

SUBRECIPIENT GRANT AGREEMENT

THIS SUBRECIPIENT GRANT AGREEMENT ("Agreement") is entered into as of the day of _____ October, 2020 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 2020 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 2020 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 Behavior Interventionist position, which provides academic and behavioral support and crisis intervention services for children who reside at Hephzibah Home and attend District 97 and therapeutic schools. A total of 60 persons (all 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 2020 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, 2020, 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, 2021. Any invoices submitted after October 31, 2021 shall not be paid by the Village.

5. PROGRAM YEAR.

A. The Subrecipient shall perform the Project beginning October 1, 2020 and ending on September 30, 2021 (hereinafter referred to as the "Program Year").

B. The Project shall be completed no later than September 30, 2021. Project costs shall not be incurred after the Program Year.

C. If the Subrecipient is delayed in the completion of the Project by any cause legitimately beyond its control, it shall immediately, upon receipt and knowledge of such delay, give written notice to the Village and request an extension of time for completion of the Project. The Subrecipient shall request an extension from the Village in writing at least thirty (30) days before the end of the Program Year. The Village shall either grant or deny the request for an extension in its discretion and shall provide notice to the Subrecipient of its grant or denial of the request.

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

6. COMPLIANCE WITH LAWS AND REGULATIONS.

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

B. The Subrecipient shall comply with the applicable administrative requirements set forth in the Code of Federal Regulations at 2 CFR 200.

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

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

2. Take action to ensure that applicants are employed without regard to race, religion, handicap, creed, color, sex, age, sexual orientation,

status as a disabled veteran or Vietnam era veteran, or national origin, with such action including, but not limited to the following: employment, upgrading, demotion or transfer, termination, rates of pay, other forms of compensation, selection for training, including apprenticeship; and

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

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

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

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

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

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

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

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

7. REPORTING AND RECORD KEEPING.

A. Subrecipient's Maintenance of Required Records.

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

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

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

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

The following schedule shall be applicable:

1 st Quarter: October–December, 2020	Progress report due by January 15, 2021
2 nd Quarter: January–March, 2021	Progress report due by April 15, 2021
3 rd Quarter: April–June, 2021	Progress report due by July 15, 2021
4 th Quarter: July–September, 2021	Progress report/Final report due by October 15, 2021

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: _____, 2020

Date: _____, 2020

ATTEST:

ATTEST:

Name: Vicki Scaman
Title: Village Clerk

Name:
Title:

Date: _____, 2020

Date: _____, 2020

EXHIBIT A
SUBRECIPIENT'S PROPOSAL

Submission #73

[View](#)[Edit](#)[Delete](#)[Printer-friendly version](#)[Previous submission](#)[Next submission](#)[Print](#) [Resend e-mails](#)

Submission information

Form: [Village of Oak Park CDBG Public Services Grant Submission Form](#)

Submitted by hephzibah2

Thu, 2020-02-13 16:55

12.106.137.34

1. Applicant Information

A. Organization Information

1. Organization Name

Hephzibah Children's Association

2. Organization Mailing Address

1144 Lake Street, Fifth Floor

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

Education and Behavioral Support and Services for Abused Children

2. Proposed Project Address

946 North Boulevard, Oak Park, IL 60301

3. Project Manager/Primary Contact

Jim Woywod

4. Secondary Contact

Mary (Molly) Pyne

5. Proposed Project Phone Number

7086497100

6. Email Address

jwoywod@hephzibahome.org

C. Type of Organization

Private non-profit

D. Project Overview**1. Total CDBG dollars requested**

\$ 30,000

2. Total project budget

\$ 72,982

3. Total Low/Moderate Income Persons Served Annually

up to 60

4. Brief project description and purpose

Hephzibah's behavior interventionist provides academic and behavioral support and crisis intervention services for up to 60 children annually who reside at Hephzibah Home and attend District 97 and therapeutic schools.

5. Population Served

Abused Children

6. Did you return any CDBG funds in program year 2018? If yes, explain why.

No

Explanation**7. Do you have a written Oak Park CDBG Policies and Procedures Manual?**

Yes

2. Project Narrative

I. Background & Need

Illinois ranks last in the nation regarding removal rate of children from their homes and has the longest length of stay in foster care among all 50 states. Thus, by the time Illinois children come into institutional or group home care like Hephzibah, they have been exposed to and endured significant, severe and sustained trauma related to abuse and neglect. Hephzibah is one of the very few organizations in the state equipped to care for the most severe cases of child abuse and neglect, and Hephzibah's Diagnostic Treatment Center is the only dedicated treatment center for young children in Illinois.

