

# Memorandum

To: Mental Health Board

From: Jessica Wingader, Grants and Compliance Specialist

Subject: January 9, 2020 MHB Meeting Cover Memo

Date: January 9, 2020

---

Attached please find:

- The meeting agenda
- Item 1: Draft minutes of the December 12, 2019 meeting for approval
- Item 2: Staff Summaries of Additional Applicants requesting 2020 City Funding
- Item 3: ZoomGrants Applications

We look forward to seeing you on January 9<sup>th</sup>.



## MENTAL HEALTH BOARD

Thursday, January 9, 2020, 7:00 PM  
Lorraine H. Morton Civic Center, 2100 Ridge Avenue  
James C. Lytle City Council Chambers

### AGENDA

- I. CALL TO ORDER/DECLARATION OF QUORUM
- II. APPROVAL OF MHB MINUTES OF DECEMBER 12, 2019
- III. 2020 MHB PROGRAM — REVIEW OF APPLICATIONS

<u>App.#</u>	<u>EST. TIME</u>	<u>Agency/Program</u>
1	7:10 PM	Infant Welfare Society/ <i>Teen Baby Nursery</i>
2	7:20 PM	Learning Bridge/ <i>Trauma Informed Youth &amp; Family Services</i>

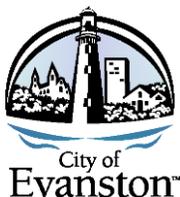
- IV. PUBLIC COMMENT
- V. CHAIR REPORT
- VI. STAFF REPORT
- V. ADJOURNMENT

The next meeting of the Mental Health Board is scheduled for **7:00 p.m. Thursday, February 13, 2020** in room **G300 – Lake Superior Conference Room** to review applications for 2020 MHB funding.

**Order of Agenda Items is subject to change.** Information about the Mental Health Board is available at: [www.cityofevanston.org/government/boards-commissions](http://www.cityofevanston.org/government/boards-commissions). Questions can be directed to Jessica Wingader, Public Services – Grants & Compliance Specialist, at 847-859-7889 or via e-mail at [jwingader@cityofevanston.org](mailto:jwingader@cityofevanston.org).

The City of Evanston is committed to making all public meetings accessible to persons with disabilities. Any citizen needing mobility or communications access assistance should contact Facilities Management at 847/866-2916 (Voice) or 847/448-8052 (TDD).

La ciudad de Evanston está obligada a hacer accesibles todas las reuniones públicas a las personas minusválidas o las quines no hablan inglés. Si usted necesita ayuda, favor de ponerse en contacto con la Oficina de Administración del Centro a 847/866-2916 (voz) o 847/448-8052 (TDD).



## MEETING MINUTES

### MENTAL HEALTH BOARD

Thursday, December 12, 2019 7:00 PM

Lorraine H. Morton Civic Center, 2100 Ridge Avenue, room G300

#### **Mental Health Board**

Members Present: B. Feiler, A. Sood, J. Haimes, D. Cravens, G. Carpenter

Members Absent: J. Sales, S. Johnson, I. Ziaya, R. Orr

Presiding Member: B. Feiler, Vice Chair

Staff: J. Wingader

---

#### **Call to Order / Declaration of Quorum**

Vice Chair Feiler declared a quorum of the Mental Health Board and called the meeting to order at 7:04 pm.

#### **Approval of MHB Minutes of October 10, November 7, and November 16, 2019**

Mr. Carpenter moved approval of the October 10, November 7, and November 16, 2019 meeting minutes, seconded by Ms. Cravens; a voice vote was taken and the minutes were unanimously approved.

#### **Public Comment**

Stephen Vick, Executive Director of Infant Welfare Society, spoke in support of the reconsideration of applications that missed the deadline to submit

Tiffany Culpepper, Site Director of Infant Welfare Society, spoke in support of the reconsideration of applications that missed the deadline to submit

Nicole Van Laan, IWS Board Finance Co-Chair, spoke in support of the reconsideration of applications that missed the deadline to submit

Beth Bodan, IWS Board Member, spoke in support of the reconsideration of applications that missed the deadline to submit

Kristen Kennard, Deputy Director of the Moran Center for Youth Advocacy, spoke in support of the reconsideration of applications that missed the deadline to submit

Bettye Cohns, Executive Director of Reba Early Learning Center spoke in support of the reconsideration of applications that missed the deadline to submit

Lindsay Percival, Executive Director of Learning Bridge spoke in support of the reconsideration of applications that missed the deadline to submit

Carol Teske, ED of CNE, spoke in support of the reconsideration of applications that missed the deadline to submit

Melody Rose, Executive Director of Child Welfare Agency Services spoke in support of the reconsideration of applications that missed the deadline to submit

**Reconsideration of Application Deadline Requirement for Infant Welfare Society and Learning Bridge**

After brief discussion, Mr. Carpenter motioned to reconsider the application deadline and allow Infant Welfare Society and Learning Bridge to move forward with the hearing process for consideration for FY2020 funding. The motion was seconded by Ms. Haimes; a voice vote was taken and the board voted unanimously to waive the deadline requirement

**2020 Meeting Dates**

After a brief review, Ms. Cravens moved approval of the 2020 meeting dates, seconded by Ms. Sood; a voice vote was taken and the 2020 meeting dates were unanimously approved.

**Staff Report**

Staff provided next steps in the application process and will arrange a time to review ZoomGrants scoring features with interested members.

**Adjournment of Mental Health Board**

There being no further business for the Mental Health board, Ms. Haimes made a motion to adjourn, seconded by Mr. Carpenter; a voice vote was taken and the Mental Health Board adjourned at 7:32 pm.

Respectfully submitted,  
Jessica Wingader  
Grants and Compliance Specialist



2020 MHB Application Review Meeting  
January 9, 2020

**1. Infant Welfare Society – Teen Baby Nursery**

2019 Request	2019 Award	2020 Request	% Increase of 2020 Request over 2019 Award
<b>\$40,000</b>	<b>\$33,600</b>	<b>\$50,000</b>	<b>49%</b>

**2019 Evanston Residents Projected: 40**                      **Evanston % of total served: 85%**  
**2020 Evanston Residents Estimated: 65**                      **Evanston % of total served: 93%**

**2019 MHB Proportion of Actual Budget: 40%**  
**2020 MHB Proportion of Proposed Budget: 49%**

**FY 2018 Audit – Financial statement presents fairly**  
**FY 2018 Single Federal Audit – No Findings**

Infant Welfare Society provides a range of supportive services to low/moderate income parents who are 23 years old or younger and their children who are 3 years old or younger. The Teen Baby Nursery, the only provider of comprehensive full-day early care and educational programming specifically for the population served, provides NAEYC accredited teachers to care for up to 16 children as their parents participate in high school, college, a work training program, or employment; program operates from 7:30 am to 5:30 pm Monday-Friday year round. Additional services include regular developmental screenings for infants/toddlers and referrals to Early Intervention System if needed, periodic home visits and depression screenings for parents, and a Family Advocate to support parents as they learn about the developmental stages of their children and to connect parents to additional community resources. Agency is a long time recipient of MHB funds and has the capacity to provide program; agency is compliant with all reporting requirements.

**2. Learning Bridges – Mental Health Support for Children & Families**

2019 Request*	2019 Award*	2020 Request	% Increase of 2020 Request over 2019 Award
<b>\$19,600</b>	<b>\$18,500</b>	<b>\$12,000</b>	<b>NA</b>

**2019 Evanston Residents Projected: 75**                      **Evanston % of total served: 42%**  
**2020 Evanston Residents Estimated: 90**                      **Evanston % of total served: 38%**

**2019 MHB Proportion of Actual Budget: NA**  
**2020 MHB Proportion of Proposed Budget: 14%**

**FY 2018 Audit – Financial statement presents fairly**  
**FY 2018 Single Federal Audit – No findings**



\*Learning Bridge received prior year awards for the Infant Toddler Program and direct scholarships to Evanston families; agency has the capacity to manage awards and is compliant with all reporting requirements for 2019 programs. This request would support a Licensed Clinical Social Worker who would spend 2-4 hours in each classroom per week (about 30 hours total) to assess children, create plans for those kids in need, observe and train teachers and work with parents. The LCSW would also work with teachers outside of the classroom to increase the skill set of those teachers and provide additional classroom support. Learning Bridge assesses all children within 45 days of enrollment and is able to refer families to other agencies including Metropolitan Family Services, Northshore Pediatrics and the Family Institute at Northwestern University. The goal of this program would be to provide every child demonstrating social, emotional, or other risks with direct services, support 60-70 parents, and offer additional training and support to 80% of classroom teachers. Program structure will follow Language Link program which has been running since 2017 and provides similar on-site supports for children with speech and language delays. Agency serves a diverse population; Inclusion, Diversity and Equity Policy provided with Center's Affirmative Action and Inclusion policies.

