Eligibility

Completed by susan.grzanich@psd150.org on 5/8/2023 8:03 AM

Case Id: 35444
Name: Peoria Public Schools - Prevention Strategies -
Address: 3202 N. Wisconsin Ave.

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 in 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.
No

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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 susan.grzanich@psd150.org on 5/10/2023 8:57 AM

A. Applicant Agency Information

Please provide the following information.

A.1 Violence Prevention Program Title
Laser-Focused Intervention

A.2 Organization Name
Peoria Public Schools

A.5 Address
3202 N. Wisconsin Ave. Peoria, IL 61603

A.3 Contact Person
Susan D Grzanich

A.4 Title
Innovation and Grants Officer

A.6. Contact Phone Number
(309) 224-6180

A.7. Contact Email Address
susan.grzanich@psd150.org

A.8 Program operating location if different than listed above.
3202 N. Wisconsin Ave. Peoria, IL 61603

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.
N/A

Please complete and upload the Fiscal Sponsor Agreement

☐ **Fiscal Sponsor Agreement**
**No files uploaded

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

A.11 Date of Incorporation
01/01/1900

A.10 Federal Employer Identification Number
48-072-1500-25

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.
Form completed. Waiting to receive from City of Peoria.

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

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information please [click here](#)
C83FD7GDF7B1

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
4AM25

A.14 Agency Annual Operating Budget
$360,000,000.00

A.15 Number of Paid Staff
1,569

A.16 Number of Volunteers
230

B. Funding Requested

Completed by susan.grzanich@psd150.org on 5/12/2023 12:00 PM

Case Id: 35444
Name: Peoria Public Schools - Prevention Strategies -
Address: 3202 N. Wisconsin Ave.

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.
$299,966.00

B.2. Total Project Budget
$299,966.00

B.2 Number of Unique Clients to be served
4,630

B.4 Priority Area
Violence Reduction

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

Item	Amount	Short Description
Personal and Fringe	$0.00	No funds are being requested. We estimate in-kind funds of $20,000 in admin salaries.
Other	$0.00	
	$0.00	

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

Item	Amount	Short Description
Personnel and fringe Direct expenses	$151,961.00	Curriculum Development CERT (10 teachers x 2 hours prep x 5 grade levels x 7 lessons x $35); Grant Coordinator: Lead to Enter lesson on 1 Drive (227 hours x $35); Feedback committee on Lesson development (10 teachers x 2 hours x 2 meetings x $35); Feedback committee on Lesson development (4 SRO x 2 hours x 2 meetings x $35); Data Tracking (7 hours x $35 x 2 people x 12 months); Home Liaison (4 x 2 days x 2 hours x 40 weeks x $15); Reading Center Teachers (10 x $35 x 8 weeks x 6 hours x 5 days)
Travel	$1,000.00	Mileage for Counselors
Equipment	$11,250.00	Laptops for data trackers, laptop for coordinator, and laptops for reading team;

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		laptop software
Materials and Supplies	$22,355.00	Family resources literature, copy paper, pens/pencils, colored pencils/markers/crayons, posters, poster paper, student reading materials, laptop bags, clipboards, reading manipulatives, bookbags, etc.
Contractual	$113,400.00	Counselors (3 x $70 x 15 hours x 36 weeks)
Program Expenses	$0.00	
Other	$0.00	
Other	$0.00	
Other	$0.00	
Other	$0.00	
Other	$0.00	
Other	$0.00	
Other	$0.00	
Other	$0.00	
Other	$0.00	
Other	$0.00	
Other	$0.00	
	$299,966.00	

C. Program Information

Completed by susan.grzanich@psd150.org on 5/12/2023 12:04 PM

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.

