

SUBRECIPIENT GRANT AGREEMENT

THIS SUBRECIPIENT GRANT AGREEMENT is entered into as of the ____ day of September, 2016 between the VILLAGE OF OAK PARK, Illinois (hereinafter the "Village") and HEPHZIBAH CHILDREN'S ASSOCIATION, an Illinois not-for-profit Corporation (hereinafter the "Subrecipient").

RECITALS

WHEREAS, the Village has applied for Community Development Block Grant ("CDBG") funds from the United States Department of Housing and Urban Development ("HUD") as provided by the Housing and Community Development Act of 1974, as amended (P.L. 93-383) (hereinafter "the Act"); and

WHEREAS, Subrecipient has applied to the Village for CDBG funds for the 2016 Program Year; and

WHEREAS, the Village has considered and approved the application of Subrecipient and hereby agrees to distribute to Subrecipient a portion of the total CDBG funds allotted to the Village by HUD, with the portion distributed to Subrecipient being in the amount provided in this Agreement and upon the conditions set forth herein; and

WHEREAS, the Village and Subrecipient, acting through their respective Boards are each authorized to enter into this Agreement.

NOW, THEREFORE, in consideration of the mutual covenants hereinafter set forth, the parties agree as follows:

1. **INCORPORATION OF RECITALS.** The foregoing recitals are incorporated into this Agreement as though fully set forth herein.

2. **SCOPE OF SERVICES.**

A. Subrecipient's project schedule and project budget (collectively referred to as "the Project") are set forth in the Subrecipient's Program Year 2016 Community Development Block Grant Program Proposal, attached hereto and incorporated herein by reference as Exhibit A (hereinafter the "Subrecipient's Proposal").

B. The Project will proceed in accordance with the terms of this Agreement, the Subrecipient's Proposal and all laws and regulations referenced in this Agreement. Any changes(s) in the Project must be approved by the Village prior to the Subrecipient incurring any Project costs or implementing any substantial Project modifications. Such approval shall only be effective if authorized by a written amendment to this Agreement.

C. The funds to be provided by the Village to Subrecipient pursuant to this

Agreement shall be used to partially cover personnel costs for the Social Worker, who will provide services and support for at-risk children and families. A total of 330 persons (265 Oak Park persons) will benefit.

3. ALLOCATION OF FUNDS.

A. The Village shall distribute to Subrecipient as Subrecipient's portion of the total grant received by the Village from HUD a maximum of Fourteen Thousand Dollars (\$14,000) (hereinafter the "Grant Funds") to be paid in accordance with the terms of this Agreement. The Subrecipient acknowledges and agrees that only those budget line items and percentages that appear in its Program Year 2016 Project Budget will be considered for reimbursement through the Grant Funds.

B. The Grant Funds shall not be used for ineligible or unallowable costs, including costs incurred prior to the effective date of this Agreement as defined herein. In the event the Village does not receive the Grant Funds from HUD, the Village shall not provide the Grant Funds, or any other funds, to Subrecipient.

4. PAYMENT.

A. The Village shall make all Grant Funds payments on a reimbursement basis. To request a payment of Grant Funds, the Subrecipient must submit a request for payment to the Village in the form of an invoice, together with such supporting documentation as the Village deems necessary in its discretion to support the invoice. The Village shall only reimburse the Subrecipient for approved expenditures to the maximum of the allocated Grant Funds for the Project.

B. The Village may refuse to reimburse the Subrecipient if the Subrecipient is not in compliance with any applicable law, rule or regulation or this Agreement. In such case, the Village shall assist the Subrecipient to bring the Project into compliance.

C. The Subrecipient shall submit invoices to the Village for reimbursement at least quarterly. Final project invoices must be submitted to the Village no later than October 31, 2017. Any invoices submitted after October 31, 2017 shall not be paid by the Village.

5. PROGRAM YEAR.

A. The Subrecipient shall perform the Project beginning October 1, 2016 and ending on September 30, 2017 (hereinafter referred to as the "Program Year").

B. The Project shall be completed no later than September 30, 2017. Project costs shall not be incurred after the Program Year.

C. If the Subrecipient is delayed in the completion of the Project by any cause legitimately beyond its control, it shall immediately, upon receipt and knowledge of such delay,

give written notice to the Village and request an extension of time for completion of the Project. The Subrecipient shall request an extension from the Village in writing at least thirty (30) days before the end of the Program Year. The Village shall either grant or deny the request for an extension in its discretion and shall provide notice to the Subrecipient of its grant or denial of the request.

D. The Subrecipient shall return any funds not expended by the end of the Project to the Village. All funds obligated or committed by the Subrecipient to contractors, suppliers, etc. during the Program Year must be expended by the end of the Program Year unless an extension has been given to the Subrecipient. The Subrecipient shall have 30 days after the close of the Program Year to request reimbursement for costs incurred for the Project, unless an extension has been granted pursuant to this Agreement.

6. COMPLIANCE WITH LAWS AND REGULATIONS.

A. The Subrecipient shall comply with the applicable provisions Housing and Community Development Act of 1974, 42 U.S.C. § 5301 *et seq.* (hereinafter referred to as the "Act"), and all applicable rules and regulations promulgated under the Act by the Department of Housing and Urban Development (HUD), including, but not limited to 24 CFR Part 570, and all other applicable federal, state, county and local government laws, ordinances or regulations which may in any manner affect the performance of this Agreement, including but not limited to those set forth herein, and those identified in the document titled "Assurances," attached hereto and incorporated herein by reference as Exhibit B.

B. The Subrecipient shall comply with the applicable administrative requirements set forth in Title 24, Part 570.502 of the Code of Federal Regulations

C. The Subrecipient shall comply with the following in its performance of the Project:

1. Not discriminate against any worker, employee, or applicant, or any member of the public because of race, religion, disability, creed, color, sex, age, sexual orientation, status as a disabled veteran or Vietnam era veteran, or national origin, nor otherwise commit an unfair employment practice;

2. Take action to ensure that applicants are employed without regard to race, religion, handicap, creed, color, sex, age, sexual orientation, status as a disabled veteran or Vietnam era veteran, or national origin, with such action including, but not limited to the following: employment, upgrading, demotion or transfer, termination, rates of pay, other forms of compensation, selection for training, including apprenticeship; and

3. The Village's Reaffirmation of Equal Employment Opportunity Policy ("EEO"), attached hereto and incorporated herein by reference as Exhibit C.

D. Subrecipient agrees not to violate any state or federal laws, rules or regulations regarding a direct or indirect illegal interest on the part of any employee or elected officials of the Subrecipient in the Project or payments made pursuant to this Agreement.

E. Subrecipient agrees that, to the best of its knowledge, neither the Project nor the funds provided therefore, nor the personnel employed in the administration of the program shall be in any way or to any extent engaged in the conduct of political activities in contravention of Chapter 15 of Title 5 of the United States Code, otherwise known as the "Hatch Act."

F. Subrecipient shall be accountable to the Village for compliance with this Agreement in the same manner as the Village is accountable to the United States government for compliance with HUD guidelines.

G. The Village, as a condition to Subrecipient's receipt of Grant Funds, requires Subrecipient, when applicable, to assist in the completion of an environmental review as needed for the Project.

H. Subrecipient shall permit the authorized representatives of the Village, HUD, and the Comptroller General of the United States to inspect and audit all data and reports of Subrecipient relating to its performance of this Agreement.

I. Subrecipient agrees and authorizes the Village to conduct on-site reviews, examine personnel and employment records and to conduct other procedures or practices to assure compliance with these provisions. The Subrecipient agrees to post notices, in conspicuous places available to employees and applicants for employment, setting forth the provisions of this non-discrimination clause.

J. The Village will provide technical assistance as needed to assist the Subrecipient in complying with the Act and the rules and regulations promulgated for implementation of the Act.

7. REPORTING AND RECORD KEEPING.

A. Subrecipient's Maintenance of Required Records.
Subrecipient shall maintain records to show actual time devoted and costs incurred in connection with the Project. Upon fifteen (15) days' notice from the Village, originals or certified copies of all time sheets, billings, and other documentation used in the preparation of said Progress Reports required pursuant to Section 7(C) below shall be made available for inspection, copying, or auditing by the Village at any time, during normal business hours.

B. Subrecipient's documents and records pursuant to this Agreement shall be maintained and made available during the Project Period and for three (3) years after completion of the Project. The Subrecipient shall give notice to the Village of any documents or records to be disposed of or destroyed and the intended date after said period, which shall be at least 90

days after the effective date of such notice of disposal or destruction. The Village shall have 90 days after receipt of any such notice to give notice to the Consultant not to dispose of or destroy said documents and records and to require Consultant to deliver same to the Village. The Subrecipient shall maintain for a minimum of three (3) years after the completion of this Agreement, or for three (3) years after the termination of this Agreement, whichever comes later, adequate books, records and supporting documents to verify the amounts, recipients and uses of all disbursements of Grant Funds passing in conjunction with the Agreement. The Agreement and all books, records and supporting documents related to the Agreement shall be available for review and audit by the Village and the federal funding entity, if applicable, and the Subrecipient agrees to cooperate fully with any audit conducted by the Village and to provide full access to all materials. Failure to maintain the books, records and supporting documents required by this subsection shall establish a presumption in favor of the Village for recovery of any Grant Funds paid by the Village under the Agreement for which adequate books, records and supporting documentation are not available to support their purported disbursement. The Subrecipient shall make the documents and records available for the Village's review, inspection and audit during the entire term of this Agreement and three (3) years after completion of the Project as set forth herein and shall fully cooperate in responding to any information request pursuant to the Illinois Freedom of Information Act, 5 ILCS 140/1 *et seq.* by providing any and all responsive documents to the Village.

