



## Proposal for RFP #8807 Community Development Division Building Human Capital: Early Childhood Funding

Submit application to [CDDapplications@cityofmadison.com](mailto:CDDapplications@cityofmadison.com)

Deadline: 12:00 pm (noon) CST on Wednesday, March 13, 2019

**PROPOSALS RECEIVED AFTER 12:00 NOON WILL NOT BE ACCEPTED.**

### 1. Applicant

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

Organization Name Today Not Tomorrow, Inc.  
Contact Person Jeanne F. Erickson  
Address 8 Straubel Court  
Telephone Number 608-268-6968  
Email Address [jeanne.projectbabies@gmail.com](mailto:jeanne.projectbabies@gmail.com)  
Federal EIN 04-3762268

Legal Status (Corporation, LLC, General Partnership, Sole Proprietor, 501(c)3, Other (please list)) **501(C)3**

Will you present for 3-5 minutes at the March 14, 2:30-4:30 PM Early Childhood Care and Education Committee Meeting held in room 215 of the Madison Municipal Building, 215 Martin Luther King, Jr. Blvd., Madison, WI? **Yes**

### 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 mission** of Today Not Tomorrow, Inc. (TNT) is to strengthen families and promote “Comm-Unity”;

- by providing information about the community resources available to support positive lifestyles
- by networking and facilitating the connection of community resources and provide family support services promoting the health and well-being of families and their children of all ages and
- by using the medium of entertainment and technology to inform and educate, children, youth and young adults, and the adults in their lives on the consequences of risky behaviors.

### **History and Goals**

The overall goals that support the mission of TNT are to:

- Increase knowledge of issues that impact the well being of youth and families; the risky behaviors and challenges that are present for children and youth and how brain development plays a role in the decision making process of youth.
- Provide venues for the voice of youth, and others not often heard to be lifted; to boost self-esteem, and influence the public image of youth, communities of color and the disenfranchised.
- Promote collaboration among parents/ caregivers and agencies that touch the lives of children, youth and family.

Today Not Tomorrow, Inc. was established as a 501(C)3 charitable organization in 2003. Today Not Tomorrow has an advisory Board of Directors, consisting of representatives of organizations of long standing partnerships but more importantly of community members. TNT, is supported and led by all volunteers, including the Executive Director and other principals of the organization. Consultation services have been paid at a flat rate on occasion, dependent on funding sources.

Organization principals have over 50 years combined experience in community organizing and leadership, family and parent education and support. In addition they have had a statewide presence and regional recognition in the area of family support services and child development. This professional experience and background contributes to the successes of the activities and programming of Today Not Tomorrow, Inc.

Today Not Tomorrow has the current lead in the leadership training and community organizing of Kids Forward Community Ambassadors which was begun as a direct result of their Race to Equity Report.

The TNT initiative Project Babies, and the Today Not Tomorrow Family Resource Center, opened in 2017 provide information and activities that enable families to become proactive in their children's health and well being, strengthen the caregiver/child relationships and promote healthy, nurturing environments. Families are supported in their parenting, and connected with community resources that support them in creating a stable nurturing environments that will ensure the development of a secure sense of competence and success.

Organization principals also create and facilitate educational programs that highlight the care and nurturing of babies: prenatal through 2 years in Nutrition; Literacy; Attachment – Bonding/Social Emotional Development; Brain Development; and Parenting skills. They receive frequent requests for consultation and training to address community needs; evaluate support criteria for programs, to provide training in brain development, impact of poverty and issues of race and culture in child and family support settings, as well as serve on advisory boards.

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

Leadership from the Today Not Tomorrow, Inc. has provided the early childhood community training opportunities and workshops through conference keynotes, seminars, on site presentations and consultations as well as city funded media-site series. Guidance has been provided in the area of Race, Culture, and Differences, in childcare settings and conferences. Several centers in the Greater Madison area have acknowledged the need to bring this awareness to their Centers.

