



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:	Children's Service Society of Wisconsin	Total Amount Requested:	\$ 166,386.00
Program Name:	Education and Employment Program		
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 type="checkbox"/> Young Adult Employment Services (ages 18-26) <input checked="" type="checkbox"/> Adult Employment Services (18+)		
Contact Person:	Jenna Stoughtenger	Email:	jstoughtenger@chw.org
Full Address:	1716 Fordem Ave. Madison, Wisconsin 53704	Telephone:	608-512-3722
501 (c) 3 Status:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Fiscal Agent (if applicable)	not applicable

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.

Annually, since 2013, the Dane County Department of Human Services contracts with Children's to provide education and employment services for low-income families living in Dane County neighborhoods where disadvantage is concentrated. These education and employment services are delivered through Children's Education and Employment Specialist (EES) program. The Education and Employment Specialist (EES) provides education and employment related supports to caregivers of children enrolled in the early childhood home visiting programs. The EES program uses Mobility Mentoring, developed in 2009 by EMPATH, as an evidence informed service framework. Mobility Mentoring, is defined as the professional practice of partnering with participants so that over time they may acquire the resources, skills, and sustained behavior changes necessary to attain and preserve their economic independence. Direct service activities include needs assessments, service planning, referral and connection to resources to support education and employment goals, supporting resume writing and interview process and preparation, building employment soft skills, career exploration and connection to education and skills training such as English as a Second Language (ESL), High School Equivalency Diploma (HSED), and specific training opportunities related to client goals, crisis management, identification of barriers to employment and education, system navigation, and developing informal and formal support networks with families. To reduce barriers to services for families with young children, the EES meets with participants in their home and/or a convenient community location. The EES works in collaboration with the early childhood home visitor that referred the family to EES program to provide comprehensive wrap around services. This service collaboration includes joint visits, team meetings, and regular case staffing. Currently, the EES program serves low-income families with children aged 0 to 4- years-old residing in underserved neighborhoods, including Allied Drive, Leopold Road, Russett Road/ Southwest Madison, Sun Prairie/ Marshall and the Northside Early Childhood Zone. All clients served through the EES program are low-income and over 95% of the participants are people of color. Clients are often socially isolated, economically disadvantaged and facing a multitude of barriers in finding a pathway out of poverty. Their barriers and challenges are complex and interrelated – chronic poverty, toxic stress, unmet mental and behavioral health needs, substance use disorders, homelessness or unstable housing – and one single intervention is unlikely to be effective; rather, multipronged family-system approaches that address trauma and other co-occurring challenges is necessary. To increase income and family stability, the EES program addresses underlying challenges to education attainment and employment by working with the family and early childhood home visitor to connect the family to resources such as mental health care, housing support, Department of Vocational Rehabilitation, child care, Workers Rights, and adult education and training. EES are trained as vulnerable population liaisons through the Social Security Administration to connect the individuals we serve to Supplemental Security Income (SSI) or Social Security Disability Insurance (SSDI) for those individuals who are unable to work due to a disability. The EES program provides a family-system approach by helping clients overcome barriers preventing them from connecting to the education and/or job training necessary to earn a family-supporting income, improve family functioning and increase family stability. Participants can be enrolled in the EES program for the duration of their home visiting services which can be up to four years which allows for the planning and follow through of longer term educational and career goals. Annually, the EES program serves approximately 100 individuals. Of these 100 individuals in 2021, 86% were below 100% of the Federal Poverty Level (FPL), 100% had incomes below 160% of the FPL, 4% are White, 1% are Native American, 4% are Asian/Pacific Islander, 43% are Black/African American, 45% are Hispanic, and 3% are multi-racial. About half of the individuals we serve are immigrants, and approximately 10% of the individuals have a diagnosed disability, such as intellectual, neurodevelopmental, and mental health disorders. In 2021, clients in the EES program achieved the following outcomes: 42 individuals gained employment - 73% of the jobs were full time and 27% were part time, 81% of the jobs paid \$15 or more per hour, 37 individuals enrolled in education or training programs including ESL classes,

Driver's License Education, General Education Development (GED)/HSED, college prep classes, and job skills training. Eighty-four percent of participants reached a self-determined family stability related goal such as attaining employment, enrolling in education/training, increasing their credit score, obtaining their drivers license or permit, obtaining their GED/HSED, finding childcare, and applying for SSI.

Through this funding request, Children's is seeking funding to onboard new staff to expand the reach of the EES program. Funding will enable us to reach families enrolled in early childhood home visiting programs across Madison and not limit our service areas to only the Leopold and Northside neighborhoods. We have identified a gap in services for early childhood home visiting families outside of the Leopold and Northside neighborhoods. Children's has the infrastructure in place to immediately expand the EES program. Existing staff and management have more than 16 years of experience administering this program.

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.