The goal of the Hephzibah Home is to provide for the psychological, emotional and physical needs of young children traumatized by severe abuse and neglect, and to integrate and deliver treatment and services that facilitate and support each child's long road to recovery. Hephzibah provides the children with the therapeutic care and support they need; a safe, stable and nurturing living environment; essential academic support and resources; and additional enrichment opportunities. Each year, up to 60 children ages 3-11 reside in the home for six months to several years depending on individual need. While at Hephzibah Home all children receive significant therapy to process the traumatic experiences they have endured and wrap around educational support to ensure academic progress.

All children who come to Hephzibah have been removed from their homes due to extreme abuse and neglect, following multiple failed foster placements and/or psychiatric hospitalizations. Traumatized children have high needs and they require intensive support in order to progress toward healing. The children have clinical levels of depression, anxiety and/or aggression, and many suffer from malnutrition, medical neglect, limited social skills and serious academic deficiencies. All of the children are youth in care of the State of Illinois and meet state and federal guidelines for extremely low income.

The long-term consequences of child abuse include: improper brain development; impaired cognitive and social-emotional skills; lower language development; high-risk for medical and psychological conditions; and alcoholism and drug abuse. The long-term behavioral and economic consequences show a strong correlation to higher risks of teen pregnancy, criminal behavior, dropout rates, and increased health, medical, child welfare, criminal justice and special education costs. In addition to trauma of severe physical and sexual abuse and neglect the children have experienced, they also have serious educational deficits. Low-income children face a number of disadvantages, particularly with regard to education. Poverty reduces a child's readiness for school because it leads to poor physical health and motor skills, diminishes a child's ability to concentrate and remember information, and reduces attentiveness, curiosity and motivation. In addition, research shows that parental involvement and support is critical to academic achievement. Because of the trauma they have experienced, inconsistent schooling and lack of parental engagement, when children come to Hephzibah Home, they are typically two or more grades behind in reading and math. Approximately 50 percent of the children attend Oak Park District 97 schools -- 90 percent of whom receive special education services. The remaining 50 percent attend therapeutic schools.

To address the educational needs of children in our care, Hephzibah employs three full-time staff dedicated to educational support and enrichment. The team provides year-round intensive, individualized support, complementary academic programming and necessary in-school behavioral supports. These supports not only assist children in meeting academic benchmarks, but also help build their confidence and engagement in their work. The goals of our education

enrichment program are to assist children in advancing toward age-appropriate academic benchmarks and to build a strong foundation for learning focused on reading and math skills. The education team is the academic advocate for each child and works in collaboration with all of the District 97 schools and the therapeutic schools our children attend. The behavior interventionist provides year-round 1-1 support, including in-school behavioral support services for children attending District 97 schools to ensure stability and academic progress within each academic environment. She also plans and manages the 10-week Summer Academic Enrichment Program for all children in the group home.

Hephzibah is accredited by the National Council on Accreditation for Children and Family Services and is recognized throughout the State of Illinois for its comprehensive, transformative programming; a highly trained and experienced staff; and strong and engaged community support. Our ratio of staff to children is 1:2.5 in the Residence and 1:3 in the Diagnostic Treatment Center, which is significantly lower than the state-mandated ratio of 1:5. Hephzibah's services far exceed state requirements. Funding from a Community Development Block Grant (CDBG) Public Services grant will be used to support the work of the behavior interventionist who works 1-1 with the group home children attending Oak Park District 97 public schools providing the appropriate supports and behavior interventions required to enhance learning for all children in the classroom. This position is unique as it allows for behavioral support and advocacy for Hephzibah children that is fully integrated within the individual classrooms and schools, and is also supported at the school district level.

II. Approach

a. Purpose

The group home's behavior interventionist provides 1-1 in-classroom support for Hephzibah children to maintain positive participation in the classroom. The behavior interventionist works directly with children when they exhibit behaviors or emotions that impede or disrupt learning and classroom activities, or present physical or emotional harm to themselves or other students and teachers within the school environment. She facilitates each child's successful completion of the school day and is the liaison between classroom teachers, school social workers, and school administrators with Group Home clinical and supervisory staff regarding support for the individual needs of each child. She supports the educational needs of children including daily school attendance, regular communication with schools, and supportive involvement with each school's administrative team and student support personnel. In addition, the behavior interventionist works with the schools to secure scholarships for Hephzibah children to participate in after-school arts and enrichment clubs and activities such as dance, cooking, sports and crafts.