"Violence begets violence; hate begets hate; and toughness begets a greater toughness. It is all a descending spiral, and the end is destruction — for everybody. Along the way of life, someone must have enough sense and morality to cut off the chain of hate," attributed to Martin Luther King, Jr. The focus of this grant is to turn this phrase to "success begets success," by providing strategies for our youth to learn how to navigate the wicked behaviors they may be learning in their daily lives. When children learn success, they learn confidence, they learn to set goals, and they learn to crave a positive future for themselves.

Our grant "Getting to the Roots" will focus on three core strategies to combat concerns we are seeing with our students. The first concern is that students need counseling and support to address anger and frustration which is leading them to aggressive acts (Tier 3 behaviors). This portion will focus on students in K-4 exhibiting aggressive, suspendable behaviors. The second portion focuses on providing opportunities for voice and choice through prevention activities (Success Begets Success Prevention program) for students in grades 2, 3, 5, 7 and freshmen and/or sophomores. Students will engage as a whole class with the teacher in viewing content online, discussing circumstances, and finally creating a product focused on their own learning as an individual or in small groups. These might include creating newsletters, flyers, short video clips and testimonials, skits, short stories, posters, etc. This component will focus on gun safety, conflict-resolution, anti-bullying, and police

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.

For strategy 1: Counseling
Number Served: 50 students and their families
Expected outcomes:
Students participating in counseling program will demonstrate fewer disciplinary (tier 3) violations after counseling.
Students within counseling program will demonstrate improved attendance over previous year.
Basis for Selection:
Better behavior increases the chances of better attendance and improved learning.
Tools:
We will use Skyward Discipline database to track behavior and attendance.
How Progress Will Be Measured:
Progress will be measured midway through and at the end of the school year by looking at discipline office referrals and attendance.
These methods were chosen as they most directly align to determining if the intervention has had an impact.
Impact:
We have never implemented this type of program with K-4 students.

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laws/violations. There may be additional topics that are relevant at the time. The third area focuses on the extreme need for students to be reading by second grade. This violence reduction strategy is focused on helping students find academic success, thus helping them to form a strong, positive vision for their future. Students will work in small groups with teachers on intensive reading lessons.

Goal 1: Counseling - Reduce by 20% the number of aggressive acts demonstrated by students in K-4.
• Students in K-4 have exhibited 580 incidences in the current school year of violent actions, aggression against staff or other students, bullying or threats.
• Students referred to the office for such incidences will have the opportunity to attend family counseling provided by LCPC certified counselors.
• Students will also receive follow-up support by counselors to ensure corrective behaviors are employed.
• Frequency/duration: each family will have four counseling sessions and students will have weekly check-ins afterwards with counselor.
• Person(s) responsible: contracted, certified counselors with LCPC credentials.
Goal 2: Prevention Curriculum - Reduce by 20% the number of students engaged in gun violence, theft, conflicts, and bullying.
• Create a campus safety curriculum that educates students on violence and drug related issues. The curriculum will be engaging through video, project-based learning, and students' choices of what to create from what they have learned.
• Students in grades 2, 3, 5, 7 and high school will be the initial target audiences. We will expand to other grades after analyzing efficacy.
• Students in grades 2 and 3 will receive anti-bullying lessons; students in grade 5 and 7 will receive gun safety and conflict resolution; and high school students will receive police law workshops.
• Frequency/duration: Curriculum will cover 5-7 exposures of information plus time for students to create projects about their learning.
Goal 3: Reading Intervention - At least 50% of the target group will improve student reading levels by a minimum of two levels as measured by Leveled Literacy Instruction.
• Provide intentional and specialized instruction during the two weeks of fall and spring intercession, check and connect over winter break, and for three weeks in the

