

Application: Early Childhood Funding-RFP #12064  
Applicant: Community Coordinated Child Care (4-C)

Organization Name - Community Coordinated Child Care (4-C)  
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Federal EIN -39-1165742  
Legal Status - 501(c)3

## **Narrative Organizational Capacity**

Community Coordinated Child Care, Inc. (**4-C**) is a combined Child Care Resource & Referral (**CCR&R**) agency and Family Resource Center (**FRC**) serving eleven counties in Southern Wisconsin with a total population of 1.2 million people. 4-C has served the Madison and surrounding area for over 50 years and provides a broad range of services to families, childcare professionals, and the community through three general program categories including *Family Support Services*, *Health and Safety Services*, and *Training and Quality Improvement Services*. **Our mission is to ensure that every child has access to high quality care and education by empowering our communities and families through integrated support and equitable practices.**

*Please describe your organization's experience in successfully providing early childhood programming*

For many years, 4-C has provided support to our community through program such as:

- **Family Support and Community Services** - Early Intervention/ASQ, Parent Café, Positive Solutions for Families, Strengthening Families Five Protective Factors, Play Group, Triple P, Conscious Discipline, Child Care Referral, Resource Room Lending Library, Resources on the Road
- **Health and Safety Services** – Family Child Care Certification, Child and Adult Care Food Program, Pre-Licensing
- **Training and Quality Improvement Services** – Environment Observations (DAE, ECERS-3, FCCERS-3, ITERS-3, SACERS), Behavior Help Wisconsin-CHILD Assessment tool, Consultation & Practice-Based Coaching, Training (early childhood foundation courses, Wisconsin Pyramid Model, WMELS, Social/Emotional, SACF, collaborations with the Latino Project)

Recent evidence-based offerings (across SDA):

- **Parent Cafés** served **35** unique parents/adult caregivers between July 2022 – July 2023
- **Positive Solutions for Families** has so far reached an average of **5** parents/caregivers per session in 2023.

Recent evidence-informed offerings:

- **Ages & Stages Questionnaire (ASQ)** screenings were accessed by **457** (unduplicated) children in 2022.
- **Behavior Help Wisconsin** assisted **20** families of those families-**14** sought services (coaching, use of universal supports, and weekly family check-ins), **6** families have successfully completed the BHW program. This means they remained in their program and were not expelled. Currently, **6** children are needing additional social and emotional support in **Dane County** which is being provided by the BHW coach.

**2. Please describe in detail your organization's experience and abilities in successfully providing early childhood services, technical assistance, or programming.**

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The team at 4-C are recognized as local resources with expertise in areas including, but not limited to: Environment Rating Scales (family, group, and school age), Family Engagement, Early Intervention, Wisconsin Model Early Learning Standards, (Pyramid Model and Pyramid Model Implementation Coaching), Ages and Stages Questionnaire, Infant and Child Mental Health, Practice Base Coaching, Behavior Help Wisconsin and Credential Observations. 4-C staff have developed close relationships with early childhood professionals.

**Pyramid Model and Trauma Informed Care-** is a framework for implementing a multi-leveled system of supports designed to: enhance social and emotional life skills of young children, promote the development of data-supported policies and practices that are culturally responsive and equitable and provide early care and education providers with practice-based coaching to ensure that they have support to integrate and use practices. Early educators are becoming increasingly aware of the importance of understanding the impact of trauma on young children and their families. Children's responses to trauma can include a child's difficulty in relationships and social interactions with peers and adults, challenges in emotional regulation and social skill development, and challenging behavior.

**Child Care Foundational Trainings** are being updated. 4-C will have four Tier 3 trainers who will attend the in-person Train the Trainer events. One of the trainers will be bilingual. Until the new courses and trainers are approved 4-C will continue to offer the courses using the current material in both Spanish and English. The Certification Department and the Training and Quality Improvement System Department are collaborating on working with High Schools to support the Child Care Foundational Trainings for their students. Currently, we are partnering with Mount Horeb Schools.