The behavior interventionist monitors the children's functioning in the classrooms, providing intervention in accordance with DCFS Licensing Standards, Medicaid requirements, and Hephzibah policy, and follows all guidelines outlined by DCFS and Department of Mental Health/Developmental Disabilities documenting clinically acceptable and mental health focused interventions. Consistent with the national objective of serving low- and moderate-income persons, all of the children are youth in the care of the State of Illinois and meet state and federal guidelines for extremely low income.

b. Target Populations

For the period from October 2020 through September 2021, Hephzibah expects to provide services to up to 60 children ages 3-11. All children are referred for services from the Illinois Department of Child and Family Services and remain in Hephzibah's care typically for six months to several years depending on individual need. The demographic breakdown of children in the group home during the last fiscal year was:

- 74% African American
- 13% Caucasian
- 13% Hispanic

- 66% Male
- 34% Female

- 64% resided in Cook County prior to coming to Hephzibah
- 36% came to Hephzibah from counties throughout the Illinois

As displayed in the Logic Model, we anticipate a total of up to 60 group home children served by the behavior interventionist. An estimated 70% will be African American, 15% Caucasian, and 15% Hispanic. 100% are residents of Oak Park and all meet the state and federal guidelines for extremely low income.

Hephzibah has a significant focus on providing culturally competent services to 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.

The behavior interventionist is sensitive to the needs and expectations of all children who come to Hephzibah. As part of the intake and assessment process, the children are invited to define their relationship and how they want to refer to her support role. For instance, some children prefer to call her their "mom," "auntie," or "sister." Each child is supported in how he/she chooses to define his/her own family whether it is their Hephzibah family, their family of origin or a fictitious family.

As the primary school liaison, the behavior interventionist is the child's and the school's contact for all projects and activities ensuring that the children have the supplies/clothing/materials needed to actively participate and assimilate into classroom and school activities. For example, if a holiday or school celebration includes bringing in objects, materials, photographs or supplies that represent a child's ethnicity or family tradition, the behavior interventionist ensures that the child has an appropriate contribution.

c. Strategies

Hephzibah utilizes various evidence-based clinical approaches including Trauma-Focused, Cognitive Behavior Therapy (TF-CBT) and Attachment, Self-Regulation and Competency (ARC) to address the specific needs of the children living in our group homes, as well as children in foster care. Specialty therapists are trained in TF-CBT, and they utilize appropriate interventions and strategies in their sessions when appropriate. ARC is a treatment framework for caregivers to children who have endured complex and chronic trauma. All group home staff members are trained in the ARC model.

The behavior interventionist's strategies and activities include:

1) Intake. When a new child comes to Hephzibah, the behavior interventionist meets with the child to learn about his/her interests, fears, expectations, etc. and to explain her role and the process for attending school. To prepare the child for attending school, she takes the child prior to the first day for a tour and to meet the teachers, support staff and administrators the child will encounter. On the first day of school, she accompanies the child, and, while not immediately present in the classroom, remains in close proximity to provide support, when needed.

2) Behavior Support and Modification. The behavior interventionist is called to the classroom when a Hephzibah child experiences an emotional or behavioral response or crisis and the teacher or crisis prevention intervention (CPI-trained) staff are not able to successfully address the situation to permit instruction and learning to continue uninterrupted. Throughout the school day, the interventionist travels between schools providing immediate response – an estimated 40 interventions, including between 5-10 significant interventions, each week – to de-escalate the situation and assist the child in re-integrating into the classroom and lessons. When appropriate and necessary, the interventionist works with the teacher and other students to calm the learning environment and allow instruction to resume.

The interventionist also works with school staff on establishing positive behavior motivators for Hephzibah children. For example, children may be motivated toward safe behavior by earning private lunchtime with staff, extra recess time, or other individual time rewards.

3) Training. The behavior interventionist works closely with school administrators, resource staff and teachers on identifying triggers that can lead to emotional and behavioral crises, and also provides training on how to avoid and/or respond to triggering behavior. For example, because language referencing parents and families is often a trigger for children traumatized by abuse and neglect, teaching and resource staff are guided on appropriate alternatives (i.e. caregivers, adults in your home, etc.)

