

1. Applicant

Include the following information on the first page of the proposal:

Organization Name: The Playing Field, Inc.

Contact Person Address: 3910 Mineral Point Road, Madison 53705

Telephone Number: 608-807-9660 or 608-286-1061

Email Address: abbi@playingfieldmadison.org

Federal EIN: 474112110

Legal Status: 501c3

Will you present for 3-5 minutes at the virtual September 14th Early Childhood Care and Education Committee meeting at 2:30 PM? Yes

2. Required Proposal Narrative

Please respond to each question individually and fully. There is no word count limit for each question. Applicants have discretion regarding the use of space within the ten pages. However, the entire proposal should not exceed ten (10) pages.

Organizational Capacity

- 1. Please describe your organization. Include any relevant information about the mission, vision, values and history of the organization as it relates to the services or programming you are proposing to provide.**

The Playing Field was founded in 2015 and aimed at minimizing disparity in early care and education. We have intentionally addressed the barriers that prevent low income families from accessing high quality early care and education services for their child/ren. These barriers include: Cost, transportation, and child behaviors associated with early adversity.

COST: At our original site (Mineral Point Road) we have six classrooms and will open a seventh in September. This site can serve 58 children. One third of the children at this site are funded by Early Head Start. This funding prioritizes children impacted by homelessness. Another third of the children receive scholarship support. This is raised through donations and grants to support families who might otherwise not have access to quality care. A third of the families pay full tuition as they would at another quality program.

Our east side site was opened in 2020 with the capacity for 20 children. With grants from United Way Dane County and the City of Madison, we are able to care for children impacted by housing insecurity with no cost to families. We are expanding to a second site in September of 2023 which will increase our east side capacity to 38. In the fall of 2024, we plan to move into a new facility with the capacity of 100 children per shift and expand operations into evening hours.

As we expand on the east side, we will replicate the diverse enrollment model of our midtown site. We believe this model provides all children an opportunity to learn together rather than segregating children based on family income level— providing the best chance for children to grow into people who can live, work, and solve problems together. “Only 17 percent of children are currently learning in racially and socioeconomically diverse classrooms” (Poverty, Diversity and the Preschool Classroom) yet research shows all children benefit from diverse early education opportunities where all children can contribute their individual strengths.

We are writing this proposal to help support our expansion as we serve more children and set a standard for equity in early care and education.

TRANSPORTATION: Another barrier to access is transportation as high quality programs are often outside the geographical areas where low income families reside. The bus at our midtown site covers the city limits each morning and afternoon. Our east side bus focuses on the east side of Madison and prioritizes families at The Road Home's Fair Oaks development.

EXPULSION RATES: It is estimated that more than 17,000 preschoolers are suspended or expelled annually with children of color being disproportionately impacted. The Playing Field has been held up as a model for trauma sensitive care and for the implementation of Conscious Discipline®. Through extensive staff training, mentoring, and coaching as well as low child ratios and small group sizes, The Playing Field has demonstrated the ability to work with children without resorting to punitive measures, suspensions, or expulsions. Our new building is being designed to include classroom observation areas where we can continue to offer training to fellow early educators and combine that training with opportunities to see social emotional learning in practice. We have already begun hosting learning opportunities for educators from around the country and look forward to expanding our ability to support those who serve children impacted by trauma.

2. Please describe in detail your organization's experience and abilities in successfully providing early childhood services, technical assistance or programming. Include current work that is the same or similar to the work you are proposing to provide and any outcomes that can be highlighted from this work. Include detailed information about the demographics of individuals currently being served (number of individuals, age, race and ethnicity, income levels, geographic area of the City, and any other relevant demographic information).

The Playing Field has been serving children impacted by homelessness, poverty, foster care and other forms of early adversity since 2015. We have demonstrated that children can be successful if given individualized support. Many children have come to us after being expelled from other programs. We do not utilize suspension or expulsions. With the understanding that early attachments serve as the best buffer against Adverse Childhood Experiences, we prioritize relationships. By keeping the same teacher with the same group of children over years, we build trusting relationships between children, staff and parents. From the base of strong relationships, we focus on teaching children skills for managing emotions and self regulation.

We have been operating since 2015 and intentionally addressing barriers to access. Our School Family has always included children impacted by homelessness through a partnership with Early Head Start. In 2020, partnerships with The Road Home Dane County, United Way of Dane County and the City of Madison allowed us to expand to the east side. We opened our doors to 20 children impacted by housing insecurity with priority given to families being served by The Road Home and living at Fair Oaks addition.

Our midtown site currently has the capacity to serve 50 children with at least 66% qualifying for child care subsidies. Our east side site has the capacity for 20 children all of whom qualify for child care subsidies. Through grants and donations, we assure that homeless families or those living at 125% of the federal poverty level are not charged a copay. Other families can receive discounted tuition of 10 to 30 percent through our scholarship program, putting the family copay in reach for those who might otherwise not access a high quality ECE program. Midtown enrollment is racially diverse as well with the balance between white and black children being consistently balanced at 45 to 48 percent each. Children of Asian and/or Hispanic descent generally fill 3 to 5 percent of our enrollment spaces.

The east side site currently has the capacity to serve 20 children— all funded by United Way and the City of Madison. UWDC funding prioritizes children working with The Road Home and living at Fair Oaks. The current enrollment is 60% black or of mixed race, 30% white and 10% Hispanic.

Our east site site will expand to add 18 enrollment spaces in September of 2023 and an additional 62 spaces in September of 2024. It is our intention to replicate the diverse enrollment of our midtown site by reserving spaces for children based on funding source.

Our model was selected by former First Lady, Tonette Walker as a standard for trauma sensitive care in early education. We have also hosted educators from 23 states and the country of Norway to observe our implementation of Conscious Discipline and see trauma sensitive care in practice. Most recently, we hosted a team of statewide implementation coaches from the state of Alabama who came to observe our model for coaching teachers and building reflective practices into our onboarding and training for staff.

3. Please describe the staff with direct responsibilities for this programming or service including required qualifications, experience and training. Include if the staff are demographically representative of the population served.

Founder and Executive Director, Abbi Kruse travels nationally to train others in Conscious Discipline. Program Director, Michelle Henner was also recently selected to represent Conscious Discipline to early educators and program directors. Both specialize in children impacted by trauma. Their combined leadership has created an intensive staff onboarding process which gives teachers both knowledge and classroom support to help children navigate big emotions and help teachers manage the associated behaviors.