**Behavior Help Wisconsin** is a program that helps early childhood care and education providers who feel challenged by the behavior of a child as well as to prevent suspension and expulsion. Behavior Help Coaches provide one-on-one coaching to the child's parents/guardians and care providers to equip them with tools, knowledge, and skills to reduce challenging behaviors and promote positive ones. Our evidence-based approach strengthens the social-emotional development of young children as identified in the Wisconsin Model Early Learning Standards.

**Deliver on The Promise of Equal Education Training-**An eight-part training series focused on creating equal access, opportunity, and high-quality education for all children, especially our children of color. The training is designed to advance equity in early care and education through the four anti-bias goals developed by Louis Derman-Sparks.

**Nothing I Do Works! How to Effectively Support Children During Challenging Behaviors-** Dealing with behaviors that challenge is often the number one concern for teachers and administrators. Young children are learning everyday how to express their emotions, interact with others, and regulate themselves. There can be many factors that can contribute to challenging behavior such as trauma, stress, health, home, and school environments. Each of these factors can have a significant impact on children's development of social emotional skills and how we as teachers respond to their behaviors. During this training, we will explore the definition of challenging behaviors, the functions of behavior, the brain science behind behaviors, and learning proactive approaches to supporting children during challenging behaviors.

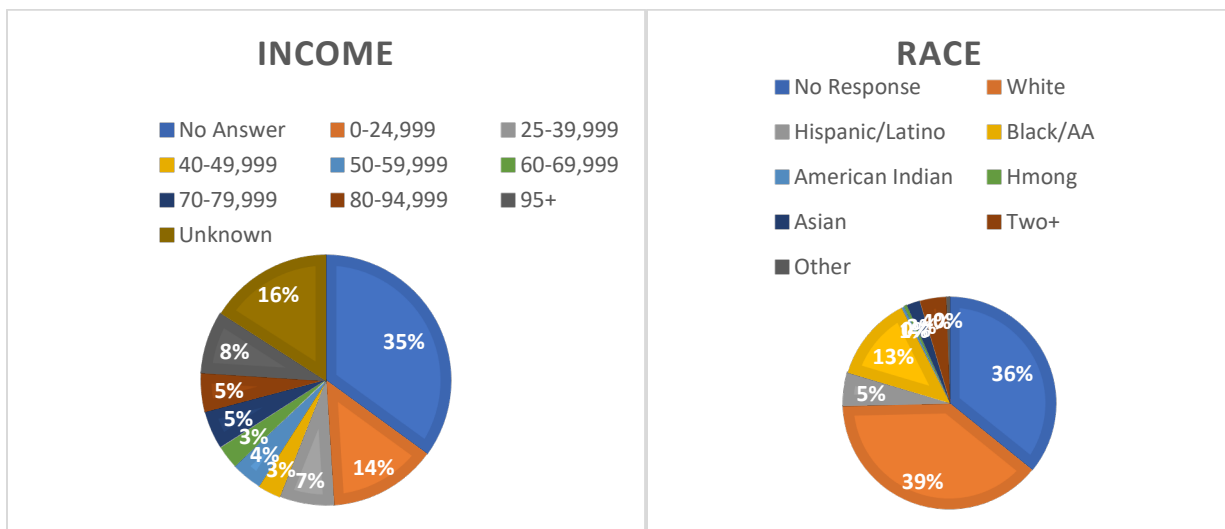
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**4-C Resource Room-**Materials are available that offer high quality, developmentally appropriate materials and resources to support our early care and education professionals and families in our community.

All 4-C programs are supported by Spanish speaking bilingual staff to ensure inclusion of service delivery.

**Data points:** 2023 January - July

- Served 1115 families looking for childcare with 779 of those being unique families served.
- Of those 1115 families, 838 addresses were searched needing care with an address in Madison.
- Dane County WI Shares: 294 Families, 294 Children



**3. Please describe the staff with direct responsibilities for this programming or service including required qualifications, experience, and training.**

**Qualifications-**4-C staff members are recognized as local resources with expertise in areas including, but not limited to: Environment Rating Scales (family, group, and school age), Family Engagement, Early Intervention, Wisconsin Model Early Learning Standards, Pyramid Model and Pyramid Model Implementation Coaching, Ages and Stages Questionnaire, Practice Based Coaching, Behavior Help Wisconsin and Credential Observations.