Diversity is an important part of the values and culture at Children's, including respecting and accepting of diverse backgrounds, experiences, styles and approaches. At Children's, we recognize that people of color, LGBTQ+, immigrant and low-income households and individuals are severely impacted by racist systems, policies, and practices that reduce access to education and family-supporting employment opportunities. That's the impetus behind Children's EES program. We strive to help clients find a pathway out of poverty. Clients are engaged through a strengths-based approach that focuses on positive attributes rather than negative. Relationships are built on trust and a shared belief that individuals have the innate abilities necessary to overcome adversity and improve short- and long-term outcomes. A principal element of our program's philosophy is to build clients' capacity for achievement. Through modeling, scaffolding, teaching, guiding, goal setting and action step planning, we encourage clients to see themselves as capable and supported. We work in partnership with clients to set meaningful goals, identify tactics to achieving gainful employment/educational success and assess for barriers that may inhibit progress towards success. Service delivery is tailored to the unique needs of each individual and provided in a manner that respects individual, cultural and community values. We strive to be client-centered and empowering. Staff demonstrate our values in every interaction using active listening, honoring the client and family experience and putting the child and family at the center of services as we provide wraparound care. We strive to ensure that our staff reflect the families that we serve both culturally and with lived experience: 50% of our EES staff identify as BIPOC, 16% as LGBTQ+, 33% are immigrants or are the child of immigrant parents, 50% have had the experience of living at or below the federal poverty line, and 16% have experienced homelessness. Over half of our staff and supervisor speak Spanish and we use the interpretation services through our language line to provide access to services for all other languages.

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

Children's is committed to ongoing training and support to further enhance the professional development of program and management staff. This occurs in several ways including orientation, consistent supervision and ongoing staff development opportunities to develop practice knowledge, cultural competency and leadership skills. Educational activities are provided in a variety of ways including individual supervisory consultation, independent study, group supervision and internal and external education classes. We encourage and pay for ongoing staff development to improve staff members' knowledge base and competence to provide evidence-informed and evidence-based services. All newly hired staff are required to take the following courses: Trauma Informed Care 101, At Our Best Children's Culture shaping and required courses and team discussions related to Inclusion, Diversity and Equity including Advancing Health Equity, and Inclusive Leadership. The EES are trained in the Mobility Mentoring

framework through EMPATH. Mobility Mentoring offers a roadmap to growth and self-sufficiency through coaching, goal-setting, and the celebration of achievement and focuses on the pillars to self-sufficiency including: Family Stability, Well-Being, Financial Management, Education/Training and Employment/Career Management. Additionally, staff are trained in the practices of Motivational Interviewing and Facilitating Attuned Interactions. The EES program intentionally sets up opportunities and trainings with community resources to familiarize our staff with community resources that support our participants in reaching their education and employment goals such as Madison College, Literacy Network, Latino Academy, Department of Vocational Rehabilitation, Social Security Administration, Wisconsin Works, Community Coordinated Child Care (4-C), Child Care Subsidy, and Workers' Right Center. In addition to resource training, staff are trained in a teaming model to create support teams with families and other providers to provide wrap around services. Additionally, staff are encouraged to engage in trainings that enhance their skills and understanding of the individuals they serve. Examples of trainings staff have chosen to take in 2021 include: mental health first aid, supporting neurodivergence, supporting individuals seeking asylum, trauma informed care summit, recognizing and supporting individuals experiencing domestic violence, and ethics and boundaries trainings.

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.

The EES program currently partners with multiple early childhood home visiting programs in the city of Madison that work with adults that are parenting children under the age of 5. These home visiting programs include: Early Head Start (Reach Dane), KinderReady (Children's), Welcome Baby and Beyond (RISE) and Parent Child+ (RISE) and Early Childhood Initiative (RISE). The EES program has partnered with the Dane County Early Childhood Initiative for approximately 10 years serving approximately 100 families per year together. More recently, in the last seven years, the EES program has partnered with Early Head Start, KinderReady, Welcome Baby and Beyond and Parent Child+ to serve parents/caregivers in the Early Childhood Zones. These partnerships provide a teaming relationship to support families in a two generational approach to reduce poverty and increase family stability. Through this multi-generational lens, these partnerships allow us to serve the family unit as a whole, recognizing that while children and parents/caregivers have unique needs that they are interdependent. Together the programs address housing, mental health, child care, education, and employment needs. This unique collaboration provides holistic support to the family unit and addresses the unique challenges - navigating changing schedules for work and childcare, exhaustion, finding a work/family balance, managing stress, and planning for back up childcare in the event of a childcare closure or child illness - faced by parents of young children as they work towards their education and employment goals.
 - b. Organizations that provide pre-employment/career preparation, employment services, and/or training and education.

The EES program regularly provides referral for participants to programs that support their education and employment goals including: Madison College, Literacy Network, Urban League, Latino Academy, Centro Hispano, Workers' Rights Center, Workers Justice, Dane County Job Center, and Common Wealth Development. The EES program supports connections to programs provided by these organizations and provides supportive services to families such as transportation, technology, and case management to ensure families can successfully participate in these programs.
 - 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+).

All organizations listed in 1a and 1b of this section - partnerships, collaboration, and coordination - have a history of working with low income households, women, BIPOC, immigrant, and individuals from the LGBTQ+ community. The EES program strives to support referral to and collaboration with organizations that recognize the unique needs and experiences of the families that we serve.

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.