4) Summer Academic Enrichment. The behavior interventionist plans, organizes and operates the 10-week Summer Academic Enrichment Program for all group home children. The program supports learning, especially math and reading skills, and helps children advance toward age-appropriate academic levels and avoid the typical “summer slide” in learning.

d. Timeline

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

III. Outcomes & Evaluation

a. Goal Statement

To provide comprehensive, individualized support for Hephzibah children to ensure successful progression and integration in the academic setting.

b. Narrative

1. Ensuring Outputs/Outcomes

Hephzibah tracks and documents all significant interventions including behavior incident reports, physical management reports and suspensions. Academic progress is tracked using grade-level school and district testing. Summer academic progress is tracked by an external evaluator using appropriate pre- and post-testing programs.

The outputs for the behavior interventionist from the Logic Model include:

- intake and assessment services for each new child who comes to Hephzibah;
- essential in-school behavior supports and intervention to facilitate learning;
- daily communication with group home clinical and supervisory staff;
- training and support to school personnel;
- as-needed response and follow-up communication with children, families and school personnel.

Services are provided for all children (up to 60) who reside in Hephzibah's group home annually. All children are residents of Oak Park and meet federal and state guidelines for extremely low income.

The group home director has primary responsibility for assuring the timely and accurate collection, analysis and reporting of data. The behavior interventionist is responsible for collecting the data. The grants manager will work with the director and behavior interventionist to assure the timely and accurate reporting of data to the Village of Oak Park.

2. Documenting Income

All children in Hephzibah's Group Home are youth in care of the State of Illinois and are referred for services by the Department of Child and Family Services. As such, all of the children meet state and federal guidelines for extremely low income.

3. Evaluation Process

Hephzibah provides services to children who have been exposed to a number of different types of trauma and who have been removed from their homes. Most of the children have experienced multiple out-of-home placements and psychiatric hospitalizations prior to coming to Hephzibah. The children have experienced interrupted attachments, multiple layers of abuse and they have been exposed to severe trauma. Hephzibah utilizes four measurement tools to assess progress for all children in the group home. The Child and Adolescent Needs and Strengths (CANS) is a measurement tool required by the Department of Children and Family Services (DCFS) and measures trauma exposures, symptoms of traumatic stress, child strengths, life domain functioning (family, social functioning, etc.), acculturation, child behavioral/emotional needs and child risk behaviors. The Trauma Symptom Checklist for Young Children (TSCYC) was developed for children ages 3-12 and generates nine scores including anxiety, depression, anger/depression, PTSD-intrusion, PTSD-avoidance, PTSD-arousal, PTSD-total, dissociation, and sexual concerns. The Conners Comprehensive Behavior Rating Scale (CBRS) is a behavioral scale completed by multiple raters (caregivers, teachers, parent, etc.) and generates 13 content scales and subscales, and 12 Diagnostic and Statistics Manual of Mental Disorders (DSM) symptom scales. The Conners Clinical Index is a short form of the CBRS and is used to provide a clinical index score of the probability that the client meets the criteria of a diagnosable mental illness. The Vineland Adaptive Behavior Scales (VABS) measures adaptive

behavior for ages birth to 90 and generates scores in the areas of communication, daily living, socialization and motor skills. These measurements scales are administered by separate caregivers and are completed at 60 days, every six months and at discharge.

Hephzibah utilizes various evidence-based clinical approaches including Trauma-Focused, Cognitive Behavior Therapy (TF-CBT) and Attachment, Self-Regulation and Competency (ARC) to address the specific needs of the children living in our group homes, as well as children in foster care. Specialty therapists are trained in TF-CBT, and they utilize appropriate interventions and strategies in their sessions when appropriate. ARC is a treatment framework for caregivers to children who have endured complex and chronic trauma. All group home and family-based services staff members are trained in the ARC model.

In addition to mandated school district testing and assessments, Hephzibah uses the Woodcock Johnson (for children who are able to read) and the Dynamic Indicators of Basic Early Literacy Skills (for non-readers) to assess to identify and assess student academic skills. Both have a demonstrated high degree of reliability and validity.

Following DCFS-mandated reporting guidelines, Hephzibah Group Home Director Jim Woywod collects and reports on all significant events that occur in school and in the group home. These include physical management reports, behavior incident reports and school suspensions. Behavior interventionist Mary (Molly) Pyne is involved in an estimated 40 interventions each week ranging from brief support interactions with children to significant crisis interventions that may involve physical restraint and lead to school suspension.

