
<th>County</th>
<th>Street Address</th>
<th>City</th>
<th>Zip Code+4</th>
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<tbody>
<tr>
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</tbody>
</table>

**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

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

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<tr>
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Expiration (mm/dd/yyyy)

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Expiration (mm/dd/yyyy)

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<th>City</th>
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</tr>
</thead>
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<tbody>
<tr>
<td>Street Address</td>
<td>City</td>
<td>Zip Code+4</td>
</tr>
<tr>
<td>DCFS License Number</td>
<td>Expiration (mm/dd/yyyy)</td>
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</tr>
<tr>
<td>Number of ISBE funded Preschool for All (PFA) Students Currently Enrolled at this Site</td>
<td>Number of ISBE funded PFA students to be served at this site in the upcoming fiscal/school year</td>
<td></td>
</tr>
</tbody>
</table>

Describe both the population and the demographics of the community to be served by this site. ([count] of 1500 maximum characters used)
The PORTA Preschool program represents a joint agreement with the PORTA and Greenview school districts to provide high-quality educational services to at-risk 3 to 5 year-old children in these communities. Three primary goals exist for the program:

1. To screen and assess children age 2.6 to 5 living in the districts for developmental delays and “at-risk” characteristics. This process will also identify those children determined to be most needy. Both fall and spring area wide screenings will be held, along with individual screenings as needed throughout the year. To offer a 5 day/week educational program to meet the needs of each individual child determined to be eligible for the program. This program will show gains in literacy, cognitive, social, and emotional skills of the students enrolled.

2. To offer a parenting component to the program. Parents will be offered not only parental and educational instruction in the form of workshops and classes, but will be given the opportunity to be an integral part of the education of their child. A parent advisory board will be set to enable parents to collaborate with teachers and administrators in working toward the common goal of educating their child. A parent library will be available for resource and parents will be welcomed as partners in the classroom at all times. The Preschool Program will serve as a link to other community agencies providing services to qualifying families.

3. The PORTA Preschool staff has always played an integral role in the screening and assessment process since its conception. Recently, due to the elimination of SASED’s (our local special education district) Child Find Team, the PORTA Preschool is FULLY responsible for the screening and assessment of ALL children in the PORTA and Greenview School Districts.
PORTA CUSD#202 proposes a preschool program for children at-risk of academic failure. Offered at the Petersburg Elementary School, the program will serve 120 children in the PORTA feeder towns and neighboring Greenview community, where a deficiency in preschool education has been identified. Screening will focus on identifying and enrolling area children with the most significant at-risk indicators. Screenings will be conducted by the PORTA Preschool staff in collaboration with the district's Early Childhood Special Education program and Head Start. The Brigance Early Childhood Screening will be the screening instrument of choice. Both fall and spring area wide screenings will be conducted, with the ability to conduct individual screenings throughout the year as needed. Screenings will also include written and verbal parent interviews. Parent permission must be granted before screening can occur. The academic program will follow The Creative Curriculum for Preschool. This curriculum translates the latest research-proven early childhood strategies into a comprehensive, step-wise learning environment for children and their families. The program involves constant interplay between observation, education and assessment, done in a manner that piques the child's interest. Activities center around interest areas including, dramatic play, music/movement, library, writing, outdoor/gross motor play, art, toys/games, science, sand/water, computers and blocks. Outcomes will be formally assessed 3 times a year following the Creative Curriculum Developmental Continuum and the Illinois Work Sampling System. Outcomes will be compared directly with the individual goals set for each child.

* Required Field
### Early Childhood Accreditation

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

<table>
<thead>
<tr>
<th>Accreditation</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>The center accreditation of the National Academy of Early Childhood Programs of the National Association for the Education of Young Children (NAEYC)*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The center accreditation of the National Early Childhood Program Accreditation (NECPA) Commission of the National Child Care Association (NCCA)*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The family child care accreditation of the National Association for Family Child Care (NAFCC)*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The center accreditation of the National Accreditation Commission for Early Care and Education Programs (NAC) of the National Association of Child Care Professionals (NACCP)*</td>
<td></td>
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<tr>
<td>The Quality Counts Quality Rating System (QRS Award Level 1) of the IL Network of Child Care Resource and Referral Agencies (INCCRRA)*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Quality Counts Quality Rating System (QRS Award Level 2) (INCCRA)*</td>
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</tr>
<tr>
<td>The Quality Counts Quality Rating System (QRS Award Level 3) (INCCRA)*</td>
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</tr>
<tr>
<td>The Quality Counts Quality Rating System (QRS Award Level 4) (INCCRA)*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrator holds Illinois Director's Credential*</td>
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### Proposed Program Information

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Value</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of children to be served with PFA funds only.*</td>
<td>120</td>
<td><em>(This data pre-populates the number of children to be served field on the Project Need page.)</em></td>
</tr>
<tr>
<td>Dollar amount of proposal*</td>
<td>295610</td>
<td><em>(The Cost per child field is read-only)</em></td>
</tr>
<tr>
<td>Cost per child (Dollar amount of proposal divided by number of children served)</td>
<td>2463</td>
<td><em>(The Cost per child field is read-only)</em></td>
</tr>
<tr>
<td>Total number of Preschool for All attendance days per year*</td>
<td>180</td>
<td><em>(This data pre-populates the number of 04 Certified Teachers field on the Staff Requirements page.)</em></td>
</tr>
<tr>
<td>Number of half-day classes*</td>
<td>6</td>
<td><em>(This data pre-populates the number of 04 Certified Teachers field on the Staff Requirements page.)</em></td>
</tr>
<tr>
<td>Number of full-day classes</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Number of type 04 teachers (paid with PFA funds only)*</td>
<td>3</td>
<td><em>(This data pre-populates the number of Parent Coordinators field on the Staff Requirements page.)</em></td>
</tr>
<tr>
<td>Number of teacher aides (paid with PFA funds only)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Number of parent coordinators (paid with PFA funds only)</td>
<td>1</td>
<td><em>(This data pre-populates the number of Parent Coordinators field on the Staff Requirements page.)</em></td>
</tr>
<tr>
<td>Each/Every child attends the program five days a week*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Even Start Partnership*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Illinois Early Learning Standards aligned classrooms*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Required field
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.