C. Quarterly Progress Reports & Final Report. Subrecipient shall prepare and submit a quarterly Progress Report to the Village reporting on the status of the Project. Project progress is to be implemented based on the Project timeline set forth in the Proposal, attached hereto and incorporated herein as Attachment A. The information provided in the Progress Reports shall be forwarded to the United States Department of Housing and Urban Development and shall be made available to the Village's Community Development Citizen Advisory Committee in order to determine the success or failure of the Project.

All Progress Reports, unless otherwise specifically noted, shall be due by the 15th day of the month following the end of each quarter and shall contain data obtained during the preceding three months. The Subrecipient shall be required to submit a final report at the end of the Project in lieu of the last Progress Report.

The following schedule shall be applicable:

1 st Quarter: October-December, 2016	Progress report due by January 15, 2017
2 nd Quarter: January-March, 2017	Progress report due by April 15, 2017
3 rd Quarter: April-June, 2017	Progress report due by July 15, 2017
4 th Quarter: July-September, 2017	Progress report/Final report due by October 15, 2017

Each quarterly Progress Report and the Final Report shall include information regarding activity compliance pursuant to the national objective criteria set forth in 24 C.F.R. Section 208 (2) and 570 and in Section 2 - Scope of Services. See the attached formats Exhibits D & E. The Village may request additional reports from the Subrecipient as necessary to comply with any applicable

federal law requirements.

D. Penalty for Late Submission of Quarterly Reports or Final Report. In the event the Subrecipient does not provide the Village with any report within the required time period, the Village shall withhold \$25.00 from the Grant Funds for each business day the report remains overdue. Funds charged for failure to submit a required report shall be deducted from the total Grant Funds and the amount allocated to reimburse for the scope of services shall be reduced accordingly. It is the Subrecipient's sole responsibility to be aware of the reporting schedule and to provide the Village with timely reports.

E. Subrecipient will keep and maintain such records and provide such reports and documentation to the Village as the Village deems necessary to further its monitoring obligations.

8. MONITORING AND PERFORMANCE DEFICIENCIES.

A. Village Project Monitoring. The Village will monitor the Subrecipient's planning and implementation of the Project on a periodic basis to determine Subrecipient's compliance with all laws, rules and regulations and to determine whether Subrecipient is adequately performing and operating the Project in accordance with the approved Project guidelines. Subrecipient acknowledges the necessity for such monitoring and agrees to cooperate with the Village in this effort by providing all requested records and information and allowing such on-site visits as the Village determines is necessary to accomplish its monitoring function.

B. Performance Deficiency Procedures. The Village may take such actions as are necessary to prevent the continuation of a performance deficiency, to mitigate, to the extent possible, the adverse effects or consequences of the deficiency, and to prevent a recurrence of the deficiency. The following steps outline the general procedure the Village will use when it becomes aware of a performance deficiency. The Village is not bound to follow these steps. Depending on the seriousness of the deficiency, the Village may take any steps it deems necessary to address the deficiency, including immediate termination of the Project and any other remedies available by law.

1. When an issue involving a performance deficiency arises, including performance reporting requirements, the Village will first attempt to resolve the issue by informal discussions with the Subrecipient. The Village will attempt to provide Technical Assistance, to the maximum extent practicable, to help the Subrecipient successfully resolve the performance issue.
2. If discussion does not result in correction of the deficiency, the Village will schedule a monitoring visit to review the performance area that must be improved. The Village will provide the Subrecipient with a written report that outlines the results of the monitoring. Generally this report will include a course of corrective action and a time frame in which to implement corrective actions.

3. If, despite the above efforts, the Subrecipient fails to undertake the course of corrective action by the stated deadline, the Village will notify the Subrecipient in writing that its Project is being suspended. CDBG funds may not be expended for any Project that has been suspended.
4. The Village's written suspension notice will include a specified, written course of corrective action and a timeline for achieving the changes. Generally, corrective action plans will require a 15 to 60 day period of resolution (depending upon the performance issue).
5. The Village may lift a suspension when the performance issue has been resolved to the satisfaction of the Village. The Village will release a suspension by written release signed by the Village Manager or her designee.

C. Unresolved Performance Deficiencies. Subrecipient's failure, in whole or in part, to meet the course of corrective action to have a suspension lifted, shall constitute cause for termination pursuant to the procedures set forth in Section 9 below.

9. TERMINATION.

This Agreement may be terminated as follows:

A. By Fulfillment. This Agreement will be considered terminated upon fulfillment of its terms and conditions.

B. By Mutual Consent. The Agreement may be terminated or suspended, in whole or in part, at any time, if both parties consent to such termination or suspension. The conditions of the suspension or termination shall be documented in a written amendment to the Agreement.

C. Lack of Funding. The Village reserves the right to terminate this contract, in whole or in part, in the event expected or actual funding from the Federal government or other sources is withdrawn, reduced or eliminated.

D. For Cause. The Village may terminate this Agreement for cause at any time. Cause shall include, but not be limited to:

1. Improper or illegal use of funds;
2. Subrecipient's suspension of the Project; or
3. Failure to carry out the Project in a timely manner.

E. Termination for Illegality. This Agreement shall be subject to automatic termination due to the Subrecipient's improper or illegal use of the Grant Funds. Notice of termination for illegality shall be provided by the Village to Subrecipient pursuant to Section 18 below.

10. REVERSION OF ASSETS.

A. At the termination of this contract, Subrecipient shall transfer to the Village any CDBG funds on hand, and any accounts receivable attributable to the use of CDBG funds.

B. Any real property under Subrecipient's control that was acquired or improved in whole or in part with CDBG funds (including CDBG funds provided to Subrecipient in the form of a loan) in excess of \$25,000 must be either:

1. Used to meet one of the national objectives in Section 570.208 for a period of five years after the expiration of the agreement, or for such longer period of time as determined to be appropriate by the recipient; or
2. If not so used, Subrecipient shall then pay to the Village an amount equal to the current market value of the property, less any portion of the value attributable to expenditures of non-CDBG funds for the acquisition of, or improvement to, the property, which payment shall be considered program income to the Village, as required by law. Such change in use or property disposition will be reported to the Village within 30 days of the intent to dispose of said property. Promissory notes, deeds of trust or other documents may additionally be negotiated as a term for receipt of funds.

C. If Subrecipient intends to dispose of any real property acquired and/or improved with CDBG funds, Subrecipient must report, in writing, to the Village, such intent to dispose of said property 30 days prior to the negotiation and/or agreement to dispose of said property.

D. For a period of 5 years after the Project Year, Subrecipient will provide the Village with an annual report inventorying all real property acquired or improved with CDBG funds and certifying its use in accordance with the CDBG National Objectives.

11. REMEDIES.

A. In the event of any violation or breach of this Agreement by Subrecipient, misuse or misapplication of funds derived from the Agreement by Subrecipient, or any violation of any laws, rules or regulations, directly or indirectly, by Subrecipient and/or any of its agents or representatives, the Village shall have the following remedies:

1. The Subrecipient may be required to repay the Grant Funds to the Village;
2. To the fullest extent permitted by law, the Subrecipient will indemnify and hold the Village harmless from any requirement to repay the Grant Funds to HUD previously received by the Subrecipient for the Project or penalties and expenses, including attorneys' fees

and other costs of defense, resulting from any action or omission by the Subrecipient; and

3. The Village may bring suit in any court of competent jurisdiction for repayment of Grant Funds, damages and its attorney's fees and costs, or to seek any other lawful remedy to enforce the terms of this Agreement, as a result of any action or omission by the Subrecipient.

12. **INDEPENDENT CONTRACTOR.** Subrecipient is and shall remain for all purposes an independent contractor and shall be solely responsible for any salaries, wages, benefits, fees or other compensation which she may obligate herself to pay to any other person or consultant retained by her.

13. **NO ASSIGNMENT.** Subrecipient shall not assign this Agreement or any part thereof and Subrecipient shall not transfer or assign any Grant Funds or claims due or to become due hereunder, without the written approval of the Village having first been obtained.

14. **AMENDMENTS AND MODIFICATIONS.**

A. The nature and the scope of services specified in this Agreement may only be modified by written amendment to this Agreement approved by both parties.

B. No such amendment or modification shall be effective unless reduced to writing and duly authorized and signed by the authorized representative of the Village and the authorized representative of the Subrecipient.