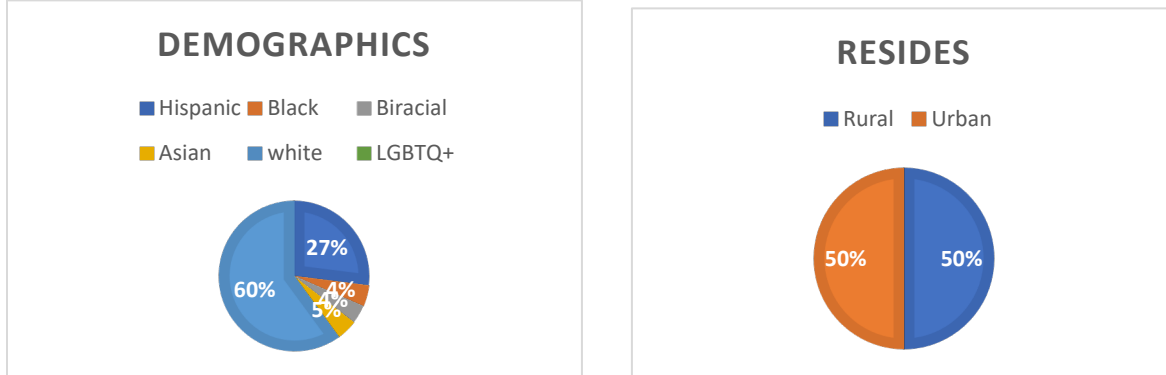
4-C staff have developed close relationships and are key components to the strategic function of early childhood professionals. Our Early Childhood Specialists/Trainers that work with training, mentoring, coaching and consulting have backgrounds in Early Childhood Education, Special Needs, Child Development, Educational Studies in Childcare, Elementary Education, Management; and Masters degrees in School Administration, Education and Educational Administration and Supervision.

Currently, we have 6 team members that are fluent in Spanish and are working with providers in Pre-licensing, Certification, Training, Coaching and Quality Improvement. Additionally, our team is able to provide support services in are Japanese.

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4-C implemented the State of Wisconsin's Quality Rating and Improvement System (YoungStar) for 11 years. As such, 4-C has experience in providing technical consultation and rating services to in-home family child care programs, group centers, school age programs, and day camps.

#### Demographics of Team providing these services:



#### 4. Please describe your organization's relationships to the community you serve and the broader early childhood community in Madison.

4-C works closely with other nonprofit and community-based organizations as well as childcare providers and members of our community to equitably meet the needs of children.

Recent examples include:

- Partnering with **RISE Wisconsin - Early Childhood Initiative** to support **Spanish speaking families** with their early childhood needs and referrals, including providing a series of **Inclusion Parent Cafés** for families that have children with special needs, offerings a systematic means to engage parents/caregivers in meaningful conversations around the **Strengthening Families Five Protective Factors** that research has demonstrated mitigate the negative effects of trauma, reduce abuse and neglect among children, encourage and caregivers to become more involved in their child's development, and encourage parents and caregivers to seek support for a number of different barriers that they experience. This provides **a network of support for parents/caregivers and families** to discuss and increase their confidence and knowledge of child development is priceless. Children are subsequently able to be better supported at home, increasing their rate of academic and social emotional success.
- Collaborating with Madison Reading Project (**MRP**) on their resources for new parents/caregivers project. This provides the parents/caregivers of newborns with a welcome package containing books provided by MRP and resources from 4-C on our services for families.
- Working with **The Hmong Institute** through a Dream Up grant opportunity. As a Core Team member, we will help focus on Community engagement and Childcare development.
- Additionally, 4-C **collaborates** with and/or is a **member** of the following organizations, coalitions, and committees in support of positive outcomes for our community's children and families:

Department of Children and Families, Wisconsin Afterschool Network, The Wisconsin Registry, Beyond Dane (WECA), League of Women Voters, Bilingual Specialist Support Group, WIAMH, UW Extension, Madison Reading Project, The Latino Academy, the

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Hmong Institute, RISE Wisconsin, City of Madison, MMSD, Northside Early Childhood Zone, Waisman Center, UW Madison and Milwaukee, United Way of Dane County, Madison Public Library, Madison College, Early Childhood Homelessness Workgroup, Early Care and Education Director's Caucus.