City of Evanston  
Community Development  
**2020 CDBG Public Services & Mental Health Board**  
10/20/2019 deadline

## Infant Welfare Society of Evanston Teen Baby Support

Jump to: [Pre-Application \(Letter of Intent\)](#) [Application Questions](#) [Budget](#) [Program Outcomes](#) [Documents](#)

**\$ 65,000.00** Requested  
\$ 65,000 MHB Request

Submitted: 10/24/2019 10:15:11 AM (Pacific)

### Project Contact

Stephen Vick  
[stephenvick@iwse.org](mailto:stephenvick@iwse.org)  
Tel: 847-491-9650

### Additional Contacts

*none entered*

### Infant Welfare Society of Evanston

2200 Main Street  
Evanston, IL 60202  
United States

### Executive Director

Steven Vick  
[stephenvick@iwse.org](mailto:stephenvick@iwse.org)

Telephone 847-491-9650  
Fax 847-491-9410  
Web [www.iwse.org](http://www.iwse.org)

## Pre-Application (Letter of Intent) [top](#)

### All Applicants Complete Questions 1-8 and attach Documents

#### 1. Organization Name and Program for which you are requesting funding.

Infant Welfare Society of Evanston, Baby Toddler Nursery

#### 2. Type of organization

- Section 501(c)(3) Organization
- Government agency
- City of Evanston Department
- Faith-Based Organization (Program must meet requirements of HUD Notice CPD 04-10)

#### 3. Is your organization an affiliate of a regional or statewide social service agency?

- No
- Yes

#### 4. If yes, provide the organization name and a brief explanation of the relationship. If there is a local board, describe its decision-making authority. If no, enter NA below.

*Attach the list of local board members as well as the parent organization board below.*

NA

#### 5. Is your organization accredited?

- Yes
- No

#### 6. If yes, provide the name of the accrediting body and the date of your most recent accreditation. If no, enter NA below.

**7. People served:**

Check all that apply.

- Youth 0-15 years
- Youth & young adults 16-24 years
- Adults 25-54 years
- Older adults/seniors 55+ years
- Other:

**8. 2020 Funding Requested from the City of Evanston**

Enter amounts requested by funding source below. Do not include dollar signs. The total should match the "Amount Requested" on the Summary page.

	CDBG
64,000	MHB (Human Services Fund)
64,000.00	<b>TOTAL</b>

**9. Funding request is:**

Programs funded in 2019 should be classified as renewal even if amount requested is different from 2019 grant.

- Renewal of 2019 CDBG funding
- Renewal of 2019 MHB funding
- New request for CDBG
- New request for MHB

**New Applicants or Programs Complete Questions 10-11 (renewal applicants enter NA)**

**10. NEW APPLICANTS OR AGENCIES FUNDED IN 2018 APPLYING FOR A PROGRAM NOT FUNDED IN 2019 ONLY: Briefly describe your program and summarize its goals and accomplishments. IF CURRENTLY FUNDED, ENTER "NA."**

Include a description of program participants (age, gender, income level, family status, etc.) and the number of Evanston residents it serves annually.

NA

**11. NEW APPLICANTS OR CURRENTLY FUNDED AGENCIES APPLYING FOR A PROGRAM NOT CURRENTLY FUNDED ONLY: Explain what unmet need it addresses, how the need was identified, any alternatives considered to address it, and describe your capacity to implement it.**

If a new program launch, detail your organization's programmatic and funding capacity, including other funding that is committed or being sought for the program.

We are requesting \$65,000 for our Teen Baby Nursery to provide support for teen parents and very young parents in our community.

**Documents Requested \***

Required? **Attached Documents \***

Current year agency operating budget. (City of Evanston applicants, please upload a blank page).



[Financial](#)

REQUIRED FOR ALL EXTERNAL APPLICANTS. Board of Directors, including demographic information, professional affiliations and home address. If a regional organization with a local board of directors, attach listings of both boards



[Board List](#)

REQUIRED FOR EXTERNAL APPLICANTS Conflict of Interest Disclosure. City of Evanston and Federal policies require the disclosure of any possible conflict of interest in the provision of Federal or local funding. Complete and upload the attached form

[download template](#)

## Application Questions [top](#)

### 1. Describe the specific program for which funding is requested, including the need(s) that it addresses. Be specific about the activities/services provided, days/times of services and frequency/duration for the average client.

*Please note that this question is not directed at the agency overall; it is specific to the program for which you are requesting funding.*

Teen Baby Nursery (TBN) is an NAEYC accredited early care and education program for 16 infants and toddlers of parenting teens and young adults. Our skilled staff offers educational and parenting supports to these young parents as well. Many of TBN families are multi-generational with grandparents and great grandparents assuming active parenting roles. Our experience has demonstrated that addressing the concerns, challenges and needs of the entire family is the most effective way of assuring a good start for the child.

The site is located at 2010 Dewey Ave., The hours are 7:30 a.m. to 5:30 p.m. Monday-Friday 12 months a year.

Services provided at TBN are organized around the following principles:

1. Consistent, nurturing relationships are critical for the young child's development
2. Use of evidenced based curriculum is essential for creating optimum learning environments
3. Intentional planning for individual needs or each child promotes learning in all domains.
4. Ongoing parental and staff communication is fundamental to building a partnership that will maximize the child's learning and development
5. Developmental screenings identify early evidence of developmental lags or disturbances

All children are screened for delays or disturbances within the first 45 days of arrival in the program. Screenings continue at 6 month intervals while the child is enrolled. Results of the screenings are shared with the parents and any further need for evaluations results in referrals to Early Intervention System. Our part time disabilities coordinator is also charged with integrating any Individual Family Service Plans into the individual class curriculum and monitoring the classroom teachers. IWSE is vigilant about early detection of any delays or challenges to allow for remediation at the earliest possible point. The young parents are screened as well for depression or post-partum depression in not unusual in this population. Feelings of isolation from their peer group can contribute to this lack of support for family.

### 2. Who participates in/benefits from the program? Include any eligibility requirements. Describe steps taken to increase participation of minorities.

*Provide participant demographics; age, gender, race/ethnicity, family status, income level and other relevant or defining characteristics.*

The parents of our 16 infants and toddlers at full enrollment cannot be older than 23 years of age. We currently have 2 actively engaged fathers. At this writing there are 13 children in the program but full enrollment is expected by later this fall. The parents are required to be enrolled in school or in some form of job training or employed. The children cannot be older than 3 years.

These families face a series of challenges in their lives. That is why we employ a Family Advocate (FA) at Teen Baby. The FA role is to work with the family to understand the developmental stages of their children and the critical role they play in developing their children's language and social-emotional development. The FA also seeks to support our families by connecting them to community resources that can reduce their day to day stress.

We do not find it necessary to seek out minority families since that is what has typically formed the great majority of the families.

### 3. Describe how the program meets City goals.

*If applying for CDBG funds, describe the priority need(s) that your program addresses.*

NA

### 4. Provide an estimate of the unduplicated number of Evanston residents expected to participate in each service described below for the program described in question 2.

*Disregard the total as it will NOT reflect the unduplicated count - it is understood that a single client can participate in multiple services.*

Intake/assessment

Referrals

Individual case management plan/services

Services delivered on an individual basis (e.g. home delivered meals)

23	One time event or activity (e.g. field trips, tax preparation)
0	Multi-session program (e.g. after school program)
23	Focused topic activities (e.g. workshops, trainings)
0	Drop in services (e.g. computer lab, tutoring, help desk)
0	Phone or online help (e.g. 24-hour help lines)
69.00	<b>TOTAL</b>

**5. Are eligible people turned away for services? If so, approximately how many are being turned away in the 2019 program year and why? Does the program maintain a wait list? Does demand fluctuate throughout the year?**

No eligible families are turned away. We put children and families on a wait list that is needs based. The criteria considered include homelessness, disabilities, teen parents. Those with highest needs receive priority status. Our enrollment numbers vary if families lose their eligibility for financial subsidies from Child Care Assistance Program with the State of Illinois. Children can age out of the program. Children may leave voluntarily.

