

## **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 HEPHZIBAH CHILDREN'S ASSOCIATION, an Illinois not-for-profit Corporation (hereinafter the "Subrecipient").

### **RECITALS**

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

**WHEREAS**, Subrecipient has applied to the Village for CDBG funds for the 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 personnel costs for the Social Worker, who will provide services and support for at-risk children and families. A total of 280 persons (227 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 sixteen thousand dollars (\$16,000) (hereinafter the "Grant Funds") to be paid in accordance with the terms of this Agreement. The Subrecipient acknowledges and agrees that only those budget line items and percentages that appear in its Program Year 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 <sup>st</sup> Quarter: October–December, 2019	Progress report due by January 15, 2020
2 <sup>nd</sup> Quarter: January–March, 2020	Progress report due by April 15, 2020
3 <sup>rd</sup> Quarter: April–June, 2020	Progress report due by July 15, 2020
4 <sup>th</sup> 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  
Hephzibah Children's Association  
946 North Boulevard  
Oak Park, Illinois 60301

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

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

20. **COUNTERPARTS; 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**

**HEPHZIBAH CHILDREN'S ASSOCIATION**

\_\_\_\_\_  
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 #51

## Submission information

Form: Village of Oak Park CDBG Public Services Proposal <sup>(1)</sup>

Submitted by hephzibah2

Wed, 2019-02-06 16:22

12.106.137.34

### 1. Applicant Information

#### A. Organization Information

##### 1. Organization Name

Hephzibah Children's Association

##### 2. Organization Mailing Address

1144 Lake Street

##### 3. Organization Phone

7086497140

##### 4. Executive Director

Merry Beth Sheets

##### 5. Email Address

mbsheets@hephzibahhome.org

##### 6. FEIN #

36-2167096

##### 7. DUNS #

0694864699

#### B. Project Information

##### 1. Proposed Project Name

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

##### 2. Proposed Project Address

946 North Boulevard, Oak Park, Illinois 60301

##### 3. Project Manager/Primary Contact

Amy O'Rourke

##### 4. Secondary Contact

Julie Dvorsky

**5. Proposed Project Phone Number**

7086497140

**6. Email Address**

aorourke@hephzibahhome.org

**C. Type of Organization**

Private non-profit

**D. Project Overview**

**1. Total CDBG dollars requested**

\$ 30,000

**2. Total project budget**

\$ 73,750

**3. Total Low/Moderate Income Persons Served Annually**

202

**4. Brief project description and purpose**

Hephzibah's full-time social worker works with at-risk, low-income families in Oak Park and River Forest to reduce stress and economic insecurity, and strengthen the social, emotional, and academic development of their children.

**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?**

Yes

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

No

**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**

## **I. Background & Need**

In 1987, Hephzibah established a Family Support Program to reduce the number of incidents of child abuse and neglect in Oak Park and River Forest. As part of the program, a social worker provides support, crisis intervention and referral services to at-risk families. Support services provided to families through this program include respite care, substance abuse referrals, homemaker services, day care, funding for family necessities in times of critical need, and parent skills training, as well as in-home visiting for families with preschool children who are at high-risk of abuse or neglect.

With significant numbers of single-parent households and households with both parents working, there is a high demand for quality after-school and summer day care in Oak Park. For more than 40 years, Hephzibah has provided an after-school and full-day summer Day Care Program serving the eight Oak Park elementary schools. As part of delivering comprehensive program services, staff determined that some children and families needed additional support, both within the program setting and outside of the setting. To address the needs of these children/families, in the late 1980s, a Day Care Program social worker position was established. The social worker works with the children to address issues of physical and verbal aggression; on developing self-control and managing impulses in large group settings; trusting adults; and developing healthy relationships with peers. She also helps identify and support academic needs that can be addressed in the day care setting through tutoring and homework help. The social worker determines the needs of the children through direct observations, referrals from school staff and day care supervisors and staff, and contact with families. Families in the Day Care Program may receive a variety of services including case management, referrals to other community programs and agencies, and emergency financial assistance.

For qualifying families in Oak Park and surrounding communities, Hephzibah has operated a classroom-based Head Start program for 47 preschool children at Hephzibah Home in Oak Park since 2011. The Head Start program is accredited by the National Association for the Education of Young Children, and received the Gold Circle of Quality from ExceleRate Illinois. This top ranking recognizes early education programs that meet the highest quality standards in three key areas: learning environment and teaching quality, administrative standards, and training and education.

The Head Start program focuses on nurturing, educating and enriching the children to prepare them for Kindergarten and beyond and fostering their growth and development in language, literacy and mathematics. Hephzibah's home-based Early Head Start program is for 12 children from birth to 3 years old. The social worker works with the parents to promote and build their child's cognitive, social and emotional development. In both the Head Start and Early Head Start programs, the social worker engages the families to support positive parent-child relationships, promote family well-being and develop strong networks within the community. This position reports to both the Day Care Program (Head Start) and Family Based Services Program (Family Support), which enhances the continuity of services to children and families and improves the outreach to families in crisis.

