



Youth, Young Adult and Adult Employment

APPLICATION FORM

Submit Application to: cddapplications@cityofmadison.com

Deadline: 12:00 pm CST (noon) on **August 19, 2022**

Official submission date and time will be based on the time stamp from the CDD Applications inbox. Late applications will not be accepted

Please limit your proposal and responses to spaces provided in this form. Responses to this RFP should be complete and comprehensive but succinct. Materials submitted in addition to this application form will not be considered in the evaluation of the proposal. If you are applying for multiple program or activity areas you must fill out this application for each program or area. **Do not attempt to unlock or alter this form.** Font should be no less than 11 pt.

If you have any questions **related to the content of the application**, please contact: Hugh Wing – hwing@cityofmadison.com or Yolanda Shelton-Morris – yshelton-morris@cityofmadison.com

If you have any questions or concerns that are related to **technical aspects** of this document, including difficulties with text boxes or auto fill functions, please contact Jen Stoiber – jstoiber@cityofmadison.com

Legal Name of Organization:	Omega School, Inc.	Total Amount Requested:	\$ 60,000 per calendar year
Program Name:	GED Preparation Services		
Program or Activity are you Applying for:	<input type="checkbox"/> Youth Employment Services (ages 14-21) <input type="checkbox"/> Youth Employment & Training <input type="checkbox"/> Wanda Fullmore Youth Internship Program <input checked="" type="checkbox"/> Young Adult Employment Services (ages 18-26) <input type="checkbox"/> Adult Employment Services (18+)		
Contact Person:	Oscar Mireles	Email:	om@omegaschool.org
Full Address:	835 West Badger Road Madison, WI 53713	Telephone:	608-256-4653
501 (c) 3 Status:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Fiscal Agent (if applicable)	(N/A)

Organizational Qualifications:

1. Describe your organization's experience implementing services relevant to the services described in the Youth, Young Adult and Adult Employment RFP, including to those who are furthest from resources and opportunities and who face systemic barriers to employment.

For 50 years, Omega School has been Madison's primary provider of adult basic education including HSED instruction and GED test preparation offering services in both English and Spanish on a flexible accessible schedule, in a supportive environment that provides access to wrap-around services. We have served thousands of students in these five decades.

Poverty and unemployment rates disproportionately mark the lives of city residents of color and residents without a high school credential. Low literacy skills make it difficult to read employment information and access resources; not having a high school diploma equivalent limits employment access; and lack of post-secondary education and training forces these workers into sporadic low wage employment. Basic education typically marked by high school completion, serves as a key access point to higher education, entry-level employment, or apprenticeship. Bureau of Labor Statistics 2019 data shows more than one in eight workers without a high school diploma lives in poverty, despite being employed.

The operating mission of Omega School is: "To give people opportunities to enhance their lives through adult basic education."

For the last three years, our students have been able to take advantage of a hybrid or virtual-based option for curriculum and instruction. This option, necessitated by the pandemic, has dramatically increased student access, surpassing our hopes and estimates. With students now able to access our offerings 24/7, we have seen our engagement and completion rates rise and our time-to-complete shorten. It has surpassed our on-site childcare and transportation assistance as an accessibility strategy. When learners have the option to advance their education on their own timeline, they improve their odds of success. We have seen that young parents complete learning modules and practice quizzes while their children are sleeping or in activities. We have seen workers log in to a lesson during a cancelled shift, during a bus commute, or in a gap between gigs. For hybrid students, their virtual learning results in more targeted learning when they are onsite with an instructor.

2. Describe how your agency builds relationships and authentically engages with individuals and households served. Specifically include information on previous strategies used to authentically engage with BIPOC, LGBTQ+, immigrant and/or low-income households and individuals.

Since opening its doors 50 years ago, Omega School has served not only as a provider of Adult Basic Education but as a pillar of support to communities in need, and to partner organizations that serve overlapping communities. Located on the south side of Madison, in the 53713 zip code, which is one of the most diverse areas of the city, Omega School has a proven history and reputation for community engagement and partnership. Our engagement is authentic because our students are our neighbors, their family members are our focus groups, and our graduates are our donors. We support partner organizations, participate in community events, and welcome community members into our circle of learning that supports our students.