We solicit feedback from the use of Trainer surveys, Certification and Pre-Licensing surveys, Annual Business Information Form, Social Media Platforms, Constant Contact, and our Referral Database.

**5. Please describe how your organization provides programming and services that have an impact on poverty, racial equity, and social justice.**

4-C has an early childhood trainer who has committed to changing the narratives and equity practices in early care and education programs through the creation of an eight-part training series focused on creating equal access, opportunity, and high-quality education for all children, especially our children of color. The training is designed to advance equity in early care and education through the four anti-bias goals developed by Louis Derman-Sparks. Anti-bias work is important work committed to supporting children who live in a highly diverse yet inequitable world. We know that all children have the right to equitable learning opportunities that allow them to reach their full potential, be engaged learners, and feel valued as a part of their classroom community. To effectively advance equity and to embrace diversity and inclusion, Early childhood educators can recognize and support each child's unique strengths, by seeking through personal and professional reflection to avoid biases both implicit and explicit that may affect their working relationship with the children they serve.

Internally, we meet as a team monthly to *Continue the Conversation*. During our Team Meetings we choose various topics around Diversity, Equity, and Inclusion. Our goal is to help build a culture of openness, transparency, and belonging in which our staff feel valued, seen, heard and respected. This is in support of our mission to ensure that every child has access to high quality care and education by empowering our communities and families through integrated support and equitable practices. As well as our 4-C vision which is to advance community investment in children to create a foundation for their development and to uphold the unique value and dignity of each child and family.

Proposed Programs/Services

1. Which method(s) of programming/services are you proposing (see RFP for a description of each)?

c. Provision of training and coaching for social emotional practices including Wisconsin Pyramid Model and related Wisconsin Registry approved trainings that focus on social emotional development.

2. Please describe the specific programming or services proposed. Include a detailed description of:

- **Eliminate the use of suspension and expulsion.**

**Through the following programs and trainings: Behavior Help Wisconsin** is a program that helps early childhood care and education providers who feel challenged by the behavior of a child as well as to prevent suspension and expulsion. Our evidence-based approach

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strengthens the social-emotional development of young children as identified in the Wisconsin Model Early Learning Standards.

**Deliver on The Promise of Equal Education Training**-An eight-part training series focused on creating equal access, opportunity, and high-quality education for all children, especially our children of color. The training is designed to advance equity in early care and education through the four anti-bias goals developed by Louis Derman-Sparks.

**Nothing I Do Works! How to Effectively Support Children During Challenging Behaviors**-During this workshop, we will explore the definition of challenging behaviors, the functions of behavior, the brain science behind behaviors, and learning proactive approaches to supporting children during challenging behaviors.

**4-C Resource Room**-Materials are available that are high quality, developmentally appropriate and resources to support our early care and education professionals and families in our community.

**Pyramid Model and Trauma Informed Care**- is a framework for implementing a multi-leveled system of supports designed to: enhance social and emotional life skills of young children, promote the development of data-supported policies and practices that are culturally responsive and equitable and provide early care and education providers with practice-based coaching to ensure that they have support to integrate and use practices. Children's responses to trauma can include a child's difficulty in relationships and social interactions with peers and adults, challenges in emotional regulation and social skill development, and challenging behavior.

**4. Increase skills and capacity for individuals working in childcare programs to serve children w/multiple barriers to success. Pyramid Model and Trauma Informed Care**- is a framework for implementing a multi-leveled system of supports designed to: enhance social and emotional life skills of young children, promote the development of data-supported policies and practices that are culturally responsive and equitable and provide early care and education providers with practice-based coaching to ensure that they have support to integrate and use practices. Early educators are becoming increasingly aware of the importance of understanding the impact of trauma on young children and their families. Children's responses to trauma can include a child's difficulty in relationships and social interactions with peers and adults, challenges in emotional regulation and social skill development, and challenging behavior.