**6. Does the program provide referrals within the organization and/or to other agencies? Describe referral process and how referrals are tracked.**

We have a referral program that is largely handled by the Family Advocate position. This person identifies needed resources after consultation with family and teachers and makes the referral. The FA also follows up with the agency or the specific community resource and the family to see what the outcome of the referral was.

For example, if a parent loses employment, the FA will contact the Youth Job Center and follow up to be sure the parent made the appointment. The FA continue to monitor the problem in question..

**7. What other agencies address this need, how do you collaborate with them to avoid duplication of services, and what successes and challenges have you experienced? What sets your services apart from others?**

*Include agencies that serve Evanston residents but are not located in Evanston.*

Teen Baby Nursery is the only provider of comprehensive full-day early care and educational programming specifically for infants and toddlers of teen and young parents, some attending Evanston Township High School. We are the only agency offering consistent, daily working relationships with both parents and children. In addition, extra support to the families with periodic home visiting is a value added feature to this vulnerable population.

Collaborative partners include Evanston School Districts 65 and 202, Chicago School of Professional Psychology, Connections for the Homeless, The Harbor, Learning Bridge for Early Education, McGaw YMCA Head Start, Curt's Café, Erie Family Health Center, Evanston Hospital, Family Focus, Lurie Children's Hospital and Youth Job Center.

**8. Describe program goals and outcomes anticipated in 2020, including any change from 2019 if applicable. What data are collected and used to analyze program and measure success? Who is responsible for ensuring the program is implemented as planned?**

Our child assessment system is linked to our curriculum and enables children to be observed throughout their time at TBN. Bi-weekly, multi-disciplinary staffings are conducted with teachers, site directors and the mental health consultant, IWSE Education and Disabilities Coordinators are responsible for reviewing each child's progress. All TBN staff have successfully completed training and been certified to perform First Aid and CPR. Ongoing training and observations from Infant Mental Health Consultant (IMHC) have proven to be of great benefit to staff and families. Through these trainings, the IMHC provides valuable feedback to staff in regard to supporting social and emotional growth.

Children are assessed using the Teaching Strategies GOLD assessment tool. Which is, as above, tied to the curriculum and measures progress in a variety of domains including language/literacy, gross motor, math and social-emotional development.

Site Directors supervise the teaching staff to see that records are properly kept on the children,

**9. Complete the chart below with the unduplicated total of people you expect to serve in 2020, number who are low/moderate income, and the number who are Evanston residents. If an existing program, provide the same numbers for 2019.**

*Federal regulations do not allow CDBG funds to replace existing program funding. Programs funded in 2019 must show an increase in people served if applying for an increase in CDBG funding.*

25	Unduplicated people to be served in 2020
24	Unduplicated Evanston residents to be served in 2020

25	Unduplicated low/moderate income people to be served in 2020
24	Unduplicated low/moderate income Evanston residents to be served in 2020
27	Unduplicated people served in 2019
25	Unduplicated Evanston residents served in 2019
27	Unduplicated low/moderate income people served in 2019
25	Unduplicated low/moderate Evanston residents served in 2019
202.00	<b>TOTAL</b>

**10. Provide a summary of the organization's history in Evanston and mission (including organizational structure, size and functions of the board); note any significant changes in the last year. Attach current Strategic Plan on the Documents tab.**

*Also attach a list of current Board members including Board demographics including age, race/ethnicity under the "Documents" tab. City of Evanston applicants, enter "NA."*

The mission of IWSE is to deliver exceptional care and education for infants and young children and support families' efforts to be effective parents and advocates for their child's learning and development.

Infant Welfare Society of Evanston is the organization that oversees Teen Baby Nursery. IWSE was formed in 1913 and its initial purpose was seeing to it that children from disadvantaged families had adequate supplies of milk. Later services included neighborhood clinics and visiting nurses.

It was in the 1960s that quality child care for working mothers became the focus.

The leadership team of 6 includes an Executive Director, two Site Directors, Administrative Manager, Finance Manager, Director of Development. The board of directors has 21 members presently. The Board has 11 meetings per year. The Executive Committee consists of President, Vice President, Treasurer, Development Committee Chair and Secretary. The various committees meet periodically.

There are have no significant changes since last year.

**11. How many staff of color are in leadership/decision-making positions? Describe how the agency is engaging people of color and other minorities in decisions?**

The site directors at both Teen Baby Nursery and Baby Toddler Nursery are African-American females. Two of six individuals on the leadership team are African American females. The one lead teacher is African-American and one is Asian-American.

**12. Describe agency's capacity to undertake the proposed program, including policies and procedures for managing finances and procurement.**

*CDBG applicants, include experience with federal record keeping, eligible uses of funds, procurement and other requirements per the Omni Circular, 2 CFR, Chapters I & II, Part 200, et al (see Resource Library).*

Infant Welfare Society of Evanston has many years of experience complying with federal record keeping requirements and other procedures for procurement. Our programs are funded by a variety of sources each requiring compliance and monitoring to continue the flow of funds. This is the case for private sources as well. Early Head Start, Child Care Assistance Program from the State of Illinois, the Child and Adult Care Food Program all have reporting requirements.

**13. If applying for CDBG funds, how will the program's eligibility for CDBG funding be established?**

*All recipients of CDBG or MHB funds are required to report the income levels and race/ethnicity of participants. MHB funding is not contingent on serving primarily low/moderate income residents.*

- Limited Clientele (include form used to document income in document upload section)
- Presumed eligible (severely disabled adults, abused children, battered spouses or homeless)
- NA (applying for MHB only)

**14. Describe the number, qualifications and experience of program staff. Will new staff be hired and is this dependent on City funding? Will the staff be retained if City funding is not received in future years? Also provide staff demographics.**

*For staff demographics provide age, gender, and race/ethnicity. Also provide staff to participant ratio and any requirements for program licensing or accreditation.*

Tiffany Culpepper is the Site Director for TBN. She has been in the position for three years, She is an African American and holds a Master's Degree in Early Childhood Education.

Tiffany supervises two head teachers, one in the infant room and one in the toddler room. Each teacher has two assistants. Both the head teachers have college degrees.

There are seven people working under Tiffany: six teachers, a Family Advocate/Enrollment Specialist. Five are African-American and 1 is Asian. The program staff ranges in age from 26-58. All the teachers are required to maintain their NAEYC accreditation. The ratio of staff to children is 3:8.

**15. Provide the name, email and phone number of the individual who attended the pre-application meeting.**

Stephen Vick, stephenvick@iwse.org. 847-491-9650 x 14

**16. All organizations receiving CDBG funds are required to have a DUNS number. Please enter your organization's DUNS number in the space below. If you do not already have a DUNS number, enter "NA." (City of Evanston applicants, enter 074390907)**

NA

**17. Is the facility and program in compliance with the Americans with Disabilities Act?**

Yes

No

**18. If "no," explain what areas are not compliant and what accommodations are made for individuals with disabilities. Describe your organization's experience making such accommodations. IF "YES," ENTER "NA."**

NA

**19. Where (address/location) does your program take place and how will clients get to the location or facility?**

2010 Dewey Ave. Evanston, IL 60202. The majority of our families drive to our location.

**20. Certification: I certify that I am authorized by the Board of Directors or governing body to submit this application for 2020 CDBG and/or MHB funding and that, to the best of my knowledge, the information in this application is true and correct.**

*Enter the name and title of the individual submitting this application.*

Stephen Vick, Executive Director. I am aware that our application was submitted after the deadline. I respectfully request that our application be accepted despite this error.