In recent years, GED program student population was 57% female and 43% male, 41% African American, 9% Hispanic and 15% Asian, Native American or Bi-Racial. Eighty percent of students are either unemployed or under-employed. The 20% that work full-time earn less than the area living wage. Omega school students are, by

definition, students for whom traditional educational settings have proven ill-matched or ineffective. For many, systemic barriers have created educational exclusion from the academic and developmental goals of secondary education. Because immigrants, BIPOC scholars, and LGBTQ+ youth are overrepresented among students for whom traditional educational offerings prove insufficient, these students have always been part of the Omega School student body.

For students from these various communities, the Omega School method has been a respite. Our instruction is delivered on an individual basis or small group setting, and our instructors and tutors bring a trauma-informed lens to education and a strength-based perspective on differences. This framework eliminates the social anxieties and identity-based violence that impedes the learning of so many students from marginalized communities. Instead, our environment promotes positive mentor-relationships with motivated professionals.

3. Describe your organization's experience, education and training requirements for program staff and management staff.

Program staff including tutors, instructors, and the Executive Director have experience in education and in service-delivery to populations served by our school. Instructional volunteers are either intern -undergrads from the University of Wisconsin School of Education, or community members inspired by our mission. As a requirement, instructional staff complete a training program. Our current staff members all hold advanced degrees, although it is not a requirement. We do recruit for applicants who have experience working with adult learner populations; past staff have typically included retired educators.

Oscar Mireles, the Executive Director of Omega School for more than 25 years, has shepherded the school through several major waves of modernization, periodic expansion of services and capacity, and an overhaul in service-delivery when COVID required fully-remote and ongoing hybrid learning models. He has assisted thousands of students in attaining a GED/HSED credential. He has been recognized as Wisconsin Literacy's Literacy Advocate of the Year Award, State Superintendent Tony Evers selected him as the recipient of the Friends of Education Award, Centro Hispano of Dane County honored him with the Roberto Sanchez Education Award, Capital Times Kids Fund presented him with the Joyce Erdman Youth Service Award, Urban League of Greater Madison Young Professionals selected him for the Impact Award for his leadership and mentoring, and countless community partners have praised his accomplishments at Omega School

Partnerships, Collaboration & Coordination

1. Describe your current and recent collaboration and partnerships with the following groups, specifying organization names, collaboration/partnership dates, and information about your shared work and accomplishments.

- a. Organizations and groups that work with youth, young adults and/or adults.

We currently partner with the Madison school system and Madison college, and local higher education institutions, as well as many of Madison's prominent service-based nonprofit organizations.

- b. Organizations that provide pre-employment/career preparation, employment services, and/or training and education.

Omega School has a long-term relationship with the Dane County FSET program, and with Centro Hispano, which runs various career training and placement programs. Our newest relationship, which began early in the year, is with Automation Arts, a local company providing apprenticeships, training, and employment in the sector of Audio-visual design and installation. When partnering with this employer and others, Omega

School offers context-based literacy and numeracy education, or the concomitant pursuit of a GED and a job offer. This prevents our GED students from being denied apprenticeships or workforce programs based on lacking the high-school level academic skills to effectively participate in the program.

- c. Organizations and groups that focus on working with, or have a history of working with, low-income households, women, and those that are Black, Indigenous, People of Color (BIPOC), immigrants, and/or individuals who identify as Lesbian, Gay, Bisexual, Transgender, and Queer + (LGBTQ+).

We have partnered with Dane County Human Services as a Third Party Partner in the FSET program for the last three years. We have also partnered with Madison's school district for over three decades, to offer HSED/GED services to students unlikely to graduate. We partner with the Urban League, Centro Hispano, Boys and Girls Club of Dane County, Latino Academy, GSAFE, Outreach, and numerous other community organizations as a referred provider of educational planning and instruction.

2. Describe your plans to partner, collaborate, and coordinate services with organizations and groups, including names and partnership details. Please explain why and how these collaborations benefit the participants served. Organizations that identify key partnerships must provide written documentation of agreement/commitment from each listed partner.

Because Omega School is a well-established and highly regarded institution in Madison and has such a strong history of promoting educational and personal advancement, Omega School will continue to accept referrals and requests to engage with various organizations, but will not be identifying any other organizations as key partners in order to meet the goals, objectives, or deliverables under this RFP. As a permanent legacy organization, we expect to continue in our role as a partner-mentor to other organizations that may have projects that could benefit either from our adult basic education offerings, or from our history and expertise as a nonprofit community service organization. Our staff have long-standing and deeply trusting relationships with the community of service organizations and public offices in the area. We will provide any requested guidance, and serve students referred from such organizations and groups that serve similar populations, particularly those that the City identifies – through awards under this RFP – as advancing similar objectives.

