

SUBRECIPIENT GRANT AGREEMENT

THIS SUBRECIPIENT GRANT AGREEMENT ("Agreement") is entered into as of the day of _____ September, 2019 between the VILLAGE OF OAK PARK, Illinois (hereinafter the "Village") and OAK PARK & RIVER FOREST DAY NURSERY, 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 2019 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 2019 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 contractual physical fitness services costs for the Healthy Beginnings for Life program that assists children. A total of 77 persons (55 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 seven thousand and five hundred dollars (\$7,500) (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 2019 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 monthly for the first quarter (a separate invoice for October, November and December, 2019, respectively) and at least quarterly for the last three quarters of the Program Year, as defined below. Final project invoices must be submitted to the Village no later than October 31, 2020. Any invoices submitted after October 31, 2020 shall not be paid by the Village.

5. PROGRAM YEAR.

A. The Subrecipient shall perform the Project beginning October 1, 2019 and ending on September 30, 2020 (hereinafter referred to as the "Program Year").

B. The Project shall be completed no later than September 30, 2020. 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 the Code of Federal Regulations at 2 CFR 200.

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, 2019	Progress report due by January 15, 2020
2 nd Quarter: January–March, 2020	Progress report due by April 15, 2020
3 rd Quarter: April–June, 2020	Progress report due by July 15, 2020
4 th Quarter: July–September, 2020	Progress report/Final report due by October 15, 2020

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 Agreement, 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 Agreement, 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:

Executive Director
Oak Park & River Forest Day Nursery
1139 Randolph Street
Oak Park, Illinois 60302

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; FACSIMILE OR PDF SIGNATURES.** This Agreement may be executed in counterparts, each of which shall be considered an original and together shall be one and the same Agreement. A facsimile or pdf copy of this Agreement and any signature(s) thereon will be considered for all purposes as an original.

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 dates set forth below.

VILLAGE OF OAK PARK

OAK PARK & RIVER FOREST DAY NURSERY

Name: Cara Pavlicek
Title: Village Manager

Name:
Title:

Date:_____, 2019

Date:_____, 2019

ATTEST:

ATTEST:

Name: Vicki Scaman
Title: Village Clerk

Name:
Title:

Date:_____, 2019

Date:_____, 2019

EXHIBIT A
SUBRECIPIENT'S PROPOSAL

Published on *Village of Oak Park* (<https://www.oak-park.us>)

[Home](#) > [Village of Oak Park CDBG Public Services Proposal](#) > [Webform results](#) > Submission #52

Submission information

Form: Village of Oak Park CDBG Public Services Proposal (1)

Submitted by daynursery

Thu, 2019-02-07 15:17

99.104.70.173



1. Applicant Information

A. Organization Information

1. Organization Name

The Day Nursery

2. Organization Mailing Address

1139 Randolph St, Oak Park, IL 60302

3. Organization Phone

708-383-8211

4. Executive Director

Cari Christoff

5. Email Address

cchristoff@thedaynursery.org

6. FEIN

36-2182082

7. DUNS

023207483

B. Project Information

1. Proposed Project Name

Healthy Beginnings for Life

2. Proposed Project Address

1139 Randolph St.

Oak Park, IL 60302

3. Project Manager/Primary Contact

Cari Christoff

4. Secondary Contact

Victoria Gregor

5. Proposed Project Phone Number

708-383-8211

6. Email Address

cchristoff@thedaynursery.org

C. Type of Organization

Private non-profit

D. Project Overview

1. Total CDBG dollars requested

\$ 25,340

2. Total project budget

\$ 153,516

3. Total Low/Moderate Income Persons Served Annually

The Day Nursery serves about 100 children and 350 additional family members. Of that 70% are low- to moderate-income. About 50% of the total number are low-income. 70% of Day Nursery families reside in Oak Park, with the rest coming from Forest Park, Maywood, River Forest, and Chicago.

4. Brief project description and purpose

The program develops healthy nutrition education and physical activity in fun and engaging ways, establishing a foundation for healthy living throughout life.

5. Population Served

51% or more Low/Moderate Persons

6. Did you attend the mandatory Oak Park CDBG-ESG Financial and Reporting Workshop on September 27, 2018?

Was not a PY 2017 grantee

7. Did you return any CDBG funds in program year 2017? If yes, explain why.

Was not a PY 2017 grantee

Explanation

8. Do you have a written Oak Park CDBG Policies and Procedures Manual?

Yes

E. Priority Addressed

Programs for Youth/Children

Other

2. Project Narrative

1. Background & Need

The Day Nursery fills a unique niche in Oak Park and the near western suburbs. It is the only full-time NAEYC-accredited early childhood education center in the near western suburbs that provides financial assistance low- and middle-income families. It also is one of the very few that does not function under the financial umbrella of an educational or religious institution. At The Day Nursery, low-income children receive the same high quality early childcare experience that higher income families receive. The Healthy Beginnings for Life program at The Day Nursery fills a need to establish healthy patterns for ALL children.

According to the Center for Disease Control and Prevention (CDC), the childhood obesity rate among children has tripled from 5% in the 1960s to 15% today. The Illinois Department of Public Health (IDPH) states that over 14% of children ages two to four are obese (Chronic Disease Burden Update, September 2016), and the overall childhood obesity rate is 16.2% (<https://stateofobesity.org/states/il/>). The obesity rate for children ages two to four who are receiving WIC (Women, Infants, and Children Food and Nutrition Service) is 15.2%, indicating a trend for higher obesity among children from low-income families. Another 15% of children two to five are considered overweight based on being within the 85th to < 95th percentile BMI-for-Age (<https://www.cdc.gov/obesity/stateprograms/fundedstates/pdf/illinois-state-profile.pdf>).

CDC research also indicates that obesity in children can result in psychosocial problems, cardiovascular risk factors (hypertension, high cholesterol), metabolic syndrome, and diabetes. A recent report estimated that 15% of new diabetes cases among children are type 2 diabetes, a condition unheard of in children in the 1980s. Additionally, children who are overweight or obese are 30% more likely to be overweight or obese as adults (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2854915/>).

The consequences of overweight and obesity go beyond individual consequences to community and national consequences. The rising cost of healthcare can be partially attributed to the various diseases compounded by obesity. It also results in lost productivity.

It is now well-known that zero to five is the time when the brain develops the most rapidly and quality early care fosters the cognitive skills and socioemotional skills such as attentiveness, motivation, self-control, and sociability that result in productive citizens. All children need effective support during early childhood, yet low-income, disadvantaged homes often lack the education, as well as the social and economic capital to adequately provide such support.

Research indicates that children who are physically active and receive good nutrition show increased brain function and improved gross-motor development. Also, physical activity helps create the nerve cell networks that are essential to learning (Ratey, 2008). Physical well-being increases self-confidence and improves cognitive and social development in young children. It plays a significant role across all the major developmental domains in early childhood (Trudeau and Shepard, 2008). With more

households as dual earners and a rise in single-parent households, it is imperative that early childhood wraps quality nutrition and physical education into its curriculum.

In 2017, University of Chicago economist James Heckman released the results of a 35-year study that provided overwhelming evidence that age-appropriate health and nutrition programs in quality early childhood education settings produce significantly improved health outcomes in adulthood, particularly for children from low-income households. Heckman's research found the combination of early education and early health programs resulted in adults with improved impulse control, persistence, and grit that helps people avoid risky behaviors and engage in positive health behaviors, and reduced the incidence of obesity, diabetes, and heart disease (<https://heckmanequation.org/resource/research-summary-abecedarian-health/>).

II. Approach

a. Purpose

Since 1912, The Day Nursery in Oak Park has provided quality early childhood education to children of working families. In FY18, 61% of Day Nursery families were low- and moderate-income according to HUD's 2018 income levels. Since The Day Nursery is a Preschool for All facility, the majority of our low-income families are VERY low-income. Preschool for All eligibility looks at several factors, one of them being a household income at 200% of the poverty level or below. CCAP eligibility income limits are 185% or below the federal poverty level. Eligibility requirements are included in this proposal's attached Intake Documentation.