**Families and Schools Together-FAST** The FAST Institute of Family Engagement trains school staff to partner with families in support of children's education and well-being. By blending best practices in teacher training and family and community engagement into interactive, whole-school workshops and ongoing coaching, the FAST Institute helps schools to create a more welcoming environment for families of all racial, cultural, linguistic, and socioeconomic backgrounds. When schools and families are collaborating as partners, families feel empowered to advocate for their children and academic achievement among children increases. The FAST Institute builds on 30 years of the evidence-based family engagement program, FAST.

b. A clear explanation of the evidence, research or documentation of promising practice that supports the programming or service proposed.

**Behavior Help Wisconsin tool**-The Climate of Healthy Interactions for Learning and Development (CHILD) tool is a comprehensive observational assessment of the mental health

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(social and emotional) climate of early care and education settings. The CHILDE partitions the mental health climate into nine dimensions which include: transitions, directions & rules, social & emotional learning, adult awareness, adult affect, adult cooperation, adult-child interactions, individualized & developmentally appropriate practices, and child behaviors.

**ASQ-SE 2-** ASQ-SE 2 is a parent/caregiver completed, high reliable system focused solely on social-emotional development in young children. Accurately identifying behavior's through ASQ:SE-2 paves the way for next steps-further assessment, specialized intervention, or ongoing monitoring.

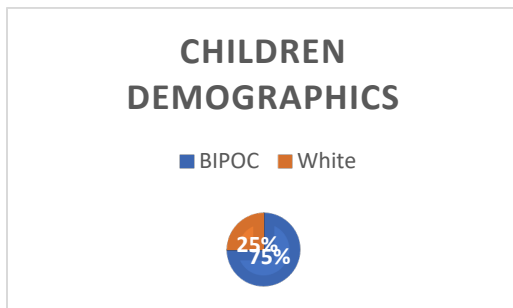
**FAST and Economic Impact-**One in every three people in the United States, and nearly half of all people of color, are economically insecure, with a household income below 200 percent of the federal poverty level.

Whole-family approaches simultaneously address the needs of parents and children to improve outcomes for the whole family. This approach draws from research that links the well-being of parents to their children's social-emotional, physical, and economic well-being. Likewise, parents' ability to succeed in the workplace is substantially affected by how well their children are doing. The FAST approach similarly aligns to the whole-family approach.

One key ingredient for this is building and strengthening social capital amongst families in communities. FAST builds social capital by connecting people and building trusting relationships. In this environment, social isolation declines and mutual support within and between families flourishes. This means that creating social connections and social capital can help individuals in low-income communities improve their economic situation.

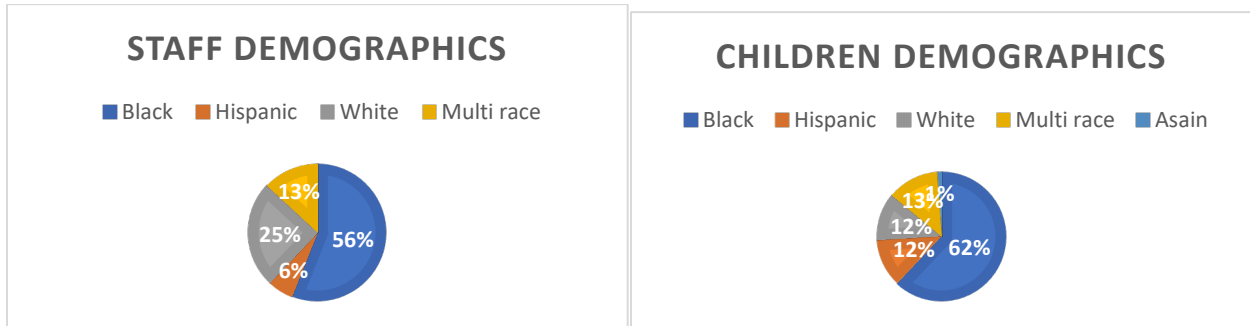
FAST has a demonstrated evidenced-based track-record of supporting the social emotional well-being of children by increasing family cohesion, reducing conflict, strengthening connections amongst families, and connecting families to the school and needed community resources. We also have a substantial amount of anecdotal evidence that participating in a FAST program could lead many families to change in their economic circumstances, whether becoming empowered to look for more sustainable housing, return to higher education or technical career/trade, or search for better employment opportunities.