Program Design

1. Describe the organization's program and proposed service delivery plan including recruitment and selection of participants, individual assessment process, anticipated number to be served, who will be served, duration, location, and goals.

Omega School offers programs in GED instruction, Pre-GED preparation, and Spanish GED instruction, all available on an accessible schedule, in a supportive informal atmosphere, working cooperatively with other agencies and institutions. Omega School's GED program has had a long history of success, having assisted thousands of individuals with earning a GED or HSED credential.

Omega school is located on Madison's Southside, proximate to transit and in a service community populated by partner organizations that offer resources to meet the needs of residents whose lives are marked by low income or inconsistent employment. Funding from this award will be used to expand our reach to Madison residents including through virtual offerings and pop-up events at various locations. Under this five-year RFP, Omega School will serve 125 students per year, recruited through marketing, city events, and by referral frameworks established with partner organizations, community centers, and public libraries.

We expect these students will largely reflect the demographics of recent enrollees: 57% female and 43% male, 41% African American, 9% Hispanic and 15% Asian, Native American or Bi-Racial. Eighty percent of students are either

unemployed or under-employed, and the 20% that work full-time are largely low-wage workers. Services are open to adults that read English at a fourth grade level or higher, can reliably access the school in-person or via virtual education, do not possess a high school diploma, and are motivated to explore a GED or HSED.

Omega School partners with local colleges and universities, including the University of Wisconsin-Madison, Edgewood College, and Madison College (MATC), local nonprofits focusing on poverty and literacy, and county and state-level government agencies. These entities refer students, and marketing, reputation, and word-of-mouth will generate an equal amount of interest. Individuals who come to the school building, the school website, or pop-up events in the community will learn more about Omega programming, have the opportunity to enroll in a course of study, participate in baseline literacy or subject-matter assessments, and select their preferred distance-learning platform (for virtual or hybrid students). For enrollees, Omega staff will also determine the virtual/in-person balance for hybrid learning, assess extra-educational needs, and provide wrap-around supports, consistent with a whole-learner approach to education.

We project that 125 enrolled students will receive an individualized education plan and career planning services each year, 80% will improve their literacy through skills-building instruction and activities, 40% will pass at least one subject-matter GED test, and 35% will earn a full GED diploma. All students, regardless of their benchmark attainment, will gain increased knowledge about available resources in the community and about available pathways for increased education and career advancement.

2. Describe the outreach/marketing methods the organization intends to employ to generate participation in the program and to reach the targeted populations considered priority for this funding.

Omega School has a close relationships with media sources that target populations whose needs overlap with Omega School services. This includes print, radio, and web-based media outlets. Additionally our social media is very effective in reaching students whose needs align with our mission; Omega School has had great success with advertising pop-up events by leveraging Facebook posts and ads.

Over the decades, Omega School's reputation, the successes of former students, and word-of-mouth communication have always been - and likely will continue to be - the primary drivers of awareness and enrollment. We will continue the referral relationships with Centro Hispano of Dane County and Wisconsin Literacy, and continue to encourage Omega School students who enroll at Outreach events to refer friends and family, and to share Omega School content to their own social media networks

3. Describe how your program includes input or suggestions from target population served in your program design and operation.

Service delivery has consistently evolved over the organization's 50 years, meeting the changing technologies and changing needs of the target population. Our individualized curriculum and instruction delivery allows for modifications to be made in response to real-time needs of our students, with consistent observations resulting in codifying strategic changes. Being located in the heart of the community means that our current and former students are a daily influence on the organization, and our exit-interview process with staff and students provide us with critical feedback and new ideas. Omega leadership regularly conducts strategic planning for program design, and the Executive Director maintains professional networks, reviews current literature, and accesses to emerging tools in order to consistently implement evidence-based best practices in meeting the needs of our target population.

Theory of Change & Logic Model

1. Describe how your proposed services are based on evidence of success, and how you will meet performance outcomes while maintaining quality services customized to each participant's needs. Please include the following in your response:
 - a. Past service outcomes and other accomplishments that validate your approach.
 - b. Best practices and proven resources for youth, young adults, and/or adults you will utilize.
 - c. How you will incorporate past experience with performance tracking and reaching outcomes, including challenges overcome.

Over the past half century Omega School has assisted thousand of students in attaining an HSED or GED credential, and many more have benefited from career counseling, adult mentoring, and connections to resources, that have increased their awareness of resources and opportunities in their community. Our method of individualized GED instruction is always customized to participant needs, and is the reason we succeed in meeting performance outcomes.