Our lead teachers have a minimum of 18 credits in Early Childhood Education and have obtained either the infant/toddler or preschool endorsement. All teachers are encouraged to pursue further education and obtain their Associates or Bachelors degrees.

During their first year of employment, all new classroom staff participate in a reflective cohort focusing on Conscious Discipline®. They are also assigned to a Mentor Teacher. Upon completion of their entry year, teachers can apply to attend a 40 hour training in Conscious Discipline® with the understanding they commit to two additional years of service. From that point, they are expected to establish a model classroom and they receive intensive classroom coaching with reflection and goal setting. By year three, teachers can apply for a role mentoring a new teacher through this same process.

Our staff bring a lot of diversity but, recruiting and training more staff who represent not only the racial makeup of our families but the life experiences as well has been a top priority. In September, we will begin an ECE Apprenticeship program intended to support our efforts to build our diverse staff. Parents of enrolled children receive top priority for this opportunity.

4. Please describe your organization's relationships to the community you serve and the broader early childhood community in Madison. Include in your answer how you solicit feedback and adapt your work to meet the needs of your community and specific examples of successful partnerships with various service providers. Include any qualitative or quantitative data sources used to inform these decisions.

The Playing Field has developed strong relationships within the community. These partnerships have allowed us to expand our support for young children as well as to their adult family members.

Our midtown site opened with a child care partnership agreement through Reach Dane. This has allowed us to serve children impacted by homelessness, foster care, poverty and other forms of early adversity. On the east side, we are partnering with Plumbers Union Local 75 and The Road Home to offer child care, job training, and stable, affordable housing in a coordinated effort. Our organization is also partnering with Department of Workforce Development and Madison College to offer paid apprenticeships in early education. This not only provides us with qualified staff for our growing number of classrooms but offers adult family members with another option for career training.

One third of our board members are made of parent representatives who provide ongoing feedback about programming as well as family needs. We host monthly family gatherings, and quarterly conferences where parents are encouraged to provide input. In addition, we keep the same group of children and teachers together for as long as possible. These strong relationships allow our staff to build trust and with families and to gain understanding about their individual needs and barriers. All of this has allowed us to be responsive to family perspectives and needs as programming decisions are made.

Our relationship with the city's accreditation unit provides ongoing assessment of our sites. In addition, we learn more about community needs and how we might assist in meeting them. Most recently, we partnered with the Child Care Accreditation Unit to obtain a Dream Up grant which will support teacher training and provide other area programs with data on our ability to train and retain qualified staff.

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

High quality early care and education has been shown to support better outcomes for children, their families and communities yet, most high quality programs are not accessible to low income families.

The Playing Field breaks the barriers faced by families in accessing high quality early care and education. Through grant funding and donations, we assure that no child is turned away due to the family's inability to pay tuition or make a copayment. By reserving enrollment spaces based on funding source, we intentionally integrate children from varied socio-economic backgrounds into our School Family model.

The School Family is different from the traditional school model where every child receives "the same" services. The School Family is modeled after a healthy family where each child has his or her individual needs met— even if those needs are very different. This creates a truly equitable model as each child receives the support they need in order to succeed. (*Creating the School Family by Dr. Becky Bailey*)

Access to child care supports families in meeting their own goals related to housing, employment, and education. Our partnerships with The Road Home, the plumbers union, and Madison College provide multi generational, holistic support as families seek to meet their personal and professional goals.

Proposed Programs/Services

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

- Increase availability and access to high-quality care for children especially those who face multiple barriers to success **AND** d. Support for regulated child care offerings outside of traditional care options including but not limited to evening and weekend care, drop-in care, care for highly mobile populations, and care that is representative of the diverse communities of the City.

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

- **The specific methods for contributing to one or more of the goals stated in the RFP section 1.4**

Increase access to high quality child care for children who face multiple barriers to success (i.e. children living in poverty or facing housing insecurity, children with special needs, English language learners, etc.)

Our model is designed to break barriers including cost, transportation and high rates of expulsions. Grants and donations as outlined above assure that no family is denied access due to inability to pay. Spaces are reserved for children based on funding source with over 66% of our current enrollment qualifying for child care subsidy funds.

We operate busses on both sides of town assuring that any child within the city limits can access our sites. If children arrive in need of a bath, clean clothing or extra food, we can meet those needs. In addition, we do extensive training and mentoring of staff related to trauma sensitive care. Providing staff with both support and skills means we do not resort to excluding children who struggle to manage feelings and regulate themselves.

d. Support for regulated child care offerings outside of traditional care options including but not limited to evening and weekend care, drop-in care, care for highly mobile populations, and care that is representative of the diverse communities of the City.

By reserving enrollment spaces for children based on funding source, we maintain a diverse enrollment and assure we are caring for children in the context of our community rather than in groups segregated by family income level. One third of our enrollment spaces are reserved for families facing homelessness or housing insecurity. Another third are reserved for children in need of scholarship assistance. These are typically families who qualify for child care subsidy but who could not afford the family copay at a quality center. Our scholarship funds are used to close the gap between what subsidy pays and the true cost of care. We prioritize enrollment for families impacted by homelessness and children impacted by other forms of adversity. Our expansions will allow us to replicate our successful model for inclusion and equity as we add much needed child care spaces to the Madison community.

In September of 2024, we plan to move into space owned by Plumbers Union Local 75. This space will accommodate up to 100 children per shift. We have committed to operating evening hours to support the apprenticeship program and workers with nontraditional schedules.

3. Eliminate the use of suspension and expulsion as a behavior management tool

The Playing Field has demonstrated success with children who have been excluded from other ECE programs— some whom have been expelled from multiple sites. Through our intensive teacher training program, implementation with fidelity of Conscious Discipline, low ratios and small group sizes, we support children in gaining the ability to self regulate and manage big emotions. For nearly eight years, we have operated without use of suspensions or expulsions and at the same time, demonstrated a drastic reduction in staff turnover. This demonstrates that with proper training and support, children impacted by early adversity and their teachers can succeed.