Providing social work services to children in after-school day care is a priority for



Hephzibah, and the efficacy of these services is reflected in the findings of three large-scale scientific reviews by the Collaborative for Academic, Social, and Emotional Learning entitled "The Positive Impact of Social and Emotional Learning for Kindergarten to Eighth-Grade Students," (Payton, J. et al., December 2008). The results of the studies indicate that these programs have both short- and long-term benefits with regard to children's behaviors, interactions with their peers and with adults, and academic success. With Oak Park District 97 placing a high value on children's social and emotional development in the classroom setting, Hephzibah's Day Care Program complements this focus of the District and fills a critical need in teaching children key life skills such as resilience, responsibility, conflict resolution, persistence and cooperation.

By working with preschool and younger children and their families in the Head Start program, Hephzibah is providing children with the tools to thrive with regard to social-emotional and intellectual development and strong and supportive families. Young children from low-income families who do not attend a Head Start program or other high-quality preschool program frequently do not progress developmentally, socially, behaviorally and academically at a rate consistent with their peers and thus do not possess the skills needed to be successful in school and beyond.

Current data indicates that approximately 8.3-8.5 percent of Oak Park residents and 5.6 percent of children are living below the federal poverty line. Living in poverty has many negative consequences affecting children's physical and mental health, social and emotional development, and academic achievement. Many of these families experience periods of extreme economic insecurity when they are unable to purchase food, infant formula, diapers, clothes and household supplies; pay rent or utilities; and/or secure transportation to get to medical appointments and work. In addition, there is an increased likelihood of domestic violence, child abuse and neglect during periods of crisis and stress, as well as the prevalence of family dissolution. While many families express concern over how expensive it is to live in Oak Park, they wish to remain in the community because of the high-quality schools, safe neighborhoods and proximity to families and friends. Hephzibah's Family Support Program continues to meet the needs of these families in times of crisis by providing short-term emergency assistance, case management and referrals to collaborating agencies to address longer-term needs.

## **II. Approach**

### **a. Purpose**

The role of the social worker in the Family Support Program is to respond quickly to stabilize and strengthen Oak Park families who are experiencing a crisis. She accomplishes this by providing a range of supportive services consistent with the family needs, and connecting families with appropriate partner agencies and community programs. These include referrals for housing assistance, mental health and substance abuse treatment, academic support, parenting classes, domestic violence intervention, financial counseling and job readiness training. She also works to secure emergency financial assistance to help families meet basic needs such as food, clothing, diapers, utilities and transportation. Families may contact her directly or they may be referred .

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

In the Head Start classroom and in the homes of the Early Head Start families, the social worker provides support for children who have high needs and exhibit developmental concerns. She works closely with parents and family members to ensure they can identify and are prepared to address issues that arise.

Consistent with the national objective of serving low- and moderate-income persons, more than 72% of the families in the communities who receive services from Hephzibah's social worker are low or moderate income. More than 90 percent of the children in the Head Start programs are from low-income families, and approximately 30 percent of the children in the Day Care Program are from low and moderate-income families.

**b. Target Populations**

In the period from October 2019 to September 2020, Hephzibah expects to provide services to the following groups:

20 families in the Family Support Program, with a total of 20 adults and 35 children. We expect 65 percent of the families to be African American, 15% Caucasian, and 20% Hispanic, biracial or other race/ethnicity. More than 90% of the families will be low income, and 92% will reside in Oak Park and 8% from River Forest.

55 children in the Head Start and Early Head Start Programs, along with 60 adults and 20 additional siblings, totaling 135 persons. We expect 50% of the children to be African American, 4% Caucasian, and 46% Hispanic, biracial or other race/ethnicity. Most (90%) of the children will be from low-income families, and 64% will reside in Oak Park, with the remainder in surrounding communities.

60 children in the Day Care and Summer Camp program, along with 30 other family members (primarily parents), totaling 90 persons. We expect 56% of the children to be Caucasian, 24% African American, and 20% Hispanic, biracial or other race/ethnicity. One-third of the families will be low or moderate income, and 100% will reside in Oak Park.

As displayed in the Logic Model, there will be a total of 280 unduplicated persons served by the three programs, with 170 children and 110 adults. An estimated 43% will be African American, 17% Caucasian, and 40% Hispanic, biracial or other race/ethnicity. We project 72% will be very low, low and moderate income, and 81% will reside in Oak Park.