About 70% of Day Nursery children have at least one risk factor that threatens future school success, according to research-based assessments. Yet, each fall at least 90% of Day Nursery children transitioning to kindergarten do so with the skills required for school success, according to research-based assessments. In Fall 2018, 100% of transitioning children were ready for kindergarten – a sharp contrast to a 2018 report from the Illinois State Board of Education that indicated statewide only 24% of children who entered kindergarten in 2017 had the skills necessary for success. One of the programs that contributes to The Day Nursery's success is its Healthy Beginnings for Life program.

As stated in the previous section of this proposal, children who receive adequate exercise and quality nutrition experience improved brain function, which helps them in all aspects of learning. Also, the self-confidence that arises from successfully conquering various gross motor skills helps build the foundation for socioemotional skills so critical throughout life.

Throughout its curriculum (inspired by the Creative Curriculum®), The Day Nursery strives to inspire the joy of discovery and learning while being built upon the Illinois State Board of Education's (ISBE) Early Learning Standards. The concept of joy and discovery extends to The Day Nursery's Healthy Beginnings for Life Program. The primary goal of the program is to instill a love of healthy nutrition and physical activity that will continue after they leave The Day Nursery.

The specific activities that contribute to the program are described in the Strategies section of this proposal. However, the various components that contribute to its success include monthly nutrition education provided by a consultant, freshly made snacks and meals (some of which are prepared from locally-sourced foods) and

served family-style, a minimum of 60 minutes of gross motor play every day, swim and water safety classes, hydroponic and organic gardening, and – new in FY20 – gym activities provided by My Gym.

Swim lessons, nutrition/cooking classes, and My Gym are enrichment activities provided at no charge to clients. Most early childhood education charge extra fees for enrichment activities. The Day Nursery is keenly aware that over 60% of its families each year cannot afford to pay additional costs. To offer programs such as these at an additional cost would eliminate the culture of opportunity equality at The Day Nursery, a situation that is in stark contrast to The Day Nursery's mission. The Day Nursery depends on donations and a small percentage of upper-income parents who pay full tuition costs to help cover the costs of these enrichment activities. Enrichment activities are important to enhancing the development of all children. However, low- and middle-income families are often not financially able to provide the same opportunities to their children as higher-income families. The Day Nursery's approach closes that gap and provides ALL children equal opportunity to grow and learn. In fact, current research indicates that the kind of approach used at The Day Nursery effectively contributes to the lessening of the achievement gap seen in middle-school and high school.

Children learn through play and repetition that reinforces concepts. All activities are designed to be fun and play-based. The various components of the program are weaved into the curriculum throughout the day. All Day Nursery meals and snacks are prepared fresh in its commercial kitchen. As the relationship with the nutrition/cooking class instructor and with Illinois Farm to Table has grown, The Day Nursery's cook/dietician has begun to incorporate these concepts into the childrens' meals and snacks. Day Nursery teachers reinforce lessons through various activities in the classroom. These activities include physical activities outside (or in the large motor room during inclement weather), songs and dancing, and literacy activities.

b. Target Populations

Despite Oak Park's affluent reputation, one in five Oak Park children under the age of five reside in homes 200% above the poverty level – or below. Most of these children are minorities. Many reside in single-family homes. During our most recently completed fiscal year, The Day Nursery provided over \$80,000 in financial assistance to families in need and typically serves about 100 children ages two to five annually.

One of the qualities that sets The Day Nursery apart from other early childhood education centers is its diversity, both ethnically and socioeconomically. Most early childhood programs across the United States tend to be divided along class lines. The Day Nursery's diversity is a result of 1.) the collaboration with the State of Illinois' Preschool for All Program and 2.) The Day Nursery's own internal financial assistance program. Preschool for All puts some restrictions on the families that prohibit their participation in the program but are still unable to afford the \$13,000 annual cost of a quality, full-time early childhood education program for their child. From the first day of its founding, The Day Nursery has been committed to providing access to quality early care and education to children regardless of a family's

socioeconomic background and to supporting working families.

Research indicates that children, families, and staff all benefit from this diversity (Reid and Reddy, 2013). Children, families, and staff learn tolerance and respect of those from differing cultures and economic status. All children, regardless of socioeconomic background, demonstrate improved learning across domains.

Families, especially in those centers with a strong Parent Support program such as at The Day Nursery, learn from and support each other. In FY18, the ethnic background of children at The Day Nursery was 40% white, 31% African-American, 16% bi-racial, 10% Hispanic, 2% Asian, and 1% Native American. This racial/ethnic breakdown is typical each year, with minor deviations. The breakdown in gender tends to be evenly divided with 53% male and 47% female in FY18.

The Day Nursery's commitment to inclusion can also be translated into practice by examining the organization's staffing. As can be seen in the accompanying EEO report, The Day Nursery staff is rich in its cultural and gender diversity. Over 50% of Day Nursery employees are individuals of color and 10% are male, which is uncommon in the field of Early Childhood Education. The Day Nursery adheres to NAEYC's anti-discrimination policy, attached to this proposal with the Intake Documents. Regular professional development and in-service training provided to staff helps to maintain their awareness when working with diverse populations, including children with special needs. Because Day Nursery employees also work with children who have special needs, they also receive training to work successfully with these children. Additional resources are brought in to respond to the special needs of children, whether occupational, physical therapists, or speech therapists or therapists who are experts in trauma-informed care or who can provide insight into needs of children diagnosed with such as Autism Spectrum Disorder or ADHD.

c. Strategies

All the activities in the Healthy Beginnings for Life program are built upon the Illinois State Board of Education's (ISBE) Early Learning Standards. ISBE Early Learning Standards are developed according to current, evidence-based information on early childhood development and can be accessed at

https://www.isbe.net/documents/early_learning_standards.pdf. This program satisfies ISBE's standards in the domain of Physical Development and Health, which includes several key goals in Movement Skills, Rules, and Safety in Physical Activity, Team-Building Skills, Principles of Health Promotion and Prevention, and Human Body Systems. As the ISBE standards acknowledge, nutrition and physical activities also satisfy several requirements within the domain of Socioemotional skills.

As can be seen in the attached Logic Model, there are many components of the Healthy Beginnings for Life program:

1. Apple-Award winning retired District 97 teacher, Sandy Noel, visits the school once a month and gives each of the six classrooms lessons in healthy eating. Her instruction goes far beyond "eat your fruits and vegetables." Through age-appropriate methods, the children learn how foods – good and not-so-good – affect different parts of the body. Sandy finds entertaining ways to teach these concepts to

the children through multiple activities that incorporate music, movement, and even STEM-based activities.

2. All Day Nursery meals and snacks are prepared fresh in its commercial kitchen. The cook ties her meals into the foods Ms. Noel is featuring each month. The Day Nursery cook also looks for locally sourced products and uses produce farmed by the children (see below). Recently, The Day Nursery cook found locally-sourced honey at Sugar Beet. She used this honey to make chicken sliders with honey and mustard for lunch and then had a honey tasting as a snack with apple slices. This is just one example of Day Nursery teachers reinforce Ms. Noel's lessons through various activities in the classroom. These activities include physical activities outside (or in the large motor room during inclement weather), songs and dancing, and literacy activities.

3. Every spring through fall, children engage in organic gardening. Children grow, weed the garden throughout the spring and summer, harvest the produce as it is ready, and enjoy their produce each year in meals and snacks. Children also engage in hydroponic gardening year-round. Each class grows a different herb. Ms. Noel incorporates the produce grown into her lessons, and The Day Nursery's cook incorporates the produce in her menus throughout the year. A garden committee led by the Program Director assist with the planning of the garden. This portion of the program (Sandy Noel's lessons, teacher reinforcement, and organic gardening) has been recognized by the Child and Adult Care Food Program and by Illinois Farm to Table for its excellence. In April 2019, the National Child Nutrition Conference is featuring The Day Nursery as a successful Farm to Table program by offering two hands-on field trip experiences for conference participants. One of these sessions is already sold-out.

