

Eligibility

Completed by bcrider@peoriaroe.org on 4/17/2023 11:28 AM

Case Id: 35370

Name: Peoria Regional Office of Education - 2023

Address: 324 Main St

Eligibility

Please provide the following information.



City of Peoria Violence Prevention

City of Peoria
419 Fulton Street
Peoria, IL 61602
309-494-8600

Applications are available to not-for-profits, 501(c)3 organizations, and government agencies to provide violence prevention programs for City of Peoria residents.

Programs must meet the criteria of one of five priority areas: Thriving Neighborhoods, Empowered Youth & Young Adult, Restorative & Resilience, Intervention, or Violence Reduction. For these categories the minimum funding request is \$50,000 and the maximum funding request is \$400,000. All programs must be evidence-based and have measurable results. A total of \$1,200,000 is available for violence prevention with \$700,000 in federal funding from the American Rescue Plan and \$500,000 in state funding from the Illinois Department of Commerce and Economic Opportunity (DCEO).

There is also funding available specifically for Workforce Training. In addition to measuring the number of people served, these programs must also measure how many clients are connected to permanent employment. The minimum request for Workforce Training is \$150,000 and the maximum is \$300,000. A total of \$300,000 is available for Workforce Training in state funding from the Illinois Department of Commerce and Economic Opportunity (DCEO).

Eligible applications will be reviewed by the Community Development Block Grant (CDBG) Public Services Advisory Commission and agencies will be notified of funding decisions following City Council approval.

Questions? Contact grants@peoriagov.org

1. Does your program serve low-income residents of the City of Peoria?

Yes

2 Is your organization (or the lead agency) a not-for-profit, 501(c)3, or government agency?

NOTE: If your organization does not meet this requirement, you may partner with a qualifying "lead agency" that will serve as your fiscal agent.

Yes

3 Does your organization (or the lead agency) have a completed audit for its most recent fiscal year? (This must be a full audit. 990 forms do not meet this requirement.)

NOTE: If your organization does not meet this requirement, you may partner with a qualifying “lead agency” that will serve as your fiscal agent.

Yes



IF YOU ANSWERED 'NO' TO ANY OF THE ABOVE QUESTIONS, YOUR ORGANIZATION DOES NOT QUALIFY FOR VIOLENCE PREVENTION FUNDING.

A. Applicant Agency Information

Completed by bcrider@peoriaroe.org on 5/8/2023 3:44 PM

Case Id: 35370

Name: Peoria Regional Office of Education - 2023

Address: 324 Main St

A. Applicant Agency Information

Please provide the following information.

A.1 Violence Prevention Program Title

Project S.T.A.R.T. (Stop Truancy and Recommended Treatment

A.2 Organization Name

Peoria Regional Office of Education

A.5 Address

324 Main Street Room 401 Peoria, IL 61602

A.3 Contact Person

Elizabeth Crider

A.4 Title

Regional Superintendent

A.6. Contact Phone Number

(309) 672-6906

A.7. Contact Email Address

bcrider@peoriaroe.org

A.8 Program operating location if different than listed above.

324 Main St Room 401 Peoria, IL 61602

A.9. If partnering with a lead agency, lead agency name:
NOTE: If your organization is not a not-for-profit, 501(c)3, or government agency, AND/OR does not have a completed audit for its most recent fiscal year, you may partner with a qualifying "lead agency" that will serve as your fiscal agent. If partnering with a lead agency please complete this Lead Agency Agreement below.

Please complete and upload the Fiscal Sponsor Agreement



[Fiscal Sponsor Agreement](#)

***No files uploaded*

A.10 Lead Agency contact name, email and phone number

Elizabeth Crider, bcrider@peoriaroe.org, 309-672-6906

A.11 Date of Incorporation

08/01/1900

A.10 Federal Employer Identification Number

37-1199576

A.11 City of Peoria EEO

An EEO number shows that an organization has registered with the City of Peoria as an Equal Employment Opportunity organization. Please follow the instructions on [this form](#) to register. For more information on completing the form, please see this [instruction guide](#).
03743-230930

A.12. Agency Unique Entity Identifier (UEI):

All agencies receiving federal money must register for a UEI. In April 2022, The federal government phased out the use of the DUNS replacing it with the UEI. For more

information please [click here](#)