Conscious Discipline teaches adults to manage their own upset and to respond to the child's underlying needs rather than focusing on "getting" children to change. "A child can not behave differently until he is seen differently." (Dr. Becky Bailey) Traditional models of discipline which rely on rewards and punishments fail to teach children new skills. Children are accepted when their behavior is deemed acceptable by adults. However, in our School Family, children are accepted. Our teachers focus on building trusting relationships and teaching children new skills. Our expansions are not only allowing us to serve more children but to expand our ability to train other ECE providers in Conscious Discipline.

3. Where will services be provided and to whom? Include detailed information about the demographics of individuals that will be served (number of individuals, age, race and ethnicity, income levels, geographic area of the City, and any other relevant demographic information)

Services will be provided at our midtown location. Children are transported from anywhere in the city limits. After our September of 2023 expansion, we will have the capacity for 16 children under the age of two, 22 children between the ages of two and three, and 26 children between the ages of three and five. We will maintain our diverse enrollment model with a third of the children being funded by Early Head Start and priority enrollment for children facing homelessness, a third receiving scholarship assistance to bridge the gap between child care subsidy and true cost of care, and a third paying full tuition. We do not consider race in enrollment decisions but, we can expect that our unique funding model will continue to bring a racially diverse group of children and families.

Beginning in September, 2023, services will be provided at two east side locations. Our site on Independence Lane will provide care to 16 infants and toddlers. Our site on Lien Road will provide care to 10 children between two and three as well as to 12 children from three to five years of age. At this time, 20 of the total spaces are reserved for children who receive full funding through the City of Madison and the United Way. These funds prioritize children impacted by homelessness. Our United Way funding offers priority to families being served at Fair Oaks by The Road Home.

In September, 2024, we will begin serving children in our new site. Our 15,000 square foot facility will hold 100 children per shift. This site is being built in the former Menards which is now owned by Plumbers Union Local 75. The additional space will allow us to replicate the enrollment model of thirds from our midtown site with 1/3 receiving funding to prioritize children impacted by homelessness, foster care, poverty or other adversity, 1/3 receiving scholarships, and 1/3 paying full tuition. We have also committed to providing evening care at least three nights per week and plan to expand that service based on community need and staffing.

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.

We maintain our commitment to equity through the School Family model where each child has his or her individual need met— even if those needs are very different. Through implementation of Conscious Discipline, we assure that teachers have the skills to assist children in learning to manage emotions and regulate behaviors. Our success in this area assures that suspensions and expulsions are not the basis for child guidance and children in need of services are not denied care. We also maintain this commitment through our diverse enrollment model which reserves spaces for children based on funding source with 66% of children receiving full or partial financial support.

5. Please describe your timeline for implementing services. If you are proposing direct provision of care, describe any relevant hours of service as well as a timeline for any assessment within the program.

Midtown expansion (adding 14 preschool spaces) in September of 2023 with hours of operation remaining 7:30 AM to 5:30 PM, Monday through Friday.

East side expansion (adding 8 infant toddler and 10 preschool spaces) in September of 2023 with hours of operation remaining 7:30 AM to 5:30 PM, Monday through Friday.

East side expansion (adding 6 additional 0-5 classrooms) in September of 2024 with hours of operation extending from 7:00 AM to 9:00 PM, Monday through Friday. (Hours after 5:30 PM subject to need of plumbers union and community demand)

Program assessments will continue to be completed by child care accreditation. One third of our board members will be parents who provide parent input. We will continue to solicit feedback at monthly family nights, regular conferences, and home visits.

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?

Our midtown collaboration with Early Head Start allows us to care for children impacted by homelessness alongside those from more advantaged families. This unique model provides all families with opportunities to meet and build relationships. Evidence supports the advantages for children as well as for adult family members.

Our collaborations with The Road Home Dane County and Plumbers Union Local 75 allows each organization to focus on what we do best— providing child care, housing and case management and job training in a coordinated effort.

Our collaborations with DWD and Madison College assure we can staff our growing number of classrooms without impacting staffing at existing area centers. In addition, it provides another career pathway for our adult family members and provides our program with staff who represent the diversity of our enrolled children.

b. What formal agreements are/will be in place between the agencies to support this proposal?

We have a formal agreement with Early Head Start to provide care to 16 children at our midtown site. In addition, we have an agreement with Office of Campus Child Care and Family Resources to support UW staff and students with non EHS enrollment spaces

We have a collaboration under United Way's Two-Gen Initiative to serve children at our east side sites who are impacted by homelessness/housing insecurity with priority being given to children living at Fair Oaks.

We have an agreement with Plumbers Union Local 75 to build a 15,000 square foot child care facility within their existing trade school (formerly Menard's.)

We have entered into an agreement with Department of Workforce Development to offer paid apprenticeships in Early Childhood Education through Madison College.

c. How will decisions about programming and services be made within the collaboration?

Each organization has a clear mission and makes decisions based on their organization's purpose. Formal agreements make the expectations for each clear. Regular communication assures that we remain responsive to the needs of our families and community and uphold our individual commitments.

d. How this collaboration will avoid duplication of services?

Our partners are diverse in their skills and purposes. Our collaborations support our abilities to offer holistic multi generational services. Each organization brings their strength and allows the others to operate in their areas of strength. For example, The Playing Field provides the highest level of early care and education while The Road Home offers support with housing and case management— each operating in their own strength and supporting two generations together.

e. Any other relevant information about the collaboration

1. Which System Level Indicator (see RFP section 1.4) will your proposal address and how?

Our model and community collaborations address all of the System Level Indicators. By continuing to build our capacity to offer training and observation opportunities, we will build the capacity for others who seek to create equitable early education settings. Our demonstrated success in breaking barriers to access, eliminating suspensions and expulsions, and greatly reducing staff turnover rates can serve as a model for others. With two staff onboard who are certified to offer Conscious Discipline training, many teachers who can provide observation opportunities in model classrooms, and a building designed to offer viewing areas that will not disrupt classrooms, we can continue to grow our capacity to train and support fellow educators.

2. Which Population Level Indicator (see RFP section 1.4) will your proposal address and how?

- Increased number of children served by high-quality child care programs and
- Increased child care capacity throughout the City

Our expansions on both sides of town will add 32 additional child care spaces in 2023 with 8 of those being for infants and toddlers and 66% eligible for child care subsidy.