4. As an extension of the Farm to Table concept, the Program Director sends parents monthly emails celebrating "The Harvest of the Month." These emails briefly discuss the health benefits of the items of the month and contain tasty recipes for simple dishes using those ingredients. For example, the January email featured whole grains from the Alpha Baking Company and a recipe for banana breakfast farro. These emails are well-received by parents.

5. In FY20, The Day Nursery would like to add My Gym to its curriculum. The ideal is to have them come one day a week and work with all five classes. NAEYC standards require children to have a minimum of 60 minutes of active physical activity per day. When weather is inclement (as it has been this month), it is a challenge for all five classrooms to receive that level of quality physical activity in a day. The Day Nursery has a gross motor room but has limited indoor equipment. Recently, My Gym provided The Day Nursery with a free day of activities for its classes to see what they can offer. Day Nursery teachers were impressed with the quality of the structured and age-appropriate approach to gross motor skill development. They loved that the program can be conducted indoors when the weather does not allow for outdoor play. Also, My Gym instructors introduce new equipment and materials to the children that are not within The Day Nursery's budget to purchase. When Day Nursery teachers assist with My Gym, it provides the benefit of additional professional development opportunities for the teachers to

learn new ideas to try with the children on days when My Gym is not present. Teachers also feel the program encourages the children to participate in physical activity regularly – building the habit of physical activity.

6. Because evaluations and assessments of our children's developmental progress is crucial, The Day Nursery is seeking to expand its technological capabilities. We will be adding iStartSmart® tablets from Hatch® Early Learning and that link to Gold® assessments. Each student will be allocated time each week to play games that are individualized to each student. The results of each play period are immediately loaded into the child's assessment records. This saves teachers time by not having to manually enter all their observations every day for each child. Teachers will still need to manually enter observations regarding physical activity and socioemotional skills but having the ability to capture math and literacy skill development more easily will allow them more time to individualize daily lessons plans.

7. In FY20, The Day Nursery will expand the number of monthly Family Events dedicated to physical activity and nutrition from two to at least four. These events will include a Back-to-School Event in early October that will include physical activities for families and some community nutrition and health-related partners (to be determined). In January 2020, there will be a My Gym Family Night at The Day Nursery. Families will share a healthy meal and then learn fun, active games to play with their children. In April 2020 families will again meet at The Day Nursery to participate in a cooking event where they make healthy snacks that they will be able to take home. In late August 2020, The Day Nursery will have an end-of-summer pool party, leveraging one of our partnerships, either with the West Cook Y to utilize the Fred Hampton Pool or the Park District of Oak Park.

8. Preschool classes receive swim and water safety lessons once a week at West Cook YMCA from late April through early June. At the end of July, all children participate in open swim once a week for four weeks.

9. At the end of June, all parents will be asked to complete the Parent Evaluation Survey as required by NAEYC and a quick Survey Monkey survey regarding the Healthy Beginnings for Life program. The Survey Monkey survey has not yet been developed but will be developed by May 2020.

d. Timeline

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

III. Outcomes & Evaluation

a. Goal Statement

To fully meet ISBE Early Learning Standards and NAEYC standards for Physical Health and Nutrition, by ensuring all Day Nursery children have access to healthy

food and regular physical activity while providing parents/caregivers the education and resources they need to create a strong foundation for a lifetime of healthy habits. Strengthening communities by strengthening children and families.

b. Narrative

1. Ensuring Outputs/Outcomes

Cari Christoff, Executive Director, provides general oversight of the program. While she is not be involved in the day-to-day execution, it is her responsibility to ensure the success of the program. She provides direct oversight of the Program Director, the Operations Manager, Parent Coordinator, Development Director, and Preschool Coordinator. Vicki Gregor, Program Director, is responsible for oversight of day-to-day activities. Ms. Gregor coordinates the efforts of Sandy Noel, the swim lessons, the gardening portion of the program, the lead classroom teachers, and will be responsible for engaging My Gym and implementing iStartSmart® in the classrooms. Ms. Gregor gained experience implementing iStartSmart® in her position prior to joining The Day Nursery. Many of the activities of the program, except My Gym and iStartSmart® were implemented in FY18 and are running smoothly.

Ms. Gregor and the Lead Classroom Teachers will work together to implement aspects of the program into daily class activities.

Corey Nekimken, the Parent Coordinator, is responsible for all the activities related to parent support and education. He plans the Family Events, under the supervision of Cari Christoff and with the assistance of the Parent Advisory Council – a group of engaged parents who provide program feedback and help find ways to further engage, support, and educate parents. He maintains frequent contact with parents who provide informal input on programming. By May, he will develop a brief survey asking parents about the Healthy Beginnings program, which will be distributed to parents in June - along with the NAEYC Parent Survey. Corey also assists with The Day Nursery enrollment process.

The Operations Manager, Keshia McAllister, oversees all financial and business operating aspects of the organizations. She has the primary responsibility of ensuring all grant funds are spent properly. While Ms. Christoff is the individual who will provide the CDBG reports and invoices, Ms. McAllister will provide her with the information. The Day Nursery uses Quickbooks for its financial accounting. Ms. Christoff and Ms. McAllister establish alerts so that reporting and invoicing occur on time. Ms. McAllister also oversees the food service operation and provides direct supervision to Beatrice Maldonado, The Day Nursery's cook and nutritionist. Ms. Maldonado, Ms. McAllister, and Ms. Gregor work together as a team to coordinate the efforts of Sandy Noel, highlighting certain healthy foods, and the Harvest of the Month email to parents.

The primary assessment tool utilized for this project will be Gold® by Teaching Strategies, an online tool. This assessment tool is aligned with ISBE's Early Learning Standards and is a well-respected evidence-based form of assessment. Teachers assess children's progress daily, which allows them to adjust class activities for each child to ensure children meet their developmental goals.

Teachers enter their observations into the online system, Gold®. Gold® analyzes the information entered and tracks 38 goals across six developmental domains. The Program Director meets with each teacher once a month to ensure every child in the five classrooms are meeting their goals, and then strategize if a child is not progressing according to their developmental goals.

The Day Nursery performs these assessments three times a year – Fall, Winter, and Spring. Gold® measures 38 objectives in the following areas of development: Social-Emotional, Physical, Language, Cognitive, Literacy, Mathematics, Science & Technology, Social Studies, The Arts, and English Language Acquisition. Parent conferences occur routinely three times a year (Fall, Winter, Spring) in which the parents and teachers discuss a child's progress and set goals for each child.

2. Documenting Income

The Day Nursery uses several methods for determining the household income of Day Nursery families. In the enrollment process (a complete description of the process is included in the attachments), household income is collected by one or more of the following methods:

All enrolling families must provide proof of income during registration. This proof may be in the form of the following:

1. Two most recent paycheck stubs of all employed individuals living in the home.
2. Most recent year's tax returns.
3. Current Certificate of Authorization of IDHS Child Care Assistance Program (CCAP) subsidy
4. A verifiable statement from an employer that indicates position, hours per week worked, the rate of pay and frequency of pay.
5. Verification of participation in programs such as TANF, etc.
6. Other verifiable proof may be considered on a case by case basis.

In addition to The Day Nursery's Enrollment Process, our Eligibility Criteria Checklist, the Household Eligibility Application for the Child and Adult Food Care Program, and the Illinois Department of Human Services CCAP guidelines are attached to this proposal. All Client files are stored in a locked file cabinet in administrative offices, out of the public's reach.

3. Evaluation Process

The Day Nursery takes all its various assessment strategies seriously and uses each one of them to improve the performance of a program and the organization. Teachers in the classrooms – in addition to the formal assessments performed regularly throughout the year – perform an Individual Skill Assessment on each child through a series of activities that allow them to assess cognitive and motor skills. The results of these assessments are GOLD®. Based on the results, teachers plan individual and small group activities to help children develop skills they have not yet mastered.