The first set of workshop sessions described in this document were adapted from Family Enhancement's City-funded workshops, "How to Teach Kids About Race and Culture". Adaptation was warranted because as our city became more diverse, we became more aware of the following; the need for educators to better understand where their biases come from and the need to face the realities of racism.

Currently, we are called on formally and informally to help members of the early childcare community meet the challenges of a history of racism and how to normalize race in their childcare settings.

Outcomes that will occur:

- Increased awareness of other children's cultural identities
- Increased awareness of personal biases
- Increased knowledge about oppression
- Increased knowledge about the myths associated with multicultural education so that developmentally appropriate practices can be implemented
- Making multicultural education a process of action, through which we as adults achieve clarity about our condition in this society and ways to change it. (Phillips, 1988)

The remainder of the workshop listed in the series focus on early childhood brain development and the external factors that can negatively impact that development, resulting in barriers for the child - caregiver/child care provider relationship. They are designed for interactive / reflective learning with the anticipated outcomes of hands-on practical applications in the daily work of the participants.

The proposed training series will be open to all members of the early childcare community, throughout Madison. The sessions are designed to be held in large settings, in various locations to accommodate potential participants. We are also open to the provision of more specialized trainings, on any of the listed workshop topics for a specific set of programs or individuals to be determined in consultation with CDD Child Care Unit staff if needed.

The Today Not Tomorrow Early Childhood Training Series consists of 7 Topical Workshops and a 2 Day Protective Factor Training. Sessions will be held on Saturdays monthly, late January to June and repeated July to early December. In addition each of the 7 stand alone workshops will be offered for a week day and evening, twice during the year. The Protective Factors will be offered twice during the year, depending on the interest. It is anticipated that 75 to 100 individuals will be trained through the Saturday sessions, and 150 for the stand alone week day sessions for a projected total of 250 individuals.

*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.*

The trainers and presenters outlined in this proposal are representative of the populations the child care centers serve.

**Elizabeth A. Banks** graduated from Edgewood College with a BA in Social Sciences and has had further education and extensive training in Early Childhood Development. She is a community activist, an advocate for families and young children and is continuing the legacy of her Grandparents who were social justice pioneers. As the Director of Family Enhancement's Family Resource Center, she directed and supervised a staff of 6 and all the volunteers of the Center, providing a safe and stimulating environment for families. Group-based parenting curricula was consistent with developmental learning Principles and stressed interactive learning techniques.

While at Family Enhancement she developed a leadership plan that ensured leadership from parents in the ongoing development, implementation and evaluation of programs in a multicultural setting. Presently, she is co-founder and Executive Director of Today Not Tomorrow, Inc., Executive Producer of Club Today Not Tomorrow and Director of Community Engagement for Project Babies. Banks is a co-founder of the Today Not Tomorrow Family Resource Center. Betty Banks has presented Registry certified workshops at local conferences and institutes.

**Micaela Berry, BA, CLC, Infant Specialist, UpStart Grad, National Certified Trainer of Protective Factors,** Micaela Berry moved to Madison 8 years ago, pursuing teaching in Early Childhood. She came to Madison with over 5 years experience as a Head Start Teacher, Early Childhood Program Assistant Coordinator, and 4K Teacher. Micaela's compassion, creativity and knowledge of developmental needs of children, extends beyond the classroom. Micaela graduated with a double major in Early Childhood Development and Art Therapy from Metro State University in St. Paul, as well as completing her DONA (Doula of North America International) Doula training, Infant Specialist and Lactation Consulting Certification. She is a Doula and Executive Director at Harambee Village, a community based doula agency, in Dane County. Micaela was mentored and trained by founders, Tia Murray and Tamara Thompson in 2016. With their guidance and encouragement, Micaela was able to implement her doula training through her Nanny Agency, Peace of Mind Nannies. After a year, Micaela was dedicated to the work that Tia and Tamara were doing, and wanted to join them, in supporting families of color. Harambee Village was specifically improving disparities, that Micaela learned were happening in the African-American community. Coming from a background of supporting families, and also being a Black woman. Micaela was dedicated to join Harambee, and do her part to be a support, to improve outcomes. Her love for families and community is not just a passion, but a life mission. Micaela is dedicated to helping families in every season of parenting. She truly believes it takes a village to raise a child, and is dedicated to bringing the best resources of support to families, to improve community.