In 2024, we will add an additional 62 spaces. Our building will have space for 16 infants, 16 toddlers, 16 two year olds, 20 three year olds, and 24 four year olds. Our enrollment model

reserves 2/3 of those spaces for families with child care subsidies and 1/3 for families who pay full tuition. We have also committed to evening hours, staying open until 9:00 PM at least three nights per week.

Transportation on both sides of town assures that families anywhere in Madison can access care.

3. How will success be assessed and evaluated? Include a description of the tools, screeners or assessments that will be used.

- The Playing Field will continue to operate our centers under the standards of Madison Child Care Accreditation and maintain a five star rating with Young Star Quality Rating. Our new sites will also achieve both accreditation and a five star rating.
- Our sites will continue to operate with high compliance records with state licensing standards.
- We will expand enrollment capacity on both sides of town and maintain full enrollment.
- The Playing Field will fulfill its obligations to Early Head Start, The Road Home, and Plumbers Union Local 75 as outlined in our agreements.
- The progress of all children is measured with the ASQ (Ages and Stages Questionnaire) and DRDP (Desired Results Developmental Profile). These assessment tools are designed to help us collect information from parents, observations, and reflections on the developmental process of children. It is our expectation that 90% of our children will show improvement between assessment checkpoints indicating growth over time. In addition, children in need of special education services can be identified and referred for service.

Early Childhood Funding RFP Total Budget

Name of Agency: The Playing Field, Inc.
Name of Proposal: Early Childhood Expansion

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	\$ 403,013.00	\$ -	\$ -	\$ -
United Way of Dane County	\$ 125,000.00	\$ -	\$ -	\$ -
City of Madison-This program	\$ 100,000.00	\$ 100,000.00	\$ -	\$ -
City of Madison-Other Funding	\$ 50,000.00	\$ -	\$ -	\$ -
Other Government*	\$ 887,886.00	\$ -	\$ -	\$ -
Fundraising/Donations**	\$ 484,000.00	\$ -	\$ -	\$ -
User Fee	\$ 1,122,097.00	\$ -	\$ -	\$ -
Total Revenue	\$ 3,171,996.00	\$ 100,000.00	0	0

*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: The Playing Field, Inc.

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.

Account Category	Agency 2024	Program A Budget	Program B Budget	Program C Budget	Total City Request
A. Personnel					
Salary	\$ 2,207,256.00	\$ -	\$ -	\$ -	\$ -
Taxes/Benefits	\$ 515,136.00	\$ -	\$ -	\$ -	\$ -
Subtotal	\$ 2,722,392.00	\$ -	\$ -	\$ -	\$ -
B. Other Operating					
Insurance	\$ 52,926.00	\$ -	\$ -	\$ -	\$ -
Professional Fees/Audit	\$ 23,585.00	\$ -	\$ -	\$ -	\$ -
Postage/Office & Program	\$ 54,882.00	\$ -	\$ -	\$ -	\$ -
Supplies/Printing/Photocopy	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment/Furnishings/Depr.	\$ 20,000.00	\$ -	\$ -	\$ -	\$ -
Telecommunications	\$ -	\$ -	\$ -	\$ -	\$ -
Training/Conferences	\$ 28,000.00	\$ -	\$ -	\$ -	\$ -
Food/Household Supplies	\$ 73,057.00	\$ -	\$ -	\$ -	\$ -
Travel	\$ 1,047.00	\$ -	\$ -	\$ -	\$ -
Vehicle Costs/Depreciation	\$ 5,000.00	\$ -	\$ -	\$ -	\$ -
Other*	\$ 56,534.00	\$ -	\$ -	\$ -	\$ -
Subtotal	\$ 315,031.00	\$ -	\$ -	\$ -	\$ -
B. Space					
Rent/Utilities/Maintenance	\$ 138,318.00	\$ -	\$ -	\$ -	\$ -
Mortgage Principal/Interest	\$ -	\$ -	\$ -	\$ -	\$ -
Depreciation/Taxes	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal	\$ 138,318.00	\$ -	\$ -	\$ -	\$ -
D. Special Costs					
Assistance to Individuals	\$ 5,500.00	\$ 100,000.00	\$ -	\$ -	\$ 100,000.00
Payment to Affiliate Orgs.	\$ -	\$ -	\$ -	\$ -	\$ -
Sercie/Program Subcontrs.	\$ -	\$ -	\$ -	\$ -	\$ -
Other*	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal	\$ 5,500.00	\$ 100,000.00	\$ -	\$ -	\$ 100,000.00
Total	\$ 3,181,241.00	\$ 100,000.00	\$ -	\$ -	\$ 100,000.00

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

Other Operating: Expenses include: Advertising, Hiring Costs, Merchant Fees, Family & Staff Meetings, Employee Recognition

Other Special Costs:

1. Applicant

Include the following information on the first page of the proposal:

Organization Name: The Playing Field, Inc.

Contact Person Address: 3910 Mineral Point Rd., Madison, WI 53705

Telephone Number: 608-286-1061

Email Address: abbi@playingfieldmadison.org

Federal EIN: 47-4112110

Legal Status: 501(c)3

Will you present for 3-5 minutes at the virtual September 14th Early Childhood Care and Education Committee meeting at 2:30 PM? YES

2. Required Proposal Narrative

Please respond to each question individually and fully.

- 1. Please describe your organization. Include any relevant information about the mission, vision, values, and history of the organization as it relates to the services or programming you are proposing to provide.**

The Playing Field was founded in 2015 and aimed at minimizing disparity in early care and education. We have intentionally addressed the barriers that prevent low-income families from accessing high quality early care and education services for their child/ren. These barriers include cost, transportation, and child behaviors associated with early adversity. Children impacted by trauma often exhibit behaviors that challenge adults which results in high rates of exclusion from ECE programs.

Our first location opened in midtown with a unique enrollment model which allowed us to care for children impacted by homelessness alongside children from more advantaged families. Our second site opened in September of 2020. Grant funding from United Way Dane County and the City of Madison prioritized care for children impacted by housing insecurity.

Both sites have served children impacted by early adversity without the use of suspensions or expulsions. Through implementation of Conscious Discipline® and intensive teacher training and support, we have also seen children succeed— even after being expelled from other area programs. In addition, our staff training and mentoring program has resulted in a reduction in staff turnover.