The Ages and Stages Questionnaire (ASQ), completed by parents twice a year, is a very important assessment as it looks at a child's development outside of the

classroom environment. One recent example of how this assessment is used can be found in the story of a family who expressed concern regarding their child's language development on the ASQ during the spring of 2016. The Program Director saw this concern and spoke to the child's teachers who concurred with the parent's assessment. The family was referred to Oak Park School District 97 for services who also evaluated the child. It was determined that the child did indeed need – and qualified – for services and began receiving the services needed.

The Early Screening Inventory-Revised, (ESI-R) screens children in language, reasoning, gross motor, fine motor, and social development, is administered annually. The Day Nursery adheres to the State of Illinois Quality Rating and Improvement System and has achieved a Gold Circle status with ExceleRate™ Illinois.

Because The Day Nursery is a designated Preschool for All provider, the environment of classrooms are evaluated by an independent consultant and provided with a coach to help make improvements. Some of the improvements that have resulted have been blacktop resurfacing and woodchips for the playground; adjustments in daily classroom schedules to allow for more academic enrichment during the substantial portion of the day; and the addition of new materials for the classrooms.

The Program Administration Scale and Early Childhood Workplace Environmental Survey are both used to gain feedback on program systems and employee satisfaction. The most recent feedback indicated a need for improvements in the hiring and onboarding of new employees. A committee has been established to standardize the hiring process, update the staff handbook, and have a formal, standardized orientation process for new employees. Every three to five years, stakeholders are asked to complete a survey regarding their knowledge of The Day Nursery and its services and to provide suggestions for improvement. These results provide valuable input to the Strategic Planning Committee and its sub-committees: Facilities and Physical Space, Programs and Services, Funding and Financial Management, Human Resources and Organizational Climate, Marketing and Public Relations. The Day Nursery is engaged in a strategic planning process now.

NAEYC accreditation occurs every five years. NAEYC has its own, research-based standards an early childhood center must maintain in order to receive continued accreditation. These standards range from classroom environment to teaching methods, to organizational administration. In FY18, The Day Nursery received two grants – from the A. Montgomery Ward Foundation and the Service Club of Chicago – that provided wood tables and chairs in the classrooms and dining room. This fulfilled the standard that all furniture used by children should be properly sized for them and that can provide a clean and sanitary environment.

Parent feedback is very critical, and The Day Nursery provides many options for providing feedback through surveys, parent events and the roundtable, parent

conferences, and impromptu feedback when picking up or dropping off a child. This feedback can result in changes in classroom activities to help a child who is struggling with a developmental milestone; it informs the teacher if there are either positive or negative factors affecting a child's behavior, and it helps teachers gear programming for parent/child activities that help foster development outside of the classroom.

As a partner in the Collaboration for Early Childhood Education, The Day Nursery has access to experts in the Collaboration, including a developmental screening coordinator and professional development coordinator. Input and financial support from the Collaboration enabled The Day Nursery to provide professional development to its three prekindergarten teachers on how to better weave math into the daily curriculum. The Day Nursery also shares data with the Collaboration as part of their work with the Chapin Hall Center for Children at the University of Chicago. Classroom teachers meet monthly with the Program Director to review assessments, track progress, and plan activities that meet program and individual goals.

The primary assessment tool used for Healthy Beginnings will be Gold® by Teaching Strategies. As stated earlier, this assessment tool is aligned with ISBE's Early Learning Standards and is a well-respected evidence-based form of assessment. The Day Nursery performs these assessments three times a year – Fall, Winter, and Spring. Gold® measures 38 objectives in the following areas of development: Social-Emotional, Physical, Language, Cognitive, Literacy, Mathematics, Science & Technology, Social Studies, The Arts, and English Language Acquisition. Parent conferences occur routinely three times a year (Fall, Winter, Spring) in which the parents and teachers discuss a child's progress and set goals for each child.

Because Gold® assessments are entered online (it is a cloud product), The Day Nursery can produce a variety of reports that are used by teachers and the Program Director to provide detailed information on the program and each child's progress. The reports are also used in parent-teacher conferences. The assessment process through Gold® is complicated and voluminous. As a result, it is impossible to provide CBDG with a survey or evaluation form. Teachers record their observations about each child on a nearly daily basis. This allows them to 1.) continue to challenge those children who are mastering a skill and 2.) find additional ways to support those children who are struggling with a skill. At each of the three assessment periods, the Program Director sets aside time with each child to test developmental skills and enters her results into the child's online records. A description of Gold® is attached to this proposal as well as an example of just one of the many reports Gold® can produce.

The Day Nursery will receive input from parents through NAEYC's parent survey administered in June each year, and through a separate survey monkey evaluation pertaining to the Healthy Beginnings for Life - also be sent to parents in June. The survey monkey evaluation has not been developed. It will be developed by May 2020.

IV. Organization Capacity

a. Mission & Experience

The mission of The Day Nursery is to provide exceptional early childhood education in an environment that welcomes all children, enhances individual strengths, and fosters the academic, social-emotional and physical development that leads to school success. For 107 years, The Day Nursery has remained committed to that mission and is a leader in early childhood care and education. Each year The Day Nursery serves about 100 children ages two to five, 61% who come from low- and moderate- and over 340 parents, guardians, and family members.

The Day Nursery's mission has always been to provide quality early childhood care and education to children of working families. It has remained committed to that mission to this day. In 1997, The Day Nursery received its first accreditation from the National Association for the Education of Young Children (NAEYC). This accreditation continues today and requires The Day Nursery to meet exacting standards in all categories. Only about 8% of early childhood centers nationwide receive the NAEYC accreditation. The Day Nursery has also attained the Gold Circle of Quality through ExceleRateIL. ExceleRate Illinois provides systems for monitoring and improving child care quality and providing clear information to families about the quality of the early care and education (ECE) of enrolled centers and schools. Only about ten percent of Illinois' early childhood centers attain the Gold Circle of Quality.

All Day Nursery Lead Teachers exceed State of Illinois requirements for Early Childhood teachers. All classroom teachers possess a minimum of a bachelor's degree; two possess a master's degree, and one is pursuing a master's degree. Teacher Assistants at The Day Nursery have a minimum of an associate degree or DCFS Teacher qualifications.

Cari Christoff joined The Day Nursery as its Executive Director in 2013 and has a Bachelor of Arts from Indiana University. Prior to coming to The Day Nursery, she served as Child and Family/Teen Director at West Cook YMCA. She has also served as a guidance specialist at Casa de los ninos, Senior Director at Knowledge Universe, and Director of the Angel Children's Center at Emerge! Center Against Domestic Abuse. Ms. Christoff also has many years of experience providing early childhood education and out of school programming for school-age children.

Vicki Gregor, Program Director, came to The Day Nursery in 2015. Prior to that she was the Head Start Site Director at Casa Central Social Services in Chicago. She started there in 2008 as Head Start Lead Teacher and received subsequent promotions to the Director position. She has held numerous teaching positions at various schools, including two years as a Peace Corps English teacher in Mozambique. Ms. Gregor has a B.A. in Elementary Education and Spanish from Elmhurst College and a Master's in Education: Child Development and Early Childhood Education from Erikson Institute/Loyola University Chicago. Serving as our Parent Coordinator since April 2016, Corey Nekimken has a strong understanding of the Day Nursery's philosophy and the important role that

families play in our organization. This understanding comes from his time as the parent of a Day Nursery student, who has grown into a very successful fourth grader. Corey comes to us with years of experience working with children and teens at The West Cook YMCA, most recently coordinating the Senior Programs. Corey is currently an Early Childhood Education student at Triton College. His background and professional development also includes extensive coursework in communication and facilitation certifications.

Beatrice Maldonado is The Day Nursery Cook/Nutritionist. She had a B.A. in English from Eastern Illinois University and received her certificate in Culinary Arts at the College of DuPage in 2014. Prior employment includes Green Monkey Organic Catering where she prepared organic, sustainable food for school-age children.

b. Ability to Meet Reporting Requirements

The Day Nursery's first experience with meeting programmatic, financial, and management reporting activities began in 1997 when it received its first accreditation by the National Association for the Education of Young Children (NAEYC). This accreditation continues today and requires The Day Nursery to meet exacting standards in all categories. Only about 8% of early childhood centers nationwide receive the NAEYC accreditation.