Analysis of the communities encompassed by the PORTA and Greenview school districts strongly suggests that this area has a definite need for the Preschool For All 3-5 initiative. According to IECAM (Illinois Early Childhood Assessment Map) 196 children are reported to be living in the PORTA and Greenview School Districts. Over 20% of this population are living at or below the poverty level. Over 41% are living at or below 185% of the Federal poverty level and a staggering 83% are at 400% of the poverty level. 50% of children age 3-5 could be TANF eligible. Furthermore, according to data supplied by Northern Illinois University (IIRC), a 26% low-income rate exists for the PORTA district, while Greenview holds a 33% low-income rate. The Greenview district has also recorded a 13% mobility rate. According to the U.S. government census, only 88% of persons age 25+ living in Menard County have graduated high school. This is congruent with higher education statistics that show only 20% of persons in this county have received a bachelor's degree or higher education. This number falls well below the state average. Information obtained from school files, report cards, reduced lunch numbers and the Illinois District Report Card reveals an underlying problem with absenteeism within these districts. A 1.4% rate of chronic truancy exists in the PORTA district. The PORTA district holds only a 90% graduation rate with an over 3% high school dropout rate. In the year 2000, the adult illiteracy rate in Menard County was estimated at 7%. However, an even larger problem was unmasked concerning drug and child abuse when reviewing the Illinois Criminal Justice Information Authority's 2004 report entitled: Research and Program Evaluation in Illinois: The Extent and Nature of Drug and Violent Crime in Illinois' Counties. A Profile of the Menard County Criminal and Juvenile Justice Systems. This document revealed alarming increases in drug offenses and instances of child abuse/neglect in the county, despite a state trend toward improving circumstances. In particular, total drug arrests increased 5-fold in Menard County over a 10-year period. In fact, in 2003, almost 700 grams of methamphetamine per 100,000 population was seized countywide, representing more than double the rate in Illinois' other counties. Additionally, from 1994-2004, county cases of substance abuse-exposed infants was also increased while the trend for the rest of the state was down 42%. Finally, over the same period, child abuse/neglect cases saw an astounding 35% rise in the county. In addition to this report, the Illinois Behavioral Risk Factor Surveillance System reports 18.5% of the adults living in Menard County are at-risk for acute binge drinking. According to health statistics gathered in a 2007-2008 report from the Illinois Department of Public Health, over 12% of births in Menard County were to teenage mothers. It is clear from these statistics that our communities have a number of economic, academic and social challenges that will influence our children as they are raised in this environment. These circumstances will place many of them at-risk for academic failure if they are not provided the opportunities and resources for future success. It will be vital to identify and serve these children through a program such as Preschool For All Children.

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.*

Not much can be said of a duplication of service for early childhood education in these districts. Without the PORTA Preschool Program, opportunities for an early childhood educational program in this area are nearly non-existent. At present time, Menard County's Head Start is a home-based program serving only 10 children. These 10 spots not only serve the children of the PORTA and Greenview Districts, but the Athens School District as well. The only other option for both the PORTA and Greenview communities is a private church-run program which charges tuition, meets only 3 days per week, and admits only 10 children. Teachers for this church preschoool are not required to hold a teaching certificate. The PORTA program also serves as a preschool program for the New Salem Children's Center, a private daycare for infant to 10 year-old children. Children qualifying for admittance into Preschool For All who attend the daycare, are transported approximately 3 miles to Petersburg Elementary School for class. The Illinois Early Childhood Assessment Map (IECAM) reports a 3-5-year-old population of 196 children for the PORTA and Greenview School Districts. Without the Preschool For All program, only 10 economically at-risk children at best would have the opportunity for an early childhood education.

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.*
Population to 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.*

The PORTA program seeks to serve 120 students and their families most in need of an early childhood education. As the Illinois Early Childhood Assessment Map (IECAM) reports 196 children ages 3-5 are living in the PORTA and Greenview School District area, it is of utmost importance that those most in need become our priority and are served first. At the time of screening, students are ranked according to a criterion to determine eligibility. This instrument is a weighed scale. Difficulties could arise when those most in need are those who will not attend or have not been informed of a screening. To insure all families have been reached, many avenues are utilized to inform parents. Articles and advertisements appear in the local newspapers, fliers are distributed at area businesses and government agencies, and the school districts themselves aggressively publicize the program to parents through conferences and fliers. A history of collaboration with numerous local agencies has been established. Head Start, Public Aid, Menard County Housing Authority, and even the local justice system use information and data bases for locating prospective children. Also, the Menard County Health Department treats and serves a number of the county children and serves as a good source for recruitment efforts. The Menard County Food Pantry and local churches spread word of screenings and program information. Staff has developed a rapport with local home daycare providers who serve as advocates. For over 22 years, the PORTA Preschool Program is extremely visible in the community and speaks for itself with referrals and information spread to parents from former parents involved with the program. This small community is fortunate to have experienced staff who now are teaching children of former students. This eliminates some philosophical issues that could arise over "formal education" when dealing with this young age. Although area wide screenings are highly publicized and conducted in both spring and fall of each year, special arrangements for those who for various reasons were unable to attend. If necessary, a screening may be conducted in the child's home.

2. 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. 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. Number of participants who may be English language learners*

5. Indicate the geographic area to be served by Preschool for All Children.*

This proposal seeks to offer a Preschool For All Children program for the communities feeding into the PORTA CUSD#202 and Greenview CUSD#200. Both districts are in Menard County, located in Central Illinois and covers an area of 314 square miles. According to the 2009 US Census Bureau the estimated population of Menard County was 12,466. Using these figures, Menard County was the 13th smallest county in Illinois geographically, but 16th smallest in terms of population. Combining these two measures, Menard County had the 39th lowest population density per square mile among Illinois' counties.

6. Provide any additional information needed to describe the population to be served. (OPTIONAL)

The town of Greenview has no daycare centers. The PORTA District serves 5 small towns all located in the county (Petersburg, Oakford, Rock Creek, Tallula, Atterberry). Petersburg being the only town with a daycare center. The PORTA Program offers an educational program for this center.

* 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.