3. Where will services be provided and to whom? **Goodman Community Center-** Goodman Community Center is a City of Madison Accredited center committed to providing high-quality preschool and a 4-year-old Kindergarten experience for the entire family. Using a play-based approach to learning, Goodman's teachers support children as they explore the world around them through a mix of child-initiated play and intentionally designed activities.

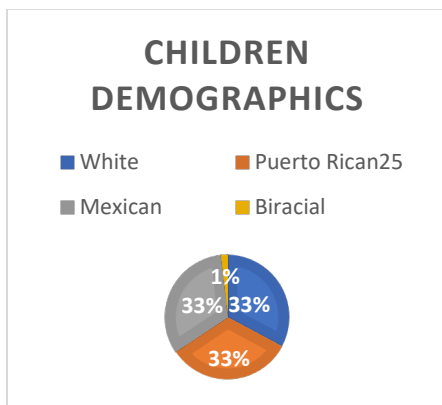


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**Animal Crackers Child Care Center** –Animal Crackers is a City of Madison Accredited Center located on the west side of Madison.



**Sweet Home Smiles, LLC. Family Child Care Home-** Is a newly Licensed program.



4. Please describe how you will maintain a commitment to equity as demonstrated by the promotion of diversity (racial, socio-economic, ability, etc.) at all levels of programming or services.

4-C is dedicated to making a safe and equitable space for all who enter our doors. Implementing equitable practices and procedures are ongoing, requiring us to identify and overcome any intentional and unintentional barriers that may arise due to bias or systemic structures. We are committed to ensuring that our services extend to all individuals, with a high priority on children and families in underserved communities, families of color, and members of the LGBTQ+ community. 4-C engages in this work by informing community leaders, early care, and education professionals as well as our agency staff through continued training and professional development. We embed a focus on diversity and inclusion in all aspects of our operations. It is imperative that all people we serve have meaningful access and opportunity to our services and feel safe within our agency. As individuals and as an agency, we have taken this important step for equity to better understand systems of inequity as well as looking at understanding ourselves, our own identities, cultures, biases, and roles within these systems. 4-C's equity work will help build intentional, meaningful, and transformational partnerships with our staff, communities, and families.

**5. Please describe your timeline for implementing services.**

First and Second Months	Do a Program/Teacher Survey of Needs-PM, Foundations courses, Identified Challenging
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	Behaviors in Classrooms, assign a Coach to program and classrooms, Administer ASQ SE2, CHILD assessment, Introduce FAST and Schedule Trainings
Three to Six Months	Begin work on PM, BHW and FAST Institute
Seven to Twelve Months	Adjust Action Plans, continue observations of Programs/Classrooms, Continued Teacher Support in classrooms through Mentoring, Coaching and Consulting, FAST cycle

6. Applicants are encouraged to collaborate with agencies to ensure that services are not duplicated.

**If the proposal is a collaboration of multiple agencies, please describe the following:** Why does collaboration enhance this proposal?

Bridging the Childcare setting, provider support and families to proactively focus on SE health of children and families. Working with a collaborative mindset allows both 4-C of Madison and Families and Schools Together, Inc. (FAST) to exercise leadership that values connectedness, shared ownership, and openness.

In this collaboration effort both organizations can continue building on the mindset that prioritizes relationships and embraces the complexity of the networks and the systems in which we will embed to ensure unduplicated services. — then applying that mindset to the ways in which the City of Madison’s proposal is structured, impact is assessed, and leadership is exercised. We will do this by embracing a new way of thinking and working that is rooted in shared understanding and oriented toward interdependence and engagement, we can more effectively use collaborative action to make progress on complex problems identified within the scope of this project.