**Budget [top](#)**

<b>Funding Sources/Revenues</b>	2019	2020	2020 Committed
City of Evanston CDBG			
City of Evanston Mental Health Board Funds	\$ 62,400.00	\$ 65,000.00	
Site administered Contract CCAP (IDS/DCFS)	\$ 141,745.00	\$ 144,374.00	
ISBE Food Program/CACFP	\$ 15,478.00	\$ 15,812.00	
School District 202	\$ 41,000.00	\$ 41,000.00	\$ 41,000.00
Early Head Start/DDHS	\$ 163,362.00	\$ 166,253.00	\$ 166,253.00
Parent Fees	\$ 13,362.00	\$ 12,161.00	
Grants/Annual Giving	\$ 727.00		
<b>Total</b>	<b>\$ 438,074.00</b>	<b>\$ 444,600.00</b>	<b>\$ 207,253.00</b>

<b>Funding Uses/Expenses</b>	2019	2020 Total	2020 CDBG	2020 MHB
Wages	\$ 273,671.00	\$ 294,254.00	\$ 0.00	\$ 60,381.00
Benefits	\$ 44,404.00	\$ 48,427.00	\$ 0.00	\$ 4,619.00
Family Participation Expenses(food, transport)	\$ 1,290.00	\$ 2,200.00	\$ 0.00	
Mileage	\$ 348.00	\$ 800.00		
Staff Professional Development	\$ 3,111.00	\$ 2,340.00		
Contractual Services (Consultants, audit, etc.)	\$ 16,550.00	\$ 27,038.00		
Communications	\$ 3,265.00	\$ 3,737.00		
Supplies	\$ 37,525.00	\$ 39,849.00		
Occupancy	\$ 43,534.00	\$ 46,124.00		
Equipment	\$ 36.00	\$ 2,750.00		
Publications, Subscriptions & Other	\$ 2,800.00	\$ 3,791.00		
<b>Total</b>	<b>\$ 426,534.00</b>	<b>\$ 471,310.00</b>	<b>\$ 0.00</b>	<b>\$ 65,000.00</b>

**Program Outcomes [top](#)**

## Program Outcomes

	Outcome	Indicator (How was success measured?)	Goal # (G): Jan-Mar	G: Apr-Jun	G: Jul-Sep	G: Oct-Dec	Goal Total	Actual # (A): Jan-Mar	A: Apr-Jun	A: Jul-Sep	A: Oct-Dec	Actual Total
1	Measured by: Ensuring each child receives a developmental screenings within 45 days of enrollment	100% of enrolled children (16) were screened for delays for disturbances in language, physical development or social-emotional development	16	16	16	16	64					0
2	Measured by Teaching Strategies GOLD	90% of children will meet widely held expectations and progress across a developmental continuum as expected. When this does not occur, screenings and evaluations will determine the need for Early Intervention strategies	14	14	14	14	56					0
3	Measured by observational notes of behavior and language on GOLD's age-appropriate developmental continuum.	80% of children (13) will progress at least one step on Teaching Strategies GOLD age-appropriate continuum in both social-emotional and language development.	13	13	13	13	52					0
4	Measured by: Reading log sheets will be completed by parents and returned to classroom teachers. A monthly report will be created and shared with parent and teachers to identify families needing more support for this activity	70% of parents or other family members in the household will read to their children at least 4 times a week.	11	11	11	11	44					0
5	Measured by : attendance will be monitored at educational programs for parent as well as for children at TBN	90% of teen/young adult parents will attend high school or alternative school, or training programs and graduate as planned	14	14	14	14	56					0
	#4We continue to struggle in getting parents to read as requested on a weekly basis. The parents report that they read periodically to their children											
<b>Total</b>			<b>68</b>	<b>68</b>	<b>68</b>	<b>68</b>	<b>272</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

## Program Line Item Expenditures

Item Description	Total Budget	CDBG Funds	MHB Funds	Q1 Jan-Mar	Q2 Apr-Jun	Q3 Jul-Sep	Q4 Oct-Dec	Spent to Date
1								\$ 0
2								\$ 0
3								\$ 0
4								\$ 0
5								\$ 0
6								\$ 0
7								\$ 0
8								\$ 0
9								\$ 0
10								\$ 0
11								\$ 0
12								\$ 0
13								\$ 0
14								\$ 0
15								\$ 0
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>\$0</b>

### Program Line Item Funding

Item Description	Total Budget	CDBG Funds	MHB Funds	Q1 Jan-Mar	Q2 Apr-Jun	Q3 Jul-Sep	Q4 Oct-Dec	Spent to Date
1								\$ 0
2								\$ 0
3								\$ 0
4								\$ 0
5								\$ 0
6								\$ 0
7								\$ 0
8								\$ 0
9								\$ 0
10								\$ 0
11								\$ 0
12								\$ 0
13								\$ 0
14								\$ 0
15								\$ 0
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>\$0</b>

### Documents [top](#)

#### Documents Requested \*

REQUIRED FOR ALL EXTERNAL APPLICANTS. Audited financial statement, federal single audit (if applicable), and Form 990 for the most recent completed fiscal year.

REQUIRED FOR ALL EXTERNAL APPLICANTS. Most recent annual report or a summary of the organization's prior year's activities and accomplishments including strategic plan.

Federal 501(c)(3) letter of determination verifying tax-exempt status (NEW APPLICANTS and agencies

#### Required? Attached Documents \*

✓ [audit](#)  
[990](#)

[Annual Report](#)

✓ [501 c 3](#)  
14 of 28

that have not received CDBG or MHB in the last two years).

Non-discrimination & equal employment opportunity policies, and Affirmative Action Plan (NEW APPLICANTS or organizations funded in 2018 only if changed).

Articles of incorporation/bylaws (NEW APPLICANTS or organizations funded in 2018 only if changed).

Brief biographies of key staff including demographic information.



[key staff](#)

Plan to address accessibility issues, including who to contact with questions/issues, policies for responding to grievances/complaints and the time period for a written response (new applicants or previously funded agencies only if changed).

Supplemental information relating to your program or agency, as applicable.

[Strategic Plan](#)

[Board List](#)

Form used to document income of participants to establish CDBG eligibility if Limited Clientele indicated in Question 11.

HUD Family income limits used to determine eligibility for CDBG funding and for reporting demographic characteristics of participants.

[download template](#)

Evanston Livability Principles and MHB Funding Priorities.

[download template](#)

REQUIRED FOR ALL EXTERNAL APPLICANTS. Agency Organization Chart that identifies reporting relationship between staff implementing program for which funding is requested and senior management.

REQUIRED FOR ALL EXTERNAL APPLICANTS. Chart of Accounts used to define each class of items for which money or the equivalent is spent or received, and to organize and segregate expenditures, revenue, assets and liabilities.



[Chart of Accounts](#)

Budget detail - if the form on the budget tab does not have enough lines to break out each funding source of \$20,000 or more, attach detail for categories such as Foundation Grants here.

REQUIRED FOR ALL EXTERNAL APPLICANTS. Statement of operating revenues and expenditures for most recently completed fiscal year (not required for City programs). Example, if your fiscal year is July 1-June 30, this will be for FY2019.



[P and L](#)

Organizational commitment to equity, diversity and inclusion.

[Diversity/Equity Policy](#)

Section 3 New Hire Certification: To be used for any new hire who has an income below 80% AMI at time of hire, for job that does not require more than a H.S. diploma unless on the job training is provided.

[download template](#)

\* ZoomGrants™ is not responsible for the content of uploaded documents.

Application ID: 149985



City of Evanston  
Community Development  
**2020 CDBG Public Services & Mental Health Board**  
10/20/2019 deadline

## Learning Bridge Early Education Center Mental Health Support for Children and Families

Jump to: [Pre-Application \(Letter of Intent\)](#) [Application Questions](#) [Budget](#) [Program Outcomes](#) [Documents](#)

**\$ 12,000.00** Requested  
\$ 12,000 MHB Request

Submitted: 10/23/2019 1:59:06 PM (Pacific)

### Project Contact

Jenny Merdinger  
[merdingerj@lbeec.org](mailto:merdingerj@lbeec.org)  
Tel: 312.371.9031

### Additional Contacts

*none entered*

### Learning Bridge Early Education Center

1840 Ridge Avenue  
Evanston, IL 60201

### Executive Director

Lindsay Percival  
[percivall@lbeec.org](mailto:percivall@lbeec.org)

Telephone(847) 869-2680  
Fax  
Web [lbeec.org](http://lbeec.org)

## Pre-Application (Letter of Intent) [top](#)

### All Applicants Complete Questions 1-8 and attach Documents

#### 1. Organization Name and Program for which you are requesting funding.

Learning Bridge Early Education Center

#### 2. Type of organization

- Section 501(c)(3) Organization
- Government agency
- City of Evanston Department
- Faith-Based Organization (Program must meet requirements of HUD Notice CPD 04-10)

#### 3. Is your organization an affiliate of a regional or statewide social service agency?

- No
- Yes

#### 4. If yes, provide the organization name and a brief explanation of the relationship. If there is a local board, describe its decision-making authority. If no, enter NA below.

*Attach the list of local board members as well as the parent organization board below.*

NA

#### 5. Is your organization accredited?

- Yes
- No

#### 6. If yes, provide the name of the accrediting body and the date of your most recent accreditation. If no, enter NA below.

**7. People served:**

Check all that apply.

- Youth 0-15 years
- Youth & young adults 16-24 years
- Adults 25-54 years
- Older adults/seniors 55+ years
- Other:

**8. 2020 Funding Requested from the City of Evanston**

Enter amounts requested by funding source below. Do not include dollar signs. The total should match the "Amount Requested" on the Summary page.