15. **SAVINGS CLAUSE.** If any provision of this Agreement, or the application of such provision, shall be rendered or declared invalid by a court of competent jurisdiction, or by reason of its requiring any steps, actions or results, the remaining parts or portions of this Agreement shall remain in full force and effect.

16. **ENTIRE AGREEMENT.**

A. This Agreement sets forth all the covenants, conditions and promises between the parties.

B. There are no covenants, promises, agreements, conditions or understandings between the parties, either oral or written, other than those contained in this Agreement.

17. **GOVERNING LAW, VENUE AND SEVERABILITY.**

A. This Agreement shall be governed by the laws of the State of Illinois both as to interpretation and performance. Venue for any action brought pursuant to this Agreement shall be in the Circuit Court of Cook County, Illinois.

B. If any provision of this Agreement, or the application of such provision, shall be rendered or declared invalid by a court of competent jurisdiction, or by reason of its requiring

any steps, actions or results, the remaining parts or portions of this Agreement shall remain in full force and effect.

18. NOTICES.

A. All notices or invoices required to be given under the terms of this Agreement shall be given by United States mail or personal service addressed to the parties as follows:

For the Village:

Grants Supervisor
Village of Oak Park
123 Madison Street
Oak Park, Illinois 60302

For Subrecipient:

Mary Anne Brown, Executive Director
Hephzibah Children's Association
946 North Boulevard
Oak Park, IL 60301

B. Either of the parties may designate in writing from time to time substitute addresses or persons in connection with required notices.

19. EFFECTIVE DATE. The effective date of this Agreement as reflected above shall be the date that the Village Manager for the Village of Oak Park executes this Agreement.

20. COUNTERPARTS. This Agreement may be executed in counterparts, each of which shall be considered an original and together shall be one and the same Agreement.

21. CAPTIONS AND SECTION HEADINGS. Captions and section headings are for convenience only and are not a part of this Agreement and shall not be used in construing it.

22. NON-WAIVER OF RIGHTS. No failure of any Party to exercise any power given to it hereunder or to insist upon strict compliance by any other Party with its obligations hereunder, and no custom or practice of the Parties at variance with the terms hereof, shall constitute a waiver of that Party's right to demand exact compliance with the terms hereof.

23. ATTORNEY'S OPINION. If requested, the Subrecipient shall provide an opinion by its attorney in a form reasonably satisfactory to the Village Attorney that all steps necessary to adopt this Agreement, in a manner binding upon the Subrecipient have been taken by the Subrecipient.

24. BINDING AUTHORITY. The individuals executing this Agreement on behalf of the Parties represent that they have the legal power, right, and actual authority to bind their respective Party to the terms and conditions of this Agreement.

**[REMAINDER OF PAGE INTENTIONALLY LEFT BLANK -
SIGNATURE PAGE FOLLOWS]**

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be signed by their duly authorized representatives on the day and date first written above.

VILLAGE OF OAK PARK

HEPHZIBAH CHILDREN'S ASSOCIATION

Name: Cara Pavlicek
Title: Village Manager

Name:
Title:

Date: _____, 2016

Date: _____, 2016

ATTEST:

ATTEST:

Name: Teresa Powell
Title: Village Clerk

Name:
Title:

Date: _____, 2016

Date: _____, 2016

EXHIBIT A
SUBRECIPIENT'S PROPOSAL

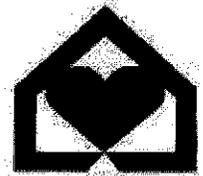
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Submission #11

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Submission information

Form: [Village of Oak Park CDBG Public Services Proposal](#)
 Submitted by hephzibah
 Thu, 2016-03-17 15:52
 12.106.137.34



1. Applicant Information

A. Organization Information

1. Organization Name

Hephzibah Children's Association

2. Organization Mailing Address

1144 Lake Street, 5th Floor, Oak Park, IL 60301

3. Organization Phone

7,086,497,100.0000

4. Executive Director

Mary Anne Brown

5. Email Address

mabrown@hephzibahhome.org

6. FEIN #

362,167,096

7. DUNS #

69,484,699

B. Project Information

1. Proposed Project Name

Services and Support for At-Risk Oak Park Children and Families

2. Proposed Project Address

1144 Lake Street, 5th Floor
Oak Park, IL 60301

3. Project Manager/Primary Contact

Amy O'Rourke

4. Secondary Contact

Julie Dworsky

5. Proposed Project Phone

7,086,497,140.0000

6. Email Address

aorourke@hephzibahhome.org

C. Type of Organization

Private non-profit

Other

D. Project Overview

1. Total CDBG Dollars Requested

\$30,000

2. Total Project Budget

\$69,265

3. Total Low/Moderate Income Persons Served Annually

240

4. Brief project description and purpose

The Social Worker works with low income families in crisis to reduce their stress and economic insecurity and with children to improve their social, emotional, and academic development.

5. Population Served

51% or more Low/Moderate Persons

Other

E. Priority Addressed

Programs for Youth/Children

2. Project Narrative

I. Background & Need

Hephzibah's Family Support Program was established in 1987 to reduce the number of incidents of child abuse and neglect in Oak Park and River Forest. Through this program, a Family Support Social Worker provides crisis intervention services, information, and referrals to at-risk families. Support services provided to families through this program include respite care, substance abuse referrals, homemaker services, day care, funding for family necessities in times of critical need, and parent skills training, as well as an in-home visitor program for families with preschool children at high risk of abuse.

Hephzibah has had an after-school Day Care and full day Summer Camp at Oak Park elementary schools for over 40 years. During this time, program staff determined that the children and families at the day care and summer camp needed additional support, both within the program setting and for the families, outside of the setting. The Day Care Social Worker position was established in the late 1980s to meet this need. For the children, the focus is on addressing physical and verbal aggression, developing self-control and managing impulses in large group settings, trusting adults to make decisions, developing healthy relationships with peers, and determining academic needs that can be addressed in the day care setting through tutoring and homework help. The Social Worker determines the needs of the children through direct observations, referrals from school staff and day care supervisors and staff, and contacts made with families. Services that families in the Day Care program receive include case management, referrals, and financial assistance for the Day Care and outside programs.

Since 2011, Hephzibah has operated a classroom-based Head Start program for 52 preschool children at Hephzibah Home in Oak Park for qualifying families in Oak Park and surrounding communities. The Head Start program is accredited by the National Association for the Education of Young Children and has received the Gold Circle of Quality from ExceleRate Illinois, which is the top ranking and recognizes early education programs that meet the highest quality standards in three key areas: learning environment and teaching quality, administrative standards, and training and education.

The Head Start program focuses on nurturing, educating, and enriching the children as staff prepares them for Kindergarten and beyond and fosters their growth and development in language, literacy, and mathematics. This past September, Hephzibah began a home-based early Head Start program for 12 children from birth to 3 years old, with the goal of working with the parents on the children's cognitive, social, and emotional development. In both programs, the Social Worker builds relationships with families to support positive parent-child relationships, family well-being, and the development of strong networks within the community.

Since September 2015, the same staff member has filled these part-time Social Work positions, all of which are focused on providing services to and support for at-risk Oak Park children and families. This position crosses two distinct Hephzibah departments, Day Care (which includes Head Start) and Family Services, leading to increased continuity of services provided to at-risk Oak Park children and families and improved outreach to families in crisis.

Hephzibah places a high priority on providing social work services to children in the after-school Day Care. A review of social-emotional school and after-school programs by the Collaborative for Academic, Social, and Emotional Learning (The Positive Impact of Social and Emotional Learning for Kindergarten to Eighth-Grade Students, Payton, J. et al., December 2008) indicates that these programs have both short- and long-term benefits with regard to children's behaviors, interactions with their peers and with adults, and academic success. With Oak Park District 97 increasingly incorporating children's social and emotional development in the classroom setting, Hephzibah's Day

Care program compliments this focus of the District and fills a critical need in teaching children key life skills such as resilience, responsibility, conflict resolution, persistence, and cooperation.

By working with preschool and younger children and their families in the Head Start program, Hephzibah is providing the children with the tools to thrive in their childhood, in terms of social-emotional and intellectual development and strong and supportive families. Young children from low-income families who do not attend Head Start programs frequently do not get this support that is so important in preparing them to succeed.

Nine percent of Oak Park residents are living below the federal poverty line. In numerical terms, there are approximately 4,500 people living on low incomes in Oak Park, including many parents and children. The impact of living in poverty is negative for families, especially in terms of the children's physical and mental health, social and emotional development, and academic achievement. Many of these families have periods of extreme economic insecurity, when they are unable to purchase food, infant formula and diapers, clothes, and household supplies; pay rent or utilities; and get to appointments or work. The likelihood of domestic violence, child abuse and neglect, and family dissolution increases during these periods of crisis and stress. While many families have told the Social Worker that it is very expensive to live in Oak Park, they wish to remain in this community because of the schools, safe neighborhoods, and proximity to families and friends. Hephzibah's Family Support program continues to meet the needs of these families in times of crisis by providing short-term emergency assistance, case management, and referrals to collaborating agencies to address longer-term needs.