**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. **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)

   For analysis and decision-making purposes, BRIGANCE scores will be converted to a standardized score as provided by the screening instrument. BRIGANCE scores will be used, in part, to indicate which children should be deemed at-risk for academic failure. In this regard, BRIGANCE scores can be directly converted to a standard score with a mean of 100 and a standard deviation of 15. Similar to most test scores, we will use scores below one standard deviation of the mean as a marker of developmental delay and an absolute indicator of at-risk for academic failure. While children scoring one standard deviation below the mean on BRIGANCE gain absolute entry criterion, other at-risk factors have been identified to help screen for participation in the Preschool for All Children program. The criteria have been established by early childhood professionals, administrators and members of collaborating social service agencies. A child gets the following points for each qualifying item, with services offered first to children with the highest point total (i.e. greatest need and most at-risk for academic failure).5 points: Homeless, Transiency, Parent/child with chronic illness, DCFS involvement, Behavior issues, Emotional concerns, ESL4 points: Disabled parent, Public housing, Link card, Medical card, Parent in process of separation or divorce, Decreased parent3 points: Vision/hearing, Asthma, Tubes in ears, Seizures, FAS/drug exposure, Low birth weight/complications at birth, Parent incarcerated, Single parent, Teenage parent, School aged siblings experiencing academic difficulties, Parents did not complete high school.2 points: Living with grandparent, Blended family, Family member in counseling, Child of Active Military, Unemployed parent (not by choice)1 point: Multiple birth, multiple siblings under age 5, parent balancing work and school

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 PORTA Preschool Program utilizes the BRIGANCE Early Childhood System for screening and to aide in planning and evaluation. This tool was chosen as the instrument of choice by the majority of programs in this geographic area (Menard, Logan, and Sangamon Counties) to better coordinate and share results between neighboring school districts. The BRIGANCE Early Childhood Screen II addresses the following domains: Language Development, Literacy, Mathematics and Science, Approaches to Learning, Social and Emotional Development, and Physical Health Development. This tool assesses a broad sampling of skills in 10-15 minutes, helping to identify learning delays, giftedness, and strengths and weaknesses in language, motor, self-help, social-emotional, and cognitive skills. This instrument is a highly accurate, reliable, and valid screening tool. The BRIGANCE Early Childhood Developmental Inventory is utilized as an additional resource to monitor individual progress and plan developmentally appropriate, individualized instruction. The inventory assessments directly correlate to the assessments in the Early Childhood Screen II, allowing teachers to identify areas of strength and weakness. Also available in the BRIGANCE Early Childhood System and utilized is a collection of instructional activities which correlate to the assessments in the Early Childhood Developmental Inventory. A Spanish Directions Booklet is available and provisions are in place if necessary.

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)

   Prior to the screening appointment, parent’s receive an interview form to complete and bring to the screening. Along with this written interview, staff will conduct a verbal interview to obtain any additional information necessary to fully assess candidates. Information gathered includes questions pertaining to parent’s education level, employment, income and age, the number of children in the household, number of school-aged children experiencing academic difficulty and other factors contributing to the family makeup. A summary of the child’s health history, social development, and family situation is also included. If necessary, arrangements are available to aide parents with limited literacy skills or to conduct the interview in the parents’ native language.

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)

   A Vision and Hearing Screening is provided by the PORTA District and is conducted through the assistance of the school nurse and the PORTA Preschool Program at the time of the developmental screening. In compliance with 77 Ill. Adm. Code 685, the HOTV vision test is administered, while 77 Ill. Adm. Code 675, allows for use of the MAICO 39 for the hearing screening.

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)

   A written parental permission is obtained in accordance with the School Code. A form indicating permission to the screen, along with a Parent Interview Form is sent to the home prior to the screening. Permission forms are also available at the time of screening. Screening will not take place without written consent from parents. All permission forms are kept on file.

6. **Describe the procedures to be used to include teaching staff in the screening process. Results of the screening must be made available to teaching staff.**

   ([count] of 7500 maximum characters used)

   The PORTA Preschool Program utilizes the BRIGANCE Early Childhood System for screening and to aide in planning and evaluation. A form indicating permission to the screen, along with a Parent Interview Form is sent to the home prior to the screening. Permission forms are also available at the time of screening. Screening will not take place without written consent from parents. All permission forms are kept on file.
All screening and assessment is done in-house and conducted by staff of the PORTA Preschool Program. Support staff serve as parent facilitators by greeting families, signing in children, collecting permission forms and written parent interviews. Along with offering assistance if needed, to parents with the completion of the Parent Interview, support staff also does a verbal interview and explains the program to parents. Teachers from the PORTA Preschool program along with district Early Childhood Special Education teachers, administer the test. School administrators from the PORTA District and PORTA Preschool program serve as a final check point to explain test results and the program with parents. Any questions in regard to the PORTA program are explained at this time. After obtaining test scores and parent interviews, staff compiles data to use for selection to the program. No subcontractors are used for screenings.

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.*

A weighted system is used to determine eligibility. Results obtained from the screening, written interviews and verbal interviews are tabulated and scored. This system was developed by preschool staff and district administrators. This system was developed after studying criterion used by a combination of samples supplied to the district from other schools. Staff and administrators determined which issues or criteria most fits the composition of the PORTA and Greenview District needs.

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

Three initial screenings are conducted in the spring to allow time for staff to study and compile results in order to begin preparation for next year’s class selection. Three different dates and locations are offered to accommodate parents. An additional screening is offered in September. Staff is also made available year round to screen children as needed. The PORTA Screening Team also conducts a screen day at the local daycare.

*Required field
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.

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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).*