By utilizing a whole-student approach, we address personal needs that can become barriers to learning. This includes assisting our students with obtaining medical, nutritional, housing, and other resources that better position them to focus on learning. We also employ a trauma-informed approach, building connections with the students and helping each one to see the ways that their life circumstances can be improved through education.

Our entire staff is very invested in the progress of our students. When the team identifies a lesson, technique, or strategy that is particularly effective, this is highlighted and considered for implementation in other learning plans. Case management software helps us track student progress and identify trends and areas for growth. For instance, recent analysis helped us identify former students who had been within a few points of a passing GED score, and we were able to target these students for outreach and intervention.

2. Please describe current and past success in engaging community members and service recipients in developing and improving services.

We consistently learn from our student and family community and incorporate our learnings into program changes and improving services. One recent example is from our experience serving young mothers. We used to highlight our on-site daycare and transportation aids as effective supports for these women, but we later learned from these women that many mothers focus best when their children are secure at home. When we improved our virtual offerings, we saw more mothers succeed by learning after bedtime than we had by utilizing our daycare. This has further prompted us to work towards developing an Omega School mobile app in the near future. Another example was rooted in mental health conversations. Through discussions with students who have test anxiety or traumas surrounding testing locations, we further explored avenues towards competency-based diplomas.

3. Please describe your plan to meaningfully involve service recipients, including past, present and potential recipients, in ongoing design, flexing and improvement of proposed youth, young adult, and/or adult employment services.

Omega school has a very supportive community base of former students and family members of students. Our prospective, present, and past students are very forthcoming with program feedback. Students coming to an end of their time at Omega School engage in Exit Planning, where school staff offer transition guidance for next steps, and solicit feedback. Additionally, our public graduation ceremonies provide a formal opportunity for students and their families to share experiences that can spark innovation. All of these perspectives and our general approach to community collaboration, discussion, and inclusivity inform our practices.

Budget - Complete the Budget Worksheet, including all costs for which you request funding through this RFP. All costs included must be reasonable, allowable, necessary, and allocable among the stated cost categories.

YOUTH, YOUNG ADULT AND ADULT EMPLOYMENT BUDGET APPLICATION FORM
AGENCY AND PROGRAM REVENUES

Legal Name of Organization: Omega School Inc

Total Amount Requested: 60,000

Contact Name and Email for Budget Info: Oscar Mireles om@omegaschool.org

****Instructions: Complete this workbook in tab order, so the numbers will autofill correctly. Only fill in the yellow cells. Only use whole numbers, if using formulas or amounts with cents, convert to whole number before submitting to CDD.**

Please fill out all expected revenues for the programs you are requesting funding for in this application. All programs not requesting funding in this application, should be combined and entered under NON APP PGMS (last column)

REVENUE SOURCE	AGENCY 2023	PROGRAM A	PROGRAM B	PROGRAM C	PROGRAM D	PROGRAM E	NON APP PGMS
DANE CO HUMAN SVCS	10,000	10,000					
UNITED WAY DANE CO	0						
CITY CDD-This Application	60,000	60,000					
OTHER GOVT*	36,000						36,000
FUNDRAISING DONATIONS**	217,233	92,334					124,899
USER FEES	34,200	34,200					
TOTAL REVENUE	357,433	196,534	0	0	0	0	160,899

*OTHER GOVERNMENT: Includes all Federal and State funds, as well as funds from other counties, other Dane County Departments, and all other Dane County cities, villages, and townships.

**FUNDRAISING: Includes funds received from foundations, corporations, churches, and individuals, as well as those raised from fundraising events.

YOUTH, YOUNG ADULT AND ADULT EMPLOYMENT BUDGET APPLICATION FORM
AGENCY AND PROGRAM REVENUES

Enter all expenses for the programs in this application under the PGM A-D columns. Enter the amount you would like the City to pay for with this funding under the CITY SHARE column next to the PGM column. Enter all other programs in your agency under NON APP PGMS (last column).