	CDBG
12,000	MHB (Human Services Fund)
12,000.00	<b>TOTAL</b>

**9. Funding request is:**

Programs funded in 2019 should be classified as renewal even if amount requested is different from 2019 grant.

- Renewal of 2019 CDBG funding
- Renewal of 2019 MHB funding
- New request for CDBG
- New request for MHB

**New Applicants or Programs Complete Questions 10-11 (renewal applicants enter NA)**

**10. NEW APPLICANTS OR AGENCIES FUNDED IN 2018 APPLYING FOR A PROGRAM NOT FUNDED IN 2019 ONLY: Briefly describe your program and summarize its goals and accomplishments. IF CURRENTLY FUNDED, ENTER "NA."**

Include a description of program participants (age, gender, income level, family status, etc.) and the number of Evanston residents it serves annually.

NA

**11. NEW APPLICANTS OR CURRENTLY FUNDED AGENCIES APPLYING FOR A PROGRAM NOT CURRENTLY FUNDED ONLY: Explain what unmet need it addresses, how the need was identified, any alternatives considered to address it, and describe your capacity to implement it.**

If a new program launch, detail your organization's programmatic and funding capacity, including other funding that is committed or being sought for the program.

NA

**Documents Requested \***

Required? **Attached Documents \***

Current year agency operating budget. (City of Evanston applicants, please upload a blank page).

- [FY20 Budget Projections](#)
- [FY20 Budget Projections](#)

REQUIRED FOR ALL EXTERNAL APPLICANTS. Board of Directors, including demographic information, professional affiliations and home address. If a regional organization with a local board of directors, attach listings of both boards

- [Board Roster](#)

REQUIRED FOR EXTERNAL APPLICANTS Conflict of Interest Disclosure. City of Evanston and Federal policies require the disclosure of any possible conflict of interest in the provision of Federal or local funding. Complete and upload the attached form [download template](#)

HUD Notice CPD 04-10: Guidelines for Ensuring Equal Treatment of Faith-based Organizations

participating in the HOME, CDBG, HOPE 3, HOPWA, Emergency Shelter Grants, Shelter Plus Care, Supportive Housing and Youthbuild Programs  
[download template](#)

## Application Questions [top](#)

### **1. Describe the specific program for which funding is requested, including the need(s) that it addresses. Be specific about the activities/services provided, days/times of services and frequency/duration for the average client.**

*Please note that this question is not directed at the agency overall; it is specific to the program for which you are requesting funding.*

The strong foundation for successful human development and lifelong achievement is largely established during the first five years of life. Any number of factors can interrupt and interfere with varying effect, but we are fortunate to live in a time when science has demonstrated ways to recognize those impacts and step in with strong supports.

Learning Bridge is an Evanston nonprofit organization with an outstanding track record in supporting the needs of young children and families. Our approach as a provider of full-day care primarily to low-income and minority families must include a range of therapeutic services. Center leaders believe that a serious, intentional investment in center-based early interventions has an positive, ripple effect on the child, classrooms and teachers, parents and caregivers, and the larger Evanston community. In the area of mental health support, however, available resources at Learning Bridge are scarce and therefore limited to only a handful of children and families with urgent needs.

Learning Bridge requests a Mental Health Board grant of \$12,000 to help support an expansion of service through the addition of an on-site mental health professional. This new position will create new opportunities for all children at the Center, especially those showing risks for mental health challenges, their families and teachers.

Increasing numbers of Learning Bridge children are demonstrating behaviors that are concerning. In every classroom are a range of currently unaddressed delays from a lack of the ability to persist, sustain and attend to relationships with adults and children, to more concerning, highly dysregulated behaviors that are aligned with sensory integration, hyperaggressive, and oppositional disorders.

Learning Bridge will hire a Licensed Clinical Social Worker (LCSW) to be on-site for 30 hours per week. She would spend 2-4 hours each week in each of the five classrooms at the center to: assess children; create therapeutic strategies for each at-risk child; train and observe classroom teachers to support these strategies; and work with parents on home-life solutions and management tools. While in the classroom, the LCSW would work with small groups of children and to model interactive approaches for teachers. She would spend an average of 1-2 hours each week with classroom teaching teams outside of the classroom to provide feedback, answer questions, role play interactions, and analyze anecdotal data on each child's progress.

The LCSW will also give several hours a month to work with parents on support plans for at-home interactions, and be available to offer individual counseling sessions at a frequency and duration to be determined by the LCSW and family member. She will be highly networked to existing resources in Evanston and able to assist staff to make referrals for children and families to outside agencies when needed. She will devote an appropriate portion of her time to track the use of these services and their interaction with the center-based plan.

It is crucial that Learning Bridge establish a program focused around an on-site mental health professional. While we cannot change the level of Adverse Childhood Experiences (ACES), ongoing toxic stress, and the conditions of persistent poverty faced by so many of our families, we can change build better access to mental health services with the power to change the direction of a life of a child and the success of a family.

### **2. Who participates in/benefits from the program? Include any eligibility requirements. Describe steps taken to increase participation of minorities.**

*Provide participant demographics; age, gender, race/ethnicity, family status, income level and other relevant or defining characteristics.*

Learning Bridge Early Education Center typically serves close to 150 infants and young children annually from six weeks to 5 years old. Nearly all are Evanston residents, and nearly 80% are minorities. Center children are fairly evenly divided between males and females, with about 70% African American, 7% Latino, and 10% self-described as mixed race or bi-racial. More than 65% of our families are households led by single women. At least 70% of the Learning Bridge families are low- or very-low income levels and qualify for Child Care Assistance Program subsidies.

Multiple factors contribute to a young child's access to mental health services. As it is well known to the members of the Evanston Mental Health Board, access to mental health services is greatly diminished for those who qualify for government or other subsidies. Low-income families in particular face impediments both to take time off of work and to secure transportation in order to receive these services for themselves and their children. Religious and cultural values can pose an obstacle to accepting services. Parents with insurance are reticent to submit counseling costs that require a DSM code that can remain

in a child's health record for years to come. The trust between people who need services and the institutions who serve them also limits participation. Many of these are variables that can exist for families of every socio-economic background.

As more children from all demographic backgrounds demonstrate higher social and emotional challenges, more of our teachers' classroom hours must go to ongoing situations where a few children are unable to self-regulate, to connect emotionally with adults and children, or to successfully make transitions. When a young child observes another who is demonstrating these behaviors, the reactions can be contagious.

Every child at Learning Bridge will participate in or benefit from this program. By providing support for the children who need it most, we are able to deescalate the overall heightening of attention to negative interactions at the Center, and every child benefits. While we plan to apply Mental Health Board funds to hours for Evanston residents, the program itself has no eligibility requirements. Additional funding has been secured already that will be able to cover the needs of non-Evanston residents (but is also applicable to any child and family at the Center.)

The Mental Health Support to Children and Families program will also serve parents, and when need be, other family members in the caretaking circle of the young child. These parents are already forming relationships with the Center's diverse and compassionate staff. When their children, under our staff's loving guidance, make positive and exciting strides in development, parents start to pay greater attention and become eager to learn ways to help their children grow farther and faster.

This is why an on-site mental health worker is critically important for Learning Bridge. The pre-existing relationships of parents and Learning Bridge staff can help to shortcut what is often months to measure success from social and emotional early interventions. Therapy becomes part of the positive, expansive educational opportunities available to all Learning Bridge families. It grows naturally from the exciting partnership of parent and school to support each child's successful development and preparation for kindergarten.

This vital partnership contributes to the steps planned to increase successful participation of minorities in the new mental health services. Center communications focus on positive parent engagement via twice-a-year conferences, individual workshops and family-based events, and classroom teachers follow-up individually with each parent. When an extra parent meeting is needed to discuss a therapeutic need or referral, teachers present careful documentation of behaviors in ways that include positive and nonjudgemental strategies for resolution of the need.

Finally, teachers will also be recipients of this important resource. While our outstanding staff are fully capable of stimulating and measuring the outcomes of intentional early childhood classroom activities and planning, they are not trained mental health professionals. Teachers will work with the therapist to create individualized strategies to manage the children who are at greatest need, and if need be, have a place to go for their own private mental health support.

An on-site mental health worker becomes part of the regular routine that encourages the positive participation and success of everyone involved. The service is a crucial aspect of ensuring the continuity of care and uninterrupted early childhood learning for every child at Learning Bridge.