Children's collaborates with local and statewide organizations in the public and private arenas to strengthen communities and provide a web of support so clients can thrive and reach their full potential. EES maximizes communities' limited resources through multiple interagency cross-sector partnerships. No single agency, acting alone, can successfully meet the needs of all clients. The integration of EES services and community programs, such as home visiting, public benefits support and mental and behavioral health care services, is necessary to respond to the unique needs of clients and ensure their physical, mental and social wellness is intact and nurtured. The partnership between Children's and Dane County Human Services Department enables us to simultaneously serve the holistic needs of families. The collective efforts are aimed at mitigating the disadvantages associated with poverty, improving family stability and child development outcomes and closing the kindergarten-readiness gap between low-income and high-income students. Additionally, the EES program partners with early childhood home visiting programs including KinderReady (Children's WI), Parent Child+ (RISE), Welcome Baby and Beyond (RISE), and Early Head Start (Reach Dane). These partnerships address the unique education and employment needs of parents and caregivers with young children. The needs of parents and children are interdependent and this multigenerational approach supports the housing, mental health, parenting and child development, child care, education, and employment needs of the family unit. Through this project, we intend to continue to partner with the following home visiting programs: KinderReady (Children's), Parent Child+ (RISE), Welcome Baby and Beyond (RISE), and Early Head Start (Reach Dane) to reach and serve more clients.

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.

The EES program is aimed at providing a pathway out of poverty by responding to clients' needs and connecting them with the education and/or job training necessary to earn a family-supporting income, improve family functioning and increase stability. The EES team provides highly personalized case management and support services for clients and all adult members of the household. Research indicates that this whole family or multi-generational approach is an effective intervention to break the cycle of poverty, increase family stability and enhance family outcomes. We work in partnership with clients to set meaningful goals, identify tactics to achieving gainful employment and assess for barriers that may inhibit progress towards success. Helping clients identify safe solutions to overcoming personal challenges, enhances resiliency skills to respond to future life adversity. Service delivery is tailored to the unique needs of each individual and provided in a manner that respects individual, cultural and community values. The components of the EES program include the following:

- Recruitment and selection of participants: Participants are referred by early childhood home visiting programs. The EES program coordinates with multiple home visiting programs to provide an initial joint home visit to increase engagement and build a relationship with the participant. Additionally, participants can also refer additional adult household members to EES services.

- Family Assessment. When clients enter the EES program, a family assessment is facilitated through one-on-one discussions to identify individual and family strengths, personal goals, career and education interests and barriers, such as lack of child care, that may inhibit progress toward success. Goals are developed in collaboration with the

client and focus on skills and goals needed to obtain and maintain gainful employment. This often requires several steps including attaining higher levels of education, securing appropriate transportation and childcare and increasing work readiness. The EES program uses assessment as a relationship building tool that helps staff to learn about the family and their history, preferences, strengths, barriers, and unique education and employment related needs. There are two primary assessment tools that are used within the EES program: the EES Assessment and the Bridge to Family Stability (adapted from EMPATH's Bridge to Self Sufficiency). The EES assessment is a conversation tool to learn more about the family's communication preferences, priorities, readiness for work, school, or training, educational and work history, strengths, barriers and how they would like to team with the EES to reach their goals. The Bridge to Family Stability is a self-assessment tool that is used to have a conversation about the holistic picture of the factors affecting family stability in relation to education and employment. The Bridge helps families assess and plan for their goals in five areas: family stability, well-being, education and training, financial management, and career management. By seeing these life domains side by side on the visual tool, families are able to see how they interact and are better able to make decisions in context to set goals. Assessment takes place throughout the service period – both the initial assessment and ongoing assessment using the assessment tools is conducted at minimum yearly. The Bridge to Family Stability acts as a blueprint for families to set goals. Families determine their own goals and the EES supports the family in prioritizing what they'd like to work on, strategizing around potential barriers and challenges, and thinking through options for additional resources and support. The EES offers encouragement, facilitates reflection, and helps refocus if necessary. Scaffolding is an essential part of goal setting. The EES works with the family to break down larger long term goals, into smaller more immediate goals. Goals are set using the SMART criteria with special attention to what parts of the goals are within the family's control and what relies on larger system cooperation.

Scaffolding. Adults exposed to early adversity are ill-equipped to perform core life skills (planning and focusing, self-control, awareness and flexibility). Through scaffolding, which focuses on small and incremental skill development with frequent, positive feedback from staff, clients have the opportunity to practice life skills in a safe environment. Scaffolding also enhances self-confidence and prepares clients to continue using their skills beyond the EES program.

-Recognition: As families reach their education and employment related goals, the EES program provides recognition for their achievements. Recognizing smaller goals on the way to a larger goal helps to maintain intrinsic motivation to continue forward momentum. Recognition also allows EES staff to highlight the work and the follow through it takes for families to reach their goals. The EES program provides financial incentives in the form of gift cards that correspond with the level of goal that is attained as one form of recognition. Recognition may also include verbal recognition, certificates, and family celebrations.

- Pathway to Economic Security. We help equip clients with job readiness skills, like writing resumes and cover letters and preparing for interviews; facilitating employment placements and job training; and preparing for high school, preparatory or equivalency examinations. Additionally, through our service model we build soft skills that increase the likelihood of success in the above areas including effective communication, increased executive functioning, and conflict resolution.