To attend the after school Day Care and Summer Camp, the children must be enrolled in a District 97 elementary school, and the parent(s) must be working or

enrolled in school. There are no income restrictions; however, lower income families may receive a fee discount on a sliding scale or a full scholarship to attend the day care. Hephzibah also accepts CCAP, the state-subsidized child-care assistance program.

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

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

### **c. Strategies**

The social worker has four primary strategies and activities while working with children and families in the Family Support Program:

1) Recruitment - families may contact the social worker directly or they are referred by community providers such as New Moms, the Community Mental Health Board of Oak Park Township and The Children's Clinic.

2) Intake - the social worker interviews the family members to assess the situation and determine the type of assistance the family requires to alleviate the crisis and related stress. She completes an intake form, which includes demographic information about the family, such as race and ethnicity, household size and income, and a Family Support Program Client Agreement between the parents and the Hephzibah worker. Families receive a Statement of Client Rights, which details client confidentiality procedures, client rights, agency antidiscrimination policies, grievance procedures and agency and client responsibilities.

3) Provision - upon assessing the family's situation and their needs, the social worker provides services to the family, which may include obtaining the support of the extended family, coordinating with other community agencies to provide services to the family, and providing emergency assistance to meet specific needs such as food, housing, utilities, and diapers and formula for infants.

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

In working with children and families in the Day Care Program, the social worker follows the following strategies and activities:

1) Assessment - through observation, the social worker determines which children may be in need of her services. Also, school staff, day care staff and supervisors, and families bring specific children to her attention. Typical issues that stand out are physical and verbal aggression, self-control and impulse control problems, and negative relationships with peers and/or adults.

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

3) Exit Procedures - after the presenting issues are resolved, the social worker informs staff and parents of the progress that was made. Follow-up services may be provided as needed throughout the child's enrollment in the Day Care Program.

In working with children in the Head Start and Early Head Start Program and their families, the social worker has the following strategies and activities:

1) Assessment - The social worker assesses the needs of the children and parents through several means including daily interaction in the Head Start classrooms; monthly (and more often, if needed) home visits to the Early Head Start families; monthly parent information meetings for Head Start; and biweekly socialization events for the Early Head Start children and parents. As part of the assessment, she sets goals for the children with regard to their behavior, academic performance and socialization. In addition, she works with the parents, especially in the Early Head Start program, to set goals with regard to a wide range of issues, such as early literacy; social, emotional and motor development; and nutrition. She also assists the parents in setting personal goals such as seeking a new job, getting a GED or attending college.

2) Service Provision - with the goals mentioned above as a starting point, the social worker works with the children and parents on steps to achieve these goals. Both individually and in groups, she helps the children learn about age-appropriate topics such as friendship, sharing, feelings and empathy. In her monthly home visits, she observes the parents' interactions with their children, talks to them about parenting strategies, and models developmentally appropriate interactions with the children.

3) Exit Procedures - generally the children stay in the Head Start program for the entire academic year, though there have been a few instances where a child has left the program in the middle of the year. If this happens, the social worker will seek to smooth the transition from Head Start to the program the child will be entering next. At the end of the year, the social worker reviews with the parents the progress made

and determines what goals are remaining. If the child will be entering Kindergarten the following year, she will help the child and parent with the transition.

The importance of social and emotional development for preschool and elementary school children is critical in terms of improving the children's behaviors, relationships and academic performance. The review cited previously entitled "The Positive Impact of Social and Emotional Learning for Kindergarten to Eighth-Grade Students," highlights that social- emotional learning is an evidence-based strategy with a wide range of positive short- and long-term impacts on the children. In particular, the social worker and program staff have identified children in transition, for example children starting a new school (e.g., Kindergartners, incoming 6th graders) and children with family transitions (e.g., parents divorcing), as in need of specific attention and services. The social worker's significant involvement in both the Head Start and the after-school Day Care Programs, with her primary focus being social-emotional development is an important benefit for Oak Park children.

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

#### d. Timeline

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

### III. Outcomes & Evaluation

#### a. Goal Statement

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

#### b. Narrative

##### 1. Ensuring Outputs/Outcomes

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

Participation will be by 280 unduplicated persons, which includes:

- 55 persons from Family Support,
- 135 persons from Head Start
- 90 persons from Day Care.

Of these 280 persons, 72% or 202 unduplicated persons will be extremely low, low, or moderate income and of 81% of the participants will be from Oak Park.

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

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

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

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

The director of Day Care and director of Family Based Services will have primary responsibility for assuring the timely and accurate collection of data and surveys. The social worker and administrative assistant collect and analyze the data. The grants manager will work with the directors and the social worker to assure the timely reporting of data to the Village of Oak Park.