The educational program provided by the PORTA Preschool directly aligns with the Illinois Early Learning Standards. Teachers utilized these standards in the preparation of daily lessons. 1. Personal and Social Development needs are addressed by building a classroom environment that nurtures self-confidence and self-direction. Children are encouraged to engage in conversation, join the group in singing, engaging in dramatic play, trying something new, making their own choices, and meeting new friends. The climate of the rooms allow for children to understand the need for interacting with others, working as a team, and interacting with adults. The program allows for each child to have free choice and decision making as a part of their day. Teachers teach acceptable behaviors through modeling and use daily events as teachable moments. 2. Language and Literacy needs are addressed through daily conversations by peers and teachers. Conversation is constant and encouraged. Open ended questions are used to expand communication and vocabulary. Stories and books are read to the class as a group several times a day. A quiet reading corner is established for children to read, explore and listen to books independently when they choose. A writing center containing not only expected items, but word banks, picture cues, stencils, and various other materials are available for children's use. Daily group lessons in language and phonemic awareness are presented by teachers, along with a weekly lesson presented by the school Speech and Language Therapist. 3. The Mathematical Domain is addressed in the room through free play in the block area, making patterns with beads or unifix cubes, measuring in the water table, counting out crackers for snack, talking about positional words while standing "under" the slide, and sorting buttons. 4. Scientific Thinking occurs, but is not limited to the Science Center. Children explore and use tools such as eye droppers, magnifying glasses, and magnets. They learn to make comparisons through the observation of intentional activities and daily settings. 5. Social Studies are addressed by learning about other families that may not be the same as ours, studying community helpers and using this information for dramatic play. Following rules of the classroom teaches an awareness of citizenship and government. While working and playing with others, they become aware of the skills necessary to be a leader. 6. Children engage in Art daily. The focus of this domain is engagement rather than the mastery of skills. Children use a variety of art materials for self expression. They participate in movement, dance and drama. Music plays an enjoyable and important role in lessons. Children are encouraged to join in without expectations. Not only are children encouraged to participate in art activities, but also to respond to the work of others as well. 7. Physical Development and Health are an integral part of the preschool experience. Fine motor skills are acquired not only through the use of putting a crayon to paper, but by stringing beads, cutting with scissors, picking up items with a tweezer, using clothespins to hang up artwork, Eye-hand coordination is improved by dressing dolls, hammering tees into Styrofoam, or placing pieces in a puzzle. Gross motor is improved by walking a balance beam, running an obstacle course, kicking a ball, riding a tricycle, or using playground equipment. Performing self-care tasks such as toileting, hand washing and covering your mouth when coughing promote health.

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.*

The PORTA Preschool program follows the philosophies of The Creative Curriculum Model. This curriculum addresses 10 areas of development and learning: Social-Emotional / Physical / Oral Language / Cognitive / Literacy / Mathematics / Science and Technology / Social Studies / The Arts / English-Language Acquisition. This curriculum aligns with the Illinois Early Learning Standards, is research based and gives consideration to the wide range of children's abilities (including those with IEPs). Using the Creative Curriculum checklist and the Illinois Early Learning Assessment Work Sampling Illinois Developmental Checklist-4, as a tool for assessment, an individual language and literacy plan will be developed for each child. Children will still have time for free choice in their day, but teachers will work with students to make gains in the areas of need.

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.*

The PORTA Preschool Program utilizes the Illinois Early Learning Assessment/Work-Sampling Developmental Checklist-4 to document learning and assist with assessment of each individual child. This checklist, along with written observations, collected samples, and photographs will be utilized to assess students and design individual plans for the education of each child. Formal conferences are held twice a year to enable teachers and parents to share information and address any concerns. In addition to parent/teachers conferences, "report cards" are sent to parents in fall, winter, and spring. These "report cards" are composed of a simple checklist that directly corresponds to the Illinois Early Learning Standards and a written narrative reporting their child's strengths and needs.

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.*

The PORTA Preschool Program is housed in the same building in which kindergarten is also taught. Transition into kindergarten is an extremely smooth process. Files and records of students are already in place while Preschool and Kindergarten teachers converse daily. PORTA Preschool students are automatically preregistered (unless otherwise advised the family is moving out of district) into
Preschool students from the Greenview district will attend the Greenview school. Records are transferred to the Greenview school to be shared with the Greenview Kindergarten teacher. As children from Greenview are bused to Petersburg by the Greenview District, the district has already been in contact with the parents, and parents have already become familiar with the Greenview School. Greenview students are automatically preregistered (unless otherwise advised the family is moving out of district) for Kindergarten. In addition, the PORTA Preschool Program offers an educational meeting in the spring, for parents preparing their children for kindergarten. This is a collective effort of Preschool staff, Kindergarten staff, and Building Administration.

5. Describe the provisions to be made to allow for the participation of children with disabilities in the program.*

As our classrooms include children with developmental delays or disabilities, provisions are made to allow them to participate fully. Frequent communication with families is crucial. Teachers form a true partnership with parents and caregivers to establish a child's strengths, abilities, and special needs. If language delays are apparent, a referral to the school Speech and Language Therapist is made. Additional services for these children are arranged and if eligible, services are administered in the classroom. Not only are these identified students benefiting from this additional help, but others in the room benefit too. Physical and Occupational Therapies are also available to qualifying children and services may be requested by teachers or parents. Petersburg Elementary School is a handicapped accessible building and addresses the needs of children with physical limitations. If necessary, additional provisions are made for children with physical and learning disabilities to be enrolled in the program. Since the educational curriculum promotes development on a continuum, the program allows for meaningful progress whether the child is on the lower end of the continuum or with accelerated abilities. Logistical provisions regarding additional assistance and special equipment will be made and addressed on an individual basis. Children with disabilities will have an IEP developed by teachers, parents, and administrators. Within this plan, special needs will be addressed.

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.*

Children of homeless families shall be actively recruited for the program. In the event that these families move out of the immediate preschool service area, the PORTA Preschool For All program is committed to offering transportation services to and from preschool or facilitating enrollment in a more convenient, yet equivalent, free of charge preschool.

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 entities must type in Not Applicable in order to save the page.*

Upon identification of need (usually performed at the time of screening), the PORTA School District will contact the local special education cooperative district (SASED) to administer services to transition ESL students. This cooperative education arrangement is in place and will be administered according to the School Code and the Ill. Adm. Code if need arises.

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.*

This provision will be easily enforced since the only students receiving preschool education at our facility will be those enrolled in the Preschool For All program. It is made clear at time of recruitment and again upon registration, that no fees, snack money, or school supplies will ever be required from parents for enrollment into the program. Parents will under no circumstances need to make a financial contribution to this program. Classroom instruction, as well as parent, child, and family activities are free of charge. This information is posted on informational brochures and is made known to all agencies and entities that collaborate with the PORTA program.