- Eliminating barriers. Our team empowers clients to safely overcome barriers, such as homelessness or lack of transportation, to education and employment; support them in developing informal and formal support networks to reduce isolation; and connecting families to other means of income, including Social Security Disability and Supplemental Security Income and Wisconsin Works. We work with families to identify possible barriers and plan for these challenges through motivational interviewing. We have found that through forward planning to address barriers, clients have the opportunity to build their executive functioning skills. Additionally, we use the vast network of resources in Madison to connect clients to resources that are specific to the challenge faced such as Department of Vocational Rehabilitation, Workers Rights, and 4Cs (child care referral).

- Number to be served, duration: With grant funding, we anticipate serving 50 participants per year. Participants are eligible to continue participation for as long as they are enrolled in early childhood home visiting. This allows

participants/parents to get support working on their longer term goals as families can be enrolled in home visiting for up to 3-4 years (dependant on which home visiting program).

- Goals. The overarching goal of the EES program is to provide low-income families a pathway out of poverty by identifying employment and education needs, developing individualized goals to work towards meeting the education and employment needs and striving for upward mobility in employment. Program outcomes and indicators include: number of jobs obtained (including the wage and if the jobs were full/part time), number of jobs maintained for 90 and 180 days, number/types of trainings enrolled in and completed, number/types of education enrolled in and completed, number/types of self determined goals reached, Bridge Assessment Score (initial, yearly, and at closing) and income (initial, yearly, and at closing). Outcomes and indicators include the following:

- Families experience greater self-sufficiency by achieving employment or education goals; 45% of clients will start a program, such as GED completion or English as a Second Language class, will complete the program and/or earn certification and license, such as a SafeServe Food Manager Certificate, Madison College Certificates, CNA License or a Forklift Certification.

- Families obtain gainful employment; 66% of clients that start a job will retain employment for a minimum of three months.

- Eliminate barriers to income security, such as obtaining a driver's license or employability documentation (work authorization or legal supports) to obtain a visa or residency; 66% of clients with identified barriers will overcome obstacles to income security.

-Setting and obtaining education and employment goals - 100% of clients will set a self-determined education or employment goal with an expected 75% goal attainment rate.

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.

Our model of partnering with early childhood home visiting programs provides a steady stream of referrals and connections to participants. Both early childhood home visiting programs and the EES program use relationship based models which allow the programs to easily partner to serve parents of young children. The EES program meets regularly with the home visiting programs to share program news, updates, and openings. As part of the onboarding process and ongoing training both home visitors and EES staff learn about the each other's program and are trained in effective collaboration and teaming.

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

The EES program conducts quarterly customer service surveys to better understand client experience and gather client input regarding the services received. It is an anonymous survey and provides insight on the following: how comfortable a client is speaking with staff about their concerns, if the client feels respected by staff, if the client feels staff understand their unique needs and family situation, if services are convenient for the family, if staff provides culturally relevant services, how the program has felt helpful to the client/family, and how the program can improve/better support clients/families. The information from these surveys is used to help guide program decisions and support program improvement. Additionally, the EES program consults participants on program design and operation. Recently, this has looked like seeking feedback from participants on our assessment tools and updating the EES assessment based on client feedback. We recognize that families give their limited time to help us improve our programming and provide compensation in the form of gift cards to show our recognition and appreciation of their contributions.

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.

The EES program focuses efforts on assisting families in stabilization and maintaining self-sufficiency by delivering community-based education and employment services. We believe if clients have the support to reach educational and employment goals, they can find a pathway out of poverty and ensure family stability and improve outcomes. The EES program utilizes the Mobility Mentoring framework developed by EMPATH and adapted to our program with direction from EMPATH, the participants we serve, and staff. Mobility Mentoring is an innovative, evidence-informed coaching model, developed in 2009 by EMPATH, which focuses on building self-sufficiency and mobility out of poverty. Mobility Mentoring goes beyond helping clients attain specific goals by helping them acquire the problem-solving and goal-setting skills necessary for successfully managing their lives. The model is built on a foundation of evidence-based Motivational Interviewing, which utilizes incentives and the Bridge to Self Sufficiency rubric to determine their individualized goals within each of the model's five pillars: Family Stability, Well-Being, Financial Management, Education/Training, and Employment/Career Management. By using extrinsic motivation through fiscal and recognition incentives, Mobility Mentoring has shown to increase intrinsic motivation, which is identified as a key ingredient for people who report success and happiness in their careers. An evidence-informed strategy, incentives are also used to present clear, and immediate, benefit of participation when future benefits may be too abstract for participants to see. Mobility Mentoring is an executive functioning informed framework that supports participants in learning and practicing those skills that will help improve success in both the workforce and education. Executive Functioning refers to the coordination of multiple types and streams of information to arrive at the more effective course of action, including prioritizing tasks, goals, and information. Executive functioning is a skill developed through practice, using age-appropriate experiences, and is the foundation for healthy development, cognitive functioning, and successful self-regulation. Strength of executive function skills is predictive of academic and career outcomes. Working within this framework, the EES program individualizes the program to the participant by completing assessments with participants, exploring career and academic goals, connecting participants to resources to meet their self-identified education, employment, and family stability goals, supporting families with employment readiness skills, and addressing barriers named by the participant. Services are provided in the family's home or nearby in the community based on what the participant requests and are provided in the participant's language whether through bilingual staff or the language line. By engaging families in this way, we achieved the following outcomes in 2021: 42 individuals gained employment, 73% of the jobs were full time and 27% were part time. 81% of the jobs paid \$15 or more per hour, 37 individuals enrolled in education or training programs including ESL classes, Driver's License Education, GED/HSED, college prep classes, and job skills training. Eight-four percent of participants reached a self-determined family stability related goal such as attaining employment, enrolling in education/training, increasing their credit score, obtaining their drivers license or permit, obtaining their GED/HSED, finding childcare, and applying for SSI.

