



Employment and Career Development Services 2026 Request for Proposal (RFP) Organization Narrative Form

Submit Application to: cddapplications@cityofmadison.com

Deadline: 4:30PM August 3rd, 2026

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

The intent of this RFP application is for applicant organizations to have the opportunity to apply for funding towards programs/services under the umbrella of the Employment and Career Development Service Area in the Community Resources Unit. There are four priority areas in the Employment RFP, one of which has 2 sub-areas:

- Youth Employment
 - Programs and Services
 - Wanda Fullmore Internship
- Young Adult Employment- Programs and Services
- Adult Employment- Programs and Services
- Southwest Madison Employment Center Operator

Organizations can apply for each program type. Please refer to the RFP guidelines for full program type descriptions.

Responses to this RFP should be complete but succinct. Materials submitted in addition to **Part 1 - Organization Narrative, Part 2 - Program Narrative(s), and Part 3 - Budget Workbook** **will not be considered in the evaluation of this proposal.**

Do not attempt to unlock/alter this form. The font should be no less than 11 pt.

If you need assistance related to the content of the application or are unclear about how to respond to any questions, please contact CDD staff: Yolanda Shelton-Morris, Community Resources Manager yshelton-morris@cityofmadison.com or Community Development Specialist Dominic Davis ddavis2@cityofmadison.com. We are committed to assisting interested organizations in understanding and working through this application and funding process.

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 Madeline Bohrod – mbohrod@cityofmadison.com.

APPLICANT TYPES

Every organization applying for funding **must submit an organizational history narrative per program** detailing their organization's background, mission, and vision (Questions 1-4 below).

SINGLE APPLICANTS

If your organization is applying for multiple programs, **each program application must be submitted separately with all the required submission documents** (See RFP Guidelines, Required Information and Content of Proposals).

JOINT/MULTI-AGENCY APPLICANTS

For those choosing to submit a joint/multi-agency proposal, **only** the designated **LEAD Agency** is required to:

- 1) Complete and submit responses to questions 5-9 below pertaining to organizational history and mission statement, partnership history, rationale for partner selection, division of roles and responsibilities, anticipated challenges, and any previous collaborations or partnerships.
- 2) Submit the organizations' history partnership narrative per priority area or program type.

Part 1 - Organization Narrative Form

***Note: Please use the grey text boxes when completing this form**

Legal Name of Organization:	Black Girl Magic Educational Services	Total Amount Requested:	\$ 60,000
All program(s) connected to your organization:	Program Name: Black Girl Magic Educational Services Youth Employment Program Amount Requested: \$ 60,000 Applicant Type: Single Agency Application Program Type: Youth Employment- Programs & Services List Program Partner(s) (if applicable): N/A		
	Program Name: Amount Requested: \$ Applicant Type: Choose an item. Program Type: Choose an item. List Program Partner(s) (if applicable):		
	Program Name: Amount Requested: \$ Applicant Type: Choose an item. Program Type: Choose an item. List Program Partner(s) (if applicable):		
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	Program Name: Amount Requested: \$ Applicant Type: Choose an item. Program Type: Choose an item. List Program Partner(s) (if applicable):		
	<i>If you are applying for more than four programs, please contact Dominic Davis Ddavis2@cityofmadison.com</i>		

Contact Person for application (Joint Applications -Lead Org):		Email:	
Organization Address:	5309 Golden Leaf Trail, Madison, WI 53704	Telephone:	(608) 515-8813
501 (c) 3 Status:	☒ Yes ☐ No	Fiscal Agent (if no)	

Single and Lead Agency Qualifications: Complete this section if you are applying as a SINGLE AGENCY or serving as the LEAD AGENCY in a joint/multi-agency application.

- Briefly describe your organization's history, core mission, and experience providing services relevant to this proposal.** If applicable, highlight any work related to employment and career development, or serving the proposed population. Please keep your response concise (approximately 1–2 paragraphs).

Black Girl Magic Educational Services (BGMES), established in 2018, is a Wisconsin-based nonprofit dedicated to empowering Black, African American, and Multiracial girls and gender expansive youth through culturally affirming mentorship, academic enrichment, leadership development, wellness programming, and career readiness. Our mission is to ensure that every participant has access to supportive relationships, meaningful opportunities, and the skills needed to thrive academically, personally, and professionally. Since its founding, BGMES has reached thousands of youth through school-based programming, community events, leadership initiatives, summer camps, and the annual Black Girl Magic Conference.

BGMES has extensive experience serving Black girls and gender expansive youth who face systemic barriers to educational and economic success. Through our school-based mentoring programs, Black Girl Magic Saturdays, Youth Leadership Board, and Black Girl Magic Legacy Program, participants build leadership, communication, financial literacy, goal setting, and workplace readiness skills. These experiences prepare youth for postsecondary education, employment, and long-term career success while increasing confidence, resilience, and self-advocacy. Our culturally responsive approach ensures participants receive individualized support that addresses barriers to employment and creates pathways to economic mobility.

- Describe your organization's experience implementing programming aligned with the Employment Services and Career Development RFP Guidelines.** Please include specific examples relevant to the programs proposed in this application. If applicable, list all the current Employment programs your organization operates, along with their inception dates.

Since 2018, Black Girl Magic Educational Services (BGMES) has provided culturally responsive programming that prepares Black, African American, Multiracial girls, and gender-expansive youth for academic, career, and lifelong success. Through school-based mentorship, leadership development, and workforce readiness programming, BGMES equips youth with the skills, confidence, and support needed to pursue postsecondary education and meaningful employment.

BGMES currently operates several employment and career development initiatives, including the Black Girl Magic Legacy Program, which prepares high school students for college and career success through mentorship, leadership development, career exploration, financial literacy, and postsecondary planning. The organization also provides paid Youth Employee positions, where participants gain hands-on work experience, develop professional skills, and contribute to program planning, outreach, and event coordination. In addition, the Youth Leadership Board offers opportunities for youth to strengthen communication, teamwork, public speaking, and decision-making skills while serving as ambassadors for the organization.

These programs are complemented by school-based mentoring groups, Black Girl Magic Saturdays, summer enrichment programming, and the annual Black Girl Magic Conference, all of which reinforce leadership, goal setting, self-advocacy, and career exploration. BGMES partners with schools, families, and community organizations to provide consistent support and create pathways that prepare Black, African American, Multiracial girls, and gender-expansive youth for education, employment, and leadership opportunities.

- 3. Describe any significant changes or shifts at your agency in the past two years:** This may include changes in leadership, turnover of management positions, strategic planning efforts, or expansion/loss of funding and/or staff. Please describe how these changes may impact your agency's ability to provide the proposed services. If there are no changes to the report, write "No Changes."

No Changes.

- 4. Describe any anticipated changes or shifts at your agency in the next two years.** Please describe how these changes may impact your agency's ability to provide the proposed services. If there are no changes to the report, write "No Changes."

No Changes.

- 5. Describe your organization's required qualifications, education, and training for program staff.**

Include how your organization supports staff in meeting these requirements and any ongoing professional development opportunities offered (e.g., trauma-informed care, culturally responsive services, etc.).

Black Girl Magic Educational Services (BGMES) employs qualified professionals with backgrounds in education, social work, counseling, youth development, human services, or related fields. Staff are selected based on their experience working with youth, ability to build trusting relationships, and commitment to culturally responsive, strengths-based programming. Lived experience and demonstrated success mentoring Black, African American, and Multiracial youth are highly valued. All staff complete background checks and receive onboarding on youth safety, mandated reporting, confidentiality, and organizational policies. BGMES also provides ongoing professional development to ensure staff are equipped to meet the evolving needs of participants. Training topics include trauma-informed care, culturally responsive practices, restorative approaches, social-emotional learning, youth mental health, conflict resolution, and career readiness. Staff receive regular coaching, reflective supervision, and opportunities to participate in professional learning and community training.

Joint/Multi-Agency Qualifications: Fill out if you are **THE LEAD AGENCY** in the Joint/Multi-Agency Application **ONLY**

Program name:

Program type: Choose an item.

List all joint or partner applicants involved in this program and include their website links (for reference to their mission and vision statements)

- 6. Provide an overview of your organization's partnership history with the collaborating agency or agencies.**
When and how did the partnership(s) begin, and what collaborative initiatives or projects have you worked on together in the past?
- 7. Explain the rationale for partnering with the agency or agencies identified in this application.**
What unique strengths or resources does each organization contribute, and how do these assets complement one another in achieving the goals of the proposed program?
- 8. Describe how roles and responsibilities will be divided between your organization and the collaborating agency or agencies in the proposed program.** How will each partner contribute to program design, implementation, and evaluation?
- 9. Outline any anticipated challenges or barriers related to the partnership and describe how you plan to address them collaboratively.**
- 10. If applicable, describe any past collaborations your organization has had with agencies providing Employment Services.** What lessons or insights did you gain from those experiences and how will they inform you in your approach to the current partnership?



Employment and Career Development Services 2026 Request for Proposal (RFP) Program Narrative Form

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Program Narrative Form **MUST be completed for EACH PROGRAM** for which you are asking for funds.

JOINT/MULTI-AGENCY APPLICANTS

Only the designated 'LEAD AGENCY' is required to submit the Program Narrative form on behalf of each of the identified partners listed in the application.

Responses to this RFP should be complete but succinct. Materials submitted in addition to **Part 1 - Organization Narrative, Part 2 - Program Narrative(s), and Part 3 - Budget Workbook** **will not be considered in the evaluation of this proposal.**

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Part 2 - Program Narrative Form

Program Name:	Black Girl Magic Youth Employment Program	Total Amount Requested for this Program:	\$ 60,000
Legal Name of Organization:	Black Girl Magic Educational Services	Total amount Requested for Lead/Single Applicant	\$ 60,000
Legal Name of Partner(s) (Joint/Multi-Agency Applicants only):		Total Amount Requested for Partner 1:	\$
		Total Amount Requested for Partner 2:	\$
		Total Amount Requested for Partner 3*:	\$
Program Contact: Lead Organization Contact	Rosa Thompson	Email: rosathompson@bgmesinc.com	Phone: (608) 515-8813
Program Type: Select ONE Program Type for this form.			
☒ Youth Employment- Programs and Services ☐ Youth Employment- Wanda Fullmore Internship ☐ Young Adult Employment- Programs and Services ☐ Adult Employment- Programs and Services ☐ Southwest Madison Employment Center Operator PLEASE NOTE: Separate applications are required for each distinct/stand-alone program. Programs are considered distinct/stand-alone if the participants, staff and program schedule are separate from other programs, rather than an activity or pull-out group.			

1. PROGRAM OVERVIEW

- A. Need: What specific need(s) in the City of Madison does this program aim to address? Please cite the data or community input used to support your response.

The City of Madison has a critical need for culturally affirming spaces, mentorship opportunities, and leadership pathways where Black, African American, Multiracial girls, and gender-expansive youth can thrive. While Madison is often recognized as a resource-rich community, significant racial disparities continue to impact Black youth, particularly in areas of education, school discipline, belonging, and access to opportunities. The Kids Forward Race to Equity: 10-Year Report highlights persistent racial inequities affecting Black Dane County residents and identifies the continued need for intentional investments that support Black children and families. (Kids Forward, *Race to Equity: 10-Year Report: Dane County*, 2023). The report highlights the impact of adultification and “push out” on Black students, particularly Black girls. Adultification contributes to Black girls being perceived as older, less vulnerable, and less in need of support, increasing the likelihood of biased and punitive responses from adults and institutions. The report also describes how Black students, especially Black girls, experience disproportionate exclusionary discipline practices that can negatively affect school engagement, academic success, and long-term outcomes (Kids Forward, 2023).

These disparities demonstrate the need for programs that create supportive environments where Black youth are affirmed, connected, and provided with opportunities to develop leadership skills. Through years of direct engagement with Black girls and gender-expansive youth in Dane County, Black Girl Magic Educational Services has identified a continued need for culturally responsive mentorship, employment opportunities, and spaces where Black youth feel represented and supported.

The Black Girl Magic Youth Employment Program responds to this need by providing paid leadership opportunities, career exploration, and mentorship experiences that strengthen protective factors such as belonging, confidence, positive relationships, and community connection. Preparing youth to become confident leaders and positive role models while supporting younger students allows Black Girl Magic Educational Services to address current inequities and strengthen the protective factors that contribute to safer, more connected school and community environments.

Works Cited:

Kids Forward. (2023). *Race to Equity: 10-Year report: Dane County*. <https://kidsforward.org/race-to-equity/>

- B. Goal Statement: What is the overarching goal of your program in response to the identified need? How does this goal align with the scope, priorities, and desired outcomes described in the RFP guidelines?

The goal of the Black Girl Magic Youth Employment Program is to provide 10-12 Black, African American, and Multiracial girls and gender expansive youth ages 14–21 with meaningful employment experiences that build leadership skills, workplace readiness, and confidence. Through paid mentoring positions, high school girls will gain hands-on work experience by serving as mentors and positive role models for younger girls participating in Black Girl Magic Educational Services school-based programming. This program aligns with the RFP by providing youth with early employment opportunities, career development, and foundational workplace skills. Participants will strengthen communication, teamwork, responsibility, and leadership skills while gaining experience in a supportive work environment. The program also creates opportunities for girls to explore careers in education, youth development, leadership, and community service while building connections to their schools and communities.

- C. Program Summary Briefly summarize your proposed program, including the population served, core services or activities, where and how services will be delivered, and key expected outcomes. This should provide a high-level snapshot of the program.

The Black Girl Magic Educational Services (BGMES) Youth Employment Program is a paid leadership and workforce development initiative serving 10 to 12 Black, African American, Multiracial girls, and gender expansive youth ages 14 to 21. The program creates a pathway for youth to grow from program participants into paid Youth Leaders, providing meaningful employment experience while developing the skills, confidence, and knowledge needed for future educational and career success.

Youth Leaders will co-facilitate Black Girl Magic Educational Services after school programming alongside trusted Black Girl Magic Educational Services staff at elementary, middle, and high school partner sites. They will provide one on one mentoring to younger participants, support leadership and wellness activities, and help create safe, culturally affirming spaces where students feel seen, supported, and encouraged to succeed. Participants will also play an active role in Black Girl Magic Saturdays, Family Fun Nights, community outreach initiatives, and the planning and implementation of the annual Black Girl Magic Conference, gaining valuable experience in event planning, teamwork, community engagement, and program operations.

Throughout their employment, Youth Leaders will receive ongoing coaching, leadership development, career exploration, educational guidance, and individualized goal setting. Participants will strengthen essential work readiness skills including communication, professionalism, teamwork, accountability, problem solving, and leadership while exploring postsecondary education and career pathways.

The program is delivered within trusted school and community settings where Black Girl Magic Educational Services has established relationships with youth and families. Expected outcomes include successful program completion, increased knowledge of career and educational opportunities, demonstrated growth in work readiness skills, stronger leadership and communication abilities, increased self confidence, and meaningful connections that prepare participants to become future leaders, mentors, and contributors within their schools and communities.

2. POPULATION SERVED

- A. Proposed Participant Population: Describe the intended service population that will be impacted by this program (e.g., location, ages, race/ethnicities, income ranges, English language proficiency, if applicable etc.) AND how has your org/agency engaged members of this population in designing, informing, developing, implementing the proposed program?

The Black Girl Magic Youth Employment Program serves Black, African American, Multiracial girls, and gender-expansive youth ages 14–21 in Dane County, including students attending Madison Metropolitan School District schools, the University of Wisconsin–Madison, Madison College, and other local colleges and universities. The program responds to the need for culturally affirming employment and leadership opportunities that supports Black youth during the critical middle school, high school, and early adulthood years.

Black Girl Magic Educational Services was created to address the gaps many Black girls experience when they are not seen, valued, or reflected in traditional youth programming. Through years of school-based mentorship, leadership development, academic enrichment, and family engagement, Black Girl Magic Educational Services has learned that youth thrive when they have trusted mentors, opportunities to lead, and spaces where they can authentically be themselves. The Youth Employment Program extends this model by creating a pathway for participants to become paid Youth Leaders who mentor younger students while building their own professional and leadership skills.

Youth feedback has consistently highlighted a desire for meaningful employment, career exploration, educational guidance, and opportunities to give back to their communities. In response, the program combines paid work experience with leadership development, mentorship, community engagement, and career planning. Participants strengthen workplace readiness skills, explore postsecondary and career pathways, and serve as positive role models, while helping foster belonging, wellness, and academic success for the next generation of Black girls.

- B. 2024 Participant Demographics: If your organization has offered similar or related programming in 2024, please provide available demographic data for participants served. This can include data collected through formal programs, pilot efforts, or community-based work—even if it was not funded by the City. If exact numbers are not available, please provide your best estimates and briefly note how the data was gathered (e.g., intake forms, surveys, observations). If you are a new applicant and do not yet have demographic data, please indicate that below.

Race	# of Participants	% of Total Participants
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White/Caucasian	0	
Black/African American	7	87.5%
Asian	0	
American Indian/Alaskan Native	0	
Native Hawaiian/Other Pacific Islander	0	
Multi-Racial	1	12.5%
Balance/Other	0	
Total:	8	100%
Ethnicity		
Hispanic or Latino	0	
Not Hispanic or Latino	8	
Total:	8	100%
Gender		
Man	0	
Woman	8	100%
Non-binary/GenderQueer	0	
Prefer Not to Say	N/A	
Total:	8	100%

Comments (optional):

- C. Language Access, Cultural Relevance: Please describe how the proposed program will serve non-English speaking youth, individuals, and families. Describe how the proposed program builds and sustains adequate access and cultural relevance needs.

Black Girl Magic Educational Services is committed to ensuring that all youth and families can fully participate in our programs, regardless of language or cultural background. While programming is primarily delivered in English, we work with families to address language access needs by providing interpretation and translated materials whenever possible. Our goal is to ensure that every family receives clear, accessible communication and feels informed, connected, and engaged throughout their child's participation.

Cultural relevance is at the core of Black Girl Magic Educational Services' mission. Founded to support Black girls and gender-expansive youth, our programming recognizes and celebrates the diversity of the Black diaspora. We understand that there is no single Black experience, and we intentionally design our programs to reflect the unique identities, cultures, and lived experiences of the youth and families we serve.

Black Girl Magic Educational Services creates spaces where participants feel valued, develop a strong sense of belonging, and are empowered to grow as leaders. Building authentic, lasting relationships with youth and families is central to our approach. We regularly seek feedback from participants and caregivers to ensure our programming remains responsive, culturally relevant, and aligned with the evolving needs and strengths of our community.

- D. Recruitment and Engagement Strategy:

i. **Recruitment & Outreach:**

How does your program plan to recruit and reach members of the identified service population? Please describe any community outreach strategies, partnerships, or referral pathways you will use.

The Black Girl Magic Educational Services Youth Employment Program will recruit Black, African American, and Multiracial girls and gender-expansive youth ages 14–21 through existing Black Girl Magic Educational Services programs, school partnerships, and community networks. Recruitment will prioritize youth who have previously participated in Black Girl Magic Educational Services elementary and middle school programming, as this creates a meaningful pathway for young people to transition from participants into paid leadership roles. These youth are already familiar with Black Girl Magic Educational Services values, have established relationships with staff and peers, and have demonstrated an interest in mentoring and supporting younger students.

For youth ages 14–18, Black Girl Magic Educational Services staff will work with current and former participants, families, and school partners to identify young people who are ready to build leadership skills, gain early employment experience, and serve as positive role models within their schools and communities. For young adults ages 18–21, including college students, Black Girl Magic Educational Services will recruit through the UW–Madison Student Jobs Board, organizational social media platforms, community partnerships, and word-of-mouth referrals. These efforts will help connect with young adults who are interested in youth development, mentorship, education, and community leadership.

Engaging youth across the 14–21 age range, the program creates a continuum of leadership development where older youth and young adults can strengthen professional skills while providing consistent support and mentorship to younger participants. Through paid employment, Black Girl Magic Educational Services provides a culturally affirming opportunity for youth and young adults to gain workplace experience, explore career pathways, and contribute to the growth and success of their communities.

ii. **Addressing Barriers to Participation:**

What specific barriers to participation (e.g., transportation, scheduling, language, trust) might the population face, and how does your program plan to address them?

Participants may face barriers such as limited access to early employment opportunities, lack of professional experience, transportation challenges, and uncertainty about workplace expectations. Some youth may also have limited opportunities to explore leadership roles or career pathways that align with their interests. Black Girl Magic Educational Services will address these barriers by providing paid employment opportunities within a familiar and supportive environment. Youth will work at MMSD school locations where Black Girl Magic Educational Services already provides programming, reducing transportation and access barriers. Participants will receive mentorship, job readiness support, leadership development, and ongoing guidance from trusted Black Girl Magic Educational Services staff. This structure allows youth to build confidence and workplace skills while receiving consistent support.

iii. **Enrollment & Engagement Approach:**

Describe how participants will be enrolled and engaged in the program. Include any tools, processes, or approaches you will use that are responsive to the needs and preferences of the population served (e.g., Individual Service Plan (ISP), intake forms, assessment tools, culturally responsive practices).

Participants will be enrolled through an interest and selection process for youth who have previously participated in Black Girl Magic Educational Services elementary and middle school programming, as well as through outreach to high school and college-aged youth interested in mentorship, leadership, and employment opportunities. Due to strong interest in youth leadership and employment opportunities, Black

Girl Magic Educational Services maintains a network of youth interested in future mentoring and employment roles.

The enrollment process will include an application or interest form, conversations with Black Girl Magic Educational Services staff, and a review of each participant's interest, availability, and readiness to take on leadership responsibilities. Staff will use this process to better understand each youth's goals, strengths, and areas where they may need additional support. This information will help Black Girl Magic Educational Services provide appropriate mentorship, coaching, and professional development throughout the program.

Participants will be engaged through consistent relationship-building, culturally responsive mentorship, and hands-on leadership experiences. Youth Leaders will work alongside experienced Black Girl Magic Educational Services staff, receive ongoing feedback and guidance, and participate in leadership development activities focused on workplace readiness, communication, teamwork, and community engagement. Black Girl Magic Educational Services will prioritize youth voice by creating opportunities for participants to share feedback about their experiences and identify areas for growth.

Rather than using a one-size-fits-all approach, Black Girl Magic Educational Services recognizes that each participant brings unique experiences, strengths, and goals. Through individualized support, trusted relationships, and culturally affirming practices, the program creates an environment where youth feel valued, supported, and prepared to succeed in future educational and career pathways.

3. PROGRAM LOCATION, DESCRIPTION, AND STRUCTURE

- A. Activities: Describe your proposed program activities. Please be sure to specify your program type, i.e. shelter services, workshops, helplines, classes, etc.,).

The proposed program is a paid youth employment, leadership development, and mentorship initiative designed to prepare 10-12 Black, African American, Multiracial, and gender-expansive youth ages 14–21 for future educational and career success while expanding meaningful mentorship opportunities for younger students. The program creates a leadership pipeline where youth who have engaged with Black Girl Magic Educational Services programming can transition into paid Youth Leader roles, gaining valuable employment experience while becoming positive role models within their schools and communities.

Youth Leaders will work up to six hours per week during the school year and will co-facilitate Black Girl Magic Educational Services after-school programming alongside experienced Black Girl Magic Educational Services staff. Youth Leaders will support elementary programming at Mendota, Gompers, Hawthorne, and Emerson Elementary Schools from 2:30–4:30 p.m., Tuesday through Friday. They will also support middle school programming at Sherman Middle School from 4:00–5:30 p.m. and contribute to the Black Girl Magic Legacy Program at East High School, helping create a continuum of mentorship and leadership development from elementary through high school.

In addition to co-leading weekly programming, Youth Leaders will provide one-on-one mentoring to elementary and middle school participants for one to two hours each week. These relationships will focus on building confidence, encouraging academic engagement, strengthening positive peer connections, and providing younger students with consistent support from trusted near-peer mentors.

Youth Leaders will also support broader Black Girl Magic Educational Services community initiatives, including Black Girl Magic Saturdays, Family Fun Nights, Black Girl Magic Conference planning and preparation, and community outreach efforts. These experiences will provide youth with opportunities to develop skills in event planning, communication, teamwork, community engagement, and leadership while contributing to programs that positively impact their communities.

Throughout their employment, Youth Leaders will receive ongoing coaching, supervision, and individualized support from Black Girl Magic Educational Services staff. Participants will engage in career exploration, educational planning, and goal-setting opportunities that help them identify their strengths, explore future pathways, and develop action plans connected to their personal and professional goals. Through paid employment, mentorship, and leadership development, the program equips youth with the skills, confidence, and experiences needed to pursue future education, careers, and community leadership opportunities.

- B. Employment and Career Development Equity Areas: Describe your agency's ability to serve one or more of the equity areas highlighted in [Appendix A: Employment and Career Development Equity Area Map](#). Your agency does NOT need to be located within an equity priority area however you should address and how you will serve individuals in the areas. Please include the general location (use a nearby landmark like a school, streets, neighborhood name, etc.). How will residents in these areas access transportation if needed?

Black Girl Magic Educational Services has the experience, relationships, and community presence needed to serve youth living within Dane County's Employment and Career Development Equity Priority Areas identified in Appendix A. Our programming is intentionally designed to reach Black, African American, Multiracial girls, and gender-expansive youth who experience barriers to early employment opportunities, career exploration, professional networks, and leadership development.

Black Girl Magic Educational Services provides programming within Madison Metropolitan School District schools that are located in or serve students from several of the County's identified equity priority areas. These include Mendota Elementary School (Northside), Gompers Elementary School (Allied Drive/Beltline area), Hawthorne Elementary School (East Washington corridor), Emerson Elementary School (South Madison), Sherman Middle School (Northport Drive/Northside), and East High School (East Washington Avenue and Truax area). These schools serve students from neighborhoods identified as concentrations of low-income residents, communities of color, and historically under-resourced areas, including the Allied Drive, Bram's Addition, Northport, Truax, Darbo-Worthington, Emerson East, and South Madison neighborhoods. By delivering programming in trusted school and community settings, Black Girl Magic Educational Services reduces barriers related to transportation, trust, awareness, and access.

Transportation barriers will be minimized by providing programming in schools and community locations that participants already frequent and that are accessible by Madison Metro Transit. Many program sites are located along major bus routes serving the Northside, Eastside, and South Madison neighborhoods. For youth who require additional support, Black Girl Magic Educational Services will work with families and community partners to coordinate transportation assistance, connect participants with available transit resources, and schedule programming at times that align with school and work commitments.

- C. Program/Service Schedule and Location: Please fill out the charts below to describe the schedule for your proposed program or service, including days and hours that services, classes, workshops, or other activities will be operating (if your staff operates during varied hours, please give your best overview of when your staff are interacting with clients).
- i. If your program operates at **multiple locations** with the **same schedule**, please list all locations TOGETHER in **TABLE 1** and include the schedule of operation
 - ii. If your program operates at **multiple locations** with **different schedules**, use **TABLE 2 in addition** to table 1 to detail each location's unique schedule
 - iii. If you are submitting a JOINT/MULTI-AGENCY application:
 - a) Use **TABLE 1**, if the service operates at **multiple locations** with the **same hours** (Please list all locations)

- b) Use **TABLE 2**, in addition to table 1, if the service is operating at **multiple locations** with **different hours**

Table 1:

PROGRAM LOCATION(s): Sherman Middle School, East High School, Black Girl Magic Saturdays (Various Community Sites)		
Day of the Week	Start Time	End Time
Monday		
Tuesday	4:00pm	5:30pm
Wednesday	4:00pm	5:30pm
Thursday	4:00pm	5:30pm
Friday	4:00pm	5:30pm
Saturday	Varies	Varies
Sunday		

**If hours are different than those listed, please use rows below drop-down list*

Table 2: (Optional/if needed)

PROGRAM LOCATION(s): Emerson Elementary School, Gompers Elementary School, Hawthorne Elementary School, Mendota Elementary School, Black Girl Magic Saturdays (Various Locations)		
Day of the Week	Start Time	End Time
Monday		
Tuesday	2:30pm	4:30pm
Wednesday	2:30pm	4:30pm
Thursday	2:30pm	4:30pm

Friday	2:30pm	4:30pm
Saturday	Varies	Varies
Sunday		

****If hours are different than those listed, please use rows below drop-down list***

If applicable, please list the third and any subsequent service locations. Include the specific program schedule(s) differences as compared to the programs included in the tables above:

4. ENGAGEMENT COORDINATION AND COLLABORATION

- A. Family Engagement: Describe how your program engaged youth, individuals, and families in the development of this proposal, and how they will be involved in the implementation and assessment of the program activities.

Black Girl Magic Educational Services has engaged youth and families through ongoing relationships, informal assessments, and consistent communication with participants and caregivers. Staff regularly check in with youth and families regarding program interests, schedules, needs, and opportunities for growth. These conversations have helped inform the development of the youth employment program by highlighting the importance of leadership opportunities, meaningful work experience, and continued connection to supportive adults.

Families and caregivers will remain active partners throughout implementation. Black Girl Magic Educational Services will maintain regular communication and use a three-point check-in approach focused on participant progress, engagement, and support needs. Families will also have opportunities to participate in program activities; youth employees may support family engagement events by helping facilitate sessions, assisting with food distribution, welcoming families, and creating positive connections within the program community. Family feedback and participant experiences will help inform ongoing program improvements and assessment.

- B. Neighborhood/Community Engagement: Describe how your program engaged neighborhood residents or other relevant community stakeholders in the development of this proposal, and how they will be involved in the implementation and assessment of the program activities.

Black Girl Magic Educational Services has built strong community relationships through years of youth programming, community events, leadership opportunities, and partnerships with local organizations and schools. Community engagement has included hosting informational tables, participating in community events, and being invited to speak on panels focused on youth development, leadership, and the experiences of Black girls and gender-expansive youth.

These community connections have helped inform the development of the youth employment program by identifying the need for culturally responsive employment opportunities that allow youth to gain leadership experience while contributing to their communities. Community stakeholders will continue to support implementation through partnerships, referrals, and opportunities for youth to engage in meaningful leadership experiences.

Black Girl Magic Educational Services will gather feedback from youth, families, school partners, and community stakeholders through ongoing conversations, observations, and program assessments. This feedback will be used to strengthen programming and ensure services continue to reflect the needs of the communities served.

- C. Collaboration: Please complete the table below and respond to the narrative questions regarding program collaboration with community partners.

Note:

- Single applicants **MUST** list all partners/collaborators below and include a letter of commitment/support from the agency partner highlighting the ways in which the agency will support the program.
- Joint Lead applicants **MUST** include the program partners list, their role & responsibilities, contact person, and attach a Memorandum of Understanding MOU.

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
Madison Metropolitan School District	Physical location of meetings for programming.	Alex Thompson	No

List any additional partners, their role & responsibilities, contract person and MOU information (if applicable):

Not Applicable

How do these partnerships enhance this proposal?

The partnership between Black Girl Magic Educational Services and Madison Metropolitan School District strengthens the program by creating accessible, trusted entry points for youth and families. Delivering programming within school environments reduces barriers to participation, including transportation challenges, and allows youth to engage with mentors and Youth Leaders in spaces where they already learn and build relationships.

MMSD's partnership also supports Black Girl Magic Educational Services 's ability to identify and engage youth who would benefit from leadership development, employment opportunities, and mentorship. Through collaboration with school staff, Black Girl Magic Educational Services can better understand student needs, coordinate services, and provide culturally responsive programming that supports student belonging, confidence, and success.

This partnership enhances the Youth Employment Program by creating a continuum of support where older youth gain employment and leadership experience while younger students benefit from mentorship and positive role models within their own school communities.

What are the decision-making agreements with each partner?

Black Girl Magic Educational Services will maintain responsibility for program design, implementation, staffing, youth employment, mentorship activities, curriculum, and program evaluation. MMSD and individual school partners will collaborate by supporting access to school facilities, assisting with communication and student engagement, and coordinating around student needs.

Decisions related to program activities, scheduling, student engagement, and implementation will be made collaboratively through ongoing communication between Black Girl Magic Educational Services leadership and designated school contacts. Black Girl Magic Educational Services will use feedback from school partners, youth, and families to make program adjustments while maintaining alignment with the goals and expectations of the grant.

- D. Resource Linkage and Coordination: What resources are provided to youth, individuals, and families participants by your proposed program/service? How does the program coordinate and link participants to these resources

Black Girl Magic Educational Services is committed to reducing barriers that may prevent youth and families from fully participating in the program. Participants will receive a variety of supportive resources, including transportation assistance, mentorship, career and educational guidance, leadership development, and connections to community resources.

To address transportation needs, Black Girl Magic Educational Services will provide support based on each participant's circumstances. This may include Madison Metro bus passes, rideshare gift cards, or coordination with a trusted Black Girl Magic Educational Services staff member or approved participant driver when appropriate and in accordance with organizational policies. Because programming is primarily offered within schools and community locations that youth already attend, transportation barriers are further reduced.

Throughout the program, participants will be paired with trusted Black Girl Magic Educational Services staff who provide ongoing mentorship, regular check-ins, and individualized support. Staff will help youth identify educational and career goals, connect them with postsecondary resources, employment opportunities, internships, scholarships, and other community services that align with their interests and needs. Participants will also receive guidance on resume development, professional communication, workplace expectations, and career exploration.

Black Girl Magic Educational Services coordinates these supports through continuous communication with participants, families, school partners, and community organizations. Staff regularly assess participant needs and make referrals or connections to additional resources as needed, ensuring youth have access to the support necessary to successfully participate in the program and achieve their educational, career, and personal goals.

5. PROGRAM QUALITY, OUTPUTS, OUTCOMES AND MEASUREMENT

- A. Program Outputs – Please tell us how you are measuring your output data such as: unduplicated participants, program hours, program completion etc. Please see Guidelines for more examples.

Program outputs will be measured through attendance records, employment hours completed, mentoring hours provided, participation in leadership and career development activities, and successful program completion. Participants will be considered to have completed the program by meeting at least 92% of program expectations, including attendance, completion of scheduled work hours, participation in mentoring and community engagement activities, and involvement in required professional development and career exploration opportunities. Black Girl Magic Youth Employment Program will also track participant involvement in Black Girl Magic Saturdays, Family Fun Nights, community outreach initiatives, and Black Girl Magic Conference planning and implementation.

B. Program Outcomes- Please describe the data and the data source used to choose your outcome objectives:

Outcome data will be collected throughout the school year using attendance records, employment timesheets, mentoring logs, staff observations, participant surveys, and quarterly goal setting and reflection forms. The Black Girl Magic Youth Employment Program will track each participant's completed work hours, preparation time, mentoring responsibilities, and participation in leadership activities to monitor progress and program completion.

Participants will engage in quarterly career and educational planning, setting individualized goals and reflecting on their growth throughout the program. They will also participate in career exploration activities and be introduced to a variety of educational and employment pathways through guest speakers, community partners, and hands-on learning experiences. Data collected from participant reflections, surveys, staff evaluations, and employment performance feedback will measure growth in work readiness skills, leadership development, confidence, and knowledge of career and educational opportunities. These evaluation methods will help ensure the program is effectively preparing youth for future employment, postsecondary education, and long term success.

Please complete the table(s) with your selected outcome objectives. Applicants must choose from the measurable outcomes listed in the RFP that correspond to the priority area for which they are applying. Please see the "Measures of Success" section of the RFP guidelines for a list. Applicants may propose additional program-specific outcomes they plan to track and evaluate. **Note: Outcome EXAMPLE Objective is not required and is ONLY meant to serve as an example outcome to reference as you complete the other tables**

Outcome EXAMPLE Objective: 75% of program participants obtained an industry recognized certificate by end of program.				
Performance Standard	Targeted Percent	75%	Targeted Number	90 of 120 clients
	Actual Percent	78%	Actual Number	94 out of 120 clients
Measurement Tool(s) and Comments: Client exit survey				
Methodology: The primary measurement tool was an exit survey that used open-ended and multiple-choice prompts to allow participants to elaborate on their experiences. Surveys were distributed to all program participants at time of exit from services/at the point of program completion, surveys are voluntary and anonymous.				

Outcome Objective #1: 92% of program participants demonstrated knowledge of career and educational options				
Performance Standard	Targeted Percent	92%	Targeted Number	11/12
	Actual Percent	92%	Actual Number	11/12
Measurement Tool(s) and Comments: Youth participant surveys, career exploration activities, participant reflections, and staff observations.				

Methodology: Black Girl Magic Youth Employment Program will review survey responses to measure whether participants gained a stronger understanding of available career and educational pathways. Staff will also use participant reflections, engagement in career exploration activities, and observations of youth discussions and goal-setting to assess growth in career awareness and readiness. Data collected will help evaluate how effectively the program supports youth in exploring future opportunities.

Outcome Objective #2: 92% of program participants completed the program

Performance Standard	Targeted Percent	92%	Targeted Number	11/12
	Actual Percent	92%	Actual Number	11/12

Measurement Tool(s) and Comments: Attendance records and program completion tracking

Methodology: The Black Girl Magic Youth Employment Program completion will be measured by tracking participant attendance and engagement throughout the program. Participants will be considered to have successfully completed the program if they meet the established attendance requirements and complete all required program activities.

Outcome Objective #3: 92% of program participants demonstrated improvement toward or proficiency in Work Readiness Skills.

Performance Standard	Targeted Percent	92%	Targeted Number	11/12
	Actual Percent	92%	Actual Number	11/12

Measurement Tool(s) and Comments: Staff evaluations, youth self-assessments, employment performance feedback, participant reflections, and supervisor observations.

Methodology: Black Girl Magic Youth Employment Program will evaluate participant growth in work readiness skills through ongoing supervision, feedback conversations, and participant reflections. Youth Leaders will be assessed on their development in areas including communication, teamwork, professionalism, accountability, leadership, and problem-solving. Staff will document progress throughout the program and provide additional coaching and support as needed.

To add additional outcome objectives, please copy and paste the table below as needed.

- C. **Data Tracking:** What data tracking systems are in place or will be in place to capture the information needed to document demographics, program activities, outcome measures, and expenses?
- Black Girl Magic Youth Employment Program will utilize multiple data tracking systems to document participant demographics, program participation, outcomes, and expenses. Participant enrollment information will be collected through program applications and intake forms. Attendance records, employment timesheets, mentoring logs, and staff documentation will be used to track participation and program activities. Outcome data will be captured through participant surveys, quarterly goal-setting forms, staff evaluations, and program reflections. Financial records and expense tracking systems will be maintained to document eligible program costs and support accurate grant reporting.

6. PROGRAM STAFFING AND RESOURCES:

A. Program Staffing: Full-Time Equivalent (FTE) – Include employees, with direct program implementation responsibilities. **Please be sure to list all required certifications and training.** FTE = % of 40 hours per week. Use chart below and use one line per individual employee.

B.

Position Title	FTE	Required Certifications and Training	Location(s)
Rosa Thompson: Executive Director and Founder	Y	N/A	Emerson Elementary School, Gompers Elementary School, Hawthorne Elementary School, Mendota Elementary School, Black Girl Magic Saturdays (Various Locations), Sherman Middle School, and East High School
Rachelle Stone: Program Manager	N	N/A	Emerson Elementary School, Gompers Elementary School, Hawthorne Elementary School, Mendota Elementary School, Black Girl Magic Saturdays (Various Locations) Sherman Middle School, and East High School

C. Volunteers: Describe your process for screening, training, and supervising volunteers who will have direct contact with program participants.

Black Girl Magic Educational Services maintains a structured process for screening, training, and supervising volunteers who support program activities. Prior to engaging with youth, volunteers are required to complete a background check and participate in orientation and training with Black Girl Magic Educational Services program staff. Training includes an overview of Black Girl Magic Educational Services 's mission and values, culturally responsive practices, youth safety expectations, confidentiality, appropriate boundaries, and program procedures, including food and health safety protocols.

Volunteers support program implementation in roles that enhance the participant experience, such as assisting with meal distribution, preparing materials, organizing supplies, supporting events, and providing additional assistance to Black Girl Magic Educational Services staff during programming. Volunteers do not provide independent supervision of youth and are never left alone with participants. A Black Girl Magic Educational Services staff member is always present to provide direct supervision, guidance, and support.

Black Girl Magic Educational Services staff maintain ongoing oversight of volunteers throughout their involvement by communicating expectations, providing feedback, and ensuring volunteers remain aligned with program standards and youth-centered practices. This approach allows volunteers to contribute meaningfully while maintaining a safe, supportive, and consistent environment for all participant

Other Program Resources Please list any other program resources or inputs (e.g., program space, transportation, equipment, or other supports) that are necessary for the success of your program. Are these resources currently in place? If not, describe your plan and timeline for securing them.

Black Girl Magic Educational Services Youth Employment Program relies on several program resources to ensure the success of the Youth Employment Program, including accessible program space, food and snacks, transportation support, and resources for career readiness and community-building activities.

Program space is currently available through Black Girl Magic Educational Services 's partnerships with Madison Metropolitan School District schools, including Mendota, Gompers, Hawthorne, Emerson, Sherman Middle School, and East High School. These school-based locations provide familiar and accessible environments where youth can participate in programming, mentorship, and leadership activities. Additional space may be secured through community partnerships to support career readiness workshops, professional development sessions, and larger community-building activities.

Food and snacks are an important support for youth participation and engagement, particularly during after-school programming and longer leadership activities. Black Girl Magic Educational Services will continue to secure food resources through existing community partnerships, organizational funding, and local support networks to ensure youth have access to consistent nourishment while participating in programming.

Transportation access is another important consideration for youth participation. Black Girl Magic Educational Services will reduce transportation barriers by providing programming within school communities where youth already spend their time and by scheduling activities around school hours. When additional transportation needs arise, Black Girl Magic Educational Services will work with school partners and community resources to identify solutions that support youth participation.

Career readiness resources, including professional development activities, educational planning, and leadership training materials, will be supported through Black Girl Magic Educational Services staff expertise, community partnerships, and program funding. Black Girl Magic Educational Services currently has many of these resources in place through established school and community partnerships. Additional resources will be secured throughout the grant period through continued partnership development, community support, and strategic planning to ensure youth have the tools needed to successfully complete the program.

7. BUDGET

- A. The budget workbook should be submitted with the proposal using the template provided in an Excel document or as a PDF. There are six tabs within the Excel spreadsheet: Cover Page, Board & Staff Demographics, Revenue, Expenses, Personnel, and Program Summary. **The Cover Page, Program Summary, and relevant Program Budgets must be submitted with this document for a proposal to be complete.**

Joint/Multi-Agency Applications

- B. The Lead Applicant will be responsible for submitting the Budget Workbook and Budget Narrative(s) alongside all required materials.
 - a. The budget template and budget narrative can be found on the [CDD Funding Opportunities Website](#).

8. If applicable, please complete the following:

A. Disclosure of Conflict of Interest

Disclose any potential conflict of interest due to any other clients, contracts, or property interests, e.g. direct connections to other funders, City funders, or potentially funded organizations, or with the City of Madison.

B. Disclosure of Contract Failures, Litigations

Disclose any alleged significant prior or ongoing contract failures, contract breaches, any civil or criminal litigation.

APPLICATION FOR 2026 EMPLOYMENT AND CAREER DEVELOPMENT SERVICES PROGRAMS

3. SIGNATURE PAGE

1. ORGANIZATION CONTACT INFORMATION

Legal Name of Organization: Black Girl Magic Educational Services
 Mailing Address: 5309 Golden Leaf Trail, Madison, WI 53704
 Telephone: (608) 515-8813
 FAX:
 Director: Rosa Thompson
 Email Address: rosathompson@bgmesinc.com
 Additional Contact: Rachelle Stone
 Email Address: rachellestone@bgmesinc.com
 Legal Status: Private: Non-Profit
 Federal EIN: 86-2578506

AFFIRMATIVE ACTION

If funded, applicant hereby agrees to comply with City of Madison Ordinance 39.02 and file either an exemption or an affirmative action plan with the Department of Civil Rights. A Model Affirmative Action Plan and instructions are available at cityofmadison.com/civil-rights/contract-compliance.

CITY OF MADISON CONTRACTS

If funded, applicant agrees to comply with all applicable local, State and Federal provisions. A sample contract that includes standard provisions may be obtained by contacting the Community Development Division at 266-6520. If funded, the City of Madison reserves the right to negotiate the final terms of a contract with the selected agency.

INSURANCE

If funded, applicant agrees to secure insurance coverage in the following areas to the extent required by the City Office of Risk Management: Commercial General Liability, Automobile Liability, Worker's Compensation, and Professional Liability. The cost of this coverage can be considered in the request for funding.

2. PROPOSED PROGRAMS

	2027		If currently City funded	
	Letter	Amount Requested	2026 Allocation	Joint/Multi Application - SELECT Y/N
Program Name:				
BGM Youth Employment	A	\$60,000		
Contact:	Rosa Thompson- rosathompson@bgmesinc.com			
Contact:	B			
Contact:	C			
Contact:	D			
Contact:	E			
Contact:				
TOTAL REQUEST		\$60,000		

4. SIGNATURE

Enter name: Rosa Thompson

By entering your initials in the box you are electronically signing your name and agreeing to the terms listed above.

DATE: 08/03/2026

INITIALS: RT

DEFINITION OF ACCOUNT CATEGORIES:

Personnel: Amount reported should include salary, taxes and benefits. Salary includes all permanent, hourly and seasonal staff costs. Taxes/benefits include all payroll taxes, unemployment compensation, health insurance, life insurance, retirement benefits, etc.

Operating: Amount reported for operating costs should include all of the following items: insurance, professional fees and audit, postage, office and program supplies, utilities, maintenance, equipment and furnishings depreciation, telephone, training and conferences, food and household supplies, travel, vehicle costs and depreciation, and other operating related costs.

Space: Amount reported for space costs should include all of the following items: Rent/Utilities/Maintenance: Rental costs for office space; costs of utilities and maintenance for owned or rented space. Mortgage Principal/Interest/Depreciation/Taxes: Costs with owning a building (excluding utilities and maintenance).

Special Costs: Assistance to individuals - subsidies, allowances, vouchers, and other payments provided to clients. Payment to Affiliate Organizations - required payments to a parent organization. Subcontracts - the organization subcontracts for service being purchased by a funder to another agency or individual. Examples: agency subcontracts a specialized counseling service to an individual practitioner; the agency is a fiscal agent for a collaborative project and provides payment to other agencies.

5. BOARD-STAFF DEMOGRAPHICS

Indicate by number the following characteristics for your agency's current board and staff. Refer to application instructions for definitions. You will receive an "ERROR" until you finish completing the demographic information.

DESCRIPTOR	BOARD		STAFF		MADISON*		
	Number	Percent	Number	Percent	GENERAL Percent	POVERTY Percent	R/POV** Percent
TOTAL		100%		100%			
GENDER							
MAN		0%		0%			
WOMAN	8	100%	19	100%			
NON-BINARY/GENDERQUEER		0%		0%			
PREFER NOT TO SAY		0%		0%			
TOTAL GENDER	8	100%	19	100%			
AGE							
LESS THAN 18 YRS	0	0%	5	26%			
18-59 YRS	8	100%	14	74%			
60 AND OLDER		0%		0%			
TOTAL AGE	8	100%	19	100%			
RACE							
WHITE/CAUCASIAN		0%		0%	80%	67%	16%
BLACK/AFRICAN AMERICAN	8	100%	18	95%	7%	15%	39%
ASIAN		0%		0%	8%	11%	28%
AMERICAN INDIAN/ALASKAN NATIVE		0%		0%	<1%	<1%	32%
NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER		0%		0%	0%	0%	0%
MULTI-RACIAL		0%	1	5%	3%	4%	26%
BALANCE/OTHER		0%		0%	1%	2%	28%
TOTAL RACE	8	100%	19	100%			
ETHNICITY							
HISPANIC OR LATINO		0%	1	5%	7%	9%	26%
NOT HISPANIC OR LATINO	8	100%	18	95%	93%	81%	74%
TOTAL ETHNICITY	8	100%	19	100%			
PERSONS WITH DISABILITIES	0	0%	0	0%			

*REPORTED MADISON RACE AND ETHNICITY PERCENTAGES ARE BASED ON 2009-2013 AMERICAN COMMUNITY SURVEY FIGURES.

AS SUCH, PERCENTAGES REPORTED ARE ESTIMATES. See Instructions for explanations of these categories.

**R/POV=Percent of racial group living below the poverty line.

6. Does the board composition and staff of your agency represent the racial and cultural diversity of the residents you serve? If not, what is your plan to address this? (to start a new paragraph, hit ALT+ENTER)

Yes, all of our Board and staff identify as Black women, which is the demographic we serve.

7. AGENCY GOVERNING BODY

How many Board meetings were held in 2025

9

How many Board meetings has your governing body or Board of Directors scheduled for 2025?

9

How many Board seats are indicated in your agency by-laws?

3

List your current Board of Directors or your agency's governing body.

Name	Rosa Thompson			
Home Address	5309 Golden Leaf Trail Madison WI, 53704			
Occupation	Educator			
Representing	President			
Term of Office		From:	01/2026	To: 01/2029
Name	Rachelle Stone			
Home Address	171 S. Fair Oaks Ave. Apt. 228 Madison, WI 53704			
Occupation	Educator			
Representing	Vice President			
Term of Office		From:	01/2026	To: 01/2029
Name	April Kumapayi			
Home Address	2161 Effingham Way, Apt. 116 Sun Prairie, WI 53590			
Occupation	Accounting Manager			
Representing	Treasurer			
Term of Office		From:	01/2025	To: 01/2028
Name	Sonia Spencer			
Home Address	1309 Ellenwood Dr, Madison, WI 53704			
Occupation	Education			
Representing	Member			
Term of Office		From:	01/2025	To: 01/2028
Name	Inga McIntyre			
Home Address	1526 Yellowcress Dr, Madison, WI 53719			
Occupation	Education			
Representing	Secretary			
Term of Office		From:	01/2025	To: 01/2028
Name	Danielle Pulliam			
Home Address	5022 American Pkwy, Madison, WI 53718			
Occupation	Assistant Athletic Director			
Representing	Member			
Term of Office		From:	01/2025	To: 01/2028
Name	Kristina Ellis			
Home Address	2267 Manley Dr., Sun Prairie, WI 53590			
Occupation	Childcare Director			
Representing	Member			
Term of Office		From:	01/2026	To: 01/2029
Name	Maya Weatherall			
Home Address	310 Kent Lane #104, Madison, WI 53713			
Occupation	Marketing Manager			
Representing	Marketing Chair			
Term of Office		From:	01/2026	To: 01/2029

AGENCY GOVERNING BODY cont.

Name	Christina Outlay				
Home Address	291 Moorland Pl, Sun Prairie, WI 53590				
Occupation	Professor				
Representing	Member				
Term of Office		From:	01/2026	To:	01/2029
Name					
Home Address					
Occupation					
Representing					
Term of Office		From:	mm/yyyy	To:	mm/yyyy
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Occupation					
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Term of Office		From:	mm/yyyy	To:	mm/yyyy
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Term of Office		From:	mm/yyyy	To:	mm/yyyy
Name					
Home Address					
Occupation					
Representing					
Term of Office		From:	mm/yyyy	To:	mm/yyyy

****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 2027	PROGRAM A	PROGRAM B	PROGRAM C	PROGRAM D	PROGRAM E	NON APP PGMS
DANE CO HUMAN SVCS	0						
UNITED WAY DANE CO	15,000	5,000					10,000
CITY CDD (This Application)	60,000	60,000					
City CDD (Not this Application)	28,000	3,000					25,000
OTHER GOVT*	149,000						149,000
FUNDRAISING DONATIONS**	80,000						80,000
USER FEES	18,000	6,000					12,000
TOTAL REVENUE	350,000	74,000	0	0	0	0	276,000

*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.

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

	2027	2027	2027	2027	2027	2027	2027	2027	2027	2027	2027
Title of Staff Position*	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	0.50					0.50	28,000	5,000	33,000	0.00	4,000
Program Director	0.25					0.25	10,000	3,000	13,000	35.00	3,000
10-12 Youth Employees (40 wee	0.25					0.25		5,000	5,000	15.00	23,000
						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
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						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
SUBTOTAL/TOTAL:	1.00	0.00	0.00	0.00	0.00	1.00	38000.00	13000.00	51000.00	50.00	30000.00

CONTINUE BELOW IF YOU NEED MORE ROOM FOR STAFF POSITIONS

*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

****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*	2026 FTE**	2026 FTE**	2026 FTE**	2026 FTE**	2026 FTE**	2026 Total FTE	2026 Salary	2026 Taxes and	2026 Amount	2026 Wage***	2026 Requested
						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
TOTAL:	1.00	0.00	0.00	0.00	0.00	1.00	38000.00	13000.00	51000.00	50.00	30000.00

*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

Program Summary

This tab should be completely filled in by your previous answers.

Pgm Letter	Program Name	Program Expenses	2026 City Request
A	Black Girl Magic Youth Employment Program	PERSONNEL	33,000
		OTHER OPERATING	21,500
		SPACE	1,500
		SPECIAL COSTS	4,000
		TOTAL	60,000
B	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	0
C	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	0
D	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	0
E	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	0
TOTAL FOR ALL PROGRAMS			60,000