9. Provide any additional information needed to describe the educational program. (OPTIONAL)

*Required field
Describe the family activities, such as workshops, field trips and child/parent events, that will be provided. Include a schedule for the

Describe how the program will ensure that parents are full partners in the decisions that affect children and families, including how

Describe activities that will ensure parents play an integral role in assisting student learning.*

Describe activities that will promote and support parenting skills.*

Describe 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.*

PORTA Preschool has an open door policy. Monthly newsletters are sent home to keep parents informed on upcoming events, classroom projects, and necessary information. Report cards including a written narrative are sent home 3 times a year. Parents are invited to attend a private conference with teachers each semester. Conference are held during both daytime and evening hours to accommodate parents’ work schedules. During this conference, teachers and parents work together to form an alliance with the goal of a successful early childhood education for the child. Activities will range from formal parenting classes, family fun nights, and parent workshops. Parents also invited to accompany the class on 2 outside field trips a year. Daily communication occurs between teachers and parents who choose to transport their children to school themselves. Teachers are available to talk with parents in between morning and afternoon classes. Parents are encouraged to visit classrooms at any time. Parents are encouraged to join an advisory board to work with teachers for the betterment of the program. Procedures are in place, and arrangements will be made to communicate with parents in their native language.

Each field trip, workshop, or family night will have an underlying message to parents on how to interact with their children. Ideas, strategies, and materials will be given to parents to use at home with their children. Conferences will focus on skills and strategies that parents can use to address the needs of their individual child. In addition, formal parenting classes can and have previously been arranged through The Parent Place (a service agency located in Springfield). Need and interest for such classes is determined by an initial parent survey. A weekly newsletter will be distributed that will include: a calendar of activities, healthy recipes, words to class songs so that parents can sing along at home, and child-rearing tips.

As the year begins, parents are offered a survey as a needs assessment. This tool will be used to address how to help parents become involved in the education of their children, whether through in class volunteering, workshops and classes, or becoming a member of the parent advisory board. Special consideration will be given and accommodation’s made at this time for parents without means of transportation. Surveys will be shared with teachers. Teachers, along with the help of the Parent Coordinator, will conduct a follow-up communication to ensure parents understand they are an integral part of the program.

As a sign of true commitment, preschool activities will not be limited to "school hours". Activities and opportunities will be offered at various times to accommodate parent work schedules. Parents will be invited to serve in the classroom as guest readers, center volunteers, and party helpers. The open door policy encourages parents not only to visit, but to be an active member of the classroom at any time.

Through workshops, parent/teacher conferences, newsletters and classroom visits, parents will be made aware of the impact they have on their children’s future. They will learn they are the first and most important teacher for their child. Each parent interaction opportunity given by the program will stress how crucial it is for parents to take ownership of their child’s education. It is stressed from day one, that without a home-and-school connection, we are on the track for failure. The underlying philosophy taught to parents through workshops, conferences, newsletters, and classroom visits, is that schools will not work without the support of parents. In addition, a parent advisory board will be established to ensure the needs and concerns of families are heard by the school and being addressed.

Families will have numerous opportunities for preschool activities. Activities will be offered at various times of day to ensure all parents, in spite of work schedules, will have the ability to attend. Although the following is a loose schedule of activities, these are subject to change if parent surveys indicate other topics of importance. During class time, children and parents will have the opportunity to attend 2 field trips. All are invited to attend a fall field trip to a local farm to pick pumpkins from the field and learn about/observe animals on the farm. This trip will have a focus on early science education and how to teach science through daily life events. A trip to nearby Lincoln’s New Salem State Park will be presented in the spring. During this trip, parents and children will be engaged in a scavenger hunt through the historic village to collect letters and complete an alphabet book. Parents will be reminded of easy ways to incorporate phonemic awareness into every day. Evening activities will be composed of the following selections: 1. Preschool 101: Held at the beginning of the year, this workshop serves as an introduction to PORTA Preschool. This is an informative meeting for parents to further explain the program. Topics will include - What to expect. The Early Learning Standards. What will be expected of parents and how they can be involved to work together for the common goal. As parents are listening to information, children will be able to visit classrooms and get acquainted with new friends. Parents will be given a get acquainted packet including
2. Preschool Sock Hop: This is a long standing tradition with PORTA Preschool. Families join together for an evening of fun and exercise. A packet of information on physical fitness and health is distributed to parents. Information will include community services for health, nutrition and fitness that are available in the area.

3. Pool Party: Families are invited for a evening of fun at the pool. A packet of information on home safety and a basic first aid kit is distributed to parents.

4. Kindergarten Here We Come: Offered in cooperation with the Kindergarten staff and building administration, this workshop will help to ease transition into next year. The following activities will be offered in the afternoon:

   - Fall - Literacy Workshop: Families will engaged in reading and literacy activities through guest readers, art, and drama. Parents will take home ideas and strategies to work with their children at home. Children will take home a new book.
   - Winter - Games Workshop: Families will have the opportunity to play several classic early childhood games while being reminded of teachable moments during play. Games such as Candyland, Don't Spill the Beans, Shoots and Ladders, Cootie, Go Fish, etc. will be set up for play and friendly competition. Parents will take home ideas and strategies to work with their children at home. Children will take home a board game.
   - Spring - Math Workshop: Families will have the opportunity to make and take simple math games to play at home. Examples include a fishing game using goldfish crackers, a number matching file folder game, and a number/counting book.

7. Provide any additional information needed to describe the parent education and involvement component. (OPTIONAL)

   ([count] of 7500 maximum characters used)
Community Collaboration

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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)

   Collaboration with other agencies is limited due to the fact that other agencies serving young children in this area are few. Menard County does not receive funds for a Preschool For All 0-3 program nor Even Start. Springfield Area Early Intervention refers age appropriate children to the program or the districts' special education program. The PORTA program also helps to coordinate speech services for qualifying children too young to attend the PORTA Preschool program. PORTA Preschool works very closely with the local Early Childhood Education Special Education program. ECE Special Education serves as a working partner during community wide screenings. Teachers from Preschool and ECE Special Education work together to determine correct placement for students. All parenting classes, workshops, and activities are held jointly by the PORTA Preschool and ECE Special Education staff. Menard County Housing Authority and the Menard County Health Department work closely with the PORTA Preschool program to ensure children with the greatest need are receiving services. Likewise, the PORTA program shares information on services available to parents through these public service agencies. The PORTA Preschool program works closely with local home daycare providers to offer an early childhood educational program for their home daycare children. Children are transported to and from daycare homes by bus to Petersburg Elementary School. Only the town of Petersburg has the availability of a daycare center. The PORTA Preschool program also serves as an educational program for those children attending the daycare. Qualifying children are transported approximately 3 miles to Petersburg Elementary School for class. The PORTA Program works closely and communicates with district Title I staff to ensure the best transition into Kindergarten and beyond for children in need of services. As Menard County's Head Start program serves only 10 children county wide, duplication of services is nearly nonexistent. Head Start also collaborates in screenings to ensure the best placement for children.