Our program has been held up for a model of trauma sensitive care and we are expanding our ability to support other early childhood educators who seek to replicate our practices related to improving equitable access to ECE programming and serve children who have been impacted by early adversity.

- 2. Please describe in detail your organization's experience and abilities in successfully providing early childhood services, technical assistance, or programming. Include current work that is the same or similar to the work you are proposing to provide and any outcomes that can be highlighted from this work. Include detailed information about the demographics of individuals currently being served (number of individuals, age, race and ethnicity, income levels, geographic area of the City, and any other relevant demographic information).**

The Playing Field was selected by former First Lady, Tonette Walker to represent best practices related to trauma sensitive care in early childhood settings. We hosted a delegation from Norway to observe our trauma sensitive practices.

We have also hosted observers from around the country who want to see Conscious Discipline® in practice. Our program offers fellow educators the opportunity to see full implementation of Conscious Discipline®. Our physical spaces have been designed to support the needs of children for safety and connection. Our midtown site has been updated to include a CARE Room (Connection And Recovery Environment) where children can utilize sensory experiences designed to help them move from a dysregulated state to a regulated state. We also have an outdoor sensory play path which supports regulation through sensory experiences. These spaces have been toured by various groups seeking to support the sensory needs of children impacted by trauma. These spaces have served as models for educators around the country.

To support the needs of children impacted by trauma, The Playing Field has worked for the last eight years to develop an intensive teacher training and coaching model. We are now sharing that model with educators from around the country.

In May of 2023, our program hosted a team of statewide implementation coaches from the state of Alabama who came to see Conscious Discipline® in practice and learn from our program coaches. We provided training with opportunities to observe classrooms. The Alabama coaches were provided opportunities to observe coaches from The Playing Field as they demonstrated our successful teacher coaching model which includes goal setting, reflection, and in-classroom coaching. As we piloted this project to improve reflective practices for coaching, we developed guided observation tools and training for coaches. The feedback from this experience was exceptional and any of the participants would provide a reference.

3. Please describe the staff with direct responsibilities for this programming or service including required qualifications, experience, and training. Include if the staff are demographically representative of the population served.

Founder and Executive Director, Abbi Kruse is a Nationally Certified Conscious Discipline® Instructor. She has traveled the country providing 50 to 60 trainings per year to early childhood educators, administrators, and coaches. She is often asked to speak on the impacts of early trauma and how adults can support the social emotional development of children impacted by adversity. Abbi has consulted with program leaders from across the country as they seek to find solutions for challenging child behaviors, teacher turnover, and high rates of preschool expulsions. Abbi has also created digital material on behalf of Conscious Discipline® including virtual courses and webinars.

Abbi has combined her background in reflective coaching with Conscious Discipline® to develop the unique coaching model at The Playing Field. Abbi was part of a state pilot project in Oklahoma that improved reflective coaching practices. Coaches coached classroom teachers. Those coaches were coached by Master Coaches (the role that Abbi served in), and the Master Coaches received coaching on their practices from the University of Oklahoma. This experience has been the foundation of the coaching model at The Playing Field.

Program Director, Michelle Henner is also a Conscious Discipline® Certified Instructor, having achieved this through participating in extensive training, presenting at Conscious Discipline® events, and demonstrating implementation of social emotional practice in both her personal and

professional journey. Michelle has led the effort to develop a teacher onboarding and mentoring program at The Playing Field. Through this mentorship program, The Playing Field has seen improvement in staff satisfaction and retention rates.

Both Michelle and Abbi have worked together to build a strong teacher training and support program at The Playing Field. They have collaborated to bring that experience to other early educators through visits to The Playing Field as well as training they provide throughout the country. Taking lessons learned at The Playing Field to other providers has strengthened their abilities to develop and present content. Consulting with other early educators has also allowed them to bring best practices back to The Playing Field.

Coaches and MentorTeachers at The Playing Field have completed the Conscious Discipline® ten session eCourse with reflective mentoring. They have also completed 40 hours of additional training at a weeklong Conscious Discipline® event. They have then established full implementation of Conscious Discipline® in model classrooms where other early education professionals can observe and learn. Mentor Teachers are selected from staff who have completed all of these steps. Those interested in coaching or administrative roles receive additional training on best practices for reflective supervision.

Through an intensive process that includes training, reflection, mentorship, classroom coaching, and opportunities to lead others, the staff have gained a high level of skill related to the social emotional needs of children and especially those impacted by early adversity.

4. Please describe your organization's relationships to the community you serve and the broader early childhood community in Madison. Include in your answer how you solicit feedback and adapt your work to meet the needs of your community and specific examples of successful partnerships with various service providers. Include any qualitative or quantitative data sources used to inform these decisions.

The Playing Field is connected to other area providers through various organizations and agreements. We are connected to Early Head Start through our collaborative partnership to provide care to children at our midtown location. This partnership prioritizes children impacted by homelessness and other early adversity.

We also partner with UW Office of Campus Child Care and Family Resources to provide care to UW staff and students. This puts us in a network of other high quality early education programs in the community.

The City of Madison also accredit our centers. This provides connection to other programs as well as information on the needs of child care in our community. In response to the great need for child care in Madison and the difficulty of all area programs to hire qualified staff, we have recently partnered with the City Child Care Accreditation unit and the Early Childhood Education program at Madison College to develop a paid apprenticeship program. Through the Dream Up! grant and the support of the Department of Workforce Development, we will support six new apprentices. We will also support staff in completing their Associate's degrees.

The relationships we have with other programs give us information on the needs of the early childhood community. The apprenticeship program is just one example of our responsiveness to those needs. Our intention to expand and share our teacher training, coaching model, and social

emotional learning for children impacted by trauma has been developed in response to the high rates of preschool expulsion we continue to witness. We want to support other ECE programs in developing models for equity and inclusion as well as for supporting staff training and retention.

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

The Playing Field has developed a model for equity and inclusion in early education. Our unique enrollment model cares for children impacted by homelessness and other forms of adversity alongside children from more advantaged families. By reserving enrollment spaces based on funding source, we maintain a diverse enrollment. We believe that this intentionally integrated model provides all children with the opportunity to grow and learn together and establishes future foundations for empathy, cooperation, problem solving, and community.