## **2. Documenting Income**

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

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

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

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

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

### **3. Evaluation Process**

Following federally mandated guidelines for determining the children's progress, the Head Start program, under the direction of Melissa Smith and Amy O'Rourke, tracks the children's social, emotional, academic and behavioral progress three times during the school year using an assessment tool "Teaching Strategies Gold," which is widely regarded for its high level of reliability and validity. In addition, both the Early Head Start and classroom-based Head Start programs administer two diagnostic assessments at the beginning of the school year to identify specific needs of the children. These assessments, the Ages and Stages Questionnaire and the Early Screening Inventory, are generally given once each year; however, if a child has a specific and significant need that is identified through the screenings, the assessments will be repeated to track the child's progress.

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

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

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

Amy O'Rourke, director of Day Care, Julie Dvorsky, director of Family Based Services, and Melissa Smith, Head Start administrator, will collect and analyze these data quarterly. Hephzibah will report the results of the evaluation of this program to CDBG in the final report.

#### IV. Organization Capacity

##### **a. Mission & Experience**

Hephzibah has a rich and esteemed history of caring for vulnerable children and helping families in need. Hephzibah is Oak Park's oldest social service agency, founded in 1897 when village resident Mary Wessels opened her home to two young boys. Later, when a local orphanage was destroyed by fire, Mary took in a dozen orphans and made it her calling to care for society's most vulnerable children. She named the children's home after her mother as an expression of her mission to create a nurturing haven for children in need. At Hephzibah, these children found safety, sustenance, comfort and love.

What began with the group home has grown and expanded over the years to meet the changing needs of the community and clients. Today, Hephzibah is recognized for its innovative and responsive programming for children and families in great need.

Hephzibah's Group Home - one of the only residential treatment centers in the state that is equipped to care for severely traumatized children - provides a loving, caring, safe environment for 26 children ages 3 to 12, while they receive the essential intensive therapy and educational services needed to heal and to begin the long journey to recovery. Each child has endured an emotional roller coaster of multiple failed placements, whether with relatives or foster families, and for many, Hephzibah is their first experience living in a safe, stable and supportive home. Most of the children are African American (45%) or Caucasian (40%), and nearly 60% are boys. Two-thirds of the children are from Metropolitan Chicago, with the remainder from throughout Illinois.

Hephzibah's Family Based Services Program provides foster care services to



more than 100 families, as well as intensive case management and support services for more than 100 low-income families in crisis due to poverty, homelessness, joblessness, chronic illness, mental instability or substance abuse. These families live in Chicago or the western suburbs, with the majority being single-parent households, and approximately one-half are African American with the remainder Caucasian, Hispanic, Asian or biracial. Hephzibah staff members stabilize, strengthen, enhance and preserve family life by providing services that help families in crisis and enable children to remain safely at home. For example, Hephzibah recently helped a single mother who was a participant of both the Early Head Start and Head Start Programs. She had a preschool child in our Head Start program and was pregnant. The pregnancy was high risk, and the mother was in and out of the hospital. Hephzibah connected the mother with another Head Start family, who was able to provide transportation for the preschooler to attend school more consistently. Additionally, Hephzibah was able to provide supplies for the new baby. Hephzibah also assisted the child's grandmother with gift cards for food and household items, as she became the substitute caregiver while the mother was in the hospital. Mother delivered a healthy baby, although not full-term. Mother was thankful that Hephzibah's support helped decrease her stress during the high-risk pregnancy and increase the positive health outcomes for the newborn.

The Family Based Services team also secures permanent homes through adoption for children who cannot be returned to their biological families; and operates special programs such as Camp HepSIBah Summer Sibling for children living in our group home and in foster care who have been separated from their biological siblings who are living in different group, foster or adoptive homes. The camp is one of several events held throughout the year to bring siblings together to strengthen family bonds.

Hephzibah's Day Care Program provides essential after-school and summer programming for more than 600 children in Oak Park, as well as a classroom-based Head Start program for more than 50 preschool children, and in-home Early Head Start services for 12 infants and toddlers. The focus of these programs is assuring that the children achieve their full social, emotional and intellectual potential, and that their families receive needed support.

During the past fiscal year, Hephzibah had several major achievements, including:

- We increased trauma-informed therapeutic services to meet the needs of severely abused and neglected children. Clinical staff received additional training in trauma-focused cognitive behavioral therapy (TFCBT) and implemented this model in all therapeutic settings. Group home and Family Based Services staff were trained in trauma-informed best practices and therapeutic frameworks. In addition, foster parents and volunteers who work with children were offered trauma-informed training to enhance and strengthen a comprehensive support network for all children in our care.
- Hephzibah increased its investment in stabilization and permanency for the highest risk foster care cases. Because children transitioning from hospitalization, group homes or other institutional settings to foster care require

the most intense level of support and are at higher risk for placement disruption, Hephzibah hired additional staff to help them successfully transition to a family environment.