**Jeanne F. Erickson** is the Director of Project Babies. Project Babies serves young families with children from birth to 2 years of age, through education, advocacy and outreach. By providing not only material needs of essentials baby items, but also year round play and brain - based activities, Project Babies reinforces the concept of play- learn- grow!

Erickson continues her work as a public speaker-training facilitator in the area of childhood brain development, which began in 1998, as a childhood brain development specialist with the Wisconsin Council on Children and Families (now known as Kids Forward) where she worked until 2007. Her focus areas for brain development- prenatal through adolescence, include attachment – social/emotional development; the impact of trauma and abuse; adolescent brain development and the impact of alcohol and other drugs; and the impact of poverty on the developing brain. She has presented at the Wisconsin Infant and Early Childhood Mental Health Conference, the Child Abuse and Neglect conference "Together for Children;" the home visitors "Fulfilling the Promise" conference. She was also a featured speaker at the Prevention Conference as well as the annual Poverty Matters Conference.

In addition to presenting at numerous state-wide conferences, workshops, presentations and trainings, Ms. Erickson assisted in the development of training materials for the "train-the-trainer" annual trainings across the state. These training materials focused on the impact of extraordinary events on the biology of the brain as well the impact of environmental, substance and trauma-induced alterations in the neurotransmitters of the brain. Jeanne has presented at past regional conferences on Lead Poisoning, and facilitated seminars at the University of Maine, Center for Adult Literacy. On a national level Erickson has presented at the National Juvenile Defenders Leadership Conference in Washington DC., co-presenting a workshop on Integrating Brain Development into Cases, and presented the keynote address on the Impact of Poverty on Brain Development.

In the past few years, the issues of families with infants and toddlers, experiencing homelessness has become an additional focus for Erickson. Erickson, through Project Babies, gave the first voice to homeless infants and toddlers to local governmental committees. She has been invited to share the impact of the stress of homelessness to numerous groups in the local region. Erickson has presented registry certified workshops at conferences and institutes locally and across the state.

**Tia Murray, BS, CLC, M.S/Ph.D. Student, Human Development and Family Studies, UW-Madison, National Certified Protective Factors Trainer, Certified in Newborn Behavioral Observation System (NBO)-**

Tia Murray is a professionally trained Birth Doula, through DONA (Doula of North America International). She is also a certified lactation counselor, and considers herself a community -based doula. Tia was born and raised in Madison, Wisconsin and always dreamed of giving back to her community. As a non-traditional student and a single mother, she attended the University of Wisconsin- Madison and received her Bachelors of Science in Community and Environmental Sociology. She is a Fellow in UW's Infant, Early Childhood, and Family Mental Health Graduate Capstone program, and she also holds an Associate's of Science degree, as well as an Ethnic Studies Certificate.

Tia has passionately worked with women, children and families in multiple capacities throughout her professional career. Her work has focused heavily on social justice, reproductive justice, access to culturally sensitive maternal and child health care, and the promotion of community-based intervention and prevention programming. Tia has worked diligently with young children with disabilities or developmental challenges, has supervised home visitors, and has worked with women struggling with homelessness, health issues, substance abuse, and mental health challenges.

She strongly believes that it is crucial to meet families where they are at, to be curious and inclusive, and to provide culturally and socially sensitive support services. Tia, a mother of four beautiful children, continues working closely with women and their infants, children and families, to provide early intervention for children in respect to health inequities across the lifespan. In an attempt to meet a need in her community, she co-founded a community- based doula organization in 2014 that provides culturally sensitive, diversity-informed and evidence-based pregnancy, birth, infant, parenting, and lactation support to mothers and families in South Central Wisconsin; Harambee Village: Pregnancy, Childbirth, and Breastfeeding Care. Her research interests include bringing greater awareness to the root causes of the residual impacts of racial inequities in maternal and child health outcomes.