2. Describe how children will make the transition both into and out of the program, including into kindergarten.*

   ([count] of 7500 maximum characters used)

   Parents of children qualifying for the PORTA Preschool program will receive notification by mail during the summer. At this time, parents will be instructed how to obtain the correct paperwork necessary for enrollment (immunization record, birth certificate, income verification, etc.) Staff will then personally contact parents to arrange an appointment to complete registration. In addition to this personal appointment, an evening workshop will be offered: Preschool 101 to answer questions, address any concerns, tour the facilities, and meet additional staff and other families in the program. As both districts are very small, it is not difficult to transition children into kindergarten. Children from the PORTA District will attend kindergarten in the same building as they did Preschool. Children from the Greenview District have already worked closely with the Greenview School for transportation to PORTA. Preschool and kindergarten teachers communicate before and after children enter kindergarten to help in the transition. All age-eligible PORTA Preschool students are preregistered for kindergarten in their district. Parents are also offered the opportunity to attend a workshop offered by both Preschool and Kindergarten staff to aid in the transition.

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)

   As situations and needs become apparent, it is sometime necessary for children enrolled in PORTA Preschool to be moved into the Early Childhood Education (ECE) Special Education program. If this need does occur, the building principal is informed and a referral for special education services is made by the classroom teacher. A full case study is then put into place. Results are shared with a Case Review Team, Preschool teacher, and parents, and proper placement is determined. With results of their study as Menard County Head Start serves only 10 children, it is rare to have the option of requesting additional services from this source. PORTA Preschool and Head Start staff communicate to ensure the best placement for each child.

4. Describe how the program will reflect the understanding that the children's home, community, and cultural experiences have an impact on their development and learning.*

   ([count] of 7500 maximum characters used)

   Due to the fact that Menard County is not very culturally diverse, PORTA Preschool staff must be aware to not assume all families come into the program with the same mind set or background. In some respects, it is the duty of the staff to be extra sensitive to these issues. Parents and families are never forced into taking part in any activities in which they are not comfortable. Teachers try to develop a rapport with parents that will allow them to voice their needs and concerns. Special accommodations will be made to ensure parents and families feel welcomed and understood. Each child's individual education plan will also take into account the child's home and culture and how that impacts the educational plan.

5. Provide any additional information needed to explain your community collaboration efforts. (OPTIONAL)

   ([count] of 7500 maximum characters used)

   In 2010, the PORTA Preschool Program was instrumental in forming a support group known as "Grandparents Raising Grandchildren". This group meets monthly to address issues facing this growing population in our community.

*Required field
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.

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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.*

   All staff will hold appropriate certification and qualifications for their positions prior to their employment. PORTA Preschool teaching staff will hold either an Initial or Standard Early Childhood Certificate from the State of Illinois. Teaching certificates are on file with the District Superintendent and the PORTA Preschool project director.

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).*

   Under Illinois State Board of Education rules governing paraprofessionals, all teacher aides in the PORTA Preschool Program are certified. All classroom aides employed by PORTA hold a Proficiency Certificate for Teachers Assistants. All aides currently have proper certificates on file.

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.*

   Staff members have an in-depth knowledge of high quality early childhood programs and have completed necessary coursework. The administrator and program staff have received training and education on best practices for early childhood education as evidenced through certification. The PORTA program has implemented an outstanding preschool education program for over 22 years. This program’s project director was the original grant writer in 1989 and continues to serve this district with 25 years of preschool experience. Current staff strives to improve instruction by attending workshops and taking classes. Parent evaluation of the program is extremely favorable. Evaluations from ISBE indicate that staff is knowledge about early childhood education.

5. Provide evidence that the program has or will have written personnel policies and job descriptions on file.*

   Written personnel policies and job descriptions are and will continue to be on file with the building administrator and project director.

6. Describe procedures that ensure that the program will offer opportunities and resources for staff to share and consult with others regularly.*
collaborate with Head Start, Kindergarten, Title I, and other area agencies if necessary.

7. Provide any additional information needed to explain staff qualifications. (OPTIONAL)
   ([count] of 7500 maximum characters used)

*Required field
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)
   A professional written professional development plan will be on file with the program director to ensure staff stays current and highly-educated in the field of early childhood education. It is a goal of the program to encourage teachers to be life long learners in this field. Forms generated by the ISBE are utilized for the professional development plan.

2. Describe how staff development needs will be determined for all staff, including noncertified program staff.*
   ([count] of 7500 maximum characters used)
   An initial survey will be conducted to determine staff development needs. The staff survey form has been generated through the ISBE Preschool For All. Completed survey forms will be kept on file with the program director and used to develop in-service opportunities. Both certified and non-certified staff will engage in improvement of instruction.

3. Describe the staff inservice training program that will be conducted to meet the individual staff needs.*
   ([count] of 7500 maximum characters used)
   As determined by staff survey, group opportunities to meet needs will be explored. Inservice days will be planned to fit the needs of the staff for the year. Individual staff needs may be addressed through workshops offered through ISBE Early Childhood Division, the IRC and STARnet. Staff shall request permission to attend professional opportunities that address their individual needs. The project director will help staff find appropriate instructional workshops and each staff member will attend at least one additional STARnet workshop appropriate for their job responsibilities during the year.

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)
   Staff will have time available to study and address issues that may arise due to language and cultural differences as deemed necessary. It will be the responsibility of the project director to obtain appropriate resources for staff. Resources from ISBE, IRC, and STARnet will be utilized for these issues.

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)
   Staff will work in cooperation with the local (CAEYC) and (NAEYC) national organizations to obtain professional development as well. Staff in also be required to attend professional development opportunities provided to the PORTA district staff as a whole.

*Required field
Evaluation

Evidençe of a written evaluation must be provided.