**What formal agreements are/will be in place between the agencies to support this proposal?** 4C-Madison as the lead organization will subcontract with Families and Schools together, Inc. to assist in delivering intentional Family Engagement efforts both through professional development and programming, should a second year be funded.

**How will decisions about programming and services be made within the collaboration?** Group decision making, also referred to as collective or collective decision-making, is a participatory process in which individuals participate jointly in the decision-making process. They analyze problems or situations, consider alternatives, and choose a solution together. It differs per form of decision-making who is responsible for the decisions. In this type of decision-making, the decision can therefore no longer be attributed to one person. This makes sense, because all individuals and group processes such as social influences can contribute to the result. The decisions made by a group often differ from individualistic decisions.

**How this collaboration will avoid duplication of services?** Each organization brings a unique perspective and services to this grant. Being able to identify what is currently being provided in the community and how we as a collaborative can make services more intentional than what is currently being provided.

**Measurement of Success:**

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1. Which System Level Indicator (see RFP section 1.4) will your proposal address and how
  - a. Expansion of capacity of all early childhood professionals to serve children w/high barriers to success.
  - b. Reduction in the expulsion rate of children.

Through our collaboration we will emphasize mutual engagement, the strengths and skills of families and staff, sharing resources, decision making, and access to data. We will build an effective partnership process to improve systems, policies, community capacities, and equitable outcomes. Our services will help programs develop their approach, give tools and skills needed to provide the highest quality of care to each child in their program.

We will do the following:

- Work with program leaders to make sure you have the support and training you need to work with children with challenging behavior.
- Seek support through the partnership with your program's mental health consultant.
- Learn new ways to create healthy environments for all children. This includes building your skills and understanding in child development, cultural awareness, family dynamics, and trauma.
- Build positive relationships with coworkers and families to help promote awareness of the cultures that are part of your classroom and program. You can explore your understanding of differences that might influence how you perceive behaviors.

2. Which Population Level Indicator (see RFP section 1.4) will your proposal address and how?
  - a. Increased number of children served by high-quality childcare programs including, but not limited to,
    1. Is in a geographically underserved area of Madison.

By supporting programs, teachers, children and their families through PM, DEI training, family programming-FAST, Resource Room, Trauma Informed practices

3. How will success be assessed and evaluated? Include a description of the tools, screeners or assessments that will be used.
  - o FAST-Pre and Post surveys
  - o BHW-The CHILD
  - o ASQ SE 2-At the beginning of programming, mid-year, and end of year
  - o Family/Staff Feedback and surveys

## Early Childhood Funding RFP Total Budget

Name of Agency:

Name of Proposal:

### Instructions

Complete the table below by filling in the yellow cells. Formulas within this spreadsheet will autofill into the white Total Revenue cells.

Proposals for a Single Program/Service: If you are proposing one program, for example, direct child care programming at a single location, you will only need to fill in columns B and C.

Proposals for Multiple Programs/Services: If you are proposing to include multiple methods of services or programs, for example, on-site child care programming and separately provide consultation services for other programs, two proposals (each with a separate budget) should be submitted separately. If you are proposing to do the same service at multiple locations, for example, child care at two different locations, one proposal and budget may be submitted. In this case, use columns C, D and E below to delineate the budget for each program within your proposal. You may insert more columns, if needed.

Please contact Monty Marsh (mmarsh@cityofmadison.com) for any questions about clarifications regarding joint or singular proposals.