The number of reported incidents of physical aggression requiring physical intervention (which include in-home and in-school) declined precipitously in both the Diagnostic Treatment Center and the Residence in FY 19 vs. FY 18 – evidence of the staff's utilization of de-escalation strategies. The number of school suspensions of students in the Diagnostic Treatment Center declined by 63 percent from FY18, and while there was a 25 percent increase in school suspensions for the Residence, one child experienced all of the four suspensions during the year. Psychiatric hospitalizations of children in the Diagnostic Treatment Center decreased in FY 19 by 50 percent, though two psychiatric hospitalizations of children in the Residence resulted in a 50 percent increase during the same period.

Hephzibah administers child satisfaction surveys for all children at quarterly intervals and conducts discharge interviews with each child to assess their likes, dislikes, experiences and sentiments about what they learned, how they improved, and things they would change.

Some responses to the discharge interview question “What did you learn at Hephzibah?” include:

“How to calm down and take deep breaths.”

“How to be safe and not fight.”

“Coping skills like punching a pillow or screaming into a pillow.”

“To tell people how I am feeling and take deep breaths.”

“To be nice and not be rude.”

“To stay calm and not hit other people.”

“How to manage my emotions.”

Responses to the question “What did Hephzibah help you with?” include:

“How to stop hitting/hurting myself.”

“How to follow directions.”

“It helped keep me safe.”

“Helped me to not fight over food.”

“How to play with my toys and not throw them.”

“To do homework.”

Our goal is to prepare children for a return to family life with biological family members or in loving foster and adoptive homes. Children are discharge from care when they are stabilized and demonstrate progress on the four measurement tools. In FY 19, all children in the Residence were successfully transitioned to a lower level of care.

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 up to 60 children each year ages 3 to 11, 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. Approximately 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 125 families, as well as intensive case management and support services for more than 150 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. 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:

- 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.
- In FY 2019, we served more children than any time in agency history – 1,323 children in total, including 227 families and 454 children through our Intact Family Services and Foster Care Programs.
- Hephzibah continued its investment in high quality care and low staff/child ratios. Our staff-to-child ratio is 1:2.5 in the Residence and 1:3 in the Diagnostic Treatment Center. 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 children 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.

Jim Woywod is the director of the Group Home has been with Hephzibah Children's Association since 1985. Prior to his current position, he worked in progressively responsible roles in the Day Care Program and the Group Home including as a supervisor and a coordinator. Mr. Woywod holds a master's degree in social work from Dominican University.

Mary (Molly) Pyne joined Hephzibah in 2012 as a group home residential counselor. To facilitate the children's success in the school setting, in 2014, Ms. Pyne assumed the role of

behavior interventionist, working with Hephzibah children attending all District 97 schools. She provides direct service to the children, monitoring their functioning in the classroom, providing appropriate mental-health interventions to stabilize behavior, manage crisis behavior and ultimately enabling the children to remain in the classroom and avoid suspension. Ms. Pyne bridges the gap between the school and home environments through daily school attendance and regular involvement with school personnel, and communicating with group home staff before and after each school day regarding the children's emotional and behavioral status. She maintains regular, ongoing communication with the clinical team including the clinical coordinator, social workers education coordinator and group home supervisors regarding each child's emotional and behavioral status.

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 services for at-risk children and the Family Support Program, for 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. We do not anticipate any issues with regard to reporting data to the Village of Oak Park.

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.

V. Budget Narrative

a. Budget Description

The behavior interventionist position is full-time providing behavioral and academic support and services for all children residing in Hephzibah's Group Home.

Of her salary, benefits and taxes totaling \$72,982, Hephzibah is seeking 41%, or \$30,000 from CDBG. The remainder of the personnel costs, \$42,982, will be funded through the Oak Park Elementary School District 97 and general contributions.

Therefore, for a total project budget of \$72,982, Hephzibah is seeking \$30,000, or 41%, from CDBG. All of the children served (100 percent) are victims of abuse and neglect, are residents of Oak Park, and meet all state and federal poverty guidelines.

b. Alternate Revenue Sources

Because the behavior interventionist position is a priority at Hephzibah, the agency makes every effort to assure its full funding and implementation. Oak Park Elementary School District 97 will cover 30% of program costs and grant funding will be sought for 29%. 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 general contributions to cover the shortfall.