WHBUP931G6P3

A.13. SAM Cage Code # and Expiration

All agencies receiving federal money must register for a SAM Cage Code. Please visit www.sam.gov to register for free. Please also provide the expiration date of the SAM Cage Code. Agencies must have a DUNS number to register for a SAM Cage Code

825391329, exp 3/24/23

A.14 Agency Annual Operating Budget

\$8,300,000.00

A.15 Number of Paid Staff

40

A.16 Number of Volunteers

0

B. Funding Requested

Completed by bcrider@peoriaroe.org on 5/10/2023 12:23 PM

Case Id: 35370

Name: Peoria Regional Office of Education - 2023

Address: 324 Main St

B. Funding Requested

Please provide the following information.

B.1 Requested Amount: Min \$50,000 and Max \$400,000

NOTE: The Minimum request for Workforce Training is \$150,000 and the Maximum is \$300,000.

\$175,000.00

B.2. Total Project Budget

\$175,000.00

B.2 Number of Unique Clients to be served

150

B.4 Priority Area

Intervention

B.5 Please provide a Detailed Project Budget for administrative costs

Item	Amount	Short Description
Personal and Fringe	\$10,000.00	administrative assistant to support the Director and the board
Other	\$0.00	
	\$10,000.00	

B.6 Please provide a Detailed Project Budget for direct program costs

Item	Amount	Short Description
Personnel and fringe Direct expenses	\$80,000.00	Director of Truancy Advisory Board -family support person to convene the advisory board and manage services. 4 year degree in youth related services, licensed social worker preferred.
Travel	\$0.00	
Equipment	\$1,000.00	The Director will need a laptop for casework (Microsoft Surface Pro 7+ \$1000).
Materials and Supplies	\$18,940.00	The truancy advisory board needs resources to be able to support youth experiencing

		<p>truancy. The Family Support Specialist would be charged with ordering and storing all materials to be utilized through the case management of each client that comes before the advisory board. Items available will be supplemented and joined with support from all agencies represented on the board. The following items will be available:</p> <ul style="list-style-type: none"> -hotel vouchers (\$5000) -air mattresses (Queen Size mattress \$50 x 10 = \$500) -lice kits (Nix Ultra Super Lice Removal Kits \$22 x 20 = \$440) -gas cards (\$5000) -uniforms (\$2500) -Chromebook (\$3000) -attendance incentives (\$2500)
Contractual	\$6,000.00	Handle with Care/Smart Alerts - This systems will allow the Truancy Advisory Board to get information via address for traumatic situations by police code.
Program Expenses	\$0.00	
Other	\$65,000.00	Vehicle for the Director of the Truancy Advisory Board to pick up students for doctor appointments, work, and school attendance (van preferred)
Other	\$4,060.00	gas and vehicle maintenance for year 1
Other	\$0.00	
Other	\$0.00	
	\$175,000.00	

C. Program Information

Completed by bcrider@peoriaroe.org on 5/10/2023 10:29 AM

Case Id: 35370

Name: Peoria Regional Office of Education - 2023

Address: 324 Main St

C. Program Information

Please provide the following information.

C.1. Provide a brief description of your proposed program and goals. Describe the work to be performed, including the activities to be undertaken or the services to be provided, frequency and duration of services to be received by the average client or participant, and who will be carrying out the activities.

According to the Coalition for Juvenile Justice's Safety, Opportunity & Success: Standards of Care for Non-Delinquent Youth, chronic truancy has been shown to be a risk factor for delinquency, adult criminality, and mental health issues (2008). Truancy is one of the first indicators (or red flag warnings) that precipitate youth violence and incarceration (Coalition for Juvenile Justice, 2008).

Per the Illinois School Code, the Peoria Regional Office of Education (ROE) is responsible for truancy casework. The ROE 48 truancy caseworkers do home visits and make contacts with Peoria families that are not in school. Last year, truancy staff served more than 400 students in Peoria County. ROE 48 wants to expand our service to the creation of a truancy advisory board. This advisory board would provide case management services to students and families experiencing truancy and help transition them back to full-time school attendance. Case work for individual families will extend as long as the family needs support for school attendance.