For Strategy 2: Safety interventions
Number Served: 4500 students
Expected outcomes:
60% of students will demonstrate more knowledge about bullying, gun safety, conflict resolution, and police law (stackable charges) on pre/post assessment.
20% reduction in disciplinary referrals related to bullying, weapons, fighting, etc.
Basis for Selection:
Using the pre/post assessment will provide more immediate data on impact of lessons.
Better behavior increases the chances of better attendance and improved learning.
Tools:
We will use One Drive Excel to track the pre/post results.
We will use Skyward Discipline database to track behavior.
How Progress Will Be Measured:
Progress will be measured midway through and at the end of the school year by looking at discipline office referrals and pre/post assessment data.
These methods were chosen as they most directly align to determining if the intervention has had an impact.
Impact:
We have never implemented this type of program. We are selecting to create this project instead of purchasing an off the shelf program in order to most closely align to our community's needs. This also will help this to be a legacy project for students, giving them a sense of community engagement, as well as allowing us to pivot to high needs areas.

For Strategy 3: Reading Interventions
Number Served: 80 students
Expected outcomes: At least 40 of 80 students will increase two reading levels as measured by the curriculum based measure LLI. At least half of the students will improve their attendance by at least 20% over the previous year.
Basis for Selection: These outcomes were selected so students can improve their reading and attendance in school.
Tools:
We will use an Excel file to track the LLI data.
We will use Skyward database to track attendance.
How Progress Will Be Measured:
Students' reading will be benchmarked throughout the

summer.
• Create a reading team of ten professionals with an 8:1 ratio to help close the gap on reading deficits.
• Provide engaging strategies to help students break the code of reading.
• Provide a home-school liaison to encourage good attendance and parental engagement.

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?

This program specifically addresses the root causes of violence prevention. We know that children often repeat what they experience at home, and many have had traumas that can encourage more violence at school. By offering family counseling and check in at school, families can learn to support positive behaviors with their children by learning new techniques and strategies for at home. This supports the child when out of the school environment as well. The second way this supports violence prevention is by having preventative lessons with students, so they practice how to handle conflict, how to be safe around guns (or report guns), theft, bullying, and acts of aggression, etc. (Parents will have an opt-out opportunity). By doing projects within the classroom, students will have opportunities to discuss with peers which has shown to have a large effect size for effectiveness (noted later). Some student products will be used within the curriculum in subsequent years. This will promote a sense of community service and commitment for students. This will be a part of our social-emotional program. The third way this program supports violence prevention is by supporting students to be reading at grade level. Students who are not able to read, especially due to poor school attendance, are more likely to drop out of school, act out in school, or engage in activities that help them feel better about themselves that may be unhealthy. Students who are academically on level, active in school, and finding opportunities to engage in prosocial activities are more likely to have smoother pathways to college or career.

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

These are new programs – We view these as pilot programs to explore what gains might be made in these

school year at regular intervals, generally every six weeks. We will run attendance data twice a year to get the average.
Impact:
We have never implemented this type of program. We are trying to maximize time available with staff resources.

C.8. For Workforce Training programs only, how many clients will you connect to permanent employment?
Not Applicable

C.9. How will your organization track and record client demographics for the proposed program? How will you track outcome measures listed above?
We will use our Skyward database to track client demographics and roll data into a One Drive file. We will update available data monthly utilizing two part-time people for data tracking and report development.

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?
Strategy 1: Outreach will occur by first informing principals about the availability of counseling. Referrals will occur via the director of student management to a liaison at the Wraparound Center. This person will, in turn, refer to a contracted LCPC. We work with aggressive students daily. The district has the Wraparound Center focused on providing resources to families but counseling at this time is limited to just students. We will have positions for people to visit homes to encourage engagement with counselors.
Strategy 2: Outreach for this strategy will begin with identifying individuals interested in creating content for lessons. This will begin with a cross-section of individuals (staff, parents, students, teachers, school resource officers) identifying the key content elements. Then, a group of recommended educators and resource officers will build the curriculum content. Our target population are students we serve all the time. We have a curriculum department who specializes in curriculum development.
Strategy 3: Outreach for this will begin in primary schools with principals contacting parents to make sure that students attend intercession interventions. These are

approaches.