### **3. Describe how the program meets City goals.**

*If applying for CDBG funds, describe the priority need(s) that your program addresses.*

An on-site therapy program at Learning Bridge helps meet City goals through a structure of both support and creative leveraging of the resources provided to the Center.

The program helps the City to address the lack of mental health resources for low-income and minority families. It does not require a parent or caregiver to find the time, transportation or dollars needed to ferry a child to therapy, which may interfere with the workday. Parents can stay focused on building job security, which in turn creates a greater likelihood of the ability for a parent to sustain a home and the essentials of life for the entire family. These are contributing citizens able to strengthen the framework of our Evanston communities.

Most importantly, the Learning Bridge Mental Health Program for Children and Families supports the social, emotional, and developmental needs of children when their brains are in the most critical stage of development. Moving a child to age-appropriate development contributes to the Center's ability to prepare every child for kindergarten. This in turn has the power to reduce the persistent achievement gap that has plagued Evanston's schools and low-income families for generations.

Research has also clearly shown that outstanding, full-day early education (and by that definition, including expansive developmental frameworks such as are found at Learning Bridge) reduces the resources that are required to be provided by public schools and other social service entities. Special education resources can be diverted to other needs.

We also note that generally speaking, this program will help to educate Learning Bridge parents on the subject of social and emotional development as an aspect of next year's multi-session programs. Parents of young children, generally speaking, do not understand the role of social emotional learning and healthy development as a prerequisite for academic success and future wellness. Surfacing this concept helps meet City goals through helping larger groups of adults understand the childhood factors that contribute to wellness and encourage their active support.

This grant will clearly improve health outcomes for the children, parents and teachers at our Center by helping to reduce the overall stress and exhaustion experienced by all who are caught in the loop of unaddressed mental health challenges. Outstanding early childhood education, such as is offered by Learning Bridge, has been proven to increase wellness across the lifetime of the individual. Children who are socially, emotionally, and cognitively on-track become healthier adults who are able to contribute to the community across the lifespan.

**4. Provide an estimate of the unduplicated number of Evanston residents expected to participate in each service described below for the program described in question 2.**

*Disregard the total as it will NOT reflect the unduplicated count - it is understood that a single client can participate in multiple services.*

<input type="text" value="90"/>	Intake/assessment
<input type="text" value="8"/>	Referrals
<input type="text" value="4"/>	Individual case management plan/services
<input type="text"/>	Services delivered on an individual basis (e.g. home delivered meals)
<input type="text" value="5"/>	One time event or activity (e.g. field trips, tax preparation)
<input type="text" value="70"/>	Multi-session program (e.g. after school program)
<input type="text" value="5"/>	Focused topic activities (e.g. workshops, trainings)
<input type="text"/>	Drop in services (e.g. computer lab, tutoring, help desk)
<input type="text"/>	Phone or online help (e.g. 24-hour help lines)
<input type="text" value="182.00"/>	<b>TOTAL</b>

**5. Are eligible people turned away for services? If so, approximately how many are being turned away in the 2019 program year and why? Does the program maintain a wait list? Does demand fluctuate throughout the year?**

Unfortunately, under the current circumstances of having to cobble together limited resources for mental health services at the Center, many children who greatly need services do not receive them. A few parents will ask about the availability of mental health support or individual therapy, but as stated, through existing Evanston resources and limited funds, we can only offer a small amount of support and must reserve it for the most urgent needs.

We do not have a formal waitlist, but are very aware of who needs services if we could provide them. The demand is constant and ongoing throughout the year.

**6. Does the program provide referrals within the organization and/or to other agencies? Describe referral process and how referrals are tracked.**

Learning Bridge conducts developmental screenings on all children within the first 45 days of entry into the program. These screenings can identify children who may need additional support services. Our center does provide referrals to other agencies when we are not able to provide services. The screenings measure language, cognitive, physical and social-emotional domains and are completed with parent input. All screening scores are reviewed by the classroom teaching team and the Program and Education Manager to determine the best course of action.

For some children, all that is needed may be more intentional activities that can help them move forward in their growth and development. Should the child need specialized services, we refer them to their local school district for an evaluation.

With the parent completing an Authorization to Exchange Information Form, teachers, administrators, and parents can make decisions to help children gain the competency required for kindergarten readiness. Some children may need a short period of services that can be accessed through the parent's insurance program. In some cases, those services are completed here at our Center. Email and records of phone conversations keep all parties informed as to where a child is in both the referral process and the delivery of services. We have a few children who have wrap around care at our Center. They attend a special education or Head Start program at the District 65 and then come to the Center for the afternoon.

Learning Bridge follows trauma-informed care practices. Should a child be experiencing difficulties in the day-to-day navigation of classroom expectations or managing relationships with his/her teachers and/or peers, we can refer the child and the family to a United Way Service grant collaboration for temporary mental health services. Childcare Network of Evanston is the liaison agency through the end of the grant term in March 2020.

**7. What other agencies address this need, how do you collaborate with them to avoid duplication of services, and what successes and challenges have you experienced? What sets your services apart from others?**

*Include agencies that serve Evanston residents but are not located in Evanston.*

As noted, a growing number of children are being assessed for more sophisticated social, emotional, and cognitive treatments

and therapies that are not available at the Center. Child and Family Connections, The Metropolitan Family Services, Ann and Robert Lurie Hospital, Northshore Pediatrics, the Moran Center, the Family Institute at Northwestern University, and District 65 Headstart are among the most frequently referred to agencies. The services available in these agencies do not duplicate those at the Center and fall into a separate area of expertise and treatment.

While some Evanston child care programs offer a degree of mental health support to a limited number of their enrollees, every single child at Learning Bridge will be eligible for mental health and social emotional therapeutic support. For non-Evanston residents, additional grant dollars have already been committed. This will allow a non-discriminatory distribution of these important services, one of the key factors that sets our services apart from others.

Additionally, the program concept is an expansion of a proven successful, similar model piloted by Learning Bridge in 2017 for children with speech and language delays. Known as Language Link, the program exponentially increased early intervention services to children with learning difficulties or challenges. Measurable outcomes showed improvements not only to the development of reading and vocabulary skills, but also to the overall outcome of the child's preschool experience. Benefits clearly flow to the child's social and emotional behaviors and relationships. Teachers are less stressed as their classrooms are filled with happier and more confident children and they describe themselves as being able to achieve their goals with fewer interruptions from unhappy children. This is also a unique offering at Learning Bridge.

While some were initially reluctant to participate, Learning Bridge's parents and caregivers have shown their readiness to improve their child's skills beyond the typical schemas with their approval and engagement in Language Link program. Thus far this program model has increased direct early speech and language interventions from 4-6 annually to 24-28 annually, and secondary benefits of increased training in speech and language development to classroom teachers to another 40-60 children enrolled at the Center, as well as to parents' increased engagement in in-home vocabulary-building activities as measured in self-reporting during twice a year conferences. We expect no less from the addition of a on-site mental health therapist.

With this model already in existence, we are confident about the likelihood of success for the mental health program model. Outcomes, measurement systems, and internal capacity and habits are already in place and tested.

**8. Describe program goals and outcomes anticipated in 2020, including any change from 2019 if applicable. What data are collected and used to analyze program and measure success? Who is responsible for ensuring the program is implemented as planned?**

The program goals and outcomes anticipated for this new program are to allow every child demonstrating social, emotional, or other risks to receive direct service. We expect that this will be as many as 35 of the 85 enrollment spaces at the center. 20 of our twenty-five staff members will receive training, and 60-70 parents will also engage in training in the use of strategies and tools at home.

Ann Rappelt, the Center's Program and Education Manager, will be responsible for ensuring that the program is implemented as planned, and supported by Executive Director Lindsay Percival. This follows along the same path as the development of Language Link.

**9. Complete the chart below with the unduplicated total of people you expect to serve in 2020, number who are low/moderate income, and the number who are Evanston residents. If an existing program, provide the same numbers for 2019.**

*Federal regulations do not allow CDBG funds to replace existing program funding. Programs funded in 2019 must show an increase in people served if applying for an increase in CDBG funding.*

<input type="text" value="235"/>	Unduplicated people to be served in 2020
<input type="text" value="90"/>	Unduplicated Evanston residents to be served in 2020
<input type="text" value="180"/>	Unduplicated low/moderate income people to be served in 2020
<input type="text" value="75"/>	Unduplicated low/moderate income Evanston residents to be served in 2020
<input type="text"/>	Unduplicated people served in 2019
<input type="text"/>	Unduplicated Evanston residents served in 2019
<input type="text"/>	Unduplicated low/moderate income people served in 2019
<input type="text"/>	Unduplicated low/moderate Evanston residents served in 2019
<input type="text" value="580.00"/>	<b>TOTAL</b>

**10. Provide a summary of the organization's history in Evanston and mission (including organizational structure, size and functions of the board); note any significant changes in the last year. Attach current Strategic Plan on the Documents tab.**

*Also attach a list of current Board members including Board demographics including age, race/ethnicity under the "Documents" tab. City of Evanston applicants, enter "NA" of 28*

Learning Bridge Early Education Center is a 501(c)(3) nonprofit organization whose mission is to strengthen families and communities by providing the highest quality, affordable, full-day early learning experience for their children. More than 100 children, aged 0-5 years, are served by Learning Bridge each year, and 70-80% receives government subsidized care.