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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.*

   The PORTA Preschool Program will utilize an independent reviewer with experience in preschool program implementation to systematically evaluate all aspects of the program, from screening to education program to parent involvement. This evaluation will be performed mid-year and shared with the building administrator and program staff. Aspects of the ECers will be utilized for this visit. The Program will also be formally evaluated by the building administrator, the district superintendent, collaborating community agencies, and the parent board. A formal checklist will be utilized and will cover the required components of the grant: Screening / Educational Program / Parent Involvement. Results of this evaluation will be shared with the PORTA School Board and used in classroom and parent program planning as well as staff in-service planning for the following year. In addition, an end of year survey will also be available for all participating parents to give feedback on the program's strengths and weaknesses. Data from this survey will be used for classroom and parent program planning as well as staff in-service planning for the following school year.

2. Describe procedures to be used to show measurable outcomes for children participating in the program.*

   The Creative Curriculum for Preschool in itself allows for easy quantitative assessment of educational success. Since the Creative Curriculum for Preschool program meticulously tracks progression through a sequence of developmental steps, improvement can be easily gauged. The Creative Curriculum aligns with the Illinois Early Learning Standards. The PORTA Preschool Program also utilizes the Work Sampling Illinois Checklist and system for authentic assessment. Teachers will manage a portfolio for each child. This portfolio will serve as an important tool to show measurable progress. Included in the portfolio will be the Work Sampling Checklist, copies of formal report cards that include a narrative for parents, and samples of daily work performed in the classroom. Samples collected will include, but not be limited to, drawings, writings, photographs, and narrative notes recorded by teachers that indicate skills have been or are in the process of being mastered. Evaluation is a continual process.

3. Describe procedures to be used to show measurable outcomes for family participation.*

   A lofty goal for the PORTA program will be 100% participation of parents, in some form. Parents will be educated on the various options for involvement in the PORTA program and in their young child's education. Participation in some fashion will be mandatory. Sign in sheets will be utilized at all parent and family activities. Teachers will maintain a parent contact log and review this record at the culmination of each quarter to determine which parents need to be reached. The parent coordinator will offer aid to those hard to reach families with assistance in transportation, babysitting, and any additional needs that may be a factor standing in the way of their participation. The parent coordinator will also serve as the liaison between the PORTA Preschool Program and other community service agencies. Monitoring the impact the program is having on families will be a continual process during the year. Parents will have opportunity at each event through the use of a parent satisfaction survey to communicate their wants and needs and allow staff to better serve families. A record of parent involvement will be maintain by each teacher. In addition to this recording, the parent coordinator will also make record of instances when the PORTA program was able to refer families to other social service agencies for various needs. Although a goal of 100% participation is lofty, past practice shows this is achievable. Children whose parent(s) refuse to participate will not be excluded from the program. Finally, parents will have the opportunity to review the program at the end of year. A written program evaluation will be given to participating families for their completion. This evaluation will aid staff in preparation for parent activities and involvement for the following year.

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.*

   Regardless of the component under evaluation, the assessment measures dictate that data is collected on a continual basis. This allows for not only absolute measures of program effectiveness at the end of a calendar year, but also for tracking of progress from week to week. This philosophy allows for program improvements to be made throughout the year to better the preschool experience. The building administrator along with teachers, aides, and the parent coordinator will formally review data at the end of each quarter during in-service days. Information collected will be utilized to form program and staff improvement opportunities.

5. Provide any additional information needed to fully describe the evaluation process. (OPTIONAL)

*Required field
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:** Please review the Instructions link for details that apply to your specific grant regarding teacher's retirement. Contact your program consultant with any additional questions you may have regarding TRS contributions. 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>PFA3-5RFP Funds</th>
<th>Delete Row</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000</td>
<td>100</td>
<td>1. teacher salaries: Jones $46,614 / Hayes $31,948 / Blair $31,948 ($110,510) 2. aide salaries: Sullivan $18,504 / Plowman $15,414 / Pinkerton $15,414 ($49,332) 3. teacher sub pay: 30 days @ $90/day ($2700) aide sub pay: 30 days @ $75/day ($2250)</td>
<td>164792</td>
<td>☐</td>
</tr>
<tr>
<td>1000</td>
<td>200</td>
<td>1. teacher benefits: Jones-$5,514 Health, $331 Dental, $24 Life, $4,836 TRS, $746 Medicare, $298 TRS ManCon, $340 Ethis ($12,089) Hayes-$5,514 Health, $331 Dental, $24 Life, $3,315 TRS, $511 Medicare, $205 TRS ManCon, $233 Ethis ($10,133) Blair-$5,514 Health, $331 Dental, $24 Life, $3,135 TRS, $511 Medicare, $205 TRS ManCon, $233 Ethis ($10,133) aide benefits: Sullivan-$5,063 Health, $331 Dental, $24 Life, $1,967 IMRF, $268 Medicare ($7,653) Plowman-$5,063 Health, $331 Dental, $24 Life, $1,639 IMRF, $224 Medicare ($7,281) Pinkerton-$5,063 Health, $331 Dental, $24 Life, $1,639 IMRF, $224 Medicare ($7,281) 3. teacher sub benefits: 30 days @ $25/day ($750) aide sub benefits: 30 days @ $20/day ($600)</td>
<td>55920</td>
<td>☐</td>
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<tr>
<td>1000</td>
<td>300</td>
<td>2 field trips-pumpkin patch &amp; New Salem State Park @ $250/trip</td>
<td>500</td>
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<tr>
<td>1000</td>
<td>400</td>
<td>supplies for 3 classrooms not exceeding $500/unit: paper $600, paint $300, glue and glue sticks $300, crayons &amp; markers $300, replace damaged dramatic play clothes and toys $500, books $900, replace broken games and puzzles $700</td>
<td>3600</td>
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<tr>
<td>2210</td>
<td>300</td>
<td>Mileage, Meals, Fees for in-services to be determined by staff survey ($1000)</td>
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<tr>
<td>2300</td>
<td>100</td>
<td>secretary &amp; clerical stipend - Jones (project director)</td>
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<tr>
<td>2300</td>
<td>200</td>
<td>project director benefits - $519 TRS, $72 Medicare, $29 TRS ManCon, $33 Ethis ($653)</td>
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<tr>
<td>2300</td>
<td>400</td>
<td>Office supplies: copy paper $100, printer cartridges $500, file folders $100, envelopes $50 ($750)</td>
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<tr>
<td>2550</td>
<td>100</td>
<td>mid-day bus driver salary - $3,650 x 2 drivers=$7,300 / mid-day bus monitor $3,650 x 2 monitors=$7,300 ($14,600)</td>
<td>14600</td>
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<tr>
<td>2550</td>
<td>300</td>
<td>mid-day bus route mileage-2 buses @ $50/day x 175 days - $17,500</td>
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<tr>
<td>2560</td>
<td>400</td>
<td>Daily student snack @ .30/child x 120 children x 175 days ($6300)</td>
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<tr>
<td>3000</td>
<td>100</td>
<td>parent coordinator salary: ($15,414)</td>
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<tr>
<td>3000</td>
<td>200</td>
<td>parent coordinator benefits: $5,063 Health, $331 Dental, $24 Life, $1,639 IMRF, $224 Medicare ($7,281)</td>
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<tr>
<td>3000</td>
<td>300</td>
<td>DJ services for Physical Fitness Family night - $200 Swimming Pool Rental for First Aid/Safety Family night - $100</td>
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<tr>
<td>3000</td>
<td>400</td>
<td>materials for 5 family nights (Preschool 101, Fall Literacy Workshop, Winter Game Workshop, Spring Math Workshop, Kindergarten 101) @ $300/event Update/replace materials in lending library - $500</td>
<td>2000</td>
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### Summary