C.4. What specific geographic area does the program serve? (List Census Tracts or City-Wide.)
This will be city-wide as district data shows evidence of challenges across the district.

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.
Target Population: Counseling Intervention for Grades K-4; Success Begets Success Prevention program for Grades 2, 3, 5, 7 and high school, Police Law; Reading intervention program for K-4.
We believe that these very laser focused strategies will meet the needs of our program and thus contribute to violence reduction in the City.
Strategy 1: In this school year using our district's discipline reporting tool, we have identified 838 students in K-4 exhibiting aggressive, threatening, and bullying behaviors, as well as using objects that could harm others (Tier 3 behaviors). These behaviors are often repeated by the same students. We have selected to deeply focus on early intervention to try to replace poor behaviors with positive ones. Likewise, we want to provide parents with the support they need in helping their children to be safe and make good choices. Students who have engaged in these behaviors will receive counseling support and families will be offered counseling. The expectation is that licensed clinical professional counselors will partner with the school district to offer targeted counseling for students and parents four to six times to help to provide tools for positive replacement behaviors, as well as be able to refer families to community resources. This strategy will make a positive impact on the goal of violence reduction by having students understand how to make better decisions during unguarded moments.
Strategy 2: We also receive reports of primary and middle school students engaging in dangerous activities such as using/selling drugs, stealing cars, and breaking into houses through S-Net meetings. Within school, 1,390 students (as denoted in our discipline system) have also engaged in Tier 3 behaviors (aggression, violent acts, bullying, etc.) As

students who mostly have disengaged with school so schools have already had lots of contacts with families. We will have positions for people to visit homes to encourage engagement with intervention. Because this occurs during fall, spring, and summer breaks, we will have staff interested in extra work therefore, we should not have a lot of trouble getting staff.

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?
We do not anticipate partnering with any agencies for these programs.

C.12. How does your agency practice and promote diversity, equity and inclusion?
Diversity and Equity
Peoria Public Schools welcomes and respects the diversity of its students, staff, and the broader community.
Peoria Public Schools is committed to honoring its diversity and will strive to ensure that any type of discrimination or harassment based on economic class, race, religion, age, national origin, ancestry, gender, color, marital status, sexual orientation, and/or disability not be tolerated in our school district.
The Board of Education and the Superintendent shall establish plans, and initiatives as may be necessary and appropriate to accomplish its purpose and intent in accordance with this policy.
Purpose
Learning and work environments are improved by the presence, contributions, and perspectives of diverse participants. The goals of the District Diversity and Equity Policy of Peoria Public Schools are to:
• Establish a framework for the elimination of diversity bias, which is based upon economic class, race, religion, age, national origin, ancestry, color, gender, marital status, sexual orientation, and/or disability.
• Foster equitable outcomes for all students and result in the identification and provision of educational services that are responsive to issues of race, culture, gender and social and economic status.

students get older and they break the law, everything gets more serious, and more charges are leveraged for every illegal action. At the high school, 702 students, in our discipline data system, have engaged in Tier 3 behaviors. Students need to understand the ramifications of how one digression can lead to a list of charges very quickly and impact their entire future. Each of these delivery modes are in classrooms or small groups as identified in other district programs as more impactful. The focus of this strategy will be to provide lessons created/available for teachers around the topics of gun safety, anti-bullying, conflict resolution, and understanding police law. One thing we have learned is that our students need to hear about strategies and situations from people with experiences, thus, part of these lessons will be recorded testimonials. We will create a cross-section of individuals to assist in the curriculum creation that will be able to provide thought-provoking questions/prompts teachers can use between sessions and as teachable moments. This will include teachers, school resource officers, city police officers when available, parents, and potentially high school students. This strategy will make a positive impact on the goal of violence reduction in the city by having students understand how to make better decisions during unguarded moments.

Strategy 3: We have approximately 100 students we will target in K-4 with an average attendance of 70% or less. These students are also considered "non-readers." These data were compiled from our Skyward system which holds our attendance and discipline data. We expect to be able to have 80 attend the intensive reading program. This aspect of the grant specifically works on ensuring students have a future that is fruitful and helps students to be a contributing member of society, by ensuring they can read. A team of teachers will be trained to provide very targeted reading interventions to help students break the reading code. One teacher to 8-10 students will provide interventions of: Leveled Literacy Intervention which will help focus on phonological awareness, phonics, fluency, vocabulary, reading comprehension, oral language skills and writing. Part of this work will be to encourage better school attendance by helping students feel successful and thus more willing to learn. Students will attend 2.5 or more hours a day with a minimum of two sessions of students learning, one in the morning and one in the afternoon. Teachers will keep running records on how students are doing so that good communication can be provided to

• Promote learning and work environments that are welcoming and respectful of diversity.
• Prepare students to live, work, and make significant contributions in a global multicultural society. Definitions The term diversity as used in this policy includes, but is not limited to economic class, race, religion, age, national origin, ancestry, color, gender, marital status, sexual orientation, and/or disability. The term staff, as used in this policy, includes all employees, consultants, and contractors of Peoria Public Schools District 150.

C.13. Please provide a breakdown of your current staff demographics by race/ethnicity and gender identity.
Equal Opportunity Employment Form has been submitted and paid for with the city. (Receipt received)
Full-Time Staff Demographics
1,569 staff
427 male; 1,142 female
White (non-Hispanic) 267 male; 775 female
Black or African American 127 male; 282 female
Hispanic or Latino 18 male; 47 female
Asian or Pacific Islander 15 male; 27 female
American Indian or Alaskan Native 0 male; 1 female

C.14. Please provide a breakdown of your Board of Directors or governing body by race/ethnicity and gender identity
White 2 male; 1 woman
Black of African American 1 male; 3 female

classroom teachers for the rest of the school year. Students will receive take home practice books as well. Mode of delivery:

Counselors will work with students during school and with families outside of the school day generally at their counseling location or the Wraparound Center. Goal 1: Reduce by 20% the number of aggressive acts demonstrated by students in K-4.

Safety Instruction will occur within the classrooms of students in grades 2, 3, 5, 8 and high school students by sophomore level. Parents may select to have their student not engage. Goal 2: Reduce by 20% the number of students engaged in gun violence, theft, conflicts, and bullying.

Reading Diagnostic & Intervention Team will be located at various schools in the district. Each teacher will work with 8-10 students in grades K-4 during intercessions and summer break. Three hours in the morning and three hours in the afternoon. Goal 3: The target group goal will improve student reading levels by a minimum of two levels as measured by Leveled Literacy Instruction.

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.

Strategy 1: Counseling

We are selecting this based on evidence we have regarding the success of counseling with our high school students. For example, in one program focused on middle and high school students who had been engaged in the justice system, out of 93 students, 98% self-reported improvement in behavior, demonstrated a gain in knowledge about self-regulation, and demonstrated a change in behavior. In fact, 92 of the 95 students (97%) did not experience a suspension during the past full year. Likewise, 89% of students who had contact with advocates had developed positive progress in school. Evidence from "R3. Restore. Reinvest. Renew," grant awarded to Peoria Public Schools in 2021.

Other research

Amatea, E.S., and others. (2010). Becoming Partners: A School-Based Group Intervention for Families of Young Children Who are Disruptive. Journal of School Counseling,

8(36).

Evidence from a study by Webster Stratton (2001) evaluated the Incredible Years Program designed as a 12-week program consisting of 2.5 hour weekly sessions. There were demonstrated gains in the use of positive parenting skills, significantly lower levels of negative parenting, and substantial reduction in children's negative behaviors. The program was created as 30 hours of counseling, but parents attended an average of only 5.73 sessions (or 14 hours). The Becoming Partners program was designed for 2.5 hours weekly for six weeks (or 18 hours). This program has goal of strengthening parent competencies in non-violent management strategies, improving a families' sense of emotional connection and support with the school and with other families, promoting their children's social skills, and ultimately reducing classroom behavior problems. This program targeted students in first and second grade. This was a small study but showed that over time, there were substantially lower levels of aggression and reactivity, and better social engagement.

Strategy 2: Safety intervention

We are selecting safety intervention through project and problem-based learning models utilizing instructional strategies based on evidence of effectiveness from renowned educational researcher, John Hattie and meta-analysis educational researcher, Robert Marzano. Activities, engagement methods, and design in the classroom will have the following Hattie strategies with evaluated effectiveness impact following each: relating creativity to achievement (.40), developing self-efficacy (.92), behavioral intervention program (.62), positive peer influences (.53), strong classroom cohesion (.44), evaluation and reflection (.75), meta-cognitive strategies (.60), self-regulation strategies (.52), self-verbalization and self-questioning (.55), rehearsal and memorization (.73), strategy to integrate with prior knowledge (.93), classroom discussion (.82), cooperative learning/competitive learning (.53), jigsaw method (1.2), and problem-solving teaching (.68). Marzano identified the top nine most impactful instructional strategies, two of which will be incorporated into lessons: nonlinguistic representations and cooperative learning. The first requires creating imagery which helps to engage both sides of the brain from learning to creation thus, helps students commit information to memory. The second encourages conversations, reciprocal teaching with peers, and experiences, all of which also helps information

to anchor in memory.

Other research

Nordrum, A. (2014). The New D.A.R.E. Program – This One Works. Scientific American. Retrieved 5/1/23. http://www.scientificamerican.com/article/the-new-d-a-r-e-program-this-one-works/.

Strategy 3: Reading Intervention

Our internal data shows that 9 out of 10 students using the LLI curriculum based measure meet their benchmark when in small group. This program will replicate this process. We are selecting this reading intervention pilot based on evidence of effectiveness from renowned educational researchers, John Hattie and Robert Marzano. The Hattie strategies to be employed for reading intervention include developing self-efficacy (.92), evaluation and reflection (.75), meta-cognitive strategies (.60), self-regulation strategies (.52), self-verbalization and self-questioning (.55), rehearsal and memorization (.73), and strategy to integrate with prior knowledge (.93).

Leveled Literacy Intervention (LLI) will be the base curriculum used with students. Based on the What Works Clearinghouse Intervention Report, LLI was rated based on four studies of 1,450 students. Results showed a percentile point gain of 11 for reading achievement, 11 for reading fluency and an average of 5-point gain in alphabetics. The overall effectiveness was rated as "strong evidence of positive effect with no overriding contrary evidence." These results were garnered with no reservations.

C. Program Information Cont'd

Completed by susan.grzanich@psd150.org on 5/12/2023 12:00 PM

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
Yes	Dr. Ann Bond	Director of Special Education and Social Emotional Learning	5%	No
Yes	Dr. Susan Grzanich	Innovation and Grants Officer	10%	No
Yes	Demario Boone	Director of Campus Security	5%	No
Yes	Lindsay A. Bohm	Reading Curriculum Coordinator	10%	No
Yes	Amanda Brown	Curriculum Coordinator for Interventions	10%	No
Yes - Part Time	TBD	Grant Coordinator	100%	Yes
Yes - Part Time	TBD	Data Entry	100%	Yes
Yes - Part Time	TBD	Teachers	100%	Yes
Yes - Part Time	TBD	Home-School Liaison	100%	Yes
Yes - Part Time	TBD	Contracted Counselors	100%	Yes
Yes - Part Time	TBD	School Resource Officer (for curriculum work)	100%	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.
Peoria Public Schools has received Title I, Title II, Title III, and Title IV as well as IDEA special education funds for many years. We have also received the Pre-School for All competitive grants and well as several other federal and state competitive grants. We have received and implemented over $18 million in competitive grants over the past five years. Our Director of Budgets and Finance has overseen the financial piece of all grants for 28 years.