Children impacted by early adversity often display behaviors that can be challenging for adult caregivers. This results in suspensions and expulsions which translates to this— children most in need of high-quality early care and education are often least likely to have access. Through extensive staff training and mentoring, low classroom ratios, and small group sizes, we have demonstrated that children can succeed when they are properly supported. The Playing Field has enrolled many children who have been expelled from other programs and seen them benefit from our model that prioritizes early attachments and social emotional learning.

Proposed Programs/Services

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

a. Increase availability and access to high-quality care for children especially those who face multiple barriers to success (i.e., children living in poverty or facing housing insecurity, children with special needs, English language learners, etc.)

By sharing our model for equity and inclusion and through sharing our teacher training and mentorship program, we hope that other area programs will join us in breaking barriers to access that exist in our community.

b. Create opportunities for dedicated technical assistance for developing new child care programs including increasing support for initial regulation, navigating building inspection and other areas, and funding for staff training and retention support.

Our staff onboarding and mentoring process has resulted in higher rates of teacher satisfaction and retention. We believe that our proposal will allow area ECE programs to replicate our success. We are proposing a training tract specifically for program leadership (supervisors and coaches) in an effort to help fellow educators implement similar models of teacher training, mentoring, and coaching.

c. Eliminate the use of suspension and expulsion as a behavior management tool.

The Playing Field has demonstrated that children can succeed in the School Family Model. (Creating the School Family by Dr. Becky Bailey.) We believe we are uniquely poised to provide this support to area programs as we have demonstrated the ability to avoid use of suspension/ expulsion while still maintaining high rates of staff retention. We intend to begin our year long training and mentoring

program with a one-day kickoff event focusing on why traditional models of discipline fail our most at-risk children and challenging educators to build their own capacity to serve children without utilizing punitive measures including suspension or expulsion. d. Increase skills and capacity for individuals working in child care programs to serve children with multiple barriers to success Our proposal includes a one-day event to challenge the use of suspension and expulsion while providing educators with alternative solutions. Following this event, we propose to offer ten sessions of the Conscious Discipline® eCourse along with ten reflective cohort meetings, and ten classroom observation opportunities. This combination of high-quality training followed by opportunities for both reflection and observation will provide ECE teachers and administration with tools and resources to support children impacted by trauma including poverty, homelessness, foster care etc. We will also share our enrollment model which intentionally integrates children from varied socio economic and racial backgrounds in the context of a School Family.

e. Create additional capacity for children ages birth to five in regulated care through individual coaching, training, and technical assistance.

Our proposal will support other ECE programs who seek to replicate aspects of our model. We propose to offer training and support that will build the capacity of fellow early educators to care for children who might otherwise be excluded and to develop their own internal models for reflective coaching and supervision.

f. 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.

Conscious Discipline® is an internationally known social emotional framework that provides adults with the skills needed to regulate their own emotions and teach children to do the same. This research backed social emotional program is certified by SAMHSA's National Registry of Evidence Based Programs and Practices. Several other independent studies confirm its success (<https://consciousdiscipline.com/methodology/research/>)

Conscious Discipline® has been the key to The Playing Field's ability to successfully combine children from varied backgrounds— including children impacted by poverty, homelessness, and other trauma. In addition, Conscious Discipline® has been the foundation of our ability to train and mentor teachers in a way that reduces staff turnover and increases staff satisfaction.

We are proposing a combination of training, reflection, and observations to offer early educators the best opportunity to internalize the Powers and Skills for self-regulation. The Playing Field is uniquely suited to provide this as our staff includes two Conscious Discipline® Certified Instructors as well as many model classrooms where educators can observe best practices. Combined with our model for reflective coaching, this will give early educators opportunities to learn, reflect on their own tools for managing emotions, and see best practices for social emotional learning in action.

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

a. The specific methods for contributing to one or more of the goals stated in the RFP section 1.4.

b. A clear explanation of the evidence, research or documentation of promising practice that supports the programming or service proposed The Playing Field has developed a model for teacher training and mentoring that is built on a solid understanding of reflective practice and the benefits for both adults and children. ([https:// www.ncbi.nlm.nih.gov/pmc/articles/PMC6988808/](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6988808/)) We have combined our experience with reflective coaching with Conscious. Discipline® and our ability to both train and demonstrate its power. Conscious Discipline® is an evidence based and well researched. ([https:// consciousdiscipline.com/methodology/research/](https://consciousdiscipline.com/methodology/research/))

Research on adult learners shows that attending training does little to change classroom practices. However, when that training is followed with opportunities for reflection and coaching, dramatic changes in classroom practices are realized.

Our proposal will offer teachers and administrators training, reflection, and observation opportunities. Administrators will also receive support in developing their own reflective supervision practices.

We see this as a way to multiply the success of our program in serving children who face barriers to access of quality ECE programs.

3. Where will services be provided and to whom? Include detailed information about the demographics of individuals that will be served (number of individuals, age, race and ethnicity, income levels, geographic area of the City, and any other relevant demographic information).

One Day Conscious Discipline® Training - Auditorium at Plumbers Union Local 75. All ECE providers within the city of Madison will be welcome to attend. Providers outside of Madison will be included if space allows.

Ten eCourse Sessions for Teachers and Ten eCourse Reflective Sessions for Administrators will be conducted at either our midtown location (3910 Mineral Point Road) or our offices off of American Parkway. This determination will be made by the participants and their geographical locations.

Ten Classroom Observations for Teachers and Ten Observations for Administrators will be held at our east side sites on Lien Road and Independence Lane as well as at our midtown site on Mineral Point Road.

Note: We expect to move into a new ECE facility in September of 2024.

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.

The Playing Field was founded with a commitment to reduce disparity in early education settings. We have worked hard to establish a model program for equity and inclusion. If funded, this proposal will allow us to share our success with other providers who seek to do the same. While any area provider can attend our one-day kickoff event, we will prioritize applications for the reflective cohorts from centers that serve children from low-income families or other children who face barriers to access.

5. Please describe your timeline for implementing services. If you are proposing direct provision of care, describe any relevant hours of service as well as a timeline for any assessment within the program.

One Day Conscious Discipline® Training and Kickoff Event - January 2024

Accept Applications for Reflective Cohorts (One for Teachers and one for administrators) - To be accepted for two weeks following the training.

Ten eCourse Sessions with Reflection for Teachers to be held monthly between March and December. (Classroom observations scheduled by participants)

Ten eCourse Sessions with Reflection for Administrators to be held monthly between March and December. (Classroom observations scheduled by participants)

Feedback Data Collected and Reported - November through December.