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

The EES program is continuously looking for opportunities to improve service to our participants. We offer quarterly customer satisfaction surveys to participants to gain insight into their service experience. Participants are able to provide feedback anonymously and demographic information is collected on the surveys so that we are able to ascertain if there are groups of participants that we could be better serving based on feedback. Examples of the

information and input gathered in these surveys includes: how comfortable a client is speaking with staff about their concerns, if the client feels respected by staff, if the client feels staff understand their unique needs and family situation, if services are convenient for the family, if staff provides culturally relevant services, how the program has felt helpful to the client/family, and how the program can improve/better support clients/families. The information from these surveys is used to help guide program decisions and support program improvement. A recent example of how this feedback was used was the adoption of the Mobility Mentoring framework from EMPATH as it provided more comprehensive services around family economic stability. All Mobility Mentoring tools including the assessment and goals setting tools were reviewed by program families and were adapted to fit our program based on the input and approval of our program families.

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. The EES program will continue to use surveys and family interviews to generate feedback on programming and help plan for improvement in the program in addition to adding a specific question regarding the partnering of services and how families experience this partnership and where there is room for improvement. In addition to our surveys and family interviews, as our program grows, we would like to explore a community/participant advisory board for our program. We recognize that individual feedback is valuable and would like to expand on that feedback by giving past, present and potential recipients of our programming an opportunity to come together to support the ongoing design and improvement of our program. Currently, as part of the Northside Early Childhood Zone, we are working with the collaborators in this project to form a parent/community advisory committee. We plan to take what we will learn from this process and expand it to fit the needs of collaborations outside the early childhood zones in Madison as well.

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: Children's Service Society of Wisconsin

Total Amount Requested: 167000

Contact Name and Email for Budget Info: Sara Meinholdt Email Address is Smeinholdt@childrenswi.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	289,413	289,413					
UNITED WAY DANE CO	25,000	25,000					
CITY CDD-This Application	0	0					
OTHER GOVT*	0	0					
FUNDRAISING DONATIONS**	40,509	40,509					
USER FEES	0	0					
TOTAL REVENUE	354,922	354,922	0	0	0	0	0

ERROR ERROR

*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	321,107	91,437	321,107	91,437	0	0	0	0	0	0	0	0	0
Taxes/Benefits	143,818	37,398	143,818	37,398	0	0	0	0	0	0	0	0	0
Subtotal A.	464,925	128,835	464,925	128,835	0	0	0	0	0	0	0	0	0
B. OTHER OPERATING													
Insurance	0	0	0	0	0	0	0	0	0	0	0	0	0
Professional Fees/Audit	0	0	0	0	0	0	0	0	0	0	0	0	0
Postage/Office & Program	0	0	0	0	0	0	0	0	0	0	0	0	0
Supplies/Printing/Photocopy	1,700	1,000	1,700	1,000	0	0	0	0	0	0	0	0	0
Equipment/Furnishings/Depr.	0	0	0	0	0	0	0	0	0	0	0	0	0
Telephone	4,620	1,320	4,620	1,320	0	0	0	0	0	0	0	0	0
Training/Conferences	2,000	500	2,000	500	0	0	0	0	0	0	0	0	0
Food/Household Supplies	0	0	0	0	0	0	0	0	0	0	0	0	0
Travel	10,000	2,000	10,000	2,000	0	0	0	0	0	0	0	0	0
Vehicle Costs/Depreciation	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal B.	18,320	4,820	18,320	4,820	0	0	0	0	0	0	0	0	0
C. SPACE													
Rent/Utilities/Maintenance	0	0	0	0	0	0	0	0	0	0	0	0	0
Mortgage Principal/Interest	0	0	0	0	0	0	0	0	0	0	0	0	0
Depreciation/Taxes	0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal C.	0	0	0	0	0	0	0	0	0	0	0	0	0
D. SPECIAL COSTS													
Assistance to Individuals	12,600	5,000	12,600	5,000	0	0	0	0	0	0	0	0	0
Participant Wages	0	0	0	0	0	0	0	0	0	0	0	0	0
Participant Taxes/Benefits	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	123,961	27,731	123,961	27,731	0	0	0	0	0	0	0	0	0
Subtotal D.	136,561	32,731	136,561	32,731	0	0	0	0	0	0	0	0	0
TOTAL (A.-D.)	619,806	166,386	619,806	166,386	0	0	0	0	0	0	0	0	0