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.

District funders include: DCCEO, DHS, PERFECT, ICJIA, DOJ (Department of Justice), Career Link, State of Illinois, and the Federal Department of Education. We are audited annually. Audit documents are attached as required. Findings were around timeliness. Due to staffing shortages and staff changes, general bank reconciliations, purchasing card reconciliations, and inventory entry on music instruments were not timely. Since that time, we are fully staffed and reconciliations are current. There were no monetary penalties.

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 District financial software is Skyward. Each grant director monitors time allocation studies and ensures each time sheet is signed by the employee and supervisor. Each grant is given an individual series of account numbers specific for that grant. Violence Prevention funds will be kept separate from all other funding by the use of a source of funds code that delineates that particular grant.

Peoria Public schools utilized separation of duties by requiring at least two different people are involved in each transaction and approval. This ensures that we have dual controls in place to minimize opportunities for fraud, waste and mismanagement. All purchase orders go through several levels of approval before purchases can be made. In addition, the final approver double checks account numbers for accuracy and to ensure compliance with grant rules.

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?

Yes

Please explain all findings and corrective action taken to address the issues. (Submit additional letter if necessary.)

Finding 1: Due to lack of finance staff during the fiscal year, bank reconciliations fell behind. Corrective Action: We have since hired a Chief Accountant to ensure all reconciliations are current. Finding 2: Due to lack of finance staff during the fiscal year, purchasing card reconciliations fell behind. Corrective Action: We have since hired a Chief Accountant to ensure all reconciliations are current. Finding 3: Fine arts equipment was not loaded to the inventory system timely. Corrective action: Meetings were held with the fine arts committee and curriculum department to gather all necessary music instrument information for entry into our inventory system. This work has been completed.

☐ **Audit Findings**

**No files uploaded

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

Yes

☑ **Please upload a copy of the Single Audit**

Final - Single Audit.pdf

Neighborly Software

In your agency's most recent Single Audit, were any findings issued?
Yes

Please explain all findings and corrective actions taken.
Finding 1: Due to lack of finance staff during the fiscal year, bank reconciliations fell behind. Corrective Action: We have since hired a Chief Accountant to ensure all reconciliations are current. Finding 2: Due to lack of finance staff during the fiscal year, purchasing card reconciliations fell behind. Corrective Action: We have since hired a Chief Accountant to ensure all reconciliations are current. Finding 3: Fine arts equipment was not loaded to the inventory system timely. Corrective action: Meetings were held with the fine arts committee and curriculum department to gather all necessary music instrument information for entry into our inventory system. This work has been completed.

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.
We have broken down each category of expenditure and outlined the expected amount of time or materials needed. We are using prior knowledge in other grants with similar positions/programs to ascertain the correct amounts needed.

Counselors will be used to provide family and student counseling.
Counselors (3 x $70 x 15 hours x 36 weeks) $113,400
Counselor Supplies $3,000
Mileage $1,000

Curriculum Development team will create lessons and materials to be used in grades 2, 3,5,7 and high school.
Curriculum Development CERT (10 teachers x 2 hours prep x 5 grade levels x 7 lessons x $35) $24,500
Curriculum Development benefits $3,258
Fed TRS 10.60% 2597
TRS 0.58% 142
THIS 0.67% 164
MEDI 1.45% 355

The Grant Coordinator will ensure data is collected, is inputted, and all reports and activities are completed.
Grant Coordinator: (227 hours x $35) $7,945
Coordinator benefits $1,057
Fed TRS 10.60% 842
TRS 0.58% 46
THIS 0.67% 53
MEDI 1.45% 116

Stakeholder Meetings for feedback to give input to the types of prevention lessons should be created to meet the needs of PPS students.
Feedback committee on Lesson development (10 teachers x 2 hours x 2 meetings x $35) $1,400
Feedback Committee benefits $185
Fed TRS 10.60% 148