II. Approach

a. Purpose

In the community, the Social Worker works to stabilize and strengthen families that are experiencing a crisis or stress in the family unit. She responds quickly to families in crisis who contact her or who are referred to her, and she provides a wide range of supportive services to the families to alleviate stress and improve the families functioning. These services include referrals to other providers and provision of emergency assistance to address insecurities in basic needs such as food and housing. At Head Start and at the Day Care schools, the Social Worker works with families experiencing a crisis or high levels of stress, with the focus often on child-related issues.

At the Day Care and Summer Camp sites, the Social Worker identifies children with social, emotional, and academic needs and provides one-on-one counseling for children with more significant needs and group interventions when there are behavioral and socialization issues that affect several children. She also helps to train staff so that they are better prepared to work with children with a range of behavioral, emotional, and academic issues.

In the Head Start classroom and in the homes of the Early Head Start families, the Social Worker provides support for children who have high needs and may be having development issues. She works closely with parents and other family members so that they are best prepared to raise their children and are able to address any issues that may arise.

With regard to meeting the national objective of serving low and moderate income persons, over 95% of the families in the Oak Park community that seek services from Hephzibah are low or moderate income. At the Oak Park elementary schools, approximately one-half of the Day Care families are low or moderate income. In the Head Start programs, over 90% of the children are

from low-income families.

b. Target Populations

In the period from October 2016 to September 2017, Hephzibah will provide services to the following groups:

- 20 families in the Family Support Program, with a total of 30 adults and 30 children. We expect 50% of the families to be African American, 35% Caucasian, and 15% Hispanic or mixed race. Most (95%) of the families will be low-income, and 75% will reside in Oak Park, with the remainder from River Forest.
- 65 children in the Head Start Programs, along with 100 other family members (parents and siblings) for a total of 165 persons. We expect 55% of the children to be African American, 20% Caucasian, and 25% Hispanic or other race. Most (90%) of the children will be from low-income families, and 70% will reside in Oak Park, with the remainder in surrounding communities.
- 75 children in the Day Care and Summer Camp program, along with 30 other family members (primarily parents) for a total of 105 persons. We expect 60% of the children to be Caucasian, 30% African American, and 10% Hispanic or mixed race. One-third of the families will be low-income, and 100% will reside in Oak Park.

As displayed in the Logic Model, there will be a total of 330 unduplicated persons served by the three programs, with 185 children and 145 adults. Nearly half (46%) will be African American, 35% Caucasian, and 18% Hispanic or other race. Nearly 3 in 4 (73%) will be lower income, and most (80%) will reside in Oak Park.

To attend the after school Day Care and Summer Camp, the children must be enrolled in a District 97 elementary school, and the parent(s) must be working or enrolled in school. There are no income restrictions; however, lower income families may receive a fee discount on a sliding scale or a full scholarship to attend the day care.

To attend the Head Start programs, the families generally must be lower-income, although a few spaces are available to moderate-income families. The program is free-of-charge.

Hephzibah has a significant focus on providing culturally-competent services to the families and children that the agency serves. These include hiring a diverse staff (see attached EEO Form), having staff attend trainings in cultural competency and working with diverse populations, and having program Directors monitor the provision of services with a focus on identifying issues involving culturally competent services.

c. Strategies

In working with families in the community, the Social Worker has four primary activities:

Recruitment - families contact the Social Worker either directly or are referred by community providers, such as Parenthesis, Community Mental Health Board of Oak Park Township, and Children's Clinic.

Intake - the Social Worker interviews the family members to determine what the situation is and what type of assistance the family requires to alleviate the crisis and related stress. She completes an intake form which includes demographic information about the family, such as race and ethnicity, household size, and income, and a Family Support Program Client Agreement between the parents and the Hephzibah worker. Families receive a Statement of Client Rights which

details client confidentiality procedures, client rights, agency antidiscrimination policies, grievance procedures, and agency and client responsibilities.

Provision - upon making an assessment of the family's situation and their needs, the Social Worker

provides services to the family which may include contacting appropriate family members to obtain the support of the extended family, coordinating with other community agencies to provide services to the family, and providing emergency assistance to meet specific needs such as food, housing, utilities, and diapers and formula for infants.

Exit Process - if the family is only seen once by the Social Worker, for example to receive emergency food assistance or a referral to a food pantry, the exit process is informal, with the case often remaining open to accommodate families requiring assistance in the future. If the family receives ongoing services by the Social Worker, the exit process is more formal, consisting of a client satisfaction survey, an exit interview, and a referral/social support list to assure that the family is able to make connections when necessary.

In working with children in the Day Care program and their families, the Social Worker has the following activities:

Assessment - through observation, the Social Worker determines which children may be in need of her

services. Also, school staff, day care staff and supervisors, and families bring specific children to her attention. Typical issues that stand out are physical and verbal aggression, self-control and impulse control problems, and negative relationships with peers and/or adults.

Service Provision - if the services provided by the Social Worker are within the ordinary operation of the Day Care, she generally does not seek permission from parents or other guardians, as this permission is granted through the waiver that is signed prior to the start of Day Care. If the services are intensive, longer-term, and/or require an outside referral, the Social Worker will contact the parents/other guardians. Generally, the Social Worker will provide one-on-one counseling with a child, either through a brief, one-time meeting or over several sessions if the presenting issue requires it. When necessary, the Social Worker forms groups to work with several children at the same time, especially when there is a common issue among them.

Exit Procedures – after the presenting issues are resolved, the Social Worker informs staff and parents of the progress that was made.

In working with children in the Head Start program and their families, the Social Worker has the following activities:

Assessment – The Social Worker assesses the needs of the children and parents through several means:

- daily presence in the Head Start classrooms at Hephzibah Home,
- monthly (and more often, if needed) home visits to the Early Head Start families,
- bi-weekly socialization events for the Early Head Start children and parents.

As part of the assessment, she sets goals for the children with regard to their behavior, academic

performance, and socialization. In addition, she works with the parents, especially in the Early Head Start program, to set goals with regard to a wide range of issues, such as reading to the child, playing with the child, and feeding the child. She also helps the parents set personal goals such as seeking a new job, getting a GED, or attending college.

Service Provision – using the goals mentioned above as a starting point, the Social Worker works with the children and parents to achieve these goals. Either individually or in groups, she helps the children learn about such age-appropriate topics as friendship, sharing, feelings, and empathy. In her monthly home visits, she observes the parents' interactions with their children, talks to them about parenting strategies, and plays with the children.

Exit Procedures – generally the children stay in the Head Start program for the entire academic year, though there have been a couple of instances where a child has left the program in the middle of the year. If this happens, the Social Worker will seek to smooth the transition from Head Start to whatever program the child will be entering next. At the end of the year, the Social Worker will review with the parents the progress that has been made and determine what goals are remaining. If the child will be entering Kindergarten the following year, she will help her with the transition.

As discussed earlier, the importance of social and emotional development for preschool and elementary school children is critical in terms of improving the children's behaviors, relationships, and academic performance. The review of several school-based programs by Payton and his colleagues highlights that social-emotional learning is an evidence-based strategy with a wide range of positive short- and long-term impacts on the children. In particular, the Social Worker and program staff have identified children in transition, for example children starting a new school (e.g., Kindergartners, incoming 6th graders) and children with family transitions (e.g., parents divorcing), as in need of specific attention and services. Oak Park children will clearly benefit from the Social Worker's significant involvement in both the Head Start and the after-school Day Care programs, with her primary focus being social emotional development. This is especially relevant as District 97 is increasingly incorporating a social-emotional component in the learning environment.

The Family Support Program is modeled after home-based crisis interventions with families. By providing services to address the families' immediate needs, often in their own home, the Social Worker helps to reduce stress and alleviate the crisis situation and establishes trust and rapport with family members. This allows her to work with the family in a less stressful environment to address longer-term needs of the family, such as parenting skills training, accessing health care services, and locating educational and employment opportunities. The effectiveness of these programs has been demonstrated by several evaluations, as documented in the Home Visiting Evidence of Effectiveness Review (Department of Health and Human Services, Office of Planning, Research, and Evaluation, November 2014).

d. Timeline

Use the attached chart format with applicant having the ability to complete the fields.

III. Outcomes & Evaluation

a. Goal Statement

To stabilize and strengthen families that may be experiencing high levels of stress and to provide services and support for young children who have cognitive, emotional, and/or behavioral needs that must be addressed for the children to thrive at home, at school, and in the community.

b. Narrative

1. Ensuring Outputs/Outcomes

The outputs from the Logic Model include the following activities by the Social Worker: recruitment, intake and assessment, service provision (case management, referrals, and emergency assistance for families and one-on-one counseling and group sessions for children), and exit process.

Participation will be by 330 unduplicated persons, which includes:

- 60 persons from Family Support,
- 165 persons from Head Start,
- 105 persons from Day Care.
-

Of these 330 persons, 73% or 240 unduplicated persons will be extremely low, low, or moderate income. Most (80%) of the participants will be from Oak Park.

As listed in the Logic Model, there are separate short-term outcomes for families and for children. For families, the short-term goals are to decrease family stress, improve social support available to the family, reduce economic insecurity, and improve parenting skills. For children, the short-term goals are to improve social skills, improve language, literacy, and math skills, and increase the use of appropriate behaviors.

Long-term goals for families include increasing the likelihood that families can remain in Oak Park by relieving economic stresses that may force the family to move, preventing family dissolution, and preventing incidences of child abuse and neglect. For the children, long-term goals include improving social-emotional development and increasing readiness for future learning, for example when transitioning to pre-school, Kindergarten, and 6th grade.

The short-term outcomes for families will be measured by a survey that is given in the quarter after the family is no longer actively receiving services by Hephzibah. The survey will determine satisfaction with services, reductions in stress, and improvements in economic security, social support, and connections to community organizations. The Social Worker will track achievement of goals set by parents.

For children, many of the short-term outcomes will be determined through observations by the Social Worker, Head Start staff, and Day Care staff, including improvements in social skills, increases in appropriate behaviors, and readiness for school transitions. Head Start tests the children in a number of academic and social-emotional outcomes at three times during the school year.

The Director of Day Care will have primary responsibility for assuring the timely and accurate collection of data and surveys. The Social Worker and Administrative Assistants in

both departments will collect and analyze the data. The Grants Manager will work with the Directors and the Social Worker to assure the timely reporting of data to the Village of Oak Park.

2. Documenting Income

All Oak Park and River Forest families are eligible to access services from the Family Support program. Family incomes are verified through receipt of a pay stub, W-2 form, 1040 tax form, or public assistance information. Household size and race/ethnicity are also listed on the intake form. Those families without income information are asked to self-verify their income.

All families with children in the after-school Day Care program at Oak Park elementary schools are eligible to receive services from the Social Worker. Income and household size for all families are included in the Application for Enrollment, with income being verified by income tax returns, paycheck stubs, or a letter from an employer. Any unusual expenses or financial problems are also noted. Race and ethnicity of all Day Care children are on the Illinois State Board of Education Annual Enrollment Form.

For Head Start, income eligibility is determined and verified on the 4th page of the application.

As the Head Start and Day Care forms are necessary for program enrollment, determination of fees (for Day Care), and compliance with state and federal requirements (for both programs), the accuracy and completeness of these forms are critical and are a high priority for the Day Care Director.

Confidentiality of records is of utmost importance to Hephzibah. All staff receive initial and on-going training on confidentiality procedures. The agency keeps all family and child records in locked file cabinets that are located in locked rooms accessible only to agency staff. Computer records are password protected.

3. Evaluation Process

Several of Hephzibah's programs have significant evaluation components. For example, the agency's group home for 26 children who have been abused and neglected and removed from their families utilizes a wide range of evaluation tools to assess the effectiveness of services provided to the children. For example, the academic performance of the group home children is tracked at several points during the school year, as well as during the summer. Clinical evaluation tools that measure depression, aggression, and anxiety are used to determine the severity of these issues for the children, as well as progress that is made in therapy. Hephzibah is beginning an educational enrichment program this summer focusing on science, technology, engineering, and math (STEM). This initiative will be evaluated by determining through surveys and observation the children's knowledge, interest, and skills in the STEM disciplines.

Following federally-mandated guidelines for determining the children's progress, the Head Start program tracks the children's social, emotional, academic, and behavioral progress at 3 times during the school year using an assessment tool, Teaching Strategies Gold, that is widely regarded for its high level of reliability and validity. In addition, both the Early Head Start and classroom-based Head Start programs administer two diagnostic assessments at the beginning of the school year to identify specific needs of the children. These assessments, the

Ages and Stages Questionnaire and the Early Screening Inventory, are generally just given once each year; however, if a child has a specific and significant need that is identified through the screenings, the assessments will be repeated to track the child's progress.

The Day Care program conducts evaluations with input from parents, children, and staff. These focus on satisfaction with the Day Care overall and with various components of the Day Care program, as well as soliciting suggestions for ways to improve the program. The Family Support program conducts an annual client satisfaction survey, with a primary focus on determining how well Hephzibah provides services to the families and any suggestions for improvement.

In conjunction with this grant proposal, Hephzibah is committed to implementing an evaluation process for these programs to determine the impact that services and support provided by the Social Worker has on children and their families. This includes the following:

1. The results from the Teaching Strategies Gold assessment of the Head Start children, which shows academic and behavioral changes over the school year.
2. The one-time, and more often if needed, results from the Ages and Stages Questionnaire and the Early Screening Inventory, given to Head Start children.
3. The tracking of goals set by parents in each of the three programs.
4. A survey given to all families that receive services seeking to determine satisfaction with Hephzibah and changes in parental stress, economic security, social support, and community connections.
5. Staff observations of the Day Care children to assess improvements in peer and adult relationships, social and coping skills, and emotional expression.

The Director of Day Care and an Administrative Assistant will collect and analyze these data quarterly. Hephzibah will report the results of the evaluation of this program to CDBG in the final report.

IV. Organization Capacity

a. Mission & Experience

Hephzibah is Oak Park's oldest social service agency, founded in 1897 when a village resident named Mary Wessels opened her home to two young boys. A postcard from Mary to a friend reads, "I have begun my work. I have two boys, ages six and seven." Later, when a local orphanage was destroyed by fire, Mary took in more than a dozen orphans and made it her calling to care for society's most vulnerable children. With Mary, these children found safety, sustenance, comfort, and love. She called the fledgling children's home Hephzibah, after her mother. The name, which means "comforting mother", was a perfect expression of Mary's founding mission to create a nurturing haven for children in need.

Since its founding, the agency has provided housing and support services for neglected and abused children at Hephzibah Home. Hephzibah has expanded to include foster care services, a day care program in response to the needs of women entering the workforce, an intensive case management and support program for low-income families struggling with various social problems, and an adoption program for children who cannot return to their biological families. The agency's mission, remaining true to the work of Mary Wessels, is to help children thrive and families flourish through innovative, community-based programs.

The work at Hephzibah is about transforming lives. This includes children at Hephzibah Home and in foster homes who have been severely traumatized by abuse, neglect, and separation from their families. This includes families who are living in poverty, have high levels of stress and instability, and are having child-rearing difficulties. This includes pre-school and elementary-school children who benefit from programs that promote their social, emotional, and cognitive development. The agency creates an environment where children are given the opportunity to grow into beautiful, strong, caring members of society and families can strengthen and stay together.

An example of success working with a similar population is Hephzibah's Intact Family Services Program, providing services to families in crisis to stabilize, strengthen, enhance, and preserve family life, in particular enabling children to remain safely at home. The staff in the Intact Program work with high-risk families that have a complexity of issues, including mental illness, substance abuse, domestic violence, poverty, limited parenting skills, and unstable housing. The children in these homes often present with significant behavioral and emotional problems. All of the families have been reported to the Department of Children and Family Services for abuse and neglect. Hephzibah's primary focus is to assure the safety of the children and to work with the families towards meaningful change in order to parent their children successfully. This past year, despite the severity of these cases and the multitude of issues presented, all children remained in the family home at time of case closure, which was an average of 9 months from initial intake.

An example of Hephzibah working with elementary school youth is from the agency's residential treatment center, Hephzibah Home. The 26 group home children, all of whom are between 5 and 11 years old, have high academic needs due to not being read to by their parents, the traumatic impact of the abuse and neglect, and inconsistent schooling. Ninety percent of the children at Hephzibah Home receive special education services, with half attending a therapeutic school. The children are on average two grades behind in reading and math. To address the children's significant educational needs, Hephzibah launched a multifaceted educational enrichment initiative in 1999. Today, through an intensive program of reading clinics, after-school tutoring, technology mentoring, educational partnerships, workshops in the arts, and field trips, Hephzibah expands the children's educational and cultural horizons, so that they can begin to see themselves as talented, accomplished individuals who have much to contribute to society. The success of these efforts is evident in significant improvements in the children's reading and math scores. For example, in the 2014-15 school year, 79% of the children improved their reading skills and 71% of the children improved their math skills relative to their peers.

Hephzibah has a long history of successfully managing publicly funded projects. Currently, nearly two-thirds of the agency's funding comes from government contracts, with the vast majority from the Illinois Department of Children and Family Services and Illinois Department of Human Services.

Sarah Bielecki has her master's in social work and is a licensed social worker in Illinois. She has been with Hephzibah for 13 years, first as a site supervisor for the Day Care Program for 6 years, before becoming the Day Care Social Worker. She has also been the Family Support Social Worker for one year and the Head Start Social Worker since September 2015. She has extensive experience working with pre-school and elementary school children, as well as at-risk families.

b. Ability to Meet Reporting Requirements

Hephzibah has received funding from CDBG in the past, including facility improvement projects for the group home and programmatic funding to support the Art Therapy Program for the children at the group home, the Family Support Program, and the Day Care Program. The facility improvement projects and the Art Therapy program focused on the group home, where the population is wards of the state and is presumed to be 100% extremely low income. Hephzibah reported on these group home projects in an accurate and timely fashion.

Over the past 12 months, Hephzibah has developed a tracking system for the work that the Social Worker does with children and families using Excel spread sheets that has helped considerably with the reporting of data for the CDBG program. We do not envision any issues with regard to reporting these data to the Village of Oak Park. In addition, after one quarter of reporting for the current grant period, Hephzibah is on target to meet the goals listed on the previous year's application with regard to program participation.

With regard to the collection and reporting of data related to short-term outcomes, Hephzibah realizes that it is often a challenge to implement and accomplish what is included in grant proposals. Therefore, to help with data collection and reporting efforts, Hephzibah applied for and received a grant from the Oak Park River Forest Community Foundation to obtain the services of an evaluation consultant. The consultant has interviewed staff at all levels of the agency and is going to make recommendations to assist us in implementing a data collection and reporting system that fits the agency's needs. This initiative will definitely make a difference in reporting child and family outcomes for grant-funded programs, including to the Village of Oak Park for CDBG funding.

c. Collaboration with Others

A wide range of local agencies work with Hephzibah, both to refer families to the agency for services by the Social Worker and to receive clients that Hephzibah refers to them. With the Day Care program located in the 8 Oak Park elementary schools, Hephzibah has a close working relationship with District 97.

Agencies that Hephzibah works closely with include:

Catholic Charities - financial and housing assistance,
Children's Clinic - medical, dental and behavioral health services,
Children's Home + Aid - oversees the federal contract for the Head Start program, of which Hephzibah is a subcontractor,
Community Mental Health Board of Oak Park - receives referrals from the Mental Health Board and assists Hephzibah with referrals to other agencies,
Oak Park District 97 - location of Day Care sites, close working relationship with their staff in identifying needs and services to provide to children and their families,
Oak Park Township - scholarships for after-school activities, crisis intervention, alcohol and other drug abuse information and education,
Parenthesis - parenting classes and community trainings,
Prevail - emergency assistance and job readiness, financial literacy information and training,
Sarah's Inn - domestic violence interventions
TASC - financial support and specific help with middle-school children,
Thrive Counseling Center - community mental health center,

West Suburban PADS - housing and crisis support.

As 30% of the children from the Head Start program are from surrounding communities, the Social Worker works with several local school districts, in addition to District 97 in Oak Park. This will be especially important for the older Head Start children, as they will be beginning Kindergarten in the fall at their home schools.

V. Budget Narrative

a. Budget Description

The Social Worker position is full-time providing services and support for at-risk Oak Park children and families in three Hephzibah programs. She spends approximately 45% of her time in the Day Care and Summer Camp programs, 40% of her time in the Head Start programs, and 15% in the Family Support program.

Of her salary, benefits, and taxes totaling \$54,265, Hephzibah is seeking 55%, or \$30,000, from CDBG. The remainder of the personnel costs (\$24,265) will be from Day Care and Summer Camp parent fees.

In addition, the agency will be seeking grant funding of \$15,000 from private foundations and corporations for Emergency Assistance funding. No funding from CDBG will be used for emergency funds.

Therefore, of a total project budget of \$69,265, Hephzibah is seeking \$30,000, or 43%, from CDBG, which is significantly below the percentage of total Oak Park persons to total persons served (80%).

b. Alternate Revenue Sources

Day Care and Summer Camp Parent fees will cover 35% of program costs, while grant funding will be sought for 22%. If the full amount of requested funding is not received from CDBG, Hephzibah will seek grant support from foundations and corporations to cover the cost, as well as use additional parent fees and general contributions to cover the shortfall. This Social Work position is a priority at Hephzibah, so the agency will make all efforts to assure its full funding and implementation.

3. Attachments

Timeline

[hephzibah_timeline.pdf](#)

Logic Model

[hephzibah_logic_model.pdf](#)

Articles of Incorporation

[hephzibah_articles_of_incorporation_and_bylaws.pdf](#)

Non-Profit Determination (IRS Letter)

[hephzibah_non-profit_determination.pdf](#)

List of Board of Directors

[hephzibah_list_of_board_of_directors.pdf](#)

Organizational Chart

[hephzibah_organizational_chart.pdf](#)

Resumes

[hephzibah_resumes.pdf](#)

Financial Statement and Audit

[note_on_space_limitations.pdf](#)

Conflict of Interest Statement

[hephzibah_conflict_of_interest_statement.pdf](#)

Lobbying Statement

[hephzibah_lobbying_statement.pdf](#)

EEO Form

[hephzibah_eeo_form.pdf](#)

Statement of ADA Compliance

[hephzibah_ada_statement.pdf](#)

Intake Documentation

[note_on_space_limitations.pdf](#)

Support Statements

[hephzibah_letters_of_support.pdf](#)

Budget Worksheet

[hephzibah_budget_worksheet.pdf](#)

4. Proposal Agency Information & Verifications

1. Name of Authorized Official of Applicant Organization

Mary Anne Brown

2. Title of Authorized Official of Applicant Organization

Executive Director

3. Date of Submittal

Thu, 2016-03-17

4. Affirmation

I agree

[Previous submission](#)

[Next submission](#)



PY 2016

Organization	Hephzibah Children's Association
Project Name	Services and Support for At-Risk Oak Park Children and Families

*See note at the bottom of this document for a discussion regarding beginning the timeline in July.

Timeframe*	Activity	Person Responsible
Month 1 – July	Family services and support in community and at schools – ongoing for all 12 months	Social Worker
	Outreach to community service providers to improve collaborative relationships – ongoing for all 12 months	Social Worker
	Refer Day Care (and Summer Camp) children to Social Worker for assessment and services – ongoing for all 12 months	Day Care and Summer Camp Staff, District 97 Staff, and Parents/Guardians
	Observe and assess children in Day Care program (including full day Summer Camp) and provide services to the children- ongoing for all 12 months	Social Worker
Month 2 – August	Review Head Start and Day Care applications	Social Worker
	Have initial meetings with all Head Start families	Social Worker
	Greet all Kindergartners and other children who are new to the Day Care program	Day Care Staff and Social Worker
Month 3 – September	Conduct Ages and Stages Questionnaire and Early Screening Inventory for all Head Start children	Head Start Staff

Month 3, continued	<p>Refer Head Start children to Social Worker for assessment and services – ongoing during the school year (September to June)</p> <p>Bi-weekly socialization group for Early Head Start children – ongoing during the school year</p> <p>Monthly home visits to each Early Head Start family – ongoing during the school year</p>	<p>Head Start Staff and Parents/Guardians</p> <p>Social Worker and Early Head Start teacher</p> <p>Social Worker</p>
Month 4 – October	<p>Conduct 1st assessment of Head Start children using Teaching Strategies Gold</p> <p>Actual beginning of CDBG funding cycle – begin data collection for new project year and 1st quarter.</p>	<p>Head Start Staff</p> <p>Social Worker and Program Staff</p>
Month 5 – November	<p>Outreach to community agencies to make them aware of services provided by Hephzibah to families during the Holiday season</p>	<p>Social Worker</p>
Month 6 – December	<p>Holiday Food and Gift Basket program</p>	<p>Social Worker, Administrative Assistants, and Head Start and Day Care Staff</p>
Month 7 – January	<p>Conduct 2nd assessment of Head Start children using Teaching Strategies Gold</p> <p>Administer surveys to families that accessed services during previous quarter</p> <p>Collect and analyze observational data</p> <p>Submit CDBG 1st Quarter Report</p>	<p>Head Start Staff</p> <p>Administrative Assistant and Family Services Director</p> <p>Administrative Assistant and Day Care Director</p> <p>Grants Manager</p>
Month 8 – February		
Month 9 – March		
Month 10 – April	<p>Conduct 3rd assessment of Head Start children using Teaching Strategies Gold</p>	<p>Head Start Staff</p>

Month 10, continued	Administer surveys to families that accessed services during previous quarter Collect and analyze observational data Submit CDBG 2 rd Quarter Report	Administrative Assistant and Family Services Director Administrative Assistant and Day Care Director Grants Manager
Month 11 – May	Work with Head Start children (and their families) who will be transitioning to pre-school or Kindergarten the following year Work with 5 th graders who will be transitioning to Middle School the following year	Social Worker, Head Start Staff, and Staff from New School Social Worker, Day Care Staff, and District 97 Staff
Month 12 - June	Meet and greet the children who will be attending the full-day camp during the summer Prepare assessments on the social-emotional and academic progress of the Head Start children	Social Worker and Camp Staff Social Worker and Head Start Staff

*Note – to better align with the school year and to present activities performed by the Social Worker and others from the beginning to the end of the school year, the Timeline begins with the quarter prior to the initiation of the CDBG grant period. Therefore, the first month on the Timeline is July, rather than October. The agency realizes that payments and reports under this grant are for services provided from October 1, 2016 to September 30, 2017. Additional data collection and reporting will be done in July 2017 (3rd quarter report) and October 2017 (4th quarter and final reports).



PY 2016

Organization	Hephzibah Children's Association
Project Name	Services and Support for At-Risk Oak Park Children and Families

Goal Statement: To stabilize and strengthen families that may be experiencing high levels of stress and to provide services and support for young children who have cognitive, emotional, and/or behavioral needs that must be addressed for the children to thrive at home, at school, and in the community.