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

Children's Service Society of Wisconsin

****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
Employment and Education Specialist	1.00					1.00	53,193	21,839	75,032	25.50	75,032
Employment and Education Specialist	0.50					0.50	26,597	10,920	37,517	25.50	37,517
Supervisor	0.19					0.19	10,169	4,110	14,279	26.00	14,279
Manager	0.02					0.02	1,478	529	2,007	30.23	2,007
Employment and Education Specialist	4.50					4.50	199,096	95,196	294,292	21.21	0
Manager	0.50					0.50	30,574	11,224	41,798	30.23	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	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	0.00	0
TOTAL:	6.71					6.71	321,107	143,818	464,925	158.67	128,835

*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.

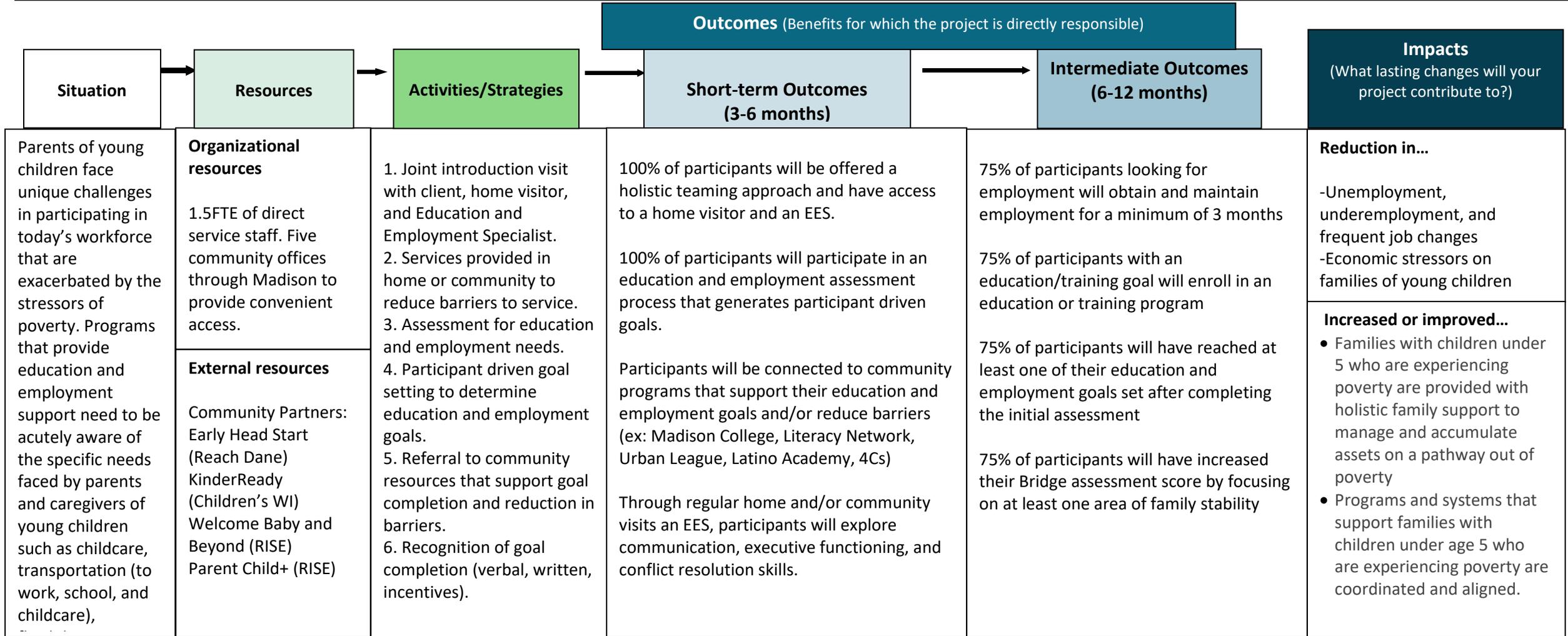
**Only use whole numbers, if using formulas or amounts with cents, convert to whole number before submitting to CDD.

Pgm Letter	Program Name	Program Expenses	2023 City Request
A	Youth , Young Adult, and Adult Employment	PERSONNEL	128,835
		OTHER OPERATING	4,820
		SPACE	0
		SPECIAL COSTS	32,731
		TOTAL	166,386
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			166,386