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:

We will open our one-day kickoff event to all providers within Madison. We will collaborate with our current partners (Reach Dane, Madison College and OCCFR) as well as with the Child Care Accreditation Unit to invite all area providers.

Following the event, we will open both the teacher and administrator cohorts first to centers that serve low-income families. Next, we will open enrollment to city accredited providers. We will seek guidance from City Accreditation in selecting candidates that represent the areas of most need within Madison. Any openings not filled will be offered to second year students at Madison College who have the desire to serve children with high barriers to access. By collaborating within our ECE community, we can provide this opportunity to those who will benefit most.

We will collect data and report findings to our partners as we work together to improve processes for training, supporting, and retaining our early education workforce.

Measurement of Success

1. Which System Level Indicator (see RFP section 1.4) will your proposal address and how?

System level indicators will be addressed through the building of two reflective cohorts. One cohort will be teachers with the other being coaches and/or administrators. Offering training in Conscious Discipline® will provide participants with new ways to view behavior and strategies for classroom use. Reflective groups will provide opportunities for connection and problem solving. Lastly, classroom observations will provide opportunities for educators to see solutions in action.

• Increased collaboration and coordination between early childhood service providers

By selecting cohort participants from a wide range of ECE programs, we can build communities of practice around our shared goals of supporting children and retaining staff. Within our internal cohorts, we have seen the power of reflection as our teachers begin to see their common struggles and work together to address issues. We believe building strong, reflective cohorts of both teachers

and administrators from area programs will develop safe and connected groups of ECE providers who can work together to improve ECE within our community.

- **Expansion of the capacity of all early childhood professionals to serve children with high barriers to success**

The Playing Field has developed a unique model for access and equity. Our teacher training, mentoring, and coaching program has allowed our staff to support children impacted by trauma. By sharing our process for teacher training, our model for reflective coaching, and by allowing observations in our model classrooms, we can inspire fellow ECE programs to expand their reach to include children who might otherwise not have access to care.

- **Reduction in the expulsion rate of children in child care**

To reduce child care expulsions, we need to recognize that most programs are not equipped to manage challenging child behaviors. Traditional models of discipline fail to teach children new skills. And, if a child lacks a skill, no reward or punishment will provide that skill.

For adults to teach children to self-regulate, they need to first be able to regulate themselves. Dysregulated adults cannot help children. This is why Conscious Discipline® is an adult first model. From a regulated state, adults can see child behavior as a form of communication and respond with attunement.

Building the capacity of adults to regulate themselves, build relationships with children, and focus on skill building rather than rewards and punishments creates safe, connected school families where the needs of all children can be met. In these settings, children with challenging behaviors can learn to manage emotions and build new skills for self-regulation.

The Playing Field will offer not only training for early educators, but opportunities for them to reflect on their own models for discipline as they build their own skills. We will also provide observations for them to see these practices in action and the success of children who have already been excluded from other programs.

- **Reduction in turnover of the early care and education workforce**

The Playing Field has established a strong program for training, coaching and mentoring teachers, and for helping teachers mentor each other. By sharing this model with ECE administrators, we can support them in building their own models for supporting teachers.

Administrators will receive training in Conscious Discipline® and experience the power of reflective leadership. Through this process, they will improve their abilities to reflect with teachers and provide coaching and mentoring.

2. How will success be assessed and evaluated? Include a description of the tools, screeners or assessments that will be used.

Success will be measured by the use of pre and post training surveys. We will utilize tools from Conscious Discipline® that measure the mind shift of participants in relation to how they view their roles, child behaviors, and strategies for child guidance. Surveys will be utilized before and after our

one-day training event. In addition, surveys will be utilized before and after each of the ten eCourse sessions. Data will be collected to determine outcomes related to participant's self-reported change and growth.

We will also collect participant feedback after each reflective coaching session and classroom observation opportunity. This information will be collected from willing participants. All data collected will be utilized to evaluate and improve our ECE Capacity Building Program.

3. Disclosures

If applicable, please include the following: Disclosure of Conflict of Interest

Both Abbi Kruse and Michelle Henner are part time employees of Conscious Discipline®. We do not anticipate any conflicts as the terms of their employment with Conscious Discipline® do not conflict with this proposal. We have notified Conscious Discipline® of our intention to submit this proposal and gained their support. The fees that would be due to Conscious Discipline® (outlined in our budget) include a speakers fee for the keynote address at our one-day event and a license for use of their ten session eCourse.

Early Childhood Funding RFP Total Budget

Name of Agency: The Playing Field, Inc.
Name of Proposal: Capacity Building Through Reflective Practice

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	\$ 403,013.00	\$ -	\$ -	\$ -
United Way of Dane County	\$ 125,000.00	\$ -	\$ -	\$ -
City of Madison-This program	\$ 25,000.00	\$ 25,000.00	\$ -	\$ -
City of Madison-Other Funding	\$ 50,000.00	\$ -	\$ -	\$ -
Other Government*	\$ 987,886.00	\$ -	\$ -	\$ -
Fundraising/Donations**	\$ 484,000.00	\$ -	\$ -	\$ -
User Fee	\$ 1,122,097.00	\$ -	\$ -	\$ -
Total Revenue	\$ 3,196,996.00	\$ 25,000.00	0	0

*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.

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.