Inputs	Outputs		Outcomes		Measurement/Indicator for Short Term Outcomes
	Activities	Participation	Short Term	Intermediate/Long Term	
Social Worker Head Start, Day Care, and School Staff Community Agencies	Recruitment Intake and Assessment Service Provision: For Families – case management, referrals, emergency assistance For Children – one-on-one and group counseling sessions Exit Process	330 Total unduplicated persons served (without regard to income or residency) 240 Extremely Low, Low and Mod-Income Persons served 265 Oak Park persons served 180 Extremely Low, Low and Mod-Income Oak Park Persons Served	For families: Decrease stress Improve social support Reduce economic insecurity Improve parenting skills For children: Improve social skills Improve language, literacy, and math skills Increase appropriate behaviors	For families: Prevent child abuse and neglect Prevent family breakup Increase likelihood of staying in Oak Park For children: Increase readiness for transitions to preschool and Kindergarten (Head Start children) and 6 th grade (Day Care children) Improve social-emotional development	For families: Survey that measures satisfaction with services provided by Hephzibah Tracking of goals set by parents For children: Staff observation to assess peer and adult relationships, social skills, coping skills, and emotional expression Assessments focusing on language, literacy, and math skills and social-emotional development

WORKBOOK CONTAINS BOTH THE PROJECT BUDGET & THE OTHER REVENUE SUMMARY .

COMPLETE BOTH SECTIONS AND ATTACH THIS DOCUMENT TO YOUR PROPOSAL

PY 2016 PROPOSED PROJECT BUDGET. Project budget must include the entire project funding even if CDBG is only funding a portion of the activity. You must limit your amount/percentage of Oak Park CDBG funds requested to match or be less than the proportional amount of Oak Parkers to Non-Oak Parkers served.

	1	2	3		4	5	6	7
Project Expenses	Total Project Costs	CDBG Request Amount	CDBG % of Total Cost		Other Revenue List Source	Other Revenue List Source	Other Revenue List Source	Total Other Revenues
				Funding Source:	Parent Fees	Private Grants		
Personnel Costs								
Salaries	\$43,412	\$24,000	55%		\$19,412			\$19,412
Benefits	\$6,512	\$3,600	55%		\$2,912			\$2,912
Taxes	\$4,341	\$2,400	55%		\$1,941			\$1,941
Other (Identify)	\$0	\$0	0%		\$0			\$0
Other (Identify)	\$0	\$0	0%		\$0			\$0
Subtotal: Personnel Costs:	\$54,265	\$30,000	55%		\$24,265	\$0	\$0	\$24,265
Operating Costs:								
Rent/Lease	\$0	\$0	0%					\$0
Utilities	\$0	\$0	0%					\$0
Telephone	\$0	\$0	0%					\$0
Postage	\$0	\$0	0%					\$0
Supplies	\$0	\$0	0%					\$0
Mileage	\$0	\$0	0%					\$0
Emergency Assistance	\$15,000	\$0	0%			\$15,000		\$15,000
Other (Identify)	\$0	\$0	0%					\$0
Subtotal: Operations:	\$15,000	\$0	0%		\$0	\$15,000	\$0	\$15,000
Professional/Services								
Consultant	\$0	\$0	0%					\$0
Engineering	\$0	\$0	0%					\$0
Other (Identify)	\$0	\$0	0%					\$0
Subtotal: Professional Services:	\$0	\$0	0%		\$0	\$0	\$0	\$0
TOTAL (all categories)	\$69,265	\$30,000	43%		\$24,265	\$15,000	\$0	\$39,265

PY 2016 CDBG OTHER REVENUE SUMMARY

This chart provides more information about the "Other Revenue" sources that were listed above in columns F, G & H. Please fully complete this table. The columns are self-explanatory

1	2	3	4	5	6	7
FUNDING SOURCE	LOAN OR GRANT	FUNDING AMOUNT	BONDING STATUS	DATE AVAIL	FUNDING RESERVICTIONS	TYPE: General State/Local/Private?
Day Care Parent Fees	Neither	\$24,265	Secured	7/1/2016	Day Care only	Private
Private Grants	Grant	\$15,000	Pending	Not Certain	Emergency Assistance	Private
		\$0				
		\$0				
		\$0				
		\$0				
		\$0				
		\$0				
		\$0				
TOTAL; where applicable		\$39,265				

Other
Revenues % of
Costs

45%
45%
45%
0%
0%
45%
0%
0%
0%
0%
0%
0%
100%
0%
100%
0%
0%
0%
0%
57%

PY 2016 CDBG

a. Revised Budget Description

Describe each CDBG cost in detail (e.g. specific positions, % FTE, % of time spent on the CDBG portion of the project, type of supplies). Focus on the CDBG portion of the project, and show the percentage of each category charged to this budget. The percent CDBG to total project budget should be approximately equal to or less than the percent of total Oak Park persons served to total persons served.

The Social Worker position is full-time providing services and support for at-risk Oak Park children and families in three Hephzibah programs. She spends approximately 45% of her time in the Day Care and Summer Camp programs, 40% of her time in the Head Start programs, and 15% in the Family Support program.

Of her salary, benefits, and taxes totaling \$54,265, Hephzibah will receive 26%, or \$14,000, from CDBG. The remainder of the personnel costs (\$40,265) will be from Day Care and Summer Camp parent fees.

In addition, the agency will be seeking grant funding of \$15,000 from private foundations and corporations for Emergency Assistance funding. No funding from CDBG will be used for emergency funds.

Therefore, of a total project budget of \$69,265, Hephzibah will receive \$14,000, or 20%, from CDBG, which is significantly below the percentage of total Oak Park persons to total persons served (80%).

Rev.

WORKBOOK CONTAINS BOTH THE PROJECT BUDGET & THE OTHER REVENUE SUMMARY.

COMPLETE BOTH SECTIONS AND ATTACH THIS DOCUMENT TO YOUR PROPOSAL

PY 2016 PROPOSED PROJECT BUDGET. Project budget must include the entire project funding even if CDBG

is only funding a portion of the activity. You must limit your amount/percentage of Oak Park CDBG

funds requested to match or be less than the proportional amount of Oak Parkers to Non-Oak Parkers served.

	1	2	3		4	5	6	7	8
Project Expenses	Total Project Costs	CDBG Request Amount	CDBG % of Total Cost		Other Revenue - List Source	Other Revenue - List Source	Other Revenue - List Source	Total Other Revenues	Other Revenues % of Costs
				Funding Source:	Parent Fees	Private Grants			
Personnel Costs									
Salaries	\$43,412	\$11,200	26%		\$32,212			\$32,212	74%
Benefits	\$6,512	\$1,680	26%		\$4,832			\$4,832	74%
Taxes	\$4,341	\$1,120	26%		\$3,221			\$3,221	74%
Other (Identify)	\$0	\$0	0%		\$0			\$0	0%
Other (Identify)	\$0	\$0	0%		\$0			\$0	0%
Subtotal: Personnel Costs:	\$54,265	\$14,000	26%		\$40,265	\$0	\$0	\$40,265	74%
Operating Costs:									
Rent/Lease	\$0	\$0	0%					\$0	0%
Utilities	\$0	\$0	0%					\$0	0%
Telephone	\$0	\$0	0%					\$0	0%
Postage	\$0	\$0	0%					\$0	0%
Supplies	\$0	\$0	0%					\$0	0%
Mileage	\$0	\$0	0%					\$0	0%
Emergency Assistance	\$15,000	\$0	0%			\$15,000		\$15,000	100%
Other (Identify)	\$0	\$0	0%					\$0	0%
Subtotal: Operations:	\$15,000	\$0	0%		\$0	\$15,000	\$0	\$15,000	100%
Professional/Services									
Consultant	\$0	\$0	0%					\$0	0%
Engineering	\$0	\$0	0%					\$0	0%
Other (Identify)	\$0	\$0	0%					\$0	0%
Subtotal: Professional Services:	\$0	\$0	0%		\$0	\$0	\$0	\$0	0%
TOTAL (all categories)	\$69,265	\$14,000	20%		\$40,265	\$15,000	\$0	\$55,265	80%

PY 2016 CDBG OTHER REVENUE SUMMARY

This chart provides more information about the "Other Revenue" sources that were listed above in columns F, G & H. Please fully complete this table. The columns are self-explanatory

1	2	3	4	5	6	7
FUNDING SOURCE	LOAN OR GRANT?	FUNDING AMOUNT	FUNDING STATUS	DATE AVAIL.	FUNDING RESTRICTIONS	TYPE Federal, State/Local or
Day Care Parent Fees	Neither	\$40,265	Secured	7/1/2016	Day Care only	Private
Private Grants	Grant	\$15,000	Pending	Not Certain	Emergency Assistance	Private
		\$0				
		\$0				
		\$0				
		\$0				
		\$0				
		\$0				
TOTAL, where applicable		\$55,265				

EXHIBIT B - ASSURANCES

Subrecipient hereby certifies that it will comply with the regulations, policies, guidelines and requirements with respect to the acceptance and use of Grant Funds in accordance with the Housing and Community Development Act of 1974 ("Act"), as amended, and will receive Grant Funds for the purpose of carrying out eligible community development activities under the Act, and under regulations published by the U.S. Department of Housing and Urban Development at 24 CFR Part 570. Also, Subrecipient certifies with respect to its receipt of Grant Funds that:

1. Its governing body has duly adopted or passed as an official act, a resolution, motion or similar action authorizing the person identified as the official representative of Subrecipient to execute the agreement, all understandings and assurances contained therein, and directing the authorization of the person identified as the official representative of Subrecipient to act in connection with the execution of the agreement and to provide such additional information as may be required.