3. Attachments**Timeline**

[py 20 cdbg public services timeline form final.pdf](#)

Logic Model

[cdbg public services logic model chart final.pdf](#)

Articles of Incorporation and By-Laws

[hephzibah articles of incorporation and bylaws.pdf](#)

Non-Profit Determination (IRS Letter)

[irs determination letter.pdf](#)

List of Board of Directors

[fy 20 board of directors 12-2019.pdf](#)

Organizational Chart

[org chart group homes rev2020.01.16 2.pdf](#)

Resumes

[resumes mbs jw mt mp.pdf](#)

Financial Statement and Audit

[fy 20 financial statement and audit.pdf](#)

Conflict of Interest Statement

[conflict of interest statement and policy.pdf](#)

Anti-Lobbying Statement

[lobbying_statement.pdf](#)

EEO Form

[2020 eeoc chart.pdf](#)

Statement of ADA Compliance

[ada_compliance.pdf](#)

Intake Documentation

[intake_forms_and_handbook.pdf](#)

Support Statements**Budget Worksheet**

[py 2020 cdbg project budget-other revenue summarymt.pdf](#)

Project Client-Evaluation Tool

[project_client_evaluation_tool_statement.pdf](#)

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

Thu, 2020-02-27

4. Affirmation

I agree

[Previous submission](#)

[Next submission](#)



PY 2020 CDBG Public Services

As with all application components, please carefully read the Instructions

Organization	Hephzibah Children's Association
Project Name	Academic Support Services for Abused and Neglected Oak Park Children

Goal Statement: To provide comprehensive, individualized support for Hephzibah children to ensure successful progression and integration in the academic setting.

Inputs	Outputs		Outcomes		Measurement/Indicator for Short Term Outcomes
	Activities	Participation	Short Term	Intermediate/Long Term	
Behavior Interventionist	Child intake and assessment	Up to 60 total unduplicated children affected by abuse and neglect served (without regard to income or residency)	Prepare children for school environment	Increase positive behaviors	Track significant events including behavior incident reports, physical management reports and suspensions.
Hephzibah Group Home Staff	In-school behavior support and crisis intervention	Up to 60 children (100 percent of all children served) Extremely Low, Low and Mod-Income	Support children in crisis to improve behavior	Facilitate learning and academic progress	Pre- and post-testing for Summer Academic Enrichment Program
District 97 school administrators, resource staff and teachers	Daily communication with group home clinical and supervisory staff	Up to 60 Oak Park persons served	Support teachers and student to promote learning	Stabilize the learning environment to promote learning	District 97 Standardized Testing, progress reports and report cards
	In-school and summer academic support and enrichment	Up to 60 Oak Park persons served	Communicate with Group Home and District 97 personnel	Improve social-emotional development	Attendance reports
	Training and support for District 97 school personnel	Up to 60 Extremely Low, Low and Mod-Income Oak Park Persons Served	Increase ability to express emotions in healthy positive ways	Facilitate learning to increase confidence and engagement in learning	
	Response and follow-up with other children,		Inform/respond to parents		
			Support and deliver year-round academic learning		

	teachers and parents of children in the classroom				
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PY 2020 Timeline, CDBG Public Services

As with all application components, please carefully read the Instructions

Organization	Hephzibah Children's Association	
Project Name	Education and Behavioral Support Services for Abused Children	
Timeframe	Activity	Person Responsible
Month 1 October	CDBG funding cycle begins – begin data collection for new project year and first quarter	Behavior Interventionist
	Provide daily in-classroom services and crisis intervention for all Hephzibah children attending District 97 schools.	Behavior Interventionist
Month 2 November	Provide daily in-classroom services and crisis intervention for all Hephzibah children attending District 97 schools.	Behavior Interventionist
	Facilitate Institute Day training for D97 staff, as requested.	Behavior Interventionist
Month 3 December	Provide daily in-classroom services and crisis intervention for all Hephzibah children attending District 97 schools.	Behavior Interventionist
Month 4 January	Provide daily in-classroom services and crisis intervention for all Hephzibah children attending District 97 schools.	Behavior Interventionist
	Submit CDBG First Quarter Report	Grants Manager
	Initiate planning and preparation for Summer Academic Enrichment Program including curriculum planning, testing, contracts for external resources, etc.	Behavior Interventionist