As stated above, The Day Nursery's partnership with ISBE's Preschool for All (PFA) requires The Day Nursery to meet exacting performance and reporting expectations. Every quarter of the fiscal year, The Day Nursery submits financial expenditure and periodic program grant reports. The periodic program reports document the process in achieving program deliverables and action plans if needed. At the beginning and end of each fiscal year, all student and staff information, including demographics are reported. Annually, an immunization report is completed for all children. Monthly, attendance reports are submitted for all students participating in PFA program.

United Way, while not a public funder, requires extensive reporting twice a year as well.

Below is a list of CDBG funding received since 2004:

2004 CDBG Funding: \$2,500 awarded and used for tuck pointing the exterior brick porch.

2005 CDBG Funding: \$98,000 awarded and \$96,282 used for extensive exterior improvements including resurfacing and painting all stucco surface, replacing and staining wood trim, replacing and staining wood window frames, and replacing window and window sills.

2008 CDBG Funding: \$235,205 awarded and \$230,338 used for extensive building improvements include: new stairs and shoring up of front entrance; total renovation of the industrial kitchen with new electrical, plumbing, flooring and commercial grade stainless steel sinks and shelving; and the installation of a new sink, plumbing, wall tile and flooring in a first-floor utility room.

2011 CDBG Funding: \$48,725 awarded and used to install an exterior vertical platform wheelchair lift on the southwest side of the building to replace the current inoperable lift. The required support structure, concrete pad, floor recess pit, handrails and/or was installed. A three-ton HVAC air unit, condenser unit, and all necessary lines sets to allow the air-handling system to cool the building. Funds were also used to install exterior concrete stairs and handrails and rebrick existing sidewalls on the south side of the building consistent with the building's historic designation. The Day Nursery was also able to replace approximately 2240 square feet of old and worn linoleum with commercial sheet vinyl flooring in the dining room and all first-floor classrooms, except the western-most classroom.

There are no records of any difficulties or challenges encountered regarding any of these CDBG funds. On the contrary, all these funds played an important role maintaining a historic building built in 1925. The 2008 funding from CDBG has allowed The Day Nursery to provide freshly made, healthy snacks and meals to children, especially important to low-income children as full-time students receive two-thirds of their daily nutritional requirements at The Day Nursery. The 2008 funding also set the stage for the nutrition piece of the Healthy Beginnings for Life program.

c. Collaboration with Others

Throughout its history, The Day Nursery has operated with close collaborations within Oak Park and surrounding communities. The Day Nursery was founded by a group of visionary women of the Nineteenth Century Club who understood – far before the days of intensive research into the topic – that quality early childhood education was critical to the stability of families and the community. Beyond their investment in the endeavor, they sought “memberships” from the Oak Park community at five cents per year. The Infant Welfare Society, now known as the Children's Clinic, leased space in The Day Nursery's building to provide baby and child health and wellness services to mothers and children. Clarence Hemmingway, Ernest Hemmingway's father, provided free medical care to the children. To this day, The Children's Clinic continues to partner with The Day Nursery providing vision and dental screenings to all children, as well as free follow-up care for low-income families. The Day Nursery became a beneficiary of The Economy Shop in 1919 and that partnership continues today.

The Day Nursery has continued to build collaborations throughout its history. In 2003, The Day Nursery became one of the founding partners of Oak Park's Collaboration for Early Childhood Education. The Collaboration continues to be an important partner in helping The Day Nursery provide quality early education. They provide access to important, evidence-based assessment tools such as the Ages and Stages Questionnaire and Gold® from Teaching Strategies. The Collaboration has also provided funding to help The Day Nursery meet specific challenges, such as a childhood behavior therapist who observes classrooms and provides teachers with techniques to better serve children who have behavior challenges due to either a disability or exposure to trauma. In 2018, the Collaboration provided funding to provide The Day Nursery's preschool teachers

with professional development that improved the teachers' ability to incorporate the development of math skills into the daily curriculum.

In 2004, The Day Nursery began its partnership with the Illinois State Board of Education's (ISBE) Preschool for All Program. In 2011, Perkins+Wills did a pro bono redesign of The Day Nursery's front lobby and meeting space. In 2014, The Day Nursery partnered with Northwestern University's SCNO to create a branding book and a new logo. Cape Creative partnered with The Day Nursery in 2017 to create a pro bono documentary, *Close to Home*, that tells The Day Nursery history and century-long impact on the community. The Nineteenth Century Club and Northern Trust partnered with The Day Nursery to hold its premiere of the documentary at the Nineteenth Century Club, January 2018. Oak Park's chef, Melissa Elsmo, has provided The Day Nursery's largest fundraiser for the last five years via two pop-up dinners, Friday and Saturday, held each year in April during the Week of the Young Child. Her sell-out multi-course small plate meals are always themed around some of our most endearing children's books including *The Very Hungry Caterpillar*, *Where the Wild Things Are*, and *Winnie-the-Pooh*. This year's book is *A Snowy Day* by Ezra Jack Keats.

Since Cari Christoff arrived in 2013, The Day Nursery has partnered with the West Cook YMCA for all-important swim and water safety lessons for preschoolers. She also initiated a partnership with KaBoom!, Discover Financial Services, and multiple Oak Park partners to build a new 4000 square foot outdoor playground in 2014. Many other partners enhance the educational experience for The Day Nursery children, and it is difficult to name all of them. Some of them include Chef Paco at New Rebozo, Easter Seals, the Forest Park Library, the Oak Park Library, Trattoria 225, the Oak Park Police and Fire Departments, Fox College (candidates for their physical and occupational therapy programs receive their practical experience at The Day Nursery), the McCormick Center for Early Childhood Leadership, and NAEYC (since 1997).

The Child and Adult Care Food Program recently recognized The Day Nursery for its excellent nutrition program. In April 2019, the National Child Nutrition Conference is featuring The Day Nursery as a successful Farm to Table program by offering two hands-on field trip experiences at The Day Nursery for conference participants. One of the sessions has already sold out. The Day Nursery works with Seven Generations Ahead, the Oak Park organization that manages Illinois Harvest of the Month and Illinois Farm to School Network, who also recognizes the good work being done at The Day Nursery and partners with us in our efforts. Diana Rosenbrach's Director's Round Table through the Collaboration provided Vicki Gregor, Day Nursery Program Director, with the connections to Illinois Farm to School and Seven Generations Ahead. Beatrice, The Day Nursery's cook and dietician works with organizations in Oak Park to source locally-grown food. Sugar Beet is one the primary collaborators in this effort. The United Way of Metropolitan Chicago is also an important partner to The Day Nursery and was the first funder of the Healthy Beginnings for Life program.

V. Budget Narrative

a. Budget Description

The salaries figure consists of the following:

Five lead teachers with an average salary of \$16.46/hour. Each teacher will spend about 2 hours a day on the project. This is equal to 50 hours per week (\$823/week) for 49 weeks for a total of \$40,327.

Eight teacher aides with an average salary of \$12.18 per hour. Each aid will spend 2 hours per day, which equals 80 hours per week (\$974.40/week) for 49 weeks for a total of \$47,745.60.

One program director with an hourly rate of \$27.30/hour. She will dedicate approximately 5 hours per week (\$136.50/week) for 49 weeks for a total of \$6685.50.

One parent coordinator with an hourly salary of \$19.24. He will dedicate about 2 hours per week for 49 weeks for a total of \$943.25.

One cook/dietician with an hourly rate of \$13.50. She will spend about 6 hours per week for 49 weeks for a total of \$3,969.

Total salaries figure is \$99,673.

The Day Nursery is requesting CBDG funds for 10% of the salary cost. The time spent by the Executive Director on this project is nominal and is considered part of M&G. The Day Nursery is not including M&G costs in this proposal.