Appendix B: Logic Model

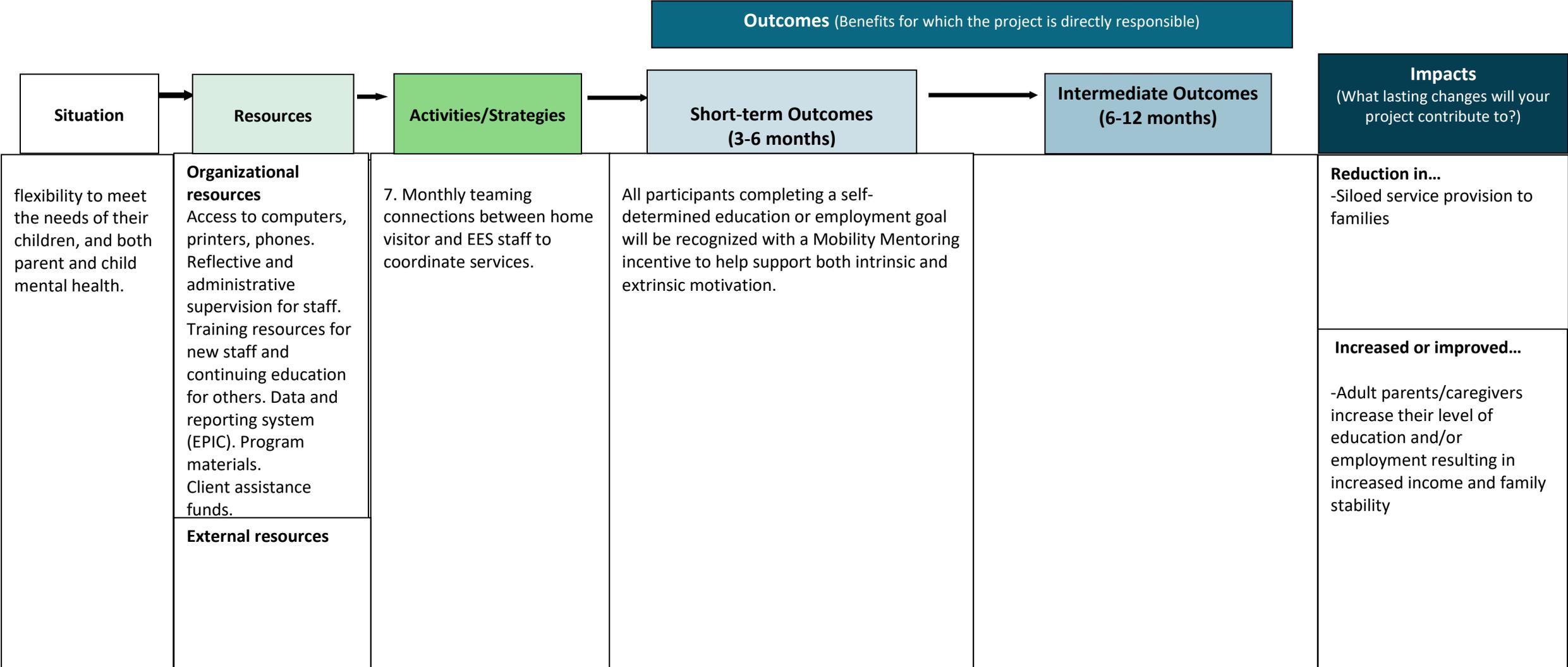
Logic Model Template:

The following logic model template should be used by applicants applying for funds to support youth, young adult & adult employment and training initiatives. Any content over the 3 page limit will not be considered by reviewers. Below is a brief definition of each required logic model component.



Possible Sources of Evidence	Survey Data?	School Data?	Crime Data?	Family Reports?	Focus Group Data?	Interview Data?	Other Data?
	Yes	No	No	Yes	No	Yes	Yes

Appendix B: Logic Model





2096 Red Arrow Trail
Madison, WI 53711

TEL (608) 275-6740
FAX (608) 275-6756
www.dpcinc.org

August 14, 2022

Jenna Stoughtenger
Family Preservation and Support Manager
Children's Wisconsin
1716 Fordem Ave
Madison, WI 53704

RE: Letter of Commitment for the City of Madison: Adult Education Services (18+)

Dear Jenna Stoughtenger,

I am pleased to provide this letter of commitment for Children's application to the City of Madison: Adult Education Services (18+) for your Education and Employment Specialist Program.

I am part of Reach Dane which is a non-profit housing Early Head Start (EHS) and Head Start programs. I am one of the managers in the EHS home-based program. Our program is a home visiting program within Dane County. I also supervise home visitors that are specifically part of the Northside Early Childhood Zone (NECZ), which is a geographically located program on the Northside of Madison with a philosophy of providing wrap-around care for parents and families. I work with Jenna and her staff on a weekly basis.

There are many barriers in the Madison area families face to gain education and employment. For example, people may not know how to fully prepare for employment, i.e., resumes, interviewing skills, and job searching among others. Folks who do become employed may struggle with initial requirements such as uniforms or other work items not covered by the employer. Education can seem daunting to a person who does not have the financial means to pay for education and for the necessary materials to study. It can feel overwhelming thinking of how to begin this journey.

For our families to gain employment and/or education, Children's can break down many of the barriers people face. As mentioned earlier, this is a wrap-around program that provides weekly support from home visitors and support in education and employment. This combination helps families succeed. How success is defined may vary. Perhaps success is being the first person to achieve a High School diploma equivalency; perhaps it is the chance to pursue a dream of eventually becoming a nurse or an educator; perhaps it is the ability to pay for rent which allows the opportunity to obtain housing. The list goes on. In my opinion, success means people can be a meaningful part of their community.