Month 5 February	<p>Provide daily in-classroom services and crisis intervention for all Hephzibah children attending District 97 schools.</p> <p>Planning and preparation for Summer Academic Enrichment Program</p>	<p>Behavior Interventionist</p> <p>Behavior Interventionist</p>
Month 6 March	<p>Provide daily in-classroom services and crisis intervention for all Hephzibah children attending District 97 schools.</p> <p>Planning and preparation for Summer Academic Enrichment Program</p>	<p>Behavior Interventionist</p> <p>Behavior Interventionist</p>
Month 7 April	<p>Provide daily in-classroom services and crisis intervention for all Hephzibah children attending District 97 schools.</p> <p>Submit CDBG Second Quarter Report</p> <p>Planning and preparation for Summer Academic Enrichment Program</p>	<p>Behavior Interventionist</p> <p>Grants Manager</p> <p>Behavior Interventionist</p>
Month 8 May	<p>Provide daily in-classroom services and crisis intervention for all Hephzibah children attending District 97 schools.</p> <p>End of school year planning and District 97 administration and teacher consultations</p> <p>Planning and preparation for Summer Academic Enrichment Program</p>	<p>Behavior Interventionist</p> <p>Behavior Interventionist</p> <p>Behavior Interventionist</p>
Month 9 June	Pre-testing for Summer Academic Enrichment Program	External Education Evaluator

	Start of 10-week Summer Academic Enrichment Program for all group home children.	Behavior Interventionist and team of special education teachers, staff and volunteer tutors.
Month 10 July	Summer Academic Enrichment Program continues. Submit CDBG Third Quarter Report	Behavior Interventionist and team of special education teachers, staff and volunteer tutors. Grants Manager
Month 11 August	<p>End of Summer Testing for Academic Enrichment Program</p> <p>End of Summer Academic Enrichment Program activities and reporting.</p> <p>Meet with school administrators, social worker, support staff and individual teachers for each child</p> <p><u>Ongoing throughout academic year:</u> Provide daily in-classroom services and crisis intervention for all Hephzibah children attending District 97 schools.</p> <p><u>Ongoing:</u> Individual meetings and preparations with new children and students demonstrating increased need for support.</p> <p><u>Ongoing:</u> Commence IEP testing and reevaluation processes for each new child.</p> <p><u>Ongoing:</u> Data collection and reporting of significant events including Behavioral Incident Reports, Physical Management Reports, Suspensions.</p>	<p>Behavior Interventionist and team of special education teachers, staff and volunteer tutors.</p> <p>Behavior Interventionist</p> <p>Behavior Interventionist</p> <p>Behavior Interventionist</p> <p>Behavior Interventionist</p> <p>Education Coordinator, Behavior Interventionist</p> <p>Behavior Interventionist</p>

	<u>Ongoing as-needed throughout academic year:</u> At request of school administration, attend and/or present at school institute days and trainings,	
Month 12 September	<p>Provide daily in-classroom services and crisis intervention for all Hephzibah children attending District 97 schools.</p> <p>Finalize Summer Academic Enrichment Program Report</p>	<p>Behavior Interventionist</p> <p>Behavior Interventionist, Education Coordinator, Academic Support Liaison</p>

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

COMPLETE BOTH SECTIONS AND ATTACH THIS DOCUMENT TO YOUR PROPOSAL

PY 2020 PROPOSED PROJECT BUDGET. Project budget must include the entire project funding even if CDBG

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

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

	1	2	3		4	5	6	7	8
Project Expenses	Total Project Costs	CDBG Request Amount	CDBG % of Total Cost		Other Revenue - List Source	Other Revenue -List Source	Other Revenue List Source	Total Other Revenues	Other Revenues % of Costs
Please ensure that percentages, subtotals & totals are listed.				Funding Source:	OP School District 97	Private Funding			
<u>Personnel Costs</u>									
Salaries	\$58,385	\$24,000	41%		\$17,600	\$16,785		\$34,385	59%
Benefits	\$8,758	\$3,600	41%		\$2,640	\$2,518		\$5,158	59%
Taxes	\$5,839	\$2,400	41%		\$1,760	\$1,679		\$3,439	59%
Other (Identify)	\$0	\$0	#DIV/0!					\$0	0%
Other (Identify)	\$0	\$0	#DIV/0!					\$0	0%
<u>Subtotal: Personnel Costs</u>	\$72,982	\$30,000	41%		\$22,000	\$20,982	\$0	\$42,982	59%
<u>Operating Costs:</u>									
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%
Other (Identify)	\$0	\$0	#DIV/0!					\$0	0%
Other (Identify)	\$0	\$0	#DIV/0!					\$0	0%
<u>Subtotal: Operations</u>	\$0	\$0	#DIV/0!		\$0	\$0	\$0	\$0	0%
<u>Professional/Services</u>									
Consultant	\$0	\$0	#DIV/0!					\$0	0%
Engineering	\$0	\$0	#DIV/0!					\$0	0%
Other (Identify)	\$0	\$0	#DIV/0!					\$0	0%
<u>Subtotal: Professional Services</u>	\$0	\$0	#DIV/0!		\$0	\$0	\$0	\$0	0%
TOTAL (all categories)	\$72,982	\$30,000	41%		\$22,000	\$20,982	\$0	\$42,982	59%