Revenue Source	Agency 2024 Total	Program A	Program B	Program C
Dane County	\$ 369,700.00	\$ -	\$ -	\$ -
United Way of Dane County	\$ 81,000.00	\$ -	\$ -	\$ -
City of Madison-This program	\$ -	\$ 204,050.00	\$ -	\$ -
City of Madison-Other Funding	\$ 77,523.00	\$ -	\$ -	\$ -
Other Government*	\$ 739,000.00	\$ -	\$ -	\$ -
Fundraising/Donations**	\$ 105,000.00	\$ -	\$ -	\$ -
User Fee	\$ 120,000.00	\$ -	\$ -	\$ -
Total Revenue	\$ 1,492,223.00	\$ 204,050.00	\$ -	\$ -

\*Other Government: includes all federal and state funds, as well as funds from other counties (outside Dane County), other cities, villages or townships

\*\*Fundraising: includes funds received from foundations, corporations, churches and individuals, as well as those raised from fundraising events

## Early Childhood Funding RFP Program Budget Breakout

Name of Agency:

### Instructions

Complete the table below by filling in the yellow cells. Formulas within this spreadsheet will autofill into the white Total Revenue cells.

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Please contact Monty Marsh (mmarsh@cityofmadison.com) for any questions about clarifications regarding joint or singular proposals.

Account Category	Agency 2024	Program A Budget	Program B Budget	Program C Budget	Total City Request
<b>A. Personnel</b>					
Salary	\$ 1,110,200.00	\$ 50,550.00	\$ -	\$ -	\$ 50,550.00
Taxes/Benefits	\$ 300,100.00	\$ 16,850.00	\$ -	\$ -	\$ 16,850.00
<b>Subtotal</b>	<b>\$ 1,410,300.00</b>	<b>\$ 67,400.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 67,400.00</b>
<b>B. Other Operating</b>					
Insurance	\$ 20,100.00	\$ 3,000.00	\$ -	\$ -	\$ 3,000.00
Professional Fees/Audit	\$ 27,000.00	\$ 3,500.00	\$ -	\$ -	\$ 3,500.00
Postage/Office & Program	\$ 52,000.00	\$ 3,000.00	\$ -	\$ -	\$ 3,000.00
Supplies/Printing/Photocopy	\$ 7,500.00	\$ 500.00	\$ -	\$ -	\$ 500.00
Equipment/Furnishings/Depr.	\$ 14,000.00	\$ 500.00	\$ -	\$ -	\$ 500.00
Telecommunications	\$ 28,000.00	\$ 1,500.00	\$ -	\$ -	\$ 1,500.00
Training/Conferences	\$ 10,000.00	\$ 1,000.00	\$ -	\$ -	\$ 1,000.00
Food/Household Supplies	\$ 5,000.00	\$ 4,000.00	\$ -	\$ -	\$ 4,000.00
Travel	\$ 20,000.00	\$ 1,500.00	\$ -	\$ -	\$ 1,500.00
Vehicle Costs/Depreciation	\$ -	\$ -	\$ -	\$ -	\$ -
Other*	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Subtotal</b>	<b>\$ 183,600.00</b>	<b>\$ 18,500.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 18,500.00</b>
<b>B. Space</b>					
Rent/Utilities/Maintenance	\$ 56,000.00	\$ 7,000.00	\$ -	\$ -	\$ 7,000.00
Mortgage Principal/Interest	\$ 4,000.00	\$ -	\$ -	\$ -	\$ -
Depreciation/Taxes	\$ 25,000.00	\$ -	\$ -	\$ -	\$ -
<b>Subtotal</b>	<b>\$ 85,000.00</b>	<b>\$ 7,000.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 7,000.00</b>
<b>D. Special Costs</b>					
Assistance to Individuals	\$ 64,000.00	\$ 46,500.00	\$ -	\$ -	\$ 46,500.00
Payment to Affiliate Orgs.	\$ -	\$ -	\$ -	\$ -	\$ -
Service/Program Subcontrs.	\$ 48,000.00	\$ 36,650.00	\$ -	\$ -	\$ 36,650.00
Other*: Indirect Costs	\$ -	\$ 28,000.00	\$ -	\$ -	\$ 28,000.00
<b>Subtotal</b>	<b>\$ 112,000.00</b>	<b>\$ 111,150.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 111,150.00</b>
<b>Total</b>	<b>\$ 1,790,900.00</b>	<b>\$ 204,050.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 204,050.00</b>

\*If costs are included in Other rows, please provide an explanation of those costs below:

Other Operating: NA

Other Special Costs: The program's share of agency overhead costs