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Total Direct Costs</td>
<td>295610</td>
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<tr>
<td>- Capital Outlay Costs</td>
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<tr>
<td>Allowable Direct Costs</td>
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<td>Indirect Cost Rate %</td>
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<td>Maximum Indirect Cost *</td>
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<td>Indirect Cost</td>
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<tr>
<td>Total Allotment</td>
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<tr>
<td>Grand Total</td>
<td>295610</td>
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<td>Allotment Remaining</td>
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*If expenditures are budgeted in functions 2520, 2570, 2640, or 2660, the indirect cost rate cannot be used.*
<table>
<thead>
<tr>
<th>LINE</th>
<th>FUNCTION 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>TOTAL 700</th>
<th>TOTAL</th>
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<tr>
<td>1</td>
<td>1000 Instruction</td>
<td>164,792</td>
<td>55,920</td>
<td>500</td>
<td>3,600</td>
<td></td>
<td></td>
<td>1,000</td>
<td>224,812</td>
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<tr>
<td>7</td>
<td>2210 Improvement of Instruction Services</td>
<td>1,000</td>
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<td></td>
<td>1,000</td>
</tr>
<tr>
<td>10</td>
<td>2300 General Administration</td>
<td>5,000</td>
<td>653</td>
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<td></td>
<td></td>
<td>750</td>
<td>6,403</td>
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<tr>
<td>15</td>
<td>2540 Operation &amp; Maintenance of Plant Services</td>
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<tr>
<td>16</td>
<td>2550 Pupil Transportation Services</td>
<td>14,600</td>
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<td>17,500</td>
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<tr>
<td>17</td>
<td>2560 Food Services</td>
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<td>6,300</td>
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<td></td>
<td>6,300</td>
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<tr>
<td>25</td>
<td>3000 Community Services</td>
<td>15,414</td>
<td>7,281</td>
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<td>24,995</td>
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<td>27</td>
<td>4000 Payments to Other Districts and Governmental Units</td>
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<td>28</td>
<td>5000 Debt Services</td>
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<tr>
<td>29</td>
<td>Total Direct Costs</td>
<td>199,806</td>
<td>63,854</td>
<td>19,300</td>
<td>12,650</td>
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<td>30</td>
<td>Approved Indirect Costs X 2.56%</td>
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</tr>
<tr>
<td>31</td>
<td>Total Budget</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>295,610</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: Not calling IWAS Web Service
Specific Terms of the Grant

Instructions

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. X, Sec. 3).

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.
Certifications 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 an application for payment is submitted to the State Board of Education. The begin date 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 beginning date of the project cannot precede the beginning of the fiscal year for which the funds are appropriated. Requests for budget amendments
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 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
INDEMNIFICATION

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

32. The applicants participating in a joint application hereby certify that they are individually and jointly responsible to the Illinois State

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) 

27. If applicable, the applicant shall be required to observe and comply with provisions of the Prevailing Wage Act, 820 ILCS 130/1 et 

25. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant was formerly 

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 

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

21. The applicant will obey all applicable state and federal laws, regulations, and executive orders, including without limitation: those 

20. To the fullest extent permitted by law, the award recipient shall indemnify, defend and hold harmless the State of Illinois, the State 

GENERAL CERTIFICATION AND ASSURANCES

21. The applicant will obey all applicable state and federal laws, regulations, and executive orders, including without limitation: those 

20. To the fullest extent permitted by law, the award recipient shall indemnify, defend and hold harmless the State of Illinois, the State 

19. Any award recipient that is a governmental entity shall make sure that, at all times, it is in compliance with the Illinois State Board of 

18. The applicant will establish and maintain a 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. 

17. An applicant that does not have a calculated indirect cost rate from the Illinois State Board of Education or does not utilize their 

16. The applicant represents and warrants that all of the certifications and assurances set forth herein and attached hereto are and shall 

15. The applicant acknowledges and agrees that any person who is retained to serve as an attorney, agent or employee of the award 

14. The applicant certifies that it is not delinquent in its payment of moneys owed to any federal, state, or local unit of government. 

13. The application 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. 

12. The application 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. 

11. The application 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. 

10. The application 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. 

9. The application 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. 

8. The application 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. 

7. The application 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. 

6. The application 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. 

5. The application 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. 

4. The applicant certifies that it is in compliance with all applicable federal, state, and local laws and regulations. 

3. The applicant certifies that it is in compliance with all applicable federal, state, and local laws and regulations. 

2. The applicant certifies that it is in compliance with all applicable federal, state, and local laws and regulations. 

1. The applicant certifies that it is in compliance with all applicable federal, state, and local laws and regulations.
Drug-Free Workplace Certification

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 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.

Assurances for Preschool for All Children Request for Proposal

Certifications and Assurances, and Standard Terms of the Grant

Not calling IWAS Web Service

Signature of School District Superintendent / Agency Administrator

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

Agreed to on this Date: 04/08/2011

RCDT when agreed to: 38-065-2020-26
The application has been submitted for review.

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