PY 2020 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 RESTRIC-TIONS	TYPE: Federal, State/Local or Private?
Oak Park School District 97	Grant	\$22,000	secured - ongoing	9/1/2020	This positon only	Local School District
Private Grants	Grant	\$20,982	pending	unknown		Private
		\$0				
		\$0				
		\$0				
		\$0				
		\$0				
		\$0				
		\$0				
TOTAL, where applicable		\$42,982				

**WORKBOOK CONTAINS BOTH THE *PROJECT BUDGET* & THE *OTHER REVENUE SUMMARY* .
COMPLETE BOTH SECTIONS AND ATTACH THIS DOCUMENT TO YOUR PROPOSAL**

REVISED

PY 2020 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:	OP School District 97	Private Funding			
<u>Personnel Costs</u>									
Salaries	\$58,385	\$12,800	22%		\$17,600	\$27,985		\$45,585	78%
Benefits	\$8,758	\$1,920	22%		\$2,640	\$4,198		\$6,838	78%
Taxes	\$5,839	\$1,280	22%		\$1,760	\$2,799		\$4,559	78%
Other (Identify)	\$0	\$0	#DIV/0!					\$0	0%
Other (Identify)	\$0	\$0	#DIV/0!					\$0	0%
Subtotal: Personnel Costs	\$72,982	\$16,000	22%		\$22,000	\$34,982	\$0	\$56,982	78%
<u>Operating Costs:</u>									
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%
Other (Identify)	\$0	\$0	#DIV/0!					\$0	0%
Other (Identify)	\$0	\$0	#DIV/0!					\$0	0%
Subtotal: Operations	\$0	\$0	#DIV/0!		\$0	\$0	\$0	\$0	0%
<u>Professional/Services</u>									
Consultant	\$0	\$0	#DIV/0!					\$0	0%
Engineering	\$0	\$0	#DIV/0!					\$0	0%
Other (Identify)	\$0	\$0	#DIV/0!					\$0	0%
Subtotal: Professional Services	\$0	\$0	#DIV/0!		\$0	\$0	\$0	\$0	0%
TOTAL (all categories)	\$72,982	\$16,000	22%		\$22,000	\$34,982	\$0	\$56,982	78%

PY 2020 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?
Oak Park School District 97	Grant	\$22,000	secured - ongoing	9/1/2020	This position only	Local School District
Private Grants	Grant	\$34,982	pending	unknown		Private
		\$0				
		\$0				
		\$0				
		\$0				
		\$0				
		\$0				
		\$0				
TOTAL, where applicable		\$56,982				

Agency Name: Hephzibah

PY 2020 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 Behavior Interventionist position is full-time providing behavioral and academic support and services for all children residing in Hephzibah's Group Home. Of her salary, benefits and taxes totaling \$72,982, Hephzibah is seeking 22%, or \$16,000 from CDBG. The remainder of the personnel costs, \$56,982, will be funded through the Oak Park Elementary School District 97 and general contributions.

Therefore, for a total project budget of \$72,982, Hephzibah is seeking \$16,000, or 22%, from CDBG. All of the children served (100 percent) are victims of abuse and neglect, are residents of Oak Park, and meet all state and federal poverty guidelines.

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 Swenson
Village Manager**

*Village of Oak Park
Personnel Manual*

Adopted 3/31/87

Subrecipient:	
Project Name:	
Prepared by:	
Email:	

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

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

Exhibit E: PY 2020 Final Report Form, Oak Park CDBG Program

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

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

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

Signature of Authorized Official	Typed or Printed Name	Date