The service expansions will promote early intervention, school attendance, reduce barriers to students and their families, and build relationships with the students so they feel welcome, respected, safe, and engaged.

Our proposal builds on the baseline work done by current staff in the Peoria ROE truancy department - as required by law - and will act as a diversion from court intervention which could lead to punitive action against the family.

Our proposed program is to set up a Project S.T.A.R.T. (Stop Truancy and Recommend Treatment) Peoria through the Peoria ROE:

- Host a monthly truancy advisory board that takes the experience out of the courtroom. This advisory board will be made up of school district officials, juvenile courts, truancy staff, and local service providers to reduce truancy among Peoria school-aged youth. The goal will be restore school attendance to 80% or higher.
- A dedicated Director of the Truancy Advisory Board will support families experiencing truancy by coordinating services through a case management approach. Ad hoc members of community agencies and nonprofits as part of the advisory board will be coordinated based on client need for service.

C.7. Describe the number of people to be served and the outcomes that will be measured. (Please see program guidelines for example measurable results. Multiple outcome measures must be included.) What is the basis for selecting the outcomes and how do they demonstrate achievement of the overall goals of the project? Describe the evaluation tools that will be used to track/monitor the progress of the activity, how progress will be measured, why these measures were chosen, and how these methods are evaluated. If you are expanding a current program or reinstating a previous program, please discuss the impact the program has had in our community, specifically highlighting quantitative and qualitative outcomes.

Project S.T.A.R.T. Peoria will serve 100 students during its first year of the truancy advisory board. This grant will allow us to begin services, establish procedures and protocols, and measure outcomes on the way to becoming fully sustainable. Students will be referred after 25 absences or through the SmartAlerts system when an

-Grants funds will be used to support the Handle with Care/Smart Alerts system. The Coalition for Juvenile Justice, as cited above, also reports that cross-training of professionals in different systems is essential. These trauma alerts that come from the local police departments will help the advisory board focus services with a more targeted approach.

Coalition for Juvenile Justice. (2008) Truancy and prevention.
https://www.juvjustice.org/our-work/safety-opportunity-and-success-project/national-standards/section-ii-efforts-avoid-court-1#_ftn1

C.2. Explain specifically how this program addresses the Priority Area selected on the previous page. How does the program address the goal of violence prevention in the City of Peoria?

Intervention with students experiencing truancy is key to ending violence in Peoria. First, the students not attending school are literally on the streets, possibly unsupervised at home, and are not getting an education which can lead to a family sustaining wage. Second, conversation with the Peoria County Juvenile Detention Center reveal that truancy is almost ALWAYS the key indicator/red flag prior to a violent act occurring. If we can intervene in truancy with students and families prior to a violent act, we reduce the impacts of trauma, help set families on a positive trajectory and save taxpayer dollars in the legal systems.

C.3. How long has this program been in operation or is it a new program?

The Peoria ROE has been responsible for truancy programming for more than 4 decades. Project S.T.A.R.T. Peoria will be a new program to take this work to the next level so that interventions are provided.

C.4. What specific geographic area does the program serve? (List Census Tracts or City-Wide.)

This program will serve any public school student(s) and family that resides in the city of Peoria.

C.5. Specifically, what is the need for the program, what does the program do, and what is the target population for the program? Describe how the activity addresses community needs to reduce violence in the community. Be precise in the project design and how it is linked to goals. Use data and facts for the need and provide sources for the data.

According to the Coalition for Juvenile Justice's Safety, Opportunity & Success: Standards of Care for Non-Delinquent Youth, chronic truancy has been shown to be a risk factor for delinquency, adult criminality, and mental health issues (2008). Truancy is one of the first indicators (or red flag warnings) that precipitate youth violence and incarceration (Coalition for Juvenile Justice, 2008). Our proposal builds on the baseline work done by current staff in the Peoria ROE truancy department - as required by law - and will act as a diversion from court intervention which could lead to punitive action against the family.