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

The guiding principles of Today Not Tomorrow and its programming are based on the Children's Trust Fund strength-based guidelines for Family Resource Centers and the framework of "Strengthening Families" of the Center for the Study of Social Policy. Operating from a philosophy that "Place Matters" based on the Parent Education Outcomes, programming and training is diversity-informed, culturally appropriate, and relationship-based that supports social cohesion, builds protective factors, strengthens families and fosters resilience.

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

Today Not Tomorrow, Inc. approaches all of its work and programming, including education programming in that are in the form of workshops and trainings through a racial equity and social justice lens.

**Proposed Programs/Services**

*1. Which method(s) of programming/services are you proposing?*

We are proposing c: training for early childhood care and education professionals.

*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*

The trainings that are outlined in this proposal are designed to increase the understanding and knowledge of the early childcare community, on the multiple barriers that children and their families may be facing. This increased understanding and knowledge will better equip the providers to handle the manifestations of these barriers, (i.e. behaviours) and result in a reduction of expulsion and suspension of children in child care settings. The skill sets and

capacity for those working in the early childcare settings will be increased through the series of trainings that will be provided through this funding opportunity.

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

Our goal is to provide guidance and information for childcare staffs to explore ways to provide quality care and programs for all children. Our sessions will offer an opportunity for staff to gain an understanding of how and why providing this care is difficult, especially when care is provided to individuals having very different life circumstances, backgrounds and cognitive abilities or skills than most of the employees providing the care.

These facilitated sessions are designed to provide staff member with information, strategies and techniques that will build an effective multicultural foundation where all children can learn to accept others. We believe that is not difference that causes problems. It is the response to differences. We also believe that the process they will be involved with is not about “a destination”, and according to BJ Cahill and EM Adams, “no one ever arrives; they just bring more of themselves through each time.”

In this year of 2019, there are still some who are say they don't see color. The color-blind position does not value culture. And, all white settings are probably more in need of multicultural information. Staffs have a variety of values, opinions and valid perspectives. These sessions will guide them to examine their childhood experiences, exposure and socialization. It is not surprising that many accept “privilege” and bias as realities in their lives. The rationalization of bias and privilege leads them to believe that it is not personal to them, but is a societal problem which allows them to avoid taking responsibility for their attitudes and biases. Disclosure of conscious bias is less common but it does indicate a level of self awareness. Hard work is put in to build awareness of the historical and contemporary roots of their prejudices. We are still living with the consequences of slavery which are visible and continues to challenge this society. The many realities of racism are real and must be validated. Our sessions provide sage spaces to examine and confront these realities and ultimately make decisions “about themselves and their role in affecting change”.

### **Today Not Tomorrow Early Childhood Training Series Descriptions**

#### **DIVERSITY, DIFFERENCE, RACE AND CULTURE IN CHILDCARE CENTERS**

##### **SESSION 1: Race and Culture: What Does This have To Do With Me?**

Goal-To provide a foundation that will lead to beginning the personal journey that reveals hidden biases and teaching with a multicultural perspective which repairs the cultural mismatch between teachers and students.

Through discussion and activities participants will:

- Rethink/uncover cultural assumptions
- Explore where myths and stereotypes come from
- Challenge misconceptions about those who are different

##### **Session II: Creating Multicultural Brain-Centered Environments**

Goals-To provide information and ideas for creating Childcare Centers that are places where all families feel safe and valued.

To make the connection between the physical environment and the multicultural perspective.