- Hephzibah continued its investment in high quality care and low staff/child ratios. Our staff-to-child ratio is 1:2.5 in the Diagnostic Treatment Center and 1:3 in the Residence. This staffing level is significantly higher than the state-mandated ratio of 1:5 for group home environments allowing us to offer exceptional personalized care for the highest needs children.

Hephzibah works closely with Oak Park District 97 Elementary Schools to meet the educational needs of the 26 children, ages 3-12, living in our group homes. In addition to their emotional, psychological, behavioral and medical needs, all of the children have high academic needs due to trauma they experienced and inconsistent schooling. Ninety percent of the children at Hephzibah Home receive special education services, with one-half attending a therapeutic school. The children are on average two grades behind in reading and math. To address the children's significant educational needs, Hephzibah provides a year-round, multifaceted educational enrichment program that includes an intensive reading program, after-school tutoring, technology mentoring, educational partnerships, and field trips.

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

Sarah Bielecki has her master's degree in social work and is a licensed clinical social worker in Illinois. She has been with Hephzibah for 16 years, first as a site supervisor for the Day Care Program for six years, before becoming the Day Care social worker. She has also been the Family Support social worker for five years and the Head Start social worker since September 2015. She has extensive experience working with preschool and elementary school children, as well as at-risk families.

#### **b. Ability to Meet Reporting Requirements**

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

Hephzibah has a tracking system for the work that the social worker does with children and families using Excel spread sheets that has helped considerably with the reporting of data for the CDBG program. We do not envision any issues with regard to reporting these data to the Village of Oak Park. In addition, after one quarter of reporting for the current grant period, Hephzibah is on target to

meet the goals listed on the previous year's application with regard to program participation.

**c. Collaboration with Others**

Hephzibah collaborates with a wide range of local agencies to ensure that children and families receive appropriate care and services. Hephzibah works very closely with Oak Park District 97 regarding the education of children in the Group Home and regarding the Day Care Program located at each of the eight Oak Park elementary schools.

Hephzibah works collaboratively with the following agencies:

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

As 36% of the children from the Head Start program are from surrounding communities, the social worker works with several local school districts, in addition to District 97 in Oak Park. This collaboration is especially important for the older Head Start children entering Kindergarten in schools outside of Oak Park.

**V. Budget Narrative**

**a. Budget Description**

The social worker position is full-time providing services and support for at-risk Oak Park children and families in three Hephzibah programs. She spends approximately 40% of her time in the Day Care and Summer Camp programs, 50% of her time in the Head Start programs and 10% in the Family Support program.

Of her salary, benefits and taxes totaling \$63,750, Hephzibah is seeking 47%, or

\$30,000 from CDBG. The remainder of the personnel costs (\$33,750) will be from Day Care and Summer Camp parent fees and Federal pass thru funding for Head Start.

In addition, Hephzibah seeks \$10,000 in grant funding from private foundations and corporations for emergency assistance. No funding from CDBG will be used for emergency funds.

Therefore, of a total project budget of \$73,750, Hephzibah is seeking \$30,000, or 41%, from CDBG, which is well below the percentage of total Oak Park persons to total persons served (81%).

#### **b. Alternate Revenue Sources**

Because the social work position is a priority at Hephzibah, the agency makes every effort to assure its full funding and implementation. Day Care and Summer Camp fees will cover 35% of program costs; Head Start funding will cover 11% of program costs; and grant funding will be sought for 14%. If the full amount of requested funding is not received from CDBG, Hephzibah will seek grant support from foundations and corporations to cover the cost, as well as use additional parent fees and general contributions to cover the shortfall.

### **3. Attachments**

#### **Timeline**

[cdbq\\_public\\_services\\_timeline\\_form\\_5.pdf](#) <sup>[2]</sup>

#### **Logic Model**

[cdbq\\_public\\_services\\_logic\\_model\\_chart\\_5.pdf](#) <sup>[3]</sup>

#### **Articles of Incorporation and By-Laws**

[hephzibah\\_articles\\_of\\_incorporation\\_and\\_bylaws.pdf](#) <sup>[4]</sup>

#### **Non-Profit Determination (IRS Letter)**

[irs\\_determination\\_letter.pdf](#) <sup>[5]</sup>

#### **List of Board of Directors**

[fy\\_19\\_board\\_of\\_directors\\_11-2018.pdf](#) <sup>[6]</sup>

#### **Organizational Chart**

[hca\\_organization\\_chart\\_executive\\_team\\_day\\_care\\_2019.pdf](#) <sup>[7]</sup>