Benefits were calculated at 10% of the salary cost. Payroll taxes were calculated at 7.4% of salary costs.

This project consists of approximately 8% of The Day Nursery budget. Utilities and telephone were estimated by calculating 8% of those two categories in the FY19 budget.

Cost of supplies includes \$200 for seeds, food, and fish for the hydroponic gardens, \$750 for seeds mulch, soil, and containers for expanding the size of the organic garden; and \$2,000 for wood chips and ground cover – items necessary for playground safety. This results in a total of \$2950 for supplies.

The \$9,500 for equipment includes \$2,000 for equipment includes balls, hula hoops, jump ropes for outdoor play; sensory balls, soft elements such as balance beams, mats, and markers, and bean bags for indoor play. These are all items that need to be replaced on an annual basis.

The rest of the remaining \$7,500 equipment cost covers the investment in iStartSmart® tablets and one-year of licensing:

2 3-tablet iStartSmart tablet class packs - \$3120 each for a total of \$6,240

77 HatchSync® powered by Gold® subscriptions - \$2.50 ea for a total of \$193

6 iSmartStart licenses @ \$125 each for a total of \$750

Shipping - \$317

Sandy Noel charges \$5,000 per year. The YMCA cost is estimated for \$50 per child for 36 children - \$1,800 total; the cost of the open swim for three weeks is \$5 per child per 30-minute session for four weeks for a total of \$1,500.

The My Gym cost is the cost of providing all five classes with one hour of My Gym for 49 weeks.

The Day Nursery is requesting CDBG to support 17% of the total program cost, well below the 70% of participants who are Oak Park residents.

b. Alternate Revenue Sources

If The Day Nursery does not receive the full funding requested from CDBG, The Day Nursery will probably cut back a little on the amount of time from My Gym. The Day Nursery received estimates for various levels of service and The Day Nursery would choose the level that fits the amount of funding until additional funding can be raised. Regardless of the CDBG funding level, The Day Nursery will continue to search for additional partners in the program so that it can continue in subsequent years.

3. Attachments

Timeline

[cdbg_public_services_timeline_form.pdf](#) ^[2]

Logic Model

[cdbg_public_services_logic_model_chart.pdf](#) ^[3]

Articles of Incorporation and By-Laws

[day_nursery - articles of incorporation and current bylaws.pdf](#) ^[4]

Non-Profit Determination (IRS Letter)

[irs_determination_letter.pdf](#) ^[5]

List of Board of Directors

[fy19_board_of_directors.pdf](#) ^[6]

Organizational Chart

[the_day_nursery_org_chart.pdf](#) ^[7]

Resumes

[the_day_nursery - staff_resumes.pdf](#) ^[8]

Financial Statement and Audit

[the_day_nursery - fy19_budget_fy18_audit.pdf](#) ^[9]

Conflict of Interest Statement

[the_day_nursery - conflict_of_interest_statement20190221.pdf](#) ^[10]

Anti-Lobbying Statement

[the day nursery - anti-lobbying statement20190221.pdf](#) ^[11]

EEO Form

[eeo_report_chart.pdf](#) ^[12]

Statement of ADA Compliance

[the day nursery - ada compliance.pdf](#) ^[13]

Intake Documentation

[the day nursery - eligibility enrollment protocol diversity statement.pdf](#) ^[14]

Support Statements

Budget Worksheet

[py 2019 cdbg project budget-other revenue summary.xlsx](#) ^[15]

Project Client-Evaluation Tool

[the day nursery - evaluation tools.pdf](#) ^[16]

4. Proposal Agency Information & Verifications

1. Name of Authorized Official of Applicant Organization

Cari Christoff

2. Title of Authorized Official of Applicant Organization

executive director

3. Date of Submittal

Fri, 2019-02-22

4. Affirmation

I agree

Source URL: <https://www.oak-park.us/node/4323/submission/14713>

Links

[1] <https://www.oak-park.us/village-oak-park-cdbg-public-services-proposal>

[2] https://www.oak-park.us/sites/default/files/webform/cdbg_public_services_timeline_form_0.pdf

[3] https://www.oak-park.us/sites/default/files/webform/cdbg_public_services_logic_model_chart_0.pdf

[4] https://www.oak-park.us/sites/default/files/webform/day_nursery_-_articles_of_incorporation_and_current_bylaws.pdf

[5] https://www.oak-park.us/sites/default/files/webform/irs_determination_letter_3.pdf

[6] https://www.oak-park.us/sites/default/files/webform/fy19_board_of_directors.pdf

[7] https://www.oak-park.us/sites/default/files/webform/the_day_nursery_org_chart.pdf

[8] https://www.oak-park.us/sites/default/files/webform/the_day_nursery_-_staff_resumes.pdf

[9] https://www.oak-park.us/sites/default/files/webform/the_day_nursery_-_fy19_budget_fy18_audit.pdf

[10] https://www.oak-park.us/sites/default/files/webform/the_day_nursery_-_conflict_of_interest_statement20190221.pdf

[11] https://www.oak-park.us/sites/default/files/webform/the_day_nursery_-_anti-lobbying_statement20190221.pdf

- [12] https://www.oak-park.us/sites/default/files/webform/eeo_report_chart_5.pdf
- [13] https://www.oak-park.us/sites/default/files/webform/the_day_nursery_-_ada_compliance.pdf
- [14] https://www.oak-park.us/sites/default/files/webform/the_day_nursery_-_eligibility_enrollment_protocol_diversity_statement.pdf
- [15] https://www.oak-park.us/sites/default/files/webform/py_2019_cdbg_project_budget-other_revenue_summary_1.xlsx
- [16] https://www.oak-park.us/sites/default/files/webform/the_day_nursery_-_evaluation_tools.pdf



PY 2019 CDBG Public Services Logic Model - Revised

As with all application components, please carefully read the Instructions

Organization	The Day Nursery
Project Name	Healthy Beginnings for Life

Goal Statement: To fully meet ISBE Early Learning Standards and NAEYC standards for Physical Health and Nutrition, by ensuring all Day Nursery children have access to healthy food and regular physical activity while providing parents/caregivers the education and resources they need to create a strong foundation for a lifetime of healthy habits. Strengthening communities by strengthening children and families.

Inputs	Outputs		Outcomes		Measurement/Indicator for Short Term Outcomes
	Activities	Participation	Short Term	Intermediate/Long Term	
Early Childhood Care and Education	Minimum of 60 minutes per day for gross motor skills/physical activity	77 Total unduplicated children served	HUD income levels & racial/ethnicity successfully entered in ProCare family records	Children and families will develop positive long-term habits that promote health and improve educational outcomes.	100% of children will be successfully tracked with HUD income levels & racial/ethnicity breakdown
Keshia McAllister Business Manager	Implements HUD table tracking in enrollment process and establishes HUD indicators in family records in ProCare software	47 Extremely Low, Low and Mod-Income children served	Children will use both gross- and fine-motor skills in active play.	Children acquire movement skills that support learning and enhanced health.	100% of children will receive a minimum of 60 minutes active physical activity per day
Sandy Noel – Nutrition consultant	Monthly nutrition/cooking classes for all 5 classrooms	55 Oak Park children served	Children learn to use strength, balance, and control in physical activities.	Children develop team-building skills by working with 6 others through physical activity, preparing snacks, and participating in family-style meals.	100% of children will receive nutritional and healthy habits education thru play
Cari Christoff – Executive Director	Teachers weave nutrition/activities into daily curriculum	36 Extremely Low, Low and Mod-Income Oak Park children Served	Children gain body awareness while moving.	Children gain an understanding of bodily systems and factors that influence growth.	85% of parents/caretakers will report increased knowledge on how to provide healthy nutrition and activity options for their children, based on parent evaluation survey
Vicki Gregor - Program	Teachers perform daily assessments and personalize daily goals for each child		Children will be able to identify body parts and their functions.		85% of children will meet or exceed their
			Children will be		

Director			able to identify healthy and nonhealthy foods, and how they affect the body.	Children learn effective communication and decision-making skills to promote their health and well-being.	developmental goals, as determined by Gold™ assessments
MyGym Personnel	New gross motor activities/equipment introduced				
Beatrice – Day Nursery Cook and Dietician	In-season foods and locally sourced foods worked into Sandra's classes and meals/snacks		Children follow rules and procedure while participating in group physical activities.		90% of children transitioning to kindergarten will have achieved kindergarten-ready skills, as determined by Gold™ assessments 90% of children understand water safety
Lead Teachers	iStartSmart Tablets utilized in classroom		Children will be able to cooperate with others during group activities. Children will be able to identify and follow basic safety rules.		85% of children gain age-appropriate understanding of how foods affect the body
YMCA Swim Classes	Preschool classes receive swimming and water safety classes All students get open swim time during the summer		Teachers gain more time for individualized lesson planning due to efficiency gains in assessment process.		
Organic Gardening	Students help plant, grow and harvest vegetables in organic garden		Children learn how to age-appropriate swim skills and water safety		
Hydroponic Gardening	Students grow herbs in hydroponic gardens A minimum of 4 Family Nights/Events with nutrition/fitness activities Monthly Harvest of the Month emails to parents Three developmental assessments per		Families/caretakers will gain knowledge regarding simple but healthy foods to prepare. Families/caretakers will gain knowledge on how engage entire family in fun, simple physical activity. Children learn basic, age-appropriate skills in planting, caring for,		

	year followed by parent-teacher conferences		and harvesting garden produce		
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PY 2019 Timeline, CDBG Public Services - Revised

As with all application components, please carefully read the Instructions

Organization	The Day Nursery	
Project Name	Healthy Beginnings for Life	
Timeframe	Activity	Person Responsible
Month 1 – October 2019	Fitness contract signed Weekly Fitness sessions begin Monthly Harvest Email goes out Sandy Noel Nutrition Classes Family Picnic Teachers build Healthy Lifestyle lessons into daily curriculum Healthy food options locally sourced blended into snacks and meals Hydroponic gardening HUD income levels and racial/ethnicity breakdowns entered in family records in software ProCare (Note: this will occur throughout year if and when new families enter the program after Month 1.)	Executive Director Program Director Program Director Program Director Parent Coordinator Lead Teachers Day Nursery Cook/Dietician Program Director/Lead Teachers Business Manager
Month 2 – November 2019	CDBG invoicing for October activities Weekly Fitness sessions cont. Monthly Harvest Email goes out Sandy Noel Nutrition Classes Teachers build Healthy Lifestyle lessons into daily curriculum Healthy food options locally sourced blended into snacks and meals Gold™ Developmental Assessments Hydroponic Gardening	Executive Director Program Director Program Director Program Director Lead Teachers Day Nursery Cook/Dietician Program Director Program Director
Month 3 – December 2019	CDBG invoicing for November activities Weekly Fitness sessions cont. Monthly Harvest Email goes out Sandy Noel Nutrition Classes Teachers build Healthy Lifestyle	Executive Director Program Director Program Director Program Director Lead Classroom Teachers

	lessons into daily curriculum Healthy food options locally sourced blended into snacks and meals Hydroponic Gardening	Day Nursery Cook/Dietician Program Director
Month 4 – January 2020	CDBG invoicing for December activities Quarterly Report for CDBG Weekly Fitness sessions cont. Monthly Harvest Email goes out Sandy Noel Nutrition Classes Teachers build Healthy Lifestyle lessons into daily curriculum Healthy food options locally sourced blended into snacks and meals Fitness Family Night Hydroponic Gardening	Executive Director Executive Director Program Director Program Director Program Director Lead Classroom Teachers Day Nursery Cook/Dietician Parent Coordinator Program Director
Month 5 – February 2020	CDBG invoicing for January 2020 activities Weekly Fitness sessions cont. Monthly Harvest Email goes out Sandy Noel Nutrition Classes Teachers build Healthy Lifestyle lessons into daily curriculum Healthy food options locally sourced blended into snacks and meals Hydroponic Gardening	Executive Director Program Director Program Director Program Director Lead Classroom Teachers Day Nursery Cook/Dietician Program Director
Month 6 – March 2020	CDBG invoicing for February 2020 activities Weekly Fitness sessions cont. Monthly Harvest Email goes out Sandy Noel Nutrition Classes Teachers build Healthy Lifestyle lessons into daily curriculum Healthy food options locally sourced blended into snacks and meals Gold™ Developmental Assessments Hydroponic Gardening	Executive Director Program Director Program Director Program Director Lead Classroom Teachers Day Nursery Cook/Dietician Program Director Program Director
Month 7 – April 2020	CDBG invoicing for March 2020 activities Quarterly Report for CDBG grant Weekly Fitness sessions cont. Monthly Harvest Email goes out Sandy Noel Nutrition Classes	Executive Director Executive Director Program Director Program Director Program Director

	<p>Teachers build Healthy Lifestyle lessons into daily curriculum</p> <p>Healthy food options locally sourced blended into snacks and meals</p> <p>Healthy Snacks Family Night – Make and Take</p> <p>Swim Lessons at YMCA begin</p> <p>Hydroponic Gardening</p> <p>Playground and Organic Garden prepared for outdoor activities (weather permitting)</p>	<p>Lead Classroom Teachers</p> <p>Day Nursery Cook/Dietician</p> <p>Parent Coordinator</p> <p>Program Director</p> <p>Program Director</p> <p>Program Director</p>
Month 8 – May 2020	<p>CDBG invoicing for April 2020 activities</p> <p>Weekly Fitness sessions cont.</p> <p>Monthly Harvest Email goes out</p> <p>Sandy Noel Nutrition Classes</p> <p>Teachers build Healthy Lifestyle lessons into daily curriculum</p> <p>Healthy food options locally sourced blended into snacks and meals</p> <p>Swim Lessons at YMCA continue</p> <p>Gold™ Developmental Assessments</p> <p>Hydroponic Gardening</p> <p>Organic Gardening</p> <p>Develop Survey Monkey Parent Questionnaire re: program</p>	<p>Executive Director</p> <p>Program Director</p> <p>Program Director</p> <p>Program Director</p> <p>Lead Classroom Teachers</p> <p>Day Nursery Cook/Dietician</p> <p>Program Director</p> <p>Program Director</p> <p>Program Director</p> <p>Program Director</p> <p>Parent Coordinator</p>
Month 9 – June 2020	<p>CDBG invoicing for May 2020 activities</p> <p>Quarterly report for CDBG grant</p> <p>Weekly Fitness sessions cont.</p> <p>Monthly Harvest Email goes out</p> <p>Sandy Noel Nutrition Classes</p> <p>Teachers build Healthy Lifestyle lessons into daily curriculum</p> <p>Healthy food options locally sourced blended into snacks and meals</p> <p>First Week of June – final swim lessons at YMCA</p> <p>Hydroponic Gardening</p> <p>Organic Gardening</p>	<p>Executive Director</p> <p>Executive Director</p> <p>Program Director</p> <p>Program Director</p> <p>Program Director</p> <p>Lead Classroom Teachers</p> <p>Day Nursery Cook/Dietician</p> <p>Program Director</p> <p>Program Director</p> <p>Program Director</p>
Month 10 – July 2020	<p>CDBG invoicing for June 2020 activities</p> <p>Weekly Fitness sessions cont.</p> <p>Monthly Harvest Email goes out</p> <p>Sandy Noel Nutrition Classes</p>	<p>Executive Director</p> <p>Program Director</p> <p>Program Director</p> <p>Program Director</p>