****Use whole numbers only, please.**

ACCOUNT CATEGORY	AGENCY 2023	TTL CITY REQUEST	PGM A	CITY SHARE	PGM B	CITY SHARE	PGM C	CITY SHARE	PGM D	CITY SHARE	PGM E	CITY SHARE	NON APP PGMS
A. PERSONNEL													
Salary	192,845	37,000	114,400	37,000									78,445
Taxes/Benefits	51,900	7,000	31,520	7,000									20,380
Subtotal A.	244,745	44,000	145,920	44,000	0	0	0	0	0	0	0	0	98,825
B. OTHER OPERATING													
Insurance	6,200	500	3,602	500									2,598
Professional Fees/Audit	35,200	3,500	13,150	3,500									22,050
Postage/Office & Program	6,145	1,000	6,145	1,000									
Supplies/Printing/Photocopy	3,420	500	3,420	500									
Equipment/Furnishings/Depr.	500	250	500	250									
Telephone	5,000	500	3,000	500									2,000
Training/Conferences	1,300	250	500	250									800
Food/Household Supplies	1,422	500	1,422	500									
Travel	2,125	1,000	2,125	1,000									
Vehicle Costs/Depreciation	0	0											
Other	0	0											0
Subtotal B.	61,312	8,000	33,864	8,000	0	0	0	0	0	0	0	0	27,448
C. SPACE													
Rent/Utilities/Maintenance	6,000	2,000	3,000	2,000									3,000
Mortgage Principal/Interest	9,000	2,000	6,000	2,000									3,000
Depreciation/Taxes	3,876	1,500	3,750	1,500									126
Subtotal C.	18,876	5,500	12,750	5,500	0	0	0	0	0	0	0	0	6,126
D. SPECIAL COSTS													
Assistance to Individuals	12,000	2,500	4,000	2,500									8,000
Participant Wages	0	0											
Participant Taxes/Benefits	0	0											
Other	20,500	0											20,500
Subtotal D.	32,500	2,500	4,000	2,500	0	0	0	0	0	0	0	0	28,500
TOTAL (A.-D.)	357,433	60,000	196,534	60,000	0	0	0	0	0	0	0	0	160,899

YOUTH, YOUNG ADULT AND ADULT EMPLOYMENT BUDGET APPLICATION FORM
AGENCY AND PROGRAM REVENUES

Omega School Inc

****List all staff positions related to programs requesting funding in this application, and the amount of time they will spend in each program.**

Title of Staff Position*	2023	2023	2023	2023	2023	2023	2023	2023	2023	2023	2023
	Program A FTE**	Program B FTE**	Program C FTE**	Program D FTE**	Program E FTE**	Total FTE	Annualized Salary	Payroll Taxes and Fringe Benefits	Total Amount	Hourly Wage***	Amount Requested from the City of Madison
EXECUTIVE DIRECTOR	0.35	0.35	0.30			1.00	90,000	8,500	98,500	43.26	20,000
GED INSTRUCTORS	1.50	0.75	0.75			3.00	129,125	13,520	142,645	24.83	20,000
ADMINISTRATIVE ASSISTANT	0.25	0.13	0.12			0.50	18,720	3,000	21,720	20.00	4,000
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
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						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
TOTAL:	2.10					4.50	237,845	25,020	262,865	88.09	44,000

*List each staff position separately. Indicate number of weeks to be employed if less than full year in parentheses after their title.

**Full Time Equivalent (1.00, .75, .60, .25, etc.) 2,080 hours = 1.00 FTE

YOUTH, YOUNG ADULT AND ADULT EMPLOYMENT BUDGET APPLICATION FORM
AGENCY AND PROGRAM REVENUES

Please name each program you are requesting funding for next to each funding request.

**Only use whole numbers, if using formulas or amounts with cents, convert to whole number before submitting to CDD.

Pgm Letter	Program Name	Program Expenses	2023 City Request
A	GED Preparation & Basic Skills Instruction	PERSONNEL	44,000
		OTHER OPERATING	8,000
		SPACE	5,500
		SPECIAL COSTS	2,500
		TOTAL	60,000
B		PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	0
C		PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	0
D		PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	0
E		PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	0
TOTAL FOR ALL PROGRAMS			60,000

Appendix B: Logic Model

AGENCY: Omega School Inc.

PROGRAM: GED Preparation/Basic Skills Instruction

Inputs

What resources will be used to support the project?

Outputs

What will you do, for whom, to what extent for participant to achieve results?

Short-Term Outcomes

What will occur as a direct result of the activities & outputs? (changes in knowledge, skills, attitudes)

Intermediate Outcomes

What results should follow from the initial outcomes? (changes in behavior and actions)

Long-Term Outcomes

What results should follow from the initial outcomes (changes in broader conditions)

Long-Term Community Outcome

What community outcome does this align with?