Employment and education offers a sense of dignity and pride of accomplishment. Children's offers a possible financial improvement for sure, but we cannot overlook how this improves an individual's well-being and sense of belonging.

We are excited to partner with Children's to bring innovative, integrated education and employment programming to parents and caregivers of young children. Should you have any questions, please feel free to contact me at lseidl-gafner@reachdane.org or 608-228-1720.

Sincerely,

Lisa Seidl-Gafner

Lisa Seidl-Gafner, Reach Dane
Early Head Start Home-based Manager
2820 Walton Commons, Madison 53718
608-228-1720 (Cell)
Pronouns: she/her/hers

*“Reach Dane changes the lives of underserved children and families
through education and supportive services”*

August 15th, 2022

Jenna Stoughtenger
Family Preservation and Support Manager
Children's Wisconsin
1716 Fordem Ave
Madison, WI 53704

RE: Letter of Commitment for the City of Madison: Adult Education Services (18+)

Dear Jenna Stoughtenger,

I am pleased to provide this letter of commitment for Children's application to the City of Madison: Adult Education Services (18+) for your Education and Employment Specialist Program. I have had the opportunity to work with Children's through the Early Childhood Zones, namely the Leopold Early Childhood Zone, Sun Prairie Early Childhood Zone and Northside Early Childhood Zone. It has been a wonderful service to offer families living in these zones to help support them in reaching their economic and educational needs and goals. I have had the pleasure of working alongside Education and Employment Specialists myself and through the support of those I supervise. Not only do families feel more supported, but staff also feel better connected and equipped to help families in comprehensive services when working together.

By extending Education and Employment services through Children's to all of Madison, our program will be able to refer more families to their supportive program. Welcome Baby & Beyond serves all of Dane County and when services are limited to the Early Childhood Zones, we are missing critical support to those who live outside those service areas. To have an Education and Employment Specialist work with families in all of Madison would exponentially increase the outcomes and goals for families and program staff-not only our program, but other home visiting programs as well. The wrap around model of connecting families with multiple service providers enhances families' experiences in home visiting and offers them the most appropriate resources.

Visit any of our RISE locations:

2225 Allied Drive #4
Madison, WI 53711

3301 Leopold Way #108
Madison, WI 53713

5802 Raymond Road
Madison, WI 53711

1632 West Main Street #9
Sun Prairie, WI 53590

2901 Packers Avenue
Madison, WI 53704



Main Office
2120 Fordem Avenue
Madison, WI 53704
RISEwisconsin.org

We are excited to partner with Children’s to bring innovative, integrated education and employment programming to parents and caregivers of young children. I couldn’t be happier to have these services available to a wider breadth of families in our area. Children’s would be an excellent fit for this position since they already know how the programs work, they understand the nuances of the Early Childhood Zones and the high mobility that many families experience in and out of the zones. Should you have any questions, please feel free to contact me at zara.nehls@risewisconsin.org or 608-729-1145.

Thank you kindly,

Zara Nehls
Welcome Baby & Beyond Coordinator
RISE Wisconsin, Inc.
2120 Fordem Ave
Madison, WI 53704

Visit any of our RISE locations:

2225 Allied Drive #4
Madison, WI 53711

3301 Leopold Way #108
Madison, WI 53713

5802 Raymond Road
Madison, WI 53711

1632 West Main Street #9
Sun Prairie, WI 53590

2901 Packers Avenue
Madison, WI 53704

Monday, August 15, 2022

Jenna Stoughtenger
Family Preservation and Support Manager
Children's Wisconsin
1716 Fordem Ave
Madison, WI 53704

RE: Letter of Commitment for the City of Madison: Adult Education Services (18+)

Dear Jenna Stoughtenger,

We are pleased to provide this letter of commitment for Children's application to the City of Madison: Adult Education Services (18+) for your Education and Employment Specialist Program.

ParentChild+ is an evidence-based early literacy and school readiness home visiting program that supports parents and caregivers in providing the skills, resources, and materials needed to prepare their children for success in 4K and beyond. As a program fully funded by the United Way of Dane County, ParentChild+ has had an ongoing partnership with Children's through the Leopold and Sun Prairie Early Childhood Zones.

We recognize that young children's success is dependent on the success of their families. Through the Early Childhood Zones, a small number of ParentChild+ program families have access to additional enhancements, including education and employment support. However, our program reaches families throughout the City of Madison. If Children's were awarded this adult education services grant for their education and employment specialist program, it would allow us to connect significantly more parents and caregivers to the education and employment support that they are looking for.

We are excited to partner with Children's to bring innovative, integrated education and employment programming to parents and caregivers of young children. Should you have any questions, please feel free to contact us at parentchildplusleadership@risewisconsin.org.

Jessica Feinman, Michele Bergman, & Anna Montes
ParentChild+ Coordinators
RISE Wisconsin Inc.
2120 Fordem Ave. Madison, WI 53704

Visit any of our RISE locations:

2225 Allied Drive #4
Madison, WI 53711

3301 Leopold Way #108
Madison, WI 53713

5802 Raymond Road
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1632 West Main Street #9
Sun Prairie, WI 53590

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Madison, WI 53704