	<p>Teachers build Healthy Lifestyle lessons into daily curriculum</p> <p>Healthy food options locally sourced blended into snacks and meals</p> <p>Parent Evaluation of program</p> <p>Last week of July – beginning of open swim at YMCA</p> <p>Hydroponic Gardening</p> <p>Organic Gardening</p>	<p>Lead Classroom Teachers</p> <p>Day Nursery Cook/Dietician</p> <p>Parent Coordinator</p> <p>Program Director</p> <p>Program Director</p> <p>Program Director</p>
Month 11 – August 2020	<p>CDBG invoicing for July 2020 activities</p> <p>Weekly Fitness sessions cont.</p> <p>Monthly Harvest Email goes out</p> <p>Sandy Noel Nutrition Classes</p> <p>Teachers build Healthy Lifestyle lessons into daily curriculum</p> <p>Healthy food options locally sourced blended into snacks and meals</p> <p>Open Swim at YMCA</p> <p>Pool Event – End of Summer</p> <p>Family Party</p> <p>Hydroponic Gardening</p> <p>Organic Gardening</p>	<p>Executive Director</p> <p>Program Director</p> <p>Program Director</p> <p>Program Director</p> <p>Lead Classroom Teachers</p> <p>Day Nursery Cook/Dietician</p> <p>Program Director</p> <p>Parent Coordinator</p> <p>Program Director</p> <p>Program Director</p>
Month 12 – September 2020	<p>CDBG invoicing for August 2020 activities</p> <p>Weekly Fitness sessions cont.</p> <p>Monthly Harvest Email goes out</p> <p>Sandy Noel Nutrition Classes</p> <p>Teachers build Healthy Lifestyle lessons into daily curriculum</p> <p>Healthy food options locally sourced blended into snacks and meals</p> <p>Teacher Evaluation of program</p> <p>Hydroponic Gardening</p> <p>Organic Gardening</p>	<p>Executive Director</p> <p>Program Director</p> <p>Program Director</p> <p>Program Director</p> <p>Lead Classroom Teachers</p> <p>Day Nursery Cook/Dietician</p> <p>Program Director</p> <p>Program Director</p> <p>Program Director</p>
Month 13 – October 15, 2020	<p>CDBG invoicing for September 2020 activities</p> <p>Final report for CDBG grant</p>	<p>Executive Director</p> <p>Executive Director</p>

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

COMPLETE BOTH SECTIONS AND ATTACH THIS DOCUMENT TO YOUR PROPOSAL

PY 2019 PROPOSED PROJECT BUDGET - REVISED. 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

	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
Please ensure that percentages, subtotals & totals are listed.				Funding Source:	Tuition Fees	Private Grants & Individual Donations	State Grants		
Personnel Costs									
Salaries	\$109,567	\$0	0%		\$45,144	\$25,114	\$39,309	\$109,567	100%
Benefits	\$10,957		0%		\$4,514	\$2,506	\$3,937	\$10,957	100%
Taxes	\$8,108	\$0	0%		\$3,341	\$2,313	\$2,913	\$8,567	106%
Other (Identify)	\$0	\$0	0%					\$0	0%
Other (Identify)	\$0	\$0	0%					\$0	0%
Subtotal: Personnel Costs	\$128,632	\$0	0%		\$52,999	\$29,933	\$46,159	\$129,091	100%
Operating Costs:									
Rent/Lease	\$0	\$0	0%		\$0	\$0	\$0	\$0	0%
Utilities	\$1,600	\$0	0%		\$600	\$650	\$350	\$1,600	100%
Telephone	\$400	\$0	0%		\$250	\$100	\$50	\$400	100%
Postage	\$0	\$0	0%		\$0	\$0	\$0	\$0	0%
Supplies	\$2,950	\$0	0%		\$1,950		\$1,000	\$2,950	100%
Mileage	\$0	\$0	0%		\$0	\$0	\$0	\$0	0%
Equipment	\$9,500	\$0	0%		\$1,000	\$7,500	\$1,000	\$9,500	100%
Meals - Family Nights	\$1,500	\$0	0%		\$500	\$750	\$250	\$1,500	100%
Subtotal: Operations	\$15,950	\$0	0%		\$4,300	\$9,000	\$2,650	\$15,950	100%
Professional/Services									
Sandy Noel	\$5,000	\$0	0%		\$0	\$5,000	\$0	\$5,000	100%
YMCA - Swim	\$3,300	\$0	0%		\$0	\$1,500	\$1,800	\$3,300	100%
Fitness Program	\$12,250	\$7,500	61%		\$0	\$4,750	\$0	\$4,750	39%
Subtotal: Professional Services	\$20,550	\$7,500	36%		\$0	\$11,250	\$1,800	\$13,050	64%
TOTAL (all categories)	\$165,132	\$7,500	5%		\$57,299	\$50,183	\$50,609	\$158,091	96%

PY 2019 CDBG OTHER REVENUE SUMMARY

This chart provides more information about "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 Private?
United Way	Grant	\$10,000	Secured	Immediately	Unrestricted	Private
JCCC Foundation	Grant	\$1,850	Secured	Immediately	Program	Private
BCBSIL	Grant	\$5,000	Pending	7/1/2019	Program	Private
Individuals/winter appeal	Donations	\$10,144	Pending	12/01/19	Program	Private
Individuals/Events	Donations	\$23,189	Secured	Immediately	Unrestricted	Private
Tuition Fees	Earned Revenue	\$57,299	ongoing	Immediately	Unrestricted	Private
Illinois State Board of Education	Grant	\$50,609	Secured	Immediately	Program services	State
		\$0				
TOTAL, where applicable		\$158,091				

Agency Name: The Day Nursery

PY 2019 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 Village of Oak Park 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.

In order to accommodate the reduction in the amount received from the CDBG grant from the amount we requested; we made the following changes to the budget:

We eliminated the time allocated to the project of one of our floater Teaching Assistants (TA3) – eliminating this TA from the project budget frees up \$6203 from the original budget. This reduces the total salaries for teachers and teacher aides to \$94,080 and reduces the total salaries devoted to the project to \$109,567. No CDBG funds will be allocated to salary cost in the revised budget.

Calculating benefits cost at 10% of salary, reduces that item to \$10,957. No CDBG funds allocated to benefit cost. Calculating payroll taxes as 7.4% of salary cost reduced that figure to \$8,108. Again, no CDBG funds allocated

The only cost for the project where we would like to allocate the CDBG funds is \$7,500 for the first year of the fitness program specialists. This amounts to 61% of the total line item, but only 5% of the total program budget – far below the percent of total Oak Park persons served to total persons served.

Due to The Day Nursery's policy that *all* children served should receive *all* enrichment programming, The Day Nursery has not reduced the number of children served by this program. The Day Nursery made the decision to reallocate certain funding of "other funding" received and pending to help support this program.

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 200.

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 200.

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 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 ensure 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**

Village of Oak Park
Personnel Manual

Adopted 2/7/87

Exhibit D: PY 2019 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 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	Q1		Q2		Q3		Q4		TOTAL	
	RACE (Including Hispanic)	ETHNICITY Hispanic	RACE (Including Hispanic)	ETHNICITY Hispanic	RACE (Including Hispanic)	ETHNICITY Hispanic	RACE (Including Hispanic)	ETHNICITY Hispanic	RACE (Including Hispanic)	ETHNICITY Hispanic
Black/African American									0	0
Asian									0	0
American Indian or Alaska Native									0	0
Native Hawaiian or Other Pacific Islander									0	0
American Indian or Alaska Native AND White									0	0
Asian AND White									0	0
Black/African American AND White									0	0
American Indian /Alaska Native AND Black/African American									0	0
Other Multi-Racial	0	0	0	0	0	0	0	0	0	0

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

Project Goals		Total Oak Park Extremely Low/Low/Moderate Income Beneficiaries (Q-80% median income)	
Total of all persons benefitting (without regard to income or residency)	0		
Number of all Extremely Low, Low and Moderate Income persons to be served	0		
Percentage of LMI benefit	#DIV/0!		
Number of all Oak Park persons benefitting	#DIV/0!		
Percentage of Oak Park persons benefitting	#DIV/0!		
Number of Extremely Low, Low and Moderate Income Oak Park persons to be served	0		

Exhibit E: PY 2019 Final Report Form, Oak Park CDBG Program

FINAL REPORT COMPONENT (Please explain even if you exceeded goals)

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	
Other funds expended and their source:	
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