- Paper Environment
    - Forms should be unbiased, not making assumptions about families/children
    - Ask questions that make it possible to support each family. (e.g. what is family for you and your child? What words to use.
    - Inform parents when support is needed for special activities/themes. (e.g. asking for Black magazines for art projects)
  - Physical Environment:
    - Art-Provide a broad range of people in Center posters, materials, and publicity. (disabilities, race, family style, fathers, nurturing, Grandparents)
    - Books-Books depicting a range of races, culture and lifestyles should be available for children/families.
    - Toys-Provide toys from other cultures. Are there possibilities for play that do not exclude?
    - Creative an active plan to find resources and equipment that include a variety of people and play options.
    - An environment should say to families, “this is normal”. (about themselves and others) (it should not depict difference as an event or something unusual.)
    - The environment should provide examples of people of color doing ordinary things.
- The environment should support a variety of life experiences as oppose to supporting commonly held biases.

## **Connecting the Dots : *Brain Development -Prenatal, Early childhood and Beyond***

The human brain is an amazing and complex organ that allows each of us to think, feel, and act. The brain systems that regulate these activities are largely shaped by experience. This workshop will highlight the connection between the impact of those early experiences on behaviors and relationships. Participants will focus on the biology of brain development, highlighting progressive development of the brain, prenatal to adolescent brain development, the biology of trauma, abuse and neglect, prenatal impact of maternal stress, and the impact of early experiences in attachment and bonding.

### **Poverty, Stress and the Brain:**

#### **Understanding the Dimensions of Poverty on Brain Development**

Poverty can impede opportunity for children. While all children are vulnerable to inadequate nutrition, substance abuse, maternal depression, exposure to environmental toxins, trauma and abuse, poor quality daily care, restricted or high stress environments, children living in poverty often face several of these simultaneously.

The neuroscience of brain development has provided a strong correlation between these dimensions of poverty and the impact on the developing brain. This workshop will provide an overview of the biology of brain development; the impact of the dimensions of poverty on this development including prenatal, as well as the impact on learning. Participants will learn how “poverty of relationships” impact social emotional development and explore the impact transient and long-term poverty have on behavior, and intelligence.

#### **The Toxic Stress of Homelessness**

The experiences and impact of homelessness is often misunderstood, when it comes to infants and younger children. The definition of homelessness may also vary with each individual who is asked to describe it, or is living it. The stress that it causes is unchangeable. It is classified as toxic, and has long term impacts, if not identified and intervened. This workshop examines the impact of stress on the developing brain and will define toxic stress and the impact it may have. This will be explored for impact during pregnancy, for infants and for toddlers. Participants will leave the workshop with practical applications for their daily work and settings.

#### **Best Practices for Healthy Child Development from a Trauma Informed Perspective**

This workshop focuses on providing child care providers with foundational information and considerations when working with children and their families from a Trauma Informed Lens and Best Practices for Healthy Child Development. This workshop will provide information about the function of attachment, and patterns of attachment from a developmental perspective. Additionally, the workshop would provide insight into community and societal risk factors using a socio-ecological model. The workshop will use and provide multiple sources of information with the objective of expanding the understanding of child development and thoughtful considerations of early relationships.

#### **Bringing the Protective Factors Framework to Life in Your Work; The pathway to Improved Outcomes for Children and Families (National Alliance of Children’s Trust and Prevention Funds)**

The Strengthening Families approach and protective factors framework was introduced in 2003 by the Center for the Study of Social Policy (CSSP). It is a research-informed, strengths-based approach that prevents child abuse and neglect by focusing on the well-being of all families and helping families identify and build on their own protective factors.

Protective factors are conditions or attributes in individuals, families, communities, or the larger society that mitigate or eliminate risk in families and communities, thereby increasing the health and well-being of children and families. Protective factors help parents to find resources, supports, or coping strategies that allow them to parent effectively, even under stress.

Research has shown that protective factors are linked to a lower incidence of child abuse and neglect:

- The protective factors framework
- Nurturing and attachment
- Knowledge of parenting and of child and youth development
- Parental resilience
- Social connections
- Concrete supports for parents
- Social and emotional competence of children

The Strengthening Families protective factor framework includes the following five protective factors:

- Parental Resilience
- Social Connections
- Knowledge of Parenting and Child Development
- Concrete Support in Times of Need
- Social and Emotional Competence of Children

We would use this model of training to educate and encourage families, providers and community partners, who work directly with families in our community. To ensure we provide support to dismantle child abuse, and understand clear signs specifically to families of color.