Coalition for Juvenile Justice. (2008) Truancy and prevention.

address has 4 or more incidents considered ACES. The goal is through structured interventions, the student will be attending school at an 80% attendance rate or higher. This will be monitored weekly by the truancy support staff at the ROE using the school based system for attendance (such as Skyward). All student attendance data will be tracked with current truancy procedures that are reported to the Illinois State Board of Education. The truancy advisory board will also monitor student attendance rates at its monthly meeting. While an 80% attendance rate is desirable, we have been encountering families with children that have been truant for more than a year of school. Our staff has also found children that have not attended school at all. This will require different outcomes as it will be difficult to go from no school to 80% attendance. For these families, the advisory board will work together to establish smaller, achievable goals that will be tracked month to month.

C.8. For Workforce Training programs only, how many clients will you connect to permanent employment?
n/a

C.9. How will your organization track and record client demographics for the proposed program? How will you track outcome measures listed above?

Project S.T.A.R.T. Peoria will

https://www.juvjustice.org/our-work/safety-opportunity-and-success-project/national-standards/section-ii-efforts-avoid-court-1#_ftn1

Truancy is on the rise since the onset of the pandemic. Pre-Covid-19 pandemic, more than 8 million students nationwide were missing so many days of school that they were academically at risk. Today chronic absence has more than doubled. Chronic absence — missing 10 percent or more of school days due to absence for any reason—excused, unexcused absences and suspensions, can translate into students having difficulty learning to read by the third-grade, achieving in middle school, and graduating from high school (Attendance Works, 2021). According to Illinois School Code, chronic truancy is when a student misses more than 9 days of school with absences that are unexcused. One other note of concern is the number of students that dropped from the rolls of our public schools during the pandemic and have never returned. While this number is hard to pinpoint, one data point we have is the enrollment numbers for Peoria Public Schools.

According to the annual Fall Housing Report that is sent to the Illinois State Board of Education, enrollment in PPS has dropped: FY2018 13050, FY2019 13095, FY2020 12596, FY2021 12844. Enrollments were INCREASING until the pandemic and as the data shows, there is a significant population loss that has only slightly rebounded.

****insert specific schools here**

Truancy and chronic absenteeism are symptoms of larger family systemic issues that if not addressed, become part of the trajectory towards violence. ROE 48's current approach is to follow leads, go to homes and knock on doors, and support families to get students back in school. We have a small staff of only 5 people. For an additional layer of support and intervention, we have hired a Family Support Specialist that can do more of the duties of a social worker if a family needs more intense support.

Project S.T.A.R.T. Peoria will take students identified as chronic truants (according to Illinois School Code) and provide a community wraparound approach that can build resilience within the family structure. A similar program in Philadelphia, Pennsylvania, was studied for effectiveness in 2005. The results showed, "there was a marked decrease in absenteeism post-intervention" with maintained results as compared with students that were not referred or were sent to traditional court (Gandy et al., March 2007).

The program will:

- Hire a Director of the Truancy Advisory Board. This position will require a 4-year-degree in a youth services related field. A licensed social worker will be preferred.
- Develop MOU's for advisory board participants that will convene monthly to hear cases of students experiencing chronic truancy in lieu of being taken to court. Students with more than 25 absences will automatically be referred.
- The truancy staff of the Peoria ROE have signed an agreement to host office hours at the Trewyn Wraparound Center. We will utilize their services as part of the advisory board process.
- Follow up to the advisory board meetings will be provided through casework that will be managed by the Director of the Truancy Advisory Board. Forms, case files,

track and record client demographics and outcomes the following ways:

1. IL State Board of Education IWAS system-We are required to enter truancy data into this system to track truancy in Peoria County.
2. School-based data-We will use the local schools' attendance reports (from systems such as Skyward) to track truancy rates and benchmarks.
3. We will track the attendance of every student referred to Project S.T.A.R.T. Peoria on a spreadsheet. We will compare attendance rates of these students to the students that are referred and move through our traditional process.

C.10. How will outreach about program availability be conducted? What experience does your organization have with the target population of your program? What is your organization's capacity to carry out the program and provide direct services and/or case management for participants?

We have an established relationship with our local school districts as we are responsible for truancy in Peoria County. For more than 4 decades, truancy caseworkers have been working with youth experiencing homelessness and truancy. We will leverage this expertise and established relationship with the school to refer students missing more than 25 days to Project S.T.A.R.T. Peoria. Our team has case management experience

and paperwork will all be developed.

- Professional learning will be scheduled by the Professional Learning Services Coordinator of the Peoria ROE if needed by the advisory board.

- Handle With Care/SmartAlerts will be part of the process for referral. Students with 4 or more alerts can be referred to the advisory board for wraparound service.

Trauma is a significant component of truancy and learning loss. Among the most notable effects of toxic stress through trauma are its impacts on learning and success in school. Toxic stress literally gets under the skin and changes crucial biological receptors and pathways, including those responsible for memory, concentration, emotional regulation, impulse control, and complex decision-making. These changes can give rise to many learning, relational, and behavior difficulties in the school setting — often without anyone recognizing toxic stress as the root cause.

In the classroom, effects of toxic stress can include trouble concentrating, lack of engagement, not completing homework, learning disabilities, impaired executive and relational functioning, absenteeism, grade retention, school failure, and dropping out. Children with four or more ACEs are 32 times more likely to experience learning and behavior problems as children with zero ACEs. As the number of ACEs increases, so does the likelihood of school problems like disengagement or repeating a grade. Beyond the classroom, toxic stress can increase risk for holding less skilled jobs, unemployment, poverty, arrest, and felony charges, contributing to intergenerational risk for further ACEs and toxic stress. Early detection and early interventions that address toxic stress can be very effective in reversing the biological changes involved. These interventions include optimizing sleep, nutrition, close relationships, mindfulness, nature experiences, exercise, and when needed, mental healthcare.

Attendance Works. (2021, February). Using chronic absence to map interrupted schooling, instructional loss and educational inequity.

<https://www.attendanceworks.org/using-chronic-absence-to-map-interrupted-schooling-instructional-loss-and-educational-inequity/>

Gandy, C., & Schultz, J. (2007). Increase school attendance for K-8 students: A review of research examining the effectiveness of truancy prevention programs. Wilder Research.

https://www.wilder.org/sites/default/files/imports/TruancyInterventionLitReview_3-07.pdf

C.6. Provide information on how the program is evidenced-based. Provide clear, detailed information to support that project design. Please refer to research, third-party program evaluations or other objective data that indicates program design and note all sources of data. NOTE: Programs must be evidenced-based to be eligible for funding.

One of the most effective ways to address chronic absence is with a comprehensive, multi-tiered system of support that combines school and district staff and leadership,

with the director having been a former DCFS caseworker. Additional, more in-depth casework forms will be needed as students are referred. Our newly hired Family Resource Specialist is currently working on developing research based referral forms, family needs assessments, case note forms, confidentiality agreements and intervention plans. These will be used by the newly formed Project S.T.A.R.T. team.

C.11. How does the program collaborate with other agencies? Describe your agency's working relationship with other organizations and describe services and programs by other agencies that will provide additional or similar services to your clients. Please detail the formal agreements and history of partnerships within the community. Do these agreements lead to cost savings for your agency?

The Peoria ROE has several long-standing relationships with other agencies in the Peoria Area. The Regional Superintendent and Assistant Superintendent serve on the board of directors for the following agencies:
Junior Achievement
Hult Center for Healthy Living
Greater Peoria Economic Development Council
Friends of ROE #48
Peoria Public Schools Foundation
Partnership for a Healthy Community
They are also directly involved in

parents and guardians, and the community to create a network of support to address students and their needs (Gottfried & Hutt, 2019). Legal action should be used only as a very last resort.

Students who are less connected to their school or adults in their schools, or those who experience a non-supportive school climate, may experience negative schooling outcomes (Tobin, 2016; Gottfried, 2019) and be less likely to come to school. School and district efforts to combat chronic absenteeism may take various forms, but programs "that mitigate absences and stimulate engagement would be supported as critical" (Gottfried, 2019, p. 29).

Additionally, ROE 48 has modeled our program after an evidence-based program out of Philadelphia, PA, which was evaluated for effectiveness in 2005. The results showed "a marked decrease in absenteeism post-intervention with maintained results as compared with students that were not referred or were sent to traditional court" (Gandy & Schultz, 2007).

There is also a significant body of research supporting the complimentary pieces of our program-- professional learning around cultural competency and trauma-responsive schools. Adverse Childhood Experiences (ACEs) and childhood trauma has been extensively studied. The hallmark research study conducted by the CDC and Kaiser Permanente initially established links between experiencing certain traumatic events in childhood and negative health outcomes later in life. Subsequent studies have found links between ACEs and increased risk of negative education outcomes (<http://www.hmprg.org/wp-content/themes/HMPRG/backup/ACEs/Education%20Policy%20Brief.pdf>).

Protective factors and interventions can help mitigate the risk. According to the Chief Health Officer of the Office of the California Surgeon General Dr. Bhushan, "For those students affected by toxic stress, school personnel can be trained to recognize so-called disruptive behaviors as possible symptoms of toxic stress. They can be trained to respond in ways that nurture safety and healthy relational support, reducing toxic stress, rather than with punitive actions."

Gandy, C., & Schultz, J. (2007). Increase school attendance for K-8 students: A review of research examining the effectiveness of truancy prevention programs. Wilder Research. https://www.wilder.org/sites/default/files/imports/TruancyInterventionLitReview_3-07.pdf

Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of Teacher Education*, (2), 106-116.

Gay, G. (2013). Teaching to and through cultural diversity. *Curriculum Inquiry*, 43(1), 48-70.

Gottfried, M. A. (2019). Chronic absenteeism in the classroom context: Effects on

the following organizations:

Chair of Student Services
Committee, IARSS

Chair of Emerging Workforce,
component of Regional
Workforce

Partner with Peoria County
Sheriff's department and other
agencies to promote school
safety

Partner with PCCHD and
administrator Hendrickson for
health response

Our Student Services Director
sits on the Home for All
Continuum of Care. She has also
developed an expansive
resource list of partnering
agencies and nonprofits that can
serve youth and families.

The Peoria ROE also works
closely with all school districts in
the City of Peoria as well as
throughout the county. We
provide professional learning,
student support, and
educational leadership. The
Peoria ROE recently signed an
MOU with Peoria Public Schools
to host truancy caseworkers and
our Student Support Specialist at
the Trewyn Wraparound Center
to be more accessible to families
in need.

C.12. How does your agency practice and promote diversity, equity and inclusion?

The Peoria Regional Office of
Education does not discriminate
against gender, race, national
origin, color, disability, or age.
All services provided through
the ROE, connected with
federal/state funding, or not, are

achievement. Urban Education, 54(1), 3-34.

Gottfried, M. A., & Hutt, E. L. (2019). Addressing absenteeism: Lessons for policy and practice. Policy analysis for California education, PACE.

Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. American Educational Research Journal, 32, 465–491.

Lee, S., & Walsh, D. (2017). Socially just, culturally sustaining pedagogy for diverse immigrant youth: Possibilities, challenges, and directions. In D. Paris & H. Alim (Eds.), Culturally sustaining pedagogies: Teaching and learning for justice in a changing world. (pp.191- 206). New York: Teachers College Press.

Muhammad, G. (2020). Cultivating genius: An equity framework for culturally and historically responsive literacy. New York: Scholastic.

Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. Educational Researcher, 3, 93-97.

Paris, D. & Alim, H. (2014). What are we seeking to sustain through culturally sustaining pedagogy? A loving critique forward. Harvard Educational Review, 84(1), 85-100.

Tobin, K. (2016). Homeless students and academic achievement: Evidence from a large urban area. Urban Education, 51, 197-220.

provided with equitable access to all.

ROE 48's program will include professional learning for educators and community members which is based on an equity framework that draws on theories and models of education that are responsive, relevant, and put students' histories at the forefront of classroom learning. We will be announcing the hiring of a new professional learning staff member that will have an emphasis on Diversity, Equity and Inclusion work and support, including offering equity audits. This position will join ROE 48 on July 1, 2023.

C.13. Please provide a breakdown of your current staff demographics by race/ethnicity and gender identity.

The Peoria ROE is a very large organization. For the purposes of this grant, I will provide the information requested for staff that will be working with this grant:

Regional Superintendent- white female
Assistant Regional
Superintendent- white male
Student Services Director- white female
Family Support Specialist- white female
Truancy Caseworkers (4)- 1 white male, 1 black male, 2 black females
Professional Learning Services Specialist, Emphasis DEI: black

female

**C.14. Please provide a
breakdown of your Board of
Directors or governing body by
race/ethnicity and gender
identity**

ROE 48 does not have a Board of
Directors

C. Program Information Cont'd

Completed by bcrider@peoriaroe.org on 5/10/2023 10:34 AM

Case Id: 35370

Name: Peoria Regional Office of Education - 2023

Address: 324 Main St

C. Program Information Cont'd

Please provide the following information.

C.15. Staff Qualifications: Please identify key program staff, titles and include background and qualifications (education, experience, training, etc.). Include ALL staff to be funded with Violence Prevention funds and staff that will compile reports. If the position has not been hired, please include requirements in job description in the background section.

Staff Member	Name	Title	FTE on This Program	Grants Funds Used
new hire	TBD	Director of Truancy Advisory Board	1.0	Yes
Administrative Assistant	Renee Mueller	Adminstrative Assistant to the Advisory Board	.25	Yes

C.16. Are there or will there be any program membership or fees charged to the participant in the proposed program?

No

C.17. What is your organization's experience in managing publicly funded projects? Describe any specific experience your organization has in the administration of federal, state, and local government funds. If you are using a fiscal agency, you may list the information for that agency.

Please see attached Region Report for FY 21. Artifact #3

C.18. List funders for the last two years (including the City of Peoria, if applicable) and describe type and frequency of monitoring. Also describe any findings, the resolution of those findings, and any monetary penalties incurred.

The Peoria ROE is part of Peoria County government. The annual budget has varied from \$260,000-\$375,000 for the past decade. The Health Services committee provides oversight of this budget.

Additionally, the Peoria ROE has been the recipient of federal grants and grants from the Illinois State Board of Education. These grants include: ROE/ISC Services, ESSER I, ESSER II, ESSER Digital Professional Learning Grant, Preschool for All, TAOEP (Truants Alternative Optional Educational Program), Adult Education (federal and state), Adult Literacy (Secretary of State), Evidence Based Funding for the Peoria Regional Learning Center, and McKinney-Vento for Students Experiencing Homelessness. All grant funding is subject to an audit done by the Office of the Auditor General (OAG) as required by the State of Illinois. We have had no findings the past 2 years.

C.19. Describe your organization's financial reporting system/accounting procedures and time keeping system regarding the proposed activity. How will your organization separate Violence Prevention funds from other funds for identification, tracking, and reporting? Describe your organization's internal controls that minimize opportunities for fraud, waste, and mismanagement.

The Peoria ROE has an assigned bookkeeper, office manager and grant manager that will track the Violence Prevention Funds.

The grant manager will process needed paperwork and invoicing for grant funds.

The bookkeeper and office manager will assign specific codes to the Violence Prevention funds for identification, tracking and reporting. These codes will be housed in our financial system, SDS.

We have 4 employees in the financial system of the Peoria ROE to insure internal controls. Each person is assigned specific duties as outlined by GAP accounting measures to control for fraud, waste and mismanagement. We report these to the OAG each year through our audit process. Our entire team is interviewed by our auditors about fraud annually. Lastly, we complete GATA reports on a frequent basis.

C.20. As a part of the application process, your agency or sponsored fiscal agency must have conducted and must submit a copy of its most recent audit.

In the most recent audit, were any findings issued?

No

C.21. Is your agency required to complete a Single Audit?

No

C.22. Explain in narrative form how Violence Prevention funds will be used as shown in the proposed budget (e.g. describe specific direct service and administrative positions for the program). Describe the specific need for all items outlined in the budget and how you will ensure that all costs are reasonable per 2 CFR Part 200. Describe your program funding source diversity if applicable. Provide details on program expenses and explain how the cost per unit of service and the cost per unduplicated client are reasonable for this program.

Truant minors need support to successfully re-enter the school setting. Post-Covid, our current truancy caseworkers are finding students with more and more need that have missed more than 6 months of school. A 1-1 caseworker effort will not be enough to get the student back in school, and truancy advisory board is necessary.

Administrative cost: Administrative Assistant to the Director of the Truancy Advisory board \$10,000

Administrative Costs:

Personnel: Administrative Assistant \$10,000

This staff member will support the work of the truancy advisory board. Renee Mueller currently manages grants at Peoria ROE 48 by tracking data, processing requests for payments, managing contracts, and entering grant reports to various systems. She has been with the ROE for almost 5 years.

Direct Program costs:

Personnel: Director of the Truancy Advisory Board \$80,000

This staff member will convene the truancy advisory board, make case notes, and manage services. This will be a new hire. Requirements will include having a 4-year degree in youth related services such as education, health/human services, or social work. A licensed social worker will be preferred.

Equipment: The Director will need a laptop computer to manage cases \$1000

Materials and Supplies: Truancy minors and their families need support to be able to get back into regular school attendance. The Director will be charged with ordering and storing all materials to be utilized through the case management of each client. The following items will be available:

-hotel vouchers \$5000

-air mattresses (Queen size mattress \$50 x 10 = \$500)

-lice kits (Nix Ultra Super Lice Removal Kits \$22 x 20=\$440)

-gas cards \$5000

- uniforms \$2500
- Chromebooks for students \$3000
- attendance incentives \$2500

Contractual: We will contract with ** for Handle with Care/Smart Alerts system. It pairs with the Peoria Police Department and Peoria County Sheriff's Office to alert schools to addresses where certain traumatic police codes have occurred. The Truancy Advisory Board can use this information for intervention with the family. \$6000

Other: Vehicle for the Director of the Truancy Advisory Board \$65000 Gas/Maintenance \$4060 The Director will need to transport students and their families for a variety of needs. Transportation can be provided for doctor appointments, grocery shopping, court appearances, and to pick students up for school if needed.

The Peoria ROE will compliment the funding of this program by funding a Director of Student Services at the ROE, along with 4 full time caseworkers. They will assist the Director of the Truancy Advisory Board with referrals and support services to families.

The cost per student is effective as families begin to get connected to needed services and students go back to school off of the streets.

C.23. Is there any additional information you want to mention? Use bullet style for each item in the space provided.

- We have funds that can be used starting in FY25 to make this project sustainable.
- Once awarded this grant, we will begin all activities immediately.
- Our tax exempt letter as part of Peoria County government has been submitted. Artifact #5

D. Conflict of Interest

Completed by bcrider@peoriaroe.org on 5/9/2023 10:40 AM

Case Id: 35370

Name: Peoria Regional Office of Education - 2023

Address: 324 Main St

D. Conflict of Interest

Please provide the following information.

As an applicant requesting funding, will any of your employees, agents, consultants, officers, or elected officials experience the following conflicts of interest:

D.1. Participate in the decision-making process for the approval of this application? (i.e., a City of Peoria City Council Member or a Member of the [CDBG Public Services Advisory Commission](#))?

No

D.2. Have a personal financial interest or reap a financial benefit from this program/activity?

No

D.3. Have an interest in any contract, subcontract, or agreement with respect to this application either for themselves or those with whom they have family or business ties during the program year and for one year thereafter?

No

If you selected yes to any of the above, clearly describe the conflict below.

E. Required Documents

Completed by bcrider@peoriaroe.org on 5/10/2023 10:40 AM

Case Id: 35370

Name: Peoria Regional Office of Education - 2023

Address: 324 Main St

E. Required Documents

Please provide the following information.

Documentation



Financial Audit *Required

ROE 48 updated draft.pdf



IRS Tax Exempt Letter *Required

Tax Exemp Cert. 2020-2025 (1).pdf



Audit Findings

***No files uploaded*



Please upload a copy of the Single Audit

***No files uploaded*



Program Fees Supporting Documents

***No files uploaded*

Submit

Completed by bcrider@peoriaroe.org on 5/10/2023 12:23 PM

Case Id: 35370

Name: Peoria Regional Office of Education - 2023

Address: 324 Main St

Submit

Please provide the following information.

☒ I certify that the information contained in this application is true and correct; that it contains no misrepresentations, falsifications, intentional omissions, or concealment of material facts; and that the information given is true and complete to the best of my knowledge and belief. I agree to comply with all federal and City of Peoria requirements if funded.

Agency CEO Name

Elizabeth Crider

Agency CEO Signature

Elizabeth Crider

Electronically signed by bcrider@peoriaroe.org on 5/10/2023 12:23 PM