Aside from Evanston School District 65, Learning Bridge is the largest provider of full-day early learning and preschool care to low-income families in Evanston. Children from all socioeconomic backgrounds, however, gain the skills they need to succeed in school, and learn the shared community values of cooperation and respect. The Center builds educational equity by focusing on kindergarten readiness and being a collaborative partner with many other agencies in order to leverage available community resources. The Center received the Award of Excellence in Preschool Teacher and Learning from ExceleRate Illinois in 2016. This award is only achieved by 6% of programs in Illinois; all must have already earned ExceleRate's Gold Circle of Quality award.

Learning Bridge has two main programs for the care of young children. The Center at 1840 Asbury Ave in Evanston has five preschool classrooms caring for children ages 2 through 5 years of age. Learning Bridge Infant Toddler Program is a network of home day care providers who contract with the Center to primarily care for children ages six weeks to three years of age.

Learning Bridge Early Education Center is dedicated to the welfare and care of the infant, toddler and preschool age child who needs full day care away from home. We provide an emotionally secure and physically safe atmosphere as a home away from home environment. Learning Bridge is concerned with fostering the development of the whole child by:

- \*Providing for the care and well-being of the children in our care
- \*Encouraging the physical, social, emotional and intellectual development of each child
- \*Increasing each child's awareness of self, others, and the world in which (s)he lives

Creating a positive climate and environment in which children, parents and staff can work, learn and grow together, both programs share in management through the Executive Director and the Leadership Team to provide support for teachers, providers, children and families. Several staff serves in multiple capacities to support the agency. For example, our Center Manager also handles the CCAP site administration program. Our Infant Toddler Program is supervised by Center staff members who assist in-home providers with enrollment and support and help to assess children and refer parents for early interventions when needed.

Our Board of Directors has grown by six new members this year. The Board has fiduciary responsibility and is tasked with fundraising for all of the Center's programs.

The Center has also increased our base of volunteers, primarily through Volunteer Evanston, adding classroom and administrative support. Some of these volunteers have been working with our Language Link program which was new this past school year. We have a licensed speech pathologist who works with children who are just below the required delay for speech services from the district. The speech pathologist works with the children and guides the volunteers who also work with the children, to help them gain the necessary skills needed for kindergarten readiness.

**11. How many staff of color are in leadership/decision-making positions? Describe how the agency is engaging people of color and other minorities in decisions?**

The Center's Leadership Team consists of five members. Of these five, one are African American and has a direct role in the decision-making process.

Additionally, sharing policies and procedures with all staff for their buy-in and feedback is a part of every all-staff meeting. Our staff is ethnically diverse; White, African American, Asian, Hispanic, Asian and multi-racial. We also engage with a number of parents who are currently enrolled as well as "alums" when new programs are in development to test concepts and implementation strategies.

**12. Describe agency's capacity to undertake the proposed program, including policies and procedures for managing finances and procurement.**

*CDBG applicants, include experience with federal record keeping, eligible uses of funds, procurement and other requirements per the Omni Circular, 2 CFR, Chapters I & II, Part 200, et al (see Resource Library).*

Learning Bridge Early Education Center has a long history in the community of providing quality childcare services. Our agency has a mixed-blend of income from private donors, foundation grants, as well as state and federal funds. We have well-defined financial policies, systems and procedures in place to ensure that there are many checks and balances. We do this to meet the highest standards of fiscal responsibility and financial integrity as is expected by our stakeholders, and also to ensure that we are able to easily meet ongoing reporting requirements for our audit and funders.

Generally, payments for parents are handled by one person, deposits by another, recording a third and reconciliation a fourth. We keep our expenditures in tight control and have tightened our belt as funding has decreased. We receive and track many donations of goods and pro bono services that help to supplement our resources.

Our Board of Directors works diligently behind the scenes to build funding and advocacy to sustain Learning Bridge services. They bring with them a wealth of expertise. The Center's financial statements are monitored on a monthly basis. The Board reviews all debit card purchases as well as other expenditures as part of their fiduciary responsibility. The Center Manager, Program Manager and Executive Director work with vendors to provide the best value for services and whenever possible we purchase from local Evanston vendors. The Center keeps purchases to a minimum and obtains three bids for any items exceeding \$2,500 in expense.

While our current program capacity is fairly stretched, we recognize the importance of creating a permanent position for an on-site therapist whose work will allow the Center to build greater capacity going forward. The position has been in discussion and development for several months. Reviews of similar programs at other sites have been conducted, obstacles and opportunities carefully weighed. The Center's Program and Education Manager Ann Rappelt, and Executive Director Lindsay Percival, stand strongly behind the new program of Mental Health Support for Children and Families. It flows naturally into the larger umbrella program of Whole Child, Healthy Families that is our pathway to a fully integrated system of support to all Learning Bridge families. With the strong system of internal and external communications and implementation already created by the Language Link program model, we are confident in our ability to undertake the proposed program.

**13. If applying for CDBG funds, how will the program's eligibility for CDBG funding be established?**

*All recipients of CDBG or MHB funds are required to report the income levels and race/ethnicity of participants. MHB funding is not contingent on serving primarily low/moderate income residents.*

- Limited Clientele (include form used to document income in document upload section)
- Presumed eligible (severely disabled adults, abused children, battered spouses or homeless)
- NA (applying for MHB only)

**14. Describe the number, qualifications and experience of program staff. Will new staff be hired and is this dependent on City funding? Will the staff be retained if City funding is not received in future years? Also provide staff demographics.**

*For staff demographics provide age, gender, and race/ethnicity. Also provide staff to participant ratio and any requirements for program licensing or accreditation.*

Current staff assigned to the management of this program include:

- Executive Director, Lindsay Percival has held this position for eight years. Prior to this she served for more than eight years as a member of the Board of Directors. Her prior experience includes both classroom teaching and management roles in early childhood education centers. Lindsay serves on the Evanston Cradle to Career Learning on Track committee and is the immediate past president of the Evanston Director's Council. The Executive Director is white/Non Hispanic.
- Program and Education Manager Ann Rappelt has a BA in Early Childhood and Level 5 Infant Toddler Credential and Level 5 Preschool Credential. She has more than thirty years as an early childhood education professional both in the classroom and in management. Ann has received the Kohl Early Childhood Teaching Award and is an active lifelong learner. She is white/Non Hispanic.

Additionally, Leadership Team staff work together to ensure a seamless delivery of high quality learning and education to children and family centered program for our families. Our teaching staff is a diverse group of white, Asian, Hispanic, and African American with teaching experiences ranging from one year to over thirty years. The frequent interactions of these staff member are an important aspect of the overall success of the Center's current parent engagement and therapeutic programs. As mentioned, a hire will be made as a result of the launch of this program. We will actively seek a person with great familiarity in providing mental health services to young children, whose schedule and approach reflects the flexibility required to be in active support relationships both to children and adults including parents and staff members from a wide range of backgrounds. Funding is already being sought, and some has been secured, to ensure the sustainability of the program which does largely rest on the retention of this new staff person.

With the growing attention to trauma-informed care, the more prevalent use of ACES in assessing the health of the young child, and the proven research on the important investment in early childhood development as a key to lifelong mental wellness, we remain positive about the likelihood of continued and growing support for this imperative service at Learning Bridge.

**15. Provide the name, email and phone number of the individual who attended the pre-application meeting.**

Director of Philanthropy Jenny Merdinger, merdingerj@lbeec.org, (847) 869-2680 or (312) 371-9031, also Danielle Fairchild, Americorp staff member focused on parent engagement, danielle@lbeec.org or (847) 869-2680.