TRS 0.58% 8
THIS 0.67% 9
MEDI 1.45% 20
Feedback committee on Lesson development (4 SRO x 2 hours x 2 meetings x $35) $560
Feedback committee benefits $90
FICA 6.2% 35
IMRF 8.325% 47
MEDI 1.45% 8

Data Entry individuals to enter behavior, attendance, reading results, and other data to support the grant reports.
Data Tracking (7 hours x $35 x 2 people x 12 months) $5,880
Data Tracking Benefits $781
Fed TRS 10.60% 623
TRS 0.58% 34
THIS 0.67% 39
MEDI 1.45% 85

Home Liaison will be utilized to visit homes to encourage family and student engagement in programs.
Home Liaison (4 x 2 days x 2 hours x 40 weeks x $15) $9,600
Home Liaison benefits $1,533
FICA 6.2% 595
IMRF 8.325% 799
MEDI 1.45% 139

2 Data Tracking, 2 Counselor, 1 Grant Coordinator Lap top (5 x $720) $3,600
Counselor Laptop Load (5 x $30) $150

IPads are going to be checked out to capture student performances.
IPADs for creating projects, skits and testimonials (5 x $299) $1,495

Curriculum Supplies
Program Supplies for project based learning materials, items for skits, poster supplies, etc. ($300 x 25 schools) $7,500

Food for Stakeholder Feedback Committee ($10 x 18 people x 2 meetings)(10 teachers, 4 SROs and 4 Community members) $360

The reading intervention teachers will be providing small group instruction to students.
Reading Intervention Teachers (10 x $35 x 8 weeks x 6 hours x 5 days) $84,000
Benefits for Reading Center Teachers $11,172
Fed TRS 10.60% 8,904.00
TRS 0.58% 487.00
THIS 0.67% 563.00
MEDI 1.45% 1,218.00

Laptops will be provided for each teacher during reading intervention in order to keep running records and monitor students in each teachers group.
Reading Center laptops (10 x $720) $7,200

Reading Center laptops load (10 x $30) $300

Reading supplies will be purchased for students to develop their reading skills. Supplies include books for reading in program and take-home, writing journals, and pencils, etc. The district will be providing the curriculum based measure kits for teachers to use with students.
Reading Center Supplies $10,000

Cost per student:
Counseling $2,738 per student ($118,900/50 students)
Reading Center $1,408.40 per student ($112,672/80 students)
Curriculum $15.20 per student ($68,394/4,500 students)

C.23. Is there any additional information you want to mention? Use bullet style for each item in the space provided.
We have applied for and have receipt for the Equal Opportunity Employment form. We tried to reach someone in the EO office regarding a response but did not hear back. Therefore, we do not have an assigned number at this time.

D. Conflict of Interest

Completed by susan.grzanich@psd150.org on 5/12/2023 10:46 AM

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.

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E. Required Documents

Case Id: 35444

Name: Peoria Public Schools - Prevention Strategies -

Address: 3202 N. Wisconsin Ave.

E. Required Documents

Please provide the following information.

Documentation

☑ **Financial Audit** *Required*

Final - AFR.pdf

☑ **IRS Tax Exempt Letter** *Required*

Tax Identification (September 12, 2018).pdf

☐ **Audit Findings**

No files uploaded

☑ **Please upload a copy of the Single Audit**

Final - Single Audit.pdf

☑ **Program Fees Supporting Documents**

Resumes for Violence Prevention 051123.pdf

Neighborly Software

Submit

Case Id: 35444

Name: Peoria Public Schools - Prevention Strategies -

Address: 3202 N. Wisconsin Ave.

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

Sharon Desmoulin-Kherat

Agency CEO Signature

Sharon Desmoulin-Kherat

Electronically signed by susan.grzanich@psd150.org on 5/12/2023 12:06 PM