3. Trainings and workshops will be provided and held across the greater Madison area, to accommodate a diverse and greater number of those individuals in the early childcare community. If income levels of those attending pose a transportation barrier, we will provide. Anticipated 250 individuals will receive the trainings. (See above 2.) We believe all childcare personnel will benefit from this training including:

- Directors
- Parent Leadership of the Center
- Teachers
- Substitute
- Volunteers
- Family Shelter providers and volunteers
- Center kitchen staff, and any others who have contact with children.

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.* no matter what the focus and topic area of training workshop, the facilitation will be through a social justice and equity lens. The trainers and presenters of the proposed workshops will be representative of the populations that are served within the early childhood community.

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

The Today Not Tomorrow Early Childhood Training Series workshops will be held monthly in 2020, starting in late January, through early December 2020.

The schedule of the workshop focus areas is proposed as follows:

- January: Race and Culture What Does This Have To Do With Me?  
Creating Multicultural Brain-Centered Environments
- February: Connecting the Dots : *Brain Development -Prenatal, Early childhood and Beyond*  
Social – Emotional Development | Bonding and Attachment
- March: Poverty, Stress and the Brain: Understanding the Dimensions of Poverty on Brain Development
- April: Toxic Stress of Homelessness
- May: Best Practices for Healthy Child Development from a Trauma Informed Perspective
- June : Protective Factors

These workshop areas will be repeated in July through early December. Protective Factors training will be held for a second time, depending on the interest level.

Training sessions will be offered Monthly on Saturdays, and during the week, once during the day and once in the evening per month. The hope is that this variety in time offerings will increase the number of the individuals able to access and attend the trainings.

Coordinator of the proposed training series will apply for Registry credentials and hours for each of the workshops. At the completion of the series of workshops participants will receive a certificate of completion. If an individual completes all the workshops of the series, ( not including the Protective Factor training) they will receive at least one hard copy resource book. Each participant will receive a binder designed to hold materials from all the training workshop offerings.

6. *Not pertinent, as this is not a collaborative proposal*

## **Measurement of Success**

### **System Level Indicators:**

The TNT Early Childhood Training Series workshops addresses and are anticipated to have an impact on each of the 4 indicators:

- Increased collaboration and coordination between early childhood service providers - By bringing individuals together outside of their respective centers, there will be opportunities for sharing ideas and “comparing practices.” This will be facilitated through the interactive format of the sessions.
- Expansion of the capacity of all early childhood professionals to serve children with high barriers to success and Reduction in the expulsion rate of children in child care . As stated above: An increased understanding and



knowledge of high barriers will better equip the providers to handle the manifestations of these barriers, (i.e. behaviours) and result in a reduction of expulsion and suspension of children in child care settings. The skill sets and capacity for those working in the early childcare settings will be increased

- Reduction in turnover of the early care and education field. An expanded understanding and capacity of the individuals in the ECE field, may cause individuals to desire to stay in the field longer, **provided**, other factors exist, i.e. rate of living wage pay, benefits, etc.

### **Population Levels Indicators:**

The TNT Early Childhood Training Series workshops addresses and are anticipated to have an impact on the first 2 indicators.

- Increased number of children served by high quality child care programs, especially if the program:
  - Serves infants and toddlers
  - Serves a high proportion of children with high barriers to success
  - Is in a geographically underserved area of Madison (see Attachment B for a map that shows households in poverty in Madison overlaid with the location of regulated child care providers)
  - Is accredited through the City of Madison and
- Increased access and availability of supports to programs who seek to serve children. The workshops and training will provide increased knowledge of manifestations of barriers, connect workers with others in the field, and an anticipated increase feeling of competence in dealing with challenges will result. These collectively may empower the centers to enroll a more diverse population. Individuals from the underserved areas, will gain the confidence and skill sets and tools to investigate the possibility of services in those underserved areas.