Account Category	Agency 2024	Program A Budget	Program B Budget	Program C Budget	Total City Request
A. Personnel					
Salary	\$ 2,207,256.00	\$ 16,000.00	\$ -	\$ -	\$ 16,000.00
Taxes/Benefits	\$ 515,136.00	\$ -	\$ -	\$ -	\$ -
Subtotal	\$ 2,722,392.00	\$ 16,000.00	\$ -	\$ -	\$ 16,000.00
B. Other Operating					
Insurance	\$ 52,926.00	\$ -	\$ -	\$ -	\$ -
Professional Fees/Audit	\$ 23,585.00	\$ 2,000.00	\$ -	\$ -	\$ 2,000.00
Postage/Office & Program	\$ 54,882.00	\$ -	\$ -	\$ -	\$ -
Supplies/Printing/Photocopy	\$ -	\$ 1,000.00	\$ -	\$ -	\$ 1,000.00
Equipment/Furnishings/Depr.	\$ 20,000.00	\$ -	\$ -	\$ -	\$ -
Telecommunications	\$ -	\$ -	\$ -	\$ -	\$ -
Training/Conferences	\$ 28,000.00	\$ 6,000.00	\$ -	\$ -	\$ 6,000.00
Food/Household Supplies	\$ 73,057.00	\$ -	\$ -	\$ -	\$ -
Travel	\$ 1,047.00	\$ -	\$ -	\$ -	\$ -
Vehicle Costs/Depreciation	\$ 5,000.00	\$ -	\$ -	\$ -	\$ -
Other*	\$ 56,534.00	\$ -	\$ -	\$ -	\$ -
Subtotal	\$ 315,031.00	\$ 9,000.00	\$ -	\$ -	\$ 9,000.00
B. Space					
Rent/Utilities/Maintenance	\$ 138,318.00	\$ -	\$ -	\$ -	\$ -
Mortgage Principal/Interest	\$ -	\$ -	\$ -	\$ -	\$ -
Depreciation/Taxes	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal	\$ 138,318.00	\$ -	\$ -	\$ -	\$ -
D. Special Costs					
Assistance to Individuals	\$ 5,500.00	\$ -	\$ -	\$ -	\$ -
Payment to Affiliate Orgs.	\$ -	\$ -	\$ -	\$ -	\$ -
Sercie/Program Subcontrs.	\$ -	\$ -	\$ -	\$ -	\$ -
Other*	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal	\$ 5,500.00	\$ -	\$ -	\$ -	\$ -
Total	\$ 3,181,241.00	\$ 25,000.00	\$ -	\$ -	\$ 25,000.00

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

Other Operating: Expenses include: Advertising, Hiring Costs, Merchant Fees, Family & Staff Meetings, Employee Recognition

Other Special Costs:

Early Childhood Funding RFP Staffing List

Name of Agency:

Instructions

Complete the table below by filling in the yellow cells. List all staff working within the program(s) included in this proposal. Formulas within this spreadsheet will autofill into the white Total Revenue cells.

Title of Staff Position: List the title of each person who will be paid under this proposal.

Program: List the letter of the program the individual will be work under. If this proposal only includes one program, just list "Program A"

Full Time Equivalent for the Proposal: Insert the percentage of the individual's time that will be paid for under this proposal. To determine the FTE, take the number of hours the person will spend under this proposal and divide it by the total number of hours in a year (2080). For the example below, the Executive Director will spend 520 hours per year under the proposal for Programs A and B. So, the FTE is 520/2080 = .25

2024 Annualized Salary: Insert the total salary for the individual in 2024 (not including taxes or benefits)

2024 Taxes and Benefits: Insert the total taxes and benefits that will be paid for this individual in 2024

2024 Hourly Wage: Insert the hourly wage that the individual will be paid (not including taxes or benefits). Divide the total annual salary for the individual divided by the total number of hours they will work. In the example below, \$50,000 is divided by 2080 = \$24.04

Amount Requested from this Proposal: Insert the amount of funding you are requesting for this individual under this proposal

Please contact Monty Marsh(mmarsh@cityofmadison.com) for any questions about this sheet.

Title of Staff Position	Program	Full Time Equivalent for this Proposal	2024 Annualized Salary	2024 Taxes and Benefits	2024 Total	2024 Hourly Wage	2024 Amount Requested in this Proposal
<i>Ex) Executive Director</i>	<i>Programs A and B</i>	<i>0.25</i>	<i>\$ 50,000.00</i>	<i>\$ 15,000.00</i>	<i>\$ 65,000.00</i>	<i>\$ 24.04</i>	<i>\$ 16,250.00</i>
Julie Betthausen	Program A	0.01	\$ 58,000.00	\$ 8,700.00	\$ 66,700.00	\$ 27.88	\$ 1,400.00
Laurelin Brokaw	Program A	0.01	\$ 52,692.00	\$ 7,904.00	\$ 60,596.00	\$ 25.46	\$ 600.00
Ashley Burhop	Program A		\$ 51,345.00	\$ 7,702.00	\$ 59,047.00	\$ 24.69	\$ 600.00
Grace Edwards	Program A		\$ 58,000.00	\$ 8,700.00	\$ 66,700.00	\$ 27.88	\$ 1,400.00
Nichole Hoffman	Program A		\$ 52,457.60	\$ 7,871.00	\$ 60,328.60	\$ 25.22	\$ 600.00
Kelly Hopper	Program A		\$ 58,000.00	\$ 8,700.00	\$ 66,700.00	\$ 27.88	\$ 900.00
Sienna Kiel-Binder	Program A		\$ 52,962.00	\$ 7,904.00	\$ 60,866.00	\$ 25.46	\$ 600.00
Morgan Kohrt	Program A		\$ 51,345.00	\$ 7,702.00	\$ 59,047.00	\$ 24.69	\$ 600.00
Kelsie Krawczyk	Program A		\$ 52,962.00	\$ 7,904.00	\$ 60,866.00	\$ 25.46	\$ 850.00
Kayla Pautsch	Program A		\$ 51,345.00	\$ 7,702.00	\$ 59,047.00	\$ 24.69	\$ 600.00
Renee Pero	Program A		\$ 52,962.00	\$ 7,904.00	\$ 60,866.00	\$ 25.46	\$ 600.00
Erin Quigley	Program A		\$ 50,439.74	\$ 7,745.96	\$ 58,185.70	\$ 25.42	\$ 200.00
Nicole Remsik	Program A		\$ 49,350.00	\$ 7,402.00	\$ 56,752.00	\$ 24.04	\$ 850.00
Megan Watts	Program A		\$ 52,457.60	\$ 7,871.00	\$ 60,328.60	\$ 25.22	\$ 400.00
Abbi Kruse	Program A		\$ 118,450.00	\$ 17,767.00	\$ 136,217.00	\$ 56.95	\$ 2,500.00
Michelle Henner	Program A		\$ 83,000.00	\$ 12,450.00	\$ 95,450.00	\$ 39.90	\$ 2,900.00
Julie Knade	Program A		\$ 65,000.00	\$ 9,750.00	\$ 74,750.00	\$ 31.25	\$ 400.00
			\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -
			\$ -	\$ -	\$ -	\$ -	\$ -