2. Subrecipient shall conduct and administer the Project for which it receives Grant Funds in compliance with:

a. Title VI of the Civil Rights Act of 1964 (P.L. 88-352) and implementing regulations issued at 24 CFR Section 1 (24 CFR 570.601(a)(1));

b. Title VIII of the Civil Rights Act of 1968 (P.L. 90-284), as amended; and that the Subrecipient will administer all programs and activities related to housing and community development in a manner to affirmatively further fair housing (24 CFR 570.601(a)(2))

c. Executive Order 11063, as amended by Executive Order 12259 (3 CFR, 1959-1963 Comp., p. 652; 3 CFR, 1980 Comp., p. 307) (Equal Opportunity in Housing), and implementing regulations in 24 CFR part 107. [24 CFR 570.601(b)].

d. Section 109 of the Housing and Community Development Act, prohibiting discrimination based on of race, color, national origin, religion, or sex, and the discrimination prohibited by Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112), and the Age Discrimination Act of 1975 (P.L. 94-135), as amended and implementing regulations when published. (24 CFR 570.602);

e. The employment and contracting rules set forth in (a) Executive Order 11246, as amended by Executive Orders 11375, 11478, 12086, and 12107 (3 CFR 1964-1965 Comp. p. 339; 3 CFR, 1966-1970 Comp., p. 684; 3 CFR, 1966-1970., p. 803; 3 CFR, 1978 Comp., p. 230; 3 CFR, 1978 Comp., p. 264 (Equal Employment Opportunity), and Executive Order 13279 (Equal Protection of the Laws for Faith-Based and Community Organizations), 67 FR 77141, 3 CFR, 2002 Comp., p. 258; and the implementing regulations at 41 CFR chapter 60; and

f. The employment and contracting rules set forth in Section 3 of the Housing and Urban Development Act of 1968, as amended and implementing regulations at 24 CFR part 135; 24

CFR 570.607.

- g. The Uniform Administrative Requirements and Cost Principles set forth in 24 CFR 570.610
- h. The conflict of interest prohibitions set forth in 24 CFR 570.611.
- i. The eligibility of certain resident aliens requirements in 24 CFR 570.613.
- j. The Architectural Barriers Act and Americans with Disabilities Act requirements set forth in 24 CFR 570.614.
- k. The uniform administrative requirements in 24 CFR 570.502
- l. Executive Order 11063, Equal Opportunity in Housing, as amended by Executive Orders 11375 and 12086, and implementing regulations at 41 CFR Section 60;

3. All procurement actions and subcontracts shall be in accordance with applicable local, State and Federal law relating to contracting by public agencies. For procurement actions requiring a written contract, Subrecipient may, upon the Village's specific written approval of the contract instrument, enter into any subcontract or procurement action authorized as necessary for the successful completion of this Agreement. Subrecipient will remain fully obligated under the provisions of this contract Agreement notwithstanding its designation of any third party to undertake all or any of the Project. Subrecipient may not award or permit an award of a contract to a party that is debarred, suspended or ineligible to participate in a Federal program.

Subrecipient will submit to the Village, the names of contractors, prior to signing contracts, to ensure compliance with 24 CFR Part 24, "Debarment and Suspension."

- 4. It has adopted and is enforcing:
 - a. A policy prohibiting the use of excessive force by law enforcement agencies within its jurisdiction; against any individuals engaged in non-violent civil rights demonstrations; and
 - b. A policy of enforcing applicable State and local laws against physically barring entrance to or exit from a facility or location which is the subject of such non-violent civil rights demonstrations within its jurisdiction.
- 5. To the best of its knowledge and belief no Federal appropriated funds have been paid or will be paid, by or on behalf of it, to any person for influencing or attempting to influence an officer or employee of Subrecipient, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

EXHIBIT C
VILLAGE OF OAK PARK REAFFIRMATION OF EQUAL EMPLOYMENT
OPPORTUNITY POLICY (EEO)

APPENDIX V

REAFFIRMATION STATEMENT

MARCH 31, 1987

**REAFFIRMATION OF
EQUAL EMPLOYMENT OPPORTUNITY POLICY (EEO)
VILLAGE OF OAK PARK**

It is the policy of the Village of Oak Park to afford equal opportunity in employment to all individuals, regardless of race, color, religion, age, sex, national origin, sexual orientation, disability, or status as a disabled veteran or Vietnam era veteran. The Village is committed to this policy because of legal requirements set forth in the Civil Rights Act of 1964 and the Equal Employment Opportunity Act of 1972, and because such principles are fundamental to Oak Park's existence as a racially and culturally diverse community. Equal Employment Opportunity within the Village government is essential if Oak Park is to effectively pursue community-wide goals of racial diversity and increased economic opportunity. EEO is, therefore, a legal, social, moral and economic necessity for the Village of Oak Park.

Chapter 13, Article III of the Code of the Village of Oak Park expressly prohibits discrimination in hiring, terms and conditions of employment, and promotions. Appeal procedures set forth in the Village Personnel Manual provide a mechanism for reporting any such practice to the Village Manager, who is empowered to hold hearings and issue decisions on such matters in behalf of the Village.

Policy statements alone are not sufficient, however, to address longstanding social barriers which have resulted in under-utilization of the skills and abilities of certain groups within our society. The Village of Oak Park, therefore, embraces a policy of affirmative recruitment, whereby specific efforts are made to attract and retain qualified female, minority, and disabled employees in the Village work force.

Responsibility for administering the Village of Oak Park's Equal Employment Opportunity/Affirmative Recruitment Plan lies with the Village Manager, who is assisted by the Human Resources Director in implementing policies which assure Equal Employment Opportunity within the Village work force. Ultimately, however, the Village's EEO/Affirmative recruitment efforts will succeed only with the cooperation of all Village employees. Each of us is responsible for creating a work environment which encourages full participation by women, minorities and the disabled. Each of us is responsible for forging a Village work force that reflects the diversity of our community and utilizes the best talent available for serving the residents of Oak Park.



Carl Swenson
Village Manager

Exhibit D: PY 2016 Quarterly Report Form, Oak Park CDBG Program

Subrecipient: _____
 Project Name: _____
 Prepared by: _____ Email: _____

Accomplishment Narrative: Describe your successes and challenges meeting your project goals this quarter, or for entire year if at the final stage.

Beneficiaries by Race and Ethnicity	Q1		Q2		Q3		Q4		TOTAL	
	RACE (Including Hispanic)	ETHNICITY Hispanic								
All unduplicated persons served during the reporting period should be included. Do not count a person in more than one quarter. If a person identifies as Hispanic, they also need to be counted under a race White										
Black/African American										
Asian										
American Indian or Alaska Native										
Native Hawaiian or Other Pacific Islander										
American Indian or Alaska Native AND White										
Asian AND White										
Black/African American AND White										
American Indian /Alaska Native AND Black/African American										
Other Multi-Racial										
0	0	0	0	0	0	0	0	0	0	0

Income Levels	Q1		Q2		Q3		Q4		Total	
	RACE (Including Hispanic)	ETHNICITY Hispanic								
The total should equal the number from the Race and Ethnicity count above.										
Extremely low (0-30% of median income)										
Low (31-50%)										
Moderate (51-80%)										
Non-Low/Moderate (81%+)										
Total	0	0	0	0	0	0	0	0	0	0
Percent Low/Moderate	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

Project Goals	Q1		Q2		Q3		Q4		Total	
	RACE (Including Hispanic)	ETHNICITY Hispanic								
Total of all persons benefitting (without regard to income or residency)										
Number of all Extremely Low, Low and Moderate income persons to be served										
Percentage of LMI benefit										
Number of all Oak Park persons benefitting										
Percentage of Oak Park persons benefitting										
Number of Extremely Low, Low and Moderate Income Oak Park persons to be served										

Total Oak Park Extremely Low/Low/Moderate Income Beneficiaries (0-80% median income)

Total Oak Park Resident Beneficiaries

Exhibit E: PY 2016 Final Report Form, Oak Park CDBG Program

FINAL REPORT COMPONENT

Did the beneficiary number change from the number proposed in the original application? If so, why?

Funds Expended on CDBG Activity	
Total CDBG Project Funds Expended	
<i>Other funds expended and their source:</i>	
Other Federal	
HUD Funding (non-CDBG)	
State	
Local government	
Private	
Other (specify source) in-kind food donations	
Total	0

Total All funds	0
-----------------	---

Signature of Authorized Official	Typed or Printed Name	Date