#### **Resumes**

[hca\\_resumes.pdf](#) <sup>[8]</sup>

**Financial Statement and Audit**

[hca fy 19 budget and audited financial statement.pdf](#) <sup>[9]</sup>

**Conflict of Interest Statement**

[conflict\\_of\\_interest\\_2019.pdf](#) <sup>[10]</sup>

**Anti-Lobbying Statement**

[lobbying\\_statement\\_2019.pdf](#) <sup>[11]</sup>

**EEO Form**

[eeoc report as of 2.18.19.pdf](#) <sup>[12]</sup>

**Statement of ADA Compliance**

[americans with disabilities act statement of compliance 2019.pdf](#) <sup>[13]</sup>

**Intake Documentation**

[hca intake forms 2019.pdf](#) <sup>[14]</sup>

**Support Statements****Budget Worksheet**

[py 2019 cdbg project budget-other revenue summary mt.xlsx](#) <sup>[15]</sup>

**Project Client-Evaluation Tool**

[evaluation tools 2.pdf](#) <sup>[16]</sup>

**4. Proposal Agency Information & Verifications****1. Name of Authorized Official of Applicant Organization**

Merry Beth Sheets

**2. Title of Authorized Official of Applicant Organization**

Executive Director

**3. Date of Submittal**

Wed, 2019-02-27

**4. Affirmation**

I agree

**Source URL:** <https://www.oak-park.us/node/4323/submission/14707>

**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\\_5.pdf](https://www.oak-park.us/sites/default/files/webform/cdbg_public_services_timeline_form_5.pdf)

[3] [https://www.oak-park.us/sites/default/files/webform/cdbg\\_public\\_services\\_logic\\_model\\_chart\\_5.pdf](https://www.oak-park.us/sites/default/files/webform/cdbg_public_services_logic_model_chart_5.pdf)

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[5] [https://www.oak-park.us/sites/default/files/webform/irs\\_determination\\_letter\\_4.pdf](https://www.oak-park.us/sites/default/files/webform/irs_determination_letter_4.pdf)

- [6] [https://www.oak-park.us/sites/default/files/webform/fy\\_19\\_board\\_of\\_directors\\_11-2018.pdf](https://www.oak-park.us/sites/default/files/webform/fy_19_board_of_directors_11-2018.pdf)
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- [14] [https://www.oak-park.us/sites/default/files/webform/hca\\_intake\\_forms\\_2019.pdf](https://www.oak-park.us/sites/default/files/webform/hca_intake_forms_2019.pdf)
- [15] [https://www.oak-park.us/sites/default/files/webform/py\\_2019\\_cdbg\\_project\\_budget-other\\_revenue\\_summary\\_mt.xlsx](https://www.oak-park.us/sites/default/files/webform/py_2019_cdbg_project_budget-other_revenue_summary_mt.xlsx)
- [16] [https://www.oak-park.us/sites/default/files/webform/evaluation\\_tools\\_2.pdf](https://www.oak-park.us/sites/default/files/webform/evaluation_tools_2.pdf)



# PY 2019 CDBG Public Services

As with all application components, please carefully read the Instructions

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

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

Inputs	Outputs		Outcomes		Measurement/Indicator for Short Term Outcomes
	Activities	Participation	Short Term	Intermediate/Long Term	
Social Worker  Head Start, Day Care and School Staff  Community Agencies	Recruitment	280 Total unduplicated persons served (without regard to income or residency)	For families:	For Families:	For Families:
	Intake and Assessment		-Decrease stress	Prevent child abuse and neglect	Survey that measures satisfaction with services provided by Hephzibah
	Service Provision		-Improve social support	Prevent family breakup	Tracking of goals set by parents
	For Families: -case management, referrals, emergency assistance	202 Extremely Low, Low and Mod-Income Persons served	-Reduce economic instability	Increase the likelihood of staying in Oak Park	For Children:
	For Children: -one-on-one and group counseling sessions	227 Oak Park persons served	-Improve parenting skills	For children:	Staff observation to assess peer and adult relationships, social skills, coping skills, and emotional expression
	Exit Process	179 Extremely Low, Low and Mod-Income Oak Park Persons Served	For children: -Improve social skills	Increase readiness for transitions to preschool and kindergarten (Head Start children) and 6 <sup>th</sup> grade (Day Care children)	Assessments focusing on language, literacy and math skills and social-emotional development
			-Improve language, literacy, and math skills	Improve social-emotional development	
			-Increase appropriate behaviors		



PY 2019 Timeline, CDBG Public Services

Organization	Hephzibah Children's Association
Project Name	Services and Support for At-Risk Oak Park Children and Families
	<i>*See note at end of the document regarding beginning the timeline in July.</i>

Timeframe *	Activity	Person Responsible
Month 1 July	Family services and support in community and at schools – ongoing for all 12 months	Social Worker
	Outreach to community service providers to improve collaborative relationships – ongoing for all 12 months	Social Worker
	Refer Day Care children to Social Worker for assessment and services – ongoing for all 12 months	Day Care Staff, District 97 Staff, and Parents/Guardians
	Observe and assess children in Day Care program and provide services to the children - ongoing for all 12 months (more intensely in the summer program)	Social Worker
	Work with fifth graders who will be transitioning to middle school in the Fall	Social Worker and Day Care Staff
	Submit Third Quarter CDBG report and billing	Grants Manager, Director of Finance
Month 2 August	Review Day Care and Head Start applications	Social Worker
	Have initial meetings with all Head Start families	Social Worker
	Greet all Kindergartners and other children who are new to the Day Care Program	Day Care staff and Social Worker



	Work with fifth graders who will be transitioning to middle school in the Fall	Social Worker and Day Care Staff
Month 3 September	<p>Conduct Ages and Stages Questionnaire and Early Screening Inventory for all Head Start children</p> <p>Refer Head Start children to Social Worker for assessment and services – Ongoing during the school year September through June)</p> <p>Biweekly socialization group for Early Head Start children – ongoing throughout the school year</p> <p>Monthly home visits to each Early Head Start family – ongoing throughout the school year</p>	<p>Head Start staff</p> <p>Head Start Staff and Parent/Guardians</p> <p>Social Worker and Early Head Start teacher</p> <p>Social Worker</p>
Month 4 October	<p>Conduct first assessment of Head Start children using Teaching Strategies Gold</p> <p>CDBG funding cycle begins – begin data collection for new project year and first quarter</p> <p>Referrals for Holiday Food and Gift Basket program</p> <p>Submit Fourth Quarter/Final CDBG Report and billing</p>	<p>Head Start Staff</p> <p>Social Worker and Program Staff</p> <p>Social Worker</p> <p>Grants Manager, Director of Finance</p>
Month 5 November	Referrals for Holiday Food and Gift Basket program	Social Worker
Month 6 December	Deliver Holiday Food and Gift Baskets to Families	Social Worker
Month 7 January	Conduct Second Assessment of Head Start children using Teaching Strategies Gold	Head Start Staff

	<p>Administer surveys to families that accessed services during previous quarter</p> <p>Collect and analyze observational data</p> <p>Submit CDBG First Quarter Report and billing</p>	<p>Compliance Specialist and Family Based Services Director</p> <p>Day Care Program Director and administrative assistant</p> <p>Grants Manager, Director of Finance</p>
Month 8 February		
Month 9 March	Work with Head Start children (and their families) who will be transitioning to preschool or Kindergarten in the Fall	Social Worker, Head Start Staff and Staff from New School
Month 10 April	<p>Work with Head Start children (and their families) who will be transitioning to preschool or Kindergarten in the Fall</p> <p>Conduct Third Assessment of Head Start children using Teaching Strategies Gold</p> <p>Administer Surveys to families that accessed services during the previous quarter</p> <p>Collect and analyze observational data</p> <p>Submit CDBG Second Quarter Report and billing</p>	<p>Social Worker, Head Start Staff and Staff from New School</p> <p>Head Start Staff</p> <p>Compliance Specialist and Family Based Services Director</p> <p>Day Care Director and administrative assistant</p> <p>Grants Manager, Director of Finance</p>
Month 11 May	<p>Work with Head Start children (and their families) who will be transitioning to preschool or Kindergarten in the Fall</p> <p>Work with fifth graders who will be transitioning to middle school in the Fall</p>	<p>Social Worker, Head Start Staff and Staff from New School</p> <p>Social Worker and Day Care Staff</p>
Month 12 June	Meet and Greet the children who will be attending the full-day camp during the summer	Social Worker and Day Care Staff

	Prepare assessments on the social-emotional and academic progress of the Head Start children	Social Worker and Head Start Staff
	Work with fifth graders who will be transitioning to middle school in the Fall	Social Worker and Day Care Staff

\*Note – The Timeline begins with the quarter prior to the initiation of the CDBG grant period. The Timeline begins in July rather than October in order to align with the school year and to present activities performed by the Social Worker and others from the beginning to the end of the school year. The agency understands that payments and reports under this grant are for services provided from October 1, 2019, to September 30, 2020. Additional data collection and reporting will be done in July 2020 (third quarter report) and October 2020 (fourth quarter and final reports).

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

COMPLETE BOTH SECTIONS AND ATTACH THIS DOCUMENT TO YOUR PROPOSAL

**PY 2019 REVISED PROJECT BUDGET.** Project budget must include the entire project funding even if CDBG

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

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

	1	2	3		4	5	6	7	8
Project Expenses	Total Project Costs	CDBG Request Amount	CDBG % of Total Cost		Other Revenue - List Source	Other Revenue - List Source	Other Revenue - List Source	Total Other Revenues	Other Revenues % of Costs
Please ensure that percentages, subtotals & totals are listed.				Funding Source	Parent Fees	Head Start CH+A	Private Grants		
<b>Personnel Costs</b>									
Salaries	\$51,000	\$12,800	25%		\$20,400	\$6,600	\$11,200	\$38,200	75%
Benefits	\$7,650	\$1,920	25%		\$3,060	\$990	\$1,680	\$5,730	75%
Taxes	\$5,100	\$1,280	25%		\$2,040	\$660	\$1,120	\$3,820	75%
Other (Identify)	\$0	\$0	#DIV/0!					\$0	0%
Other (Identify)	\$0	\$0	#DIV/0!					\$0	0%
<b>Subtotal: Personnel Costs</b>	<b>\$63,750</b>	<b>\$16,000</b>	<b>25%</b>		<b>\$25,500</b>	<b>\$8,250</b>	<b>\$14,000</b>	<b>\$47,750</b>	<b>75%</b>
<b>Operating Costs:</b>									
Rent/Lease	\$0	\$0	#DIV/0!					\$0	0%
Utilities	\$0	\$0	#DIV/0!					\$0	0%
Telephone	\$0	\$0	#DIV/0!					\$0	0%
Postage	\$0	\$0	#DIV/0!					\$0	0%
Supplies	\$0	\$0	#DIV/0!					\$0	0%
Mileage	\$0	\$0	#DIV/0!					\$0	0%
Emergency Asst.	\$10,000	\$0	0%				\$10,000	\$10,000	100%
Other (Identify)	\$0	\$0	#DIV/0!					\$0	0%
<b>Subtotal: Operations</b>	<b>\$10,000</b>	<b>\$0</b>	<b>0%</b>		<b>\$0</b>	<b>\$0</b>	<b>\$10,000</b>	<b>\$10,000</b>	<b>100%</b>
<b>Professional/Services</b>									
Consultant	\$0	\$0	#DIV/0!					\$0	0%
Engineering	\$0	\$0	#DIV/0!					\$0	0%
Other (Identify)	\$0	\$0	#DIV/0!					\$0	0%
<b>Subtotal: Professional Services</b>	<b>\$0</b>	<b>\$0</b>	<b>#DIV/0!</b>		<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>0%</b>
<b>TOTAL (all categories)</b>	<b>\$73,750</b>	<b>\$16,000</b>	<b>22%</b>		<b>\$25,500</b>	<b>\$8,250</b>	<b>\$24,000</b>	<b>\$57,750</b>	<b>78%</b>

#### 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?
Day Care Parent Fees	Neither	\$25,500	secured	10/1/19	Day Care Only	Private
Children's Home + Aid	Grant	\$8,250	secured	10/1/19	Head Start Only	Federal pass thru
Private Grants	Grant	\$24,000	pending	unknown	emergency assistance/general need	Private
		\$0				
		\$0				
		\$0				
		\$0				
<b>TOTAL, where applicable</b>		<b>\$57,750</b>				

**Agency Name:** Hephzibah Children's Association

**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.

The Social Worker position is full-time providing services and support for at-risk Oak Park children and families in three Hephzibah programs. She spends approximately 40% of her time in the Day Care and Summer Camp programs, 50% of her time in the Head Start programs and 10% in the Family Support program.

Of her salary, benefits and taxes totaling \$63,750, Hephzibah is seeking 25.10%, or \$16,000 from CDBG. The remainder of the personnel costs (\$47,750) will be from Day Care and Summer Camp parent fees; Federal pass thru funding for Head Start; general contributions and private grants.

In addition, Hephzibah seeks \$10,000 in grant funding from private foundations and corporations for emergency assistance. No funding from CDBG will be used for emergency funds.

Therefore, of a total project budget of \$73,750, Hephzibah is seeking \$16,000, or 21.70%, from CDBG, which is well below the percentage of total Oak Park persons to total persons served (81%).

## **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 2 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 2 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 Swanson  
Village Manager**

*Village of Oak Park  
Personnel Manual*

*Adopted 3/31/87*

# 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	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
All unduplicated persons served during the reporting period should be included. Do not count a person in more than one quarter. If a person identifies as Hispanic, they also need to be counted under a race										
White										
Black/African American										
Asian										
American Indian or Alaska Native										
Native Hawaiian or Other Pacific Islander										
American Indian or Alaska Native AND White										
Asian AND White										
Black/African American AND White										
American Indian /Alaska Native AND Black/African American										
Other Multi-Racial										
0	0	0	0	0	0	0	0	0	0	0

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

Project Goals	
Total of all persons benefiting (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 benefiting	#DIV/0!
Percentage of Oak Park persons benefiting	#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?

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

Signature of Authorized Official	Typed or Printed Name	Date