**16. All organizations receiving CDBG funds are required to have a DUNS number. Please enter your organization's DUNS number in the space below. If you do not already have a DUNS number, enter "NA." (City of Evanston applicants, enter 074390907)**

115747271

**17. Is the facility and program in compliance with the Americans with Disabilities Act?**

Yes

No

**18. If "no," explain what areas are not compliant and what accommodations are made for individuals with disabilities. Describe your organization's experience making such accommodations. IF "YES," ENTER "NA."**

Our Center is currently not ADA accessible. However we serve young children and have been able to accommodate some with mild physical disabilities. The Center plans on physical improvements based on universal design to be completed in the next five years.

**19. Where (address/location) does your program take place and how will clients get to the location or facility?**  
1840 Asbury Ave. Evanston, IL 60201 - most of our clients drive here however we are accessible by bus, metro and the RTA.

**20. Certification: I certify that I am authorized by the Board of Directors or governing body to submit this application for 2020 CDBG and/or MHB funding and that, to the best of my knowledge, the information in this application is true and correct.**

*Enter the name and title of the individual submitting this application.*

Jennifer Merdinger, Director of Philanthropy. I understand that the original deadline was missed, the application was not accepted, and I request that the board waive the original deadline and accept this application.

**Budget [top](#)**

<b>Funding Sources/Revenues</b>	2019	2020	2020 Committed	
City of Evanston CDBG				
City of Evanston Mental Health Board Funds		\$ 12,000.00		
Unrestricted Contributions	\$ 0.00	\$ 16,000.00	\$ 5,000.00	
Restricted Contributions	\$ 0.00	\$ 55,000.00	\$ 15,000.00	
<b>Total</b>	<b>\$ 0.00</b>	<b>\$ 83,000.00</b>	<b>\$ 20,000.00</b>	

<b>Funding Uses/Expenses</b>	2019	2020 Total	2020 CDBG	2020 MHB
On-site Therapist		\$ 82,000.00	\$ 12,000.00	\$ 12,000.00
Therapeutic toys		\$ 500.00		
Parent Training Materials		\$ 250.00		
Teacher Training Materials		\$ 250.00		
<b>Total</b>	<b>\$ 0.00</b>	<b>\$ 83,000.00</b>	<b>\$ 12,000.00</b>	<b>\$ 12,000.00</b>

**Budget Narrative**

Our fiscal year runs from July 1 to June 30. Efforts to secure funds for this program have been met with encouragement. The Connelly Family Foundation has committed \$15,000 in our current fiscal year, and has already indicated a likely increase to \$25,000 in the coming year, which ensures a minimum temporarily restricted commitment of \$40,000. Additional foundation funders in the mental health area are reviewing proposals, for example the Blowitz Ridgeway Foundation. We understand that an MHB funding would be to serve Evanston residents and will be able to track the use of funds as our past track record with MHB funding proves. While we receive state of Illinois funding, none of it will be applicable to this program.

**Program Outcomes [top](#)**

**Program Outcomes**

Outcome	Indicator (How was success measured?)	Goal # (G): Jan-Mar	G: Apr-Jun	G: Jul-Sep	G: Oct-Dec	Goal Total	Actual # (A): Jan-Mar	A: Apr-Jun	A: Jul-Sep	A: Oct-Dec	Actual Total
1 De-escalation of disruptive	Percentage reduction in accident/incident	(5%) 25 of 28	(7%)	(3%)	(5%)	0					0

	behaviors.	reports.								
2	Increased parent engagement in mental health activities on behalf of their children.	Attendance at learning events, participation in individual meetings	30	30	5	20	85			0
3	Children display improved social emotional interactions with peers.	Teaching Strategies' social emotional levels will increase for X number of children.	5	15	5	15	40			0
4							0			0
5							0			0
<b>Total</b>			<b>35</b>	<b>45</b>	<b>10</b>	<b>35</b>	<b>125</b>	<b>0</b>	<b>0</b>	<b>0</b>

### Program Line Item Expenditures

Item Description	Total Budget	CDBG Funds	MHB Funds	Q1 Jan-Mar	Q2 Apr-Jun	Q3 Jul-Sep	Q4 Oct-Dec	Spent to Date
1								\$ 0
2								\$ 0
3								\$ 0
4								\$ 0
5								\$ 0
6								\$ 0
7								\$ 0
8								\$ 0
9								\$ 0
10								\$ 0
11								\$ 0
12								\$ 0
13								\$ 0
14								\$ 0
15								\$ 0
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>\$0</b>

### Program Line Item Funding

Item Description	Total Budget	CDBG Funds	MHB Funds	Q1 Jan-Mar	Q2 Apr-Jun	Q3 Jul-Sep	Q4 Oct-Dec	Spent to Date
1 On-site Therapist	82,000		12,000	20,500	20,500	20,500	20,500	\$ 82,000
2 Therapeutic toys	500			250		250		\$ 500
3 Parent Training Materials	250				125		125	\$ 250
4 Teacher Training Materials	250			250				\$ 250
5								\$ 0
6								\$ 0
7								\$ 0
8								\$ 0
9								\$ 0
10								\$ 0

11									\$ 0
12									\$ 0
13									\$ 0
14									\$ 0
15									\$ 0
<b>Total</b>	<b>83,000</b>	<b>0</b>	<b>12,000</b>	<b>21,000</b>	<b>20,625</b>	<b>20,750</b>	<b>20,625</b>	<b>\$83,000</b>	

**Documents** [top](#)

<b>Documents Requested *</b>	<b>Required?</b>	<b>Attached Documents *</b>
REQUIRED FOR ALL EXTERNAL APPLICANTS. Audited financial statement, federal single audit (if applicable), and Form 990 for the most recent completed fiscal year.	✓	<a href="#">Audit 2018</a> <a href="#">2017 Form 990</a>
REQUIRED FOR ALL EXTERNAL APPLICANTS. Most recent annual report or a summary of the organization's prior year's activities and accomplishments including strategic plan.		<a href="#">FY19 Accomplishments</a>
Federal 501(c)(3) letter of determination verifying tax-exempt status (NEW APPLICANTS and agencies that have not received CDBG or MHB in the last two years).	✓	<a href="#">IRS EIN letter</a>
Non-discrimination & equal employment opportunity policies, and Affirmative Action Plan (NEW APPLICANTS or organizations funded in 2018 only if changed).		<a href="#">Affirmative Action, Diversity &amp; Inclusion</a>
Articles of incorporation/bylaws (NEW APPLICANTS or organizations funded in 2018 only if changed).		
Brief biographies of key staff including demographic information.	✓	<a href="#">Brief Biographies of Key Staff</a>
Plan to address accessibility issues, including who to contact with questions/issues, policies for responding to grievances/complaints and the time period for a written response (new applicants or previously funded agencies only if changed).		
Supplemental information relating to your program or agency, as applicable.		
Form used to document income of participants to establish CDBG eligibility if Limited Clientele indicated in Question 11.		
HUD Family income limits used to determine eligibility for CDBG funding and for reporting demographic characteristics of participants. <a href="#">download template</a>		
Evanston Livability Principles and MHB Funding Priorities. <a href="#">download template</a>		
REQUIRED FOR ALL EXTERNAL APPLICANTS. Agency Organization Chart that identifies reporting relationship between staff implementing program for which funding is requested and senior management.		
REQUIRED FOR ALL EXTERNAL APPLICANTS. Chart of Accounts used to define each class of items for which money or the equivalent is spent or received, and to organize and segregate expenditures, revenue, assets and liabilities.	✓	<a href="#">Chart of Accounts</a>
Budget detail - if the form on the budget tab does not have enough lines to break out each funding source		

of \$20,000 or more, attach detail for categories such as Foundation Grants here.

**REQUIRED FOR ALL EXTERNAL APPLICANTS.**



[FY19 Operating Revenues and Expenses](#)

Statement of operating revenues and expenditures for most recently completed fiscal year (not required for City programs). Example, if your fiscal year is July 1-June 30, this will be for FY2019.

Organizational commitment to equity, diversity and inclusion.

[Child and Family Inclusion Policy](#)

Section 3 New Hire Certification: To be used for any new hire who has an income below 80% AMI at time of hire, for job that does not require more than a H.S. diploma unless on the job training is provided.

[download template](#)

\* ZoomGrants™ is not responsible for the content of uploaded documents.

Application ID: 150489

Become a [fan of ZoomGrants™](#) on Facebook  
Problems? Contact us at [Questions@ZoomGrants.com](mailto:Questions@ZoomGrants.com)  
©2002-2019 GrantAnalyst.com. All rights reserved.  
"ZoomGrants" and the ZoomGrants logo are trademarks of GrantAnalyst.com, LLC.  
[Logout](#) | [Browser](#)