### *3. How will success be assessed and evaluated?*

Participants will complete pre surveys at the beginning of each workshop / training session. That will be followed with a post survey at the completion of each workshop. These will be used to measure the knowledge base and if it had improved. Satisfaction surveys will also be distributed for completion. There will be many opportunities for small group discussion and “newsprint sharing.” These will all be transcribed as they are often a strong measure of level of participant involvement.

## Early Childhood Funding RFP Total Budget

Name of Agency: Today Not Tomorrow, Inc.

Name of Proposal: Today Not Tomorrow Early Childhood Training Series

### 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 Coral Manning (cmanning@cityofmadison.com) for any questions about clarifications regarding joint or singular proposals.

Revenue Source	Agency 2020 Total	Program A	Program B	Program C
Dane County	\$ 8,400.00	\$ 23,692.00	\$ -	\$ -
United Way of Dane County	\$ -	\$ -	\$ -	\$ -
City of Madison-This program	\$ -	\$ -	\$ -	\$ -
City of Madison-Other Funding	\$ -	\$ -	\$ -	\$ -
Other Government*	\$ 15,000.00	\$ -	\$ -	\$ -
Fundraising/Donations**	\$ 15,000.00	\$ -	\$ -	\$ -
User Fee	\$ -	\$ -	\$ -	\$ -
Total Revenue	38400	23692	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, C and D.

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 Coral Manning (cmanning@cityofmadison.com) for any questions about clarifications regarding joint or singular proposals.

Account Category	Agency 2020	Program A Budget	Program A City Request	Program B Budget	Program B City Request	Program C Budget	Program C City Request	Total City Request
<b>A. Personnel non-employee**</b>								
Salary	\$ 25,840.00	\$ 14,840.00	\$ 14,840.00					\$ 14,840.00
Taxes/Benefits	-	-	-					-
<b>Subtotal</b>	<b>\$ 25,840.00</b>	<b>\$ 14,840.00</b>	<b>\$ 14,840.00</b>					<b>\$ 14,840.00</b>
<b>B. Other Operating</b>								
Insurance	\$ 1,008.00							
Professional Fees/Audit	-							
Postage/Office & Program	\$ 308.00	\$ 102.00	\$ 102.00					\$ 102.00
Supplies/Printing/Photocopy	\$ 6,700.00	\$ 3,900.00	\$ 3,900.00					\$ 3,900.00
Equipment/Furnishings/Depr.	-							
Telecommunications	-							
Training/Conferences	-							
Food/Household Supplies	\$ 5,800.00	\$ 2,550.00	\$ 2,000.00					\$ 2,000.00
Travel	-							
Vehicle Costs/Depreciation	-							
Other*	\$ 1,275.00	\$ 450.00						
<b>Subtotal</b>	<b>\$ 15,091.00</b>	<b>\$ 7,002.00</b>	<b>\$ 6,002.00</b>					<b>\$ 6,002.00</b>
<b>B. Space</b>								
Rent/Utilities/Maintenance	\$ 13,350.00	\$ 2,850.00	\$ 2,850.00					\$ 2,850.00
Mortgage Principal/Interest	-							
Depreciation/Taxes	-							
<b>Subtotal</b>	<b>\$ 13,350.00</b>	<b>\$ 2,850.00</b>	<b>\$ 2,850.00</b>					<b>\$ 2,850.00</b>
<b>D. Special Costs</b>								
Assistance to Individuals								
Payment to Affiliate Orgs.								
Service/Program Subcontrs.								
Other*								
<b>Subtotal</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>					<b>\$ -</b>
<b>Total</b>	<b>\$ 54,281.00</b>	<b>\$ 24,692.00</b>	<b>\$ 23,692.00</b>					<b>\$ 23,692.00</b>

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

Other Operating: Marketing, Publicity  
Other Special Costs: