



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:	Boys & Girls Clubs of Dane County	Total Amount Requested:	\$ 334,072.00
All program(s) connected to your organization:	Program Name: Career Exploration Amount Requested: \$ 89,200 Applicant Type: Single Agency Application Program Type: Youth Employment- Programs & Services List Program Partner(s) (if applicable):		
	Program Name: High School Internships Amount Requested: \$ 67,777 Applicant Type: Single Agency Application Program Type: Youth Employment- Programs & Services List Program Partner(s) (if applicable):		
	Program Name: College Internships Amount Requested: \$ 68,315 Applicant Type: Single Agency Application Program Type: Young Adult Employment - Programs and Services List Program Partner(s) (if applicable):		
	Program Name: Non-profit Internship Rotation Amount Requested: \$ 45,000 Applicant Type: Single Agency Application Program Type: Young Adult Employment- Programs & Services 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):	Jennifer Lord	Email: jlord@bgcdc.org	
Organization Address:	5215 Verona Road, Fitchburg WI, 53711	Telephone:	608-205-2606
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).

Founded in South Madison in 1999, Boys & Girls Clubs of Dane County (BGCDC) inspires and empowers all young people, especially those who need us most, to reach their full potential as productive, responsible, and caring adults. BG CDC serves more than 7,500 young people through ten Club and school-based locations across Madison, Fitchburg, and Sun Prairie. More than 80% of the young people served are youth of color, 74% live at or below the federal poverty level, and half live in single-parent households. BG CDC's longstanding presence in South Madison, Allied-Dunn's Marsh, and other historically under-resourced communities has enabled the organization to build trusted relationships with low-income youth, young adults, families, schools, and community partners.

BG CDC has more than 15 years of experience helping youth and young adults prepare for postsecondary education, employment, and family-supporting careers. Through AVID/TOPS, TOPS College Success, Career Exploration, paid high school and college internships, and CareerForce BuildUp! at the McKenzie Regional Workforce Center (MRWC), BG CDC provides career exposure, workplace-readiness training, paid work experience, individualized coaching, financial education, technical training, industry credentials, and connections to employers, unions, apprenticeships, and postsecondary education. This continuum and BG CDC's partnerships with schools, higher education institutions, community organizations, and employers provide the foundation for both the education and skilled-trades programs proposed in this application.

- 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.

BG CDC combines structured learning and paid experience with trusted adult relationships, individualized coaching, employer engagement, and assistance addressing barriers that can affect participation. Its programs serve youth and young adults across multiple stages of the employment continuum, from identifying career interests and practicing foundational workplace skills to earning industry credentials and entering employment, apprenticeships, or postsecondary education.

AVID/TOPS, launched in 2008, now serves nearly 1,300 students annually across Madison's four comprehensive high schools. The program integrates academic support, mentoring, career and college exposure, and relationships that help

students prepare for life after high school. TOPS College Success, established in 2011, extends coaching, career guidance, and internship access into postsecondary education.

Career Exploration began in 2011 and currently provides students entering grades 7 through 10 with a seven-week, 60-hour paid introduction to the workplace. Participants explore career clusters through hands-on activities, interactive conversations with professionals, workplace and postsecondary visits, professional skills development, and a final portfolio. Eligible participants may also earn school credit. BG CDC's High School and College Internship Programs began in 2014 and place participants in paid positions across nonprofit services, healthcare, business, information technology, science, and other fields. Interns receive work-readiness preparation, weekly professional development, individualized support from success coaches, regular check-ins, employer feedback, and assistance addressing transportation or other barriers.

BG CDC also has experience coordinating internships across a large network of community employers. In 2017, the organization provided 75 paid internships through 33 employers and implemented rotational placements in which participants worked across multiple departments. This experience directly informs the proposed Nonprofit Internship Rotation Program and demonstrates BG CDC's ability to coordinate paid placements, prepare participants, support supervisors, monitor progress, and help young adults translate their experience into professional skills, work samples, relationships, and clearer career direction.

BG CDC expanded its employment continuum through skilled-trades programming piloted in 2022 and the opening of the MRWC in 2023. CareerForce BuildUp! is BG CDC's umbrella workforce model, integrating pre-apprenticeship and technical training, entrepreneurship education, and durable workplace-skills development. Its established cohort programs include Youth Pre-Apprenticeship for youth ages 16 to 18 and NextGen Builders Academy for youth and young adults ages 16 to 24. Participants receive hands-on instruction, mentoring, financial education, jobsite and apprenticeship training center visits, industry-recognized credentials, and direct connections to employers, unions, apprenticeships, and continued education.

As of April 2026, MRWC had introduced 6,460 youth to skilled-trades careers and graduated six Youth Pre-Apprenticeship cohorts and four NextGen Builders Academy cohorts with a combined 98% completion rate. Ninety-seven participants completed pre-apprenticeship training, 97 received construction-related certifications, and 63 gained construction-related work experience through internships or summer employment. 43 high school graduates entered a construction-related apprenticeship, college program, or career. These results demonstrate BG CDC's ability to deliver structured occupational training, maintain strong completion rates, coordinate with industry partners, and connect participants to measurable next steps toward stable employment and economic mobility.

Current employment and career-development programs include:

AVID/TOPS, 2008

TOPS College Success, 2011

Career Exploration, 2011

High School Summer Internship Program, 2014

College Summer Internship Program, 2014

CareerForce BuildUp!, 2023, following the 2022 skilled-trades pilot

Youth Pre-Apprenticeship Program, 2023

NextGen Builders Academy, 2023

- 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."

In the past two years, the most significant organizational change was the passing of BG CDC's President and CEO, Michael Johnson. This was a major loss for the organization and the broader community. At the same time, BG CDC has continued to provide programs and services without interruption because the organization's leadership structure already placed significant responsibility with vice presidents and department leaders, who continue to oversee day-to-day operations, program delivery, partnerships, and staff supervision. Taylor Jackson, a longtime BG CDC leader with more than 10 years of experience with the organization, is serving as Interim CEO and provides continuity during the transition. BG CDC has also navigated a changing funding environment, including the loss of significant federal funding, while continuing to pursue diversified public and private funding to sustain core services. These changes do not reduce BG CDC's ability to provide the proposed services; rather, BG CDC's experienced leadership team, established program models, and strong partner network position the organization to continue delivering education, employment, and workforce programs with stability.

- 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."

Over the next two years, BG CDC anticipates completing the transition to permanent CEO leadership who will continue building on the BG CDC mission and vision. The Board of Directors is leading a national search for the next CEO, while Taylor Jackson serves as Interim CEO. BG CDC has also developed a 90-day transition plan to support organizational stability, maintain clear decision-making, and ensure programs and services continue without disruption. The organization's mission, vision, and strategic priorities remain unchanged. BG CDC's executive team, vice presidents, and department leaders will continue managing daily operations and program implementation, ensuring continuity for youth, families, partners, and funders during the leadership transition.

- 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.).

BG CDC establishes position-specific education, experience, and training requirements based on each staff member's role, level of responsibility, and direct contact with participants. Education and career-development staff are expected to bring experience in youth and young adult development, career exploration, college and career readiness, program planning, coaching, partnership coordination, and program administration. The Career Program Director position requires experience in teen programming, adolescent development, career exploration, staff oversight, and community partnership coordination. TOPS Coordinators, College Success staff, and related program staff generally have education or experience in education, social work, social sciences, nonprofit services, secondary schools, school districts, or postsecondary settings, along with direct-service experience supporting youth and young adults.

For MRWC and skilled-trades programming, staff and instructors are expected to bring experience in construction, pre-apprenticeship or trades training, worksite safety, employer partnership coordination, cohort-based instruction, and youth and young adult development. Staff supporting credential-based training help maintain curriculum, safety, and

industry-recognized training expectations, including instruction aligned with OSHA-10, NCCER Core, and related construction-readiness credentials where applicable. Across both education and workforce programs, staff must be able to build trusting relationships with participants from diverse racial, cultural, linguistic, and economic backgrounds; provide asset-based support; respond to barriers that may affect participation; and connect youth and young adults to education, employment, apprenticeship, training, and other next steps.

BGCDC also recognizes lived experience as a meaningful staff qualification. Among current AVID/TOPS staff, 76% are alumni of AVID/TOPS or similar college-access programs or were first-generation college students. The Education Department intentionally recruits people who have participated in BGCDC programs, attended similar programs, or share experiences and identities with the young people and young adults served. This combination of professional and lived experience strengthens BGCDC's ability to provide culturally responsive support to BIPOC, low-income, first-generation, and other participants who have historically faced barriers to education and employment opportunities.

Youth-facing staff complete required background checks before beginning work and receive onboarding and training in youth safety, recognizing and responding to abuse, developing supportive mentoring relationships, creating inclusive environments, interrupting racial and cultural bias and microaggressions, and providing asset-based services. Staff assigned to the proposed programs also receive or refresh program-specific training in participant assessment, career-interest exploration, internship matching, durable-skill development, financial empowerment, individualized coaching, resource referral, data collection, employer communication, credential tracking, and follow-up support.

BGCDC supports continued staff development through regular supervision and coaching, cross-program planning, participant and partner feedback, in-person training, online professional development through Boys & Girls Clubs of America, and opportunities for leadership staff to attend regional and national youth-development conferences. Supervisors use program data, staff observations, participant feedback, employer feedback, and training outcomes to identify additional coaching or professional development needs and strengthen service quality throughout implementation.

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?



Part 1 - Organization Narrative Form

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

Legal Name of Organization:	Boys & Girls Clubs of Dane County	Total Amount Requested:	\$ 334,072.00
All program(s) connected to your organization:	Program Name: Workforce Preapprenticeship Amount Requested: \$ 63,780 Applicant Type: Single Agency Application Program Type: Youth Employment- Programs & Services List Program Partner(s) (if applicable):		
	Program Name: Amount Requested: Applicant Type: Program Type: List Program Partner(s) (if applicable):		
	Program Name: Amount Requested: Applicant Type: Program Type: List Program Partner(s) (if applicable): Program Type		
	Program Name: Amount Requested: Applicant Type: Program Type: 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):	Jennifer Lord	Email: jlord@bgcdc.org	
Organization Address:	5215 Verona Road, Fitchburg WI, 53711	Telephone:	608-205-2606

501 (c) 3 Status:	☒ Yes ☐ No	Fiscal Agent <i>(if no)</i>	
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Employment and Career Development Services 2026 Request for Proposal (RFP) Program 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.

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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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.

Part 2 - Program Narrative Form

Program Name:	High School Internship Program	Total Amount Requested for this Program:	\$ 67,777.00
Legal Name of Organization:	Boys & Girls Clubs of Dane County	Total amount Requested for Lead/Single Applicant	\$ 67,777.00
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	Jennifer Lord	Email:	jlord@bgcdc.org
		Phone:	608-206-9374
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.

Madison high school students need more equitable access to paid, supported first work experiences. By 11th and 12th grade, many students are ready to apply what they have learned, but those without prior employment, professional networks, reliable transportation, or family financial flexibility face a circular experience barrier. More youth need work experience to secure a job, yet they are often less competitive because they have not previously had one. Unpaid opportunities do not resolve this gap for low-income youth, and some local employers that can provide meaningful projects and supervision do not have the resources to fund an intern. As a result, qualified students can complete career preparation and still lack the workplace experience, references, professional relationships, and earnings needed to move them forward.

Local data and community input demonstrate both the demand for internships and the barriers preventing youth from accessing them. In a focus group led by the City's Community Development Division, By Youth For Youth teen leaders emphasized that meaningful youth employment should be paid, flexible, skill-building, and engaging. They identified transportation, low household income, limited prior work experience, and disconnection from school as barriers to employment. Demand also substantially exceeds available placements. Applications to the City's Wanda Fullmore Youth Internship Program increased from 50 in 2022 to 150 in 2026, while placement capacity remained constrained. In 2025, 128 youth applied and only 30 participated.

These barriers disproportionately affect BIPOC and low-income students, including youth living in the City's Low High School and Combined Employment and Career Development Equity Priority Areas. The RFP reports that approximately one in five Black and Hispanic MMSD students does not graduate within five years, compared with approximately one in twelve White students.

- 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 overarching goal of the High School Internship Program is to make meaningful, paid first work experiences an equitable and attainable step for Madison high school students who face barriers to employment. The program seeks to break the cycle in which young people need prior experience and professional connections to secure a job but cannot gain either without first being given an opportunity. It addresses both sides of this gap by expanding the availability of paid placements and ensuring that BIPOC and low-income students have the support needed to enter and succeed in professional settings. The larger goal is for students to complete a summer internship and to build a bridge to continued employment, Youth Apprenticeship, postsecondary education or training, and greater long-term economic mobility.

This goal directly aligns with the City's Youth Employment and Career Development scope, which positions paid internships and first work experiences as early steps within a broader continuum toward upward mobility. It advances the RFP's priorities to expand equitable access to employment opportunities, connect young people with meaningful work aligned with their interests and goals, build transferable skills, and provide ongoing support as they move toward future education and employment. The City's desired outcomes serve as near-term indicators that participants are progressing toward the program's broader goal of reducing unequal access to the experience, connections, and opportunities that shape future employment and financial stability. In prior years, some interns have continued with their host employers beyond the summer, demonstrating the program's potential to create bridges to continued employment and longer-term career pathways.

- 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 High School Internship Program provides approximately 20 AVID/TOPS students facing barriers to employment with a paid, supported bridge from high school into the workplace. Serving students from East, La Follette, Memorial, and West High Schools, the program prioritizes BIPOC, first-generation, and low-income youth enrolled in AVID/TOPS who have historically had less access to professional networks and meaningful first work experiences. BG CDC recruits students through school-based presentations and requires applicants to submit an application, resume, and cover letter, providing early experience with a professional hiring process. Selected students are matched according to their interests and goals with employers from BG CDC's citywide network of businesses and organizations. Interns generally work 15 to 30 hours per week during the summer and earn at least \$15 per hour.

Each student is supported by a BG CDC enrollment coach who facilitates a pre-employment meeting with the student and employer, provides workplace orientation and goal-setting support, maintains weekly contact, gathers supervisor feedback, conducts a mid-summer site visit, and helps resolve challenges throughout the placement. BG CDC also coordinates payroll and assists with transportation when needed, reducing practical barriers that could prevent students from participating or completing their internships. Through meaningful work and consistent coaching, students build communication, problem-solving, self-management, and other transferable workplace skills while gaining professional references, relationships, and a clearer understanding of their career and educational options. Eligible participants may also earn MMSD work-based learning credit. By the end of the program, students are expected to have successfully completed a paid internship and be better prepared to pursue continued employment, Youth Apprenticeship, postsecondary education or training, and other career opportunities.

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 High School Internship Program will serve approximately 20 City of Madison students, primarily those entering grades 11 and 12. Participants will be recruited from East, La Follette, Memorial, and West high schools and matched with paid placements based on their career interests, skills, schedules, and support needs.

The intended population includes AVID/TOPS youth of color, students from households with low incomes, prospective first-generation college students, and young people who may lack the personal or professional networks typically used to secure an internship. Current AVID/TOPS enrollment demonstrates BG CDC's ability to reach the intended population. As of 2026, 95% of participants qualify for free or reduced lunch; 42.5% identify as Hispanic or Latinx, 60% are English language learners, and more than half live in a single-parent household. The current cohort also includes equal numbers of girls and boys.

BG CDC has operated paid summer internships for 12 years and has longstanding relationships with Madison youth through the Clubs, AVID/TOPS, MMSD schools, and College Success programming. Participants inform their individual placements through applications, resumes, cover letters, career interests, availability, and SMART goals. Interns also help BG CDC assess and improve the broader program through weekly enrollment-coach conversations, pre- and post-program surveys, site visits, and end-of-program reflections. Employer feedback is also reviewed alongside participant feedback so BG CDC can improve orientation, matching, coaching, and workplace support while keeping youth needs and preferences central to program delivery.

- 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.

Demographic categories reflect available 2024 program records.

Race	# of Participants	% of Total Participants
White/Caucasian	1	2.78
Black/African American	3	8.33
Asian	7	19.44
American Indian/Alaskan Native	0	0
Native Hawaiian/Other Pacific Islander	0	0
Multi-Racial	4	11.11
Balance/Other	21	58.3
Total:	36	
Ethnicity		
Hispanic or Latino	13	36.11
Not Hispanic or Latino	23	63.89
Total:	36	
Gender		
Man	14	38.89
Woman	22	61.11

Non-binary/GenderQueer	0	0
Prefer Not to Say	0	0
Total:	36	

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.

Bilingual staff will assist students and families with the application, placement, orientation, and ongoing communication processes. Staff will ensure that youth understand workplace expectations, schedules, transportation arrangements, wages, and available supports. Enrollment coaches will also use participants' preferred communication methods and language needs to guide regular check-ins and address concerns before they interfere with internship completion. BG CDC's relationship-based approach is designed to support students across race, ethnicity, income, language, gender identity, sexual orientation, and family background without requiring students to disclose personal identities in order to receive support.

- 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.

BG CDC will recruit students through AVID/TOPS classroom presentations at Madison's four comprehensive high schools. During these rollouts, staff explain available career fields, eligibility requirements, internship expectations, wages, schedules, and the application process.

These trusted relationships are especially important for students who may be unfamiliar with internships or unsure whether they belong in professional settings. BG CDC staff and peers who have participated in previous programming can answer questions, encourage students to apply, and make the opportunity feel accessible. School and program staff can also refer students whose interests align with available placements.

Across all programs, BG CDC will monitor applications to assess whether recruitment is reaching the intended City population and conduct additional follow-up through schools and trusted partners when gaps are identified. By bringing information directly to students, clearly communicating that the opportunities are paid, and using familiar adults and institutions as referral pathways, BG CDC reduces reliance on families already possessing knowledge of or connections to career-development opportunities.

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?

High school students may face transportation or parking barriers, competing summer responsibilities, pressure to earn income, and limited experience navigating professional workplaces. Students and families may also have language or accessibility needs or hesitate to raise concerns in an unfamiliar work environment. BG CDC reduces these barriers by recruiting through its trusted AVID/TOPS presence in MMSD schools and matching students with employers based on their interests, skills, availability, and placement requirements. Before placement, each student, employer, and BG CDC enrollment coach completes an agreement covering expectations and needed supports. Bus passes are available upon request, schedules generally range from 15 to 30 hours per week based on student and employer availability, and interns earn at least \$15 per hour. Staff will identify and coordinate support for language or accessibility needs. Throughout the summer, enrollment coaches maintain weekly contact with interns and employers and conduct a mid-summer site visit so transportation, communication, or workplace concerns can be addressed before they disrupt participation.

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).

BGCDC begins recruitment through classroom presentations at MMSD's four major high schools. Applicants submit an application, resume, and cover letter. Staff review these materials and match selected students with employers based on their career interests, skills, availability, and placement requirements.

Before the internship begins, each student is assigned a BGCDC enrollment coach and participates in an individualized meeting with the employer. The student, employer, and coach complete a placement agreement documenting the work schedule, location, transportation plan, responsibilities, dress expectations, communication practices, and other supports needed for a successful experience. Interns also complete an orientation covering attendance, professional communication, workplace conduct, responsible phone use, and goal setting. Each student establishes SMART goals that provide an individualized framework for monitoring progress.

Enrollment coaches maintain weekly contact with interns through the method each student is most likely to use, including text, telephone, email, or Zoom. Employers complete brief weekly surveys, and coaches conduct a mid-summer site visit to review the intern's responsibilities, progress, and workplace experience. If concerns arise, the coach works with the student and supervisor to resolve them early. Pre- and post-program surveys, employer feedback, SMART goals, and completion data are used to assess engagement and growth.

Across programs, BGCDC responds to how young people currently learn and communicate by using interactive activities, small groups, flexible communication methods, and individualized coaching. Paid participation, bus-pass assistance, age-appropriate programming, and flexible internship schedules help reduce financial, transportation, and scheduling barriers that could otherwise prevent Madison youth from enrolling or remaining engaged.

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 High School Internship Program places students in paid summer internships with Madison-area employers. BGCDC matches students with placements based on their interests, skills, availability, and employer requirements. After the student, employer and BGCDC enrollment coach agree to the workplace agreement, students begin their internship, typically beginning in July of that calendar year.

During the internship, enrollment coaches maintain weekly contact with participants, review weekly employer feedback, provide individualized support, and help address workplace concerns. Coaches also conduct a mid-summer site visit to observe the placement and discuss the intern's responsibilities, projects, and progress with both the student and supervisor. Participants complete pre- and post-program surveys and take part in interactive professional-development activities. The program concludes with a celebration recognizing interns' accomplishments, employer-nominated awards, student reflections, and certificates of completion.

- 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?

BGCDC is well positioned to serve students living throughout the City's Employment and Career Development Equity Priority Areas. For more than 26 years, BGCDC has maintained a strong presence in communities represented on the map, particularly Allied/Dunn's Marsh and South Madison. BGCDC Headquarters is located on Jenewein Road near Allied Drive and Verona Road, while the Erica and Anthony Fleming Club is located on Taft Street in the Bram's Addition neighborhood, near South Park Street and the Beltline. BGCDC also maintains

school-based relationships at East, La Follette, Vel Phillips Memorial, and West High Schools. Together, these locations and relationships connect BG CDC with students and families across Madison's north, east, south, and southwest sides, including many of the priority areas highlighted in Appendix A.

The High School Internship Program recruits AVID/TOPS students from all four comprehensive MMSD high schools, allowing BG CDC to reach young people from priority neighborhoods across the city. AVID/TOPS staff are embedded within the schools and conduct classroom presentations and direct outreach to students who may have limited access to professional networks and paid first work experiences. Selected students are matched with employers from BG CDC's citywide network of businesses and community organizations based on their interests, goals, schedules, skills, and support needs. Because internships are located throughout Madison, students gain access to professional environments and career opportunities beyond their schools and immediate neighborhoods.

Transportation needs are considered during the matching process so that a student is not placed at a worksite they cannot reasonably reach. BG CDC discusses transportation during the pre-employment meeting, provides Madison Metro bus passes upon request, and helps students plan routes and address other transportation barriers. Enrollment coaches remain in weekly contact with interns throughout the placement, allowing transportation problems to be identified and addressed before they interfere with attendance or completion. Through its longstanding neighborhood presence, school-based relationships, citywide employer network, and individualized transportation support, BG CDC can recruit and consistently serve students living throughout the City's equity priority areas.

- 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):		
Day of the Week	Start Time	End Time
Monday	10:00 AM	4:00 PM
	Location and schedule vary by student-employer agreement. Internships typically fall within the listed timeframe.	

Tuesday	10:00 AM	4:00 PM
	Location and schedule vary by student-employer agreement. Internships typically fall within the listed timeframe.	
Wednesday	10:00 AM	4:00 PM
	Location and schedule vary by student-employer agreement. Internships typically fall within the listed timeframe.	
Thursday	10:00 AM	4:00 PM
	Location and schedule vary by student-employer agreement. Internships typically fall within the listed timeframe.	
Friday	10:00 AM	4:00 PM
	Location and schedule vary by student-employer agreement. Internships typically fall within the listed timeframe.	
Saturday	Choose an item.	Choose an item.
Sunday	Choose an item.	Choose an item.

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

Table 2: (Optional/if needed)

PROGRAM LOCATION(s):		
Day of the Week	Start Time	End Time
Monday	Choose an item.	Choose an item.
Tuesday	Choose an item.	Choose an item.
Wednesday	Choose an item.	Choose an item.
Thursday	Choose an item.	Choose an item.
Friday	Choose an item.	Choose an item.
Saturday	Choose an item.	Choose an item.

Sunday	Choose an item.	Choose an item.

****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.

In their applications, students identify their career interests, personal goals, availability, support needs, and what they hope to gain from the internship. This information directly shapes the matching process and helps BG CDC place students in worksites that align with their interests, schedules, skills, and transportation needs. Parent or caregiver approval is required for participation, and families have opportunities to ask questions, understand expectations, and identify accommodations or barriers that could affect a student's ability to participate. Before beginning work, each student attends a workplace-readiness orientation covering professional communication, attendance, punctuality, workplace attire, responsible phone use, goal setting, and other employment expectations. During implementation, youth continue to shape the program through weekly enrollment-coach conversations, SMART goal progress, career-portfolio reflections, pre- and post-program surveys, and feedback shared during site visits and end-of-program activities. BG CDC will assess engagement by reviewing attendance, internship completion, portfolio completion, youth reflections, survey results, employer feedback, and feedback shared by students and families. Staff will use these findings to identify barriers, understand which supports are most helpful, and strengthen future internship matching, orientation, coaching, and family communication.

- 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.

The High School Internship Program has been shaped by BG CDC's longstanding relationships with Madison youth, families, AVID/TOPS alumni, MMSD schools, neighborhood-connected staff, and local employers who understand both the strengths and barriers facing students in the community. The program is anchored through BG CDC's McKenzie Regional Workforce Center, 5215 Verona Road, near Allied Drive and Verona Road, and serves students from East, La Follette, Memorial, and West High Schools. Youth, families, alumni, school staff, and employers have consistently emphasized the need for paid, structured summer work experiences that help students build confidence, earn income, develop professional skills, and access opportunities beyond their existing networks. This direction is also consistent with City-led community input from By Youth For Youth teen leaders, who identified that meaningful youth employment should be paid, flexible, skill-building, and engaging.

Community stakeholders are involved in implementation through school-based recruitment, employer placements, workplace supervision, feedback, and mentorship. MMSD staff help connect students to the opportunity and support work-based learning credit, while host employers provide meaningful assignments, day-to-day supervision, feedback on intern performance, and exposure to career pathways in fields such as healthcare, technology, energy, government, law, arts, environmental services, and nonprofit leadership. BG CDC alumni and former Club members, including some now serving on staff, also bring lived experience and help ensure the program remains responsive to the students and neighborhoods it serves. BG CDC will gather input from students, families, school contacts, employers, alumni, and enrollment coaches through surveys, weekly check-ins, site visits, supervisor feedback, career portfolios, and completion data. Staff will use this feedback to improve recruitment, placement matching, coaching, transportation support, employer communication, and future internship opportunities.

- 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	School-based recruitment; work-based learning credit; AVID/TOPS partnership alignment	Langston Hughes	Yes

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

BGCDC's formal school partner is the Madison Metropolitan School District. The partnership is documented through a signed AVID/TOPS MOU. MMSD supports school-based recruitment and outreach and allows eligible interns who complete the required hours, paperwork, and final project to earn work-based learning credit. BGCDC also maintains a rotating network of internship host employers. Specific employers are confirmed annually based on students' interests, skills, availability, transportation needs, and career goals, as well as available positions, employer capacity, and funding.

In 2024, host sites included Alliant Energy, Madison Gas & Electric, Epic, MilliporeSigma, SSM Health Dean Health System, St. Mary's Hospital, Quartz Health Solutions, Boardman & Clark, City and Dane County departments, Madison Black Chamber of Commerce, Girls on the Run, MYArts, and Urban Triage. Host employers designate a supervisor, provide meaningful assignments and workplace guidance, verify hours and work completed, communicate with BGCDC enrollment coaches, and provide feedback on intern performance. Employer contacts are documented when each placement is confirmed. These partnerships do not typically operate under standing MOUs. Instead, the student, employer, and BGCDC complete a placement-specific internship agreement addressing the schedule, location, responsibilities, communication expectations, transportation plan, and needed supports.

How do these partnerships enhance this proposal?

BGCDC's longstanding partnership with MMSD creates a trusted, school-based bridge to the students the High School Internship Program is designed to serve. Through AVID/TOPS, BGCDC has been embedded in MMSD schools since 2007 and has established strong relationships with students, families, teachers, and school staff. MMSD supports classroom presentations and other outreach at East, La Follette, Memorial, and West High

Schools. Eligible participants may also earn work-based learning credit, connecting the internship to their academic progress and graduation goals.

BGCDC's rotating employer network turns that access into individualized, career-connected work experience. Rather than limiting students to a fixed set of employers or fields, BGCDC can match placements to each student's interests, skills, availability, and future goals. Host employers provide meaningful work, professional supervision, feedback, mentoring, and exposure to career pathways in fields such as healthcare, technology, energy, government, law, environmental services, arts, and nonprofit leadership. Together, MMSD and the employer network help students move from school-based career preparation into paid work experience, stronger professional relationships, and clearer next steps toward continued employment, Youth Apprenticeship, postsecondary education, or training.

What are the decision-making agreements with each partner?

BGCDC and MMSD have an established written Decision and Role Matrix that defines shared responsibilities and areas of final authority for AVID/TOPS. The partners jointly establish overall program offerings, annual outcomes and goals, selection standards, partnership priorities, funding strategy, promotional materials, and the framework for accessing student data in compliance with FERPA. Within that framework, BGCDC retains responsibility for the number and availability of internships, employer partnerships, student placement, staffing, fundraising, outreach, and TOPS-specific implementation. MMSD retains authority over district AVID standards, staffing, student screening, academic progress monitoring, and school-based recruitment, registration, scheduling, and family engagement.

Decisions involving host employers are made placement by placement. BGCDC identifies a proposed match based on the student's goals, skills, availability, transportation, and support needs. The employer confirms the position, supervisor, responsibilities, schedule, location, and workplace requirements, while the student confirms their interest and ability to participate. These decisions are documented in an agreement completed by the student, employer, and BGCDC enrollment coach. Employers manage day-to-day assignments and verify hours and work completed. BGCDC provides orientation, weekly coaching, employer communication, site visits, transportation assistance, and evaluation. If a concern arises, the enrollment coach works with the student and employer to adjust expectations or supports before the issue disrupts the placement.

- 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?

The High School Internship Program provides AVID/TOPS students with paid professional experience, individualized enrollment coaching, work-readiness support, transportation assistance, access to local employers, and the opportunity to earn MMSD work-based learning credit. Participants gain wages while building transferable skills, professional relationships, references, and experience they can carry into future employment and education. For families, the program reduces the practical and financial burden of helping a young person secure a meaningful first work experience. Students receive structured supervision and support, earn at least \$15 per hour, and may make academic progress while exploring a career field that interests them.

BGCDC coordinates these resources through its citywide network of businesses and community organizations. Students identify their interests, goals, availability, and support needs through the application process, which includes submitting a resume and cover letter. BGCDC uses this information to match each student with an appropriate employer and facilitates a pre-employment meeting to establish expectations, workplace goals, and needed supports. Each intern is assigned a BGCDC enrollment coach who maintains weekly contact, gathers supervisor feedback, conducts a mid-summer site visit, and helps address workplace challenges before they interfere with the student's success. BGCDC also coordinates payroll and provides transportation assistance, including bus passes when needed.

Because participants are enrolled in AVID/TOPS, the internship is connected to a broader continuum of academic, college, and career support. Students and families remain connected to BGCDC through direct staff

communication, email updates, social media, and Club events. As students move forward, staff can link them to college-readiness support, paid college internships, training through the McKenzie Regional Workforce Center, and other education and employment opportunities. Families also receive information about school-supply distributions, holiday events, and other Club and community resources. BG CDC will provide follow-up after program completion to document next steps into employment, apprenticeship, postsecondary training, or continued education, with additional follow-up for up to 12 months when participants remain connected to BG CDC staff or can be reached through program contact information. When a need falls outside BG CDC's services, staff use established school and community relationships to help participants identify and access appropriate support.

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.

Each student will have one participant record and will be counted only once, regardless of the number of workshops, coaching sessions, or other activities completed. A student will be counted as served after completing enrollment and beginning a paid internship. BG CDC will track internship placements, scheduled and completed hours, wages, coaching participation, and program completion. Completion will be defined as remaining in the placement through the agreed-upon end date, fulfilling required responsibilities, participating in coaching and evaluation activities, and completing the final career portfolio and youth-led presentation. BG CDC will also track eligible students who complete at least 45 hours, the required MMSD paperwork, and the final project needed to earn one-quarter elective credit.

- B. Program Outcomes

Please describe the data and the data source used to choose your outcome objectives:

BG CDC selected its outcome objectives using the City's Youth Employment Services Measurements of Success, its experience operating the High School Internship Program, and prior data collected through intern self-assessments, employer evaluations, weekly surveys, enrollment-coach records, site visits, participant reflections, and final portfolios. These sources support measuring work-readiness growth or proficiency, increased knowledge of career and educational options, and completion of a career portfolio and youth-led presentation. Based on this experience and the projected cohort of 20 interns, BG CDC established targets of 85%, or 17 participants, for the first two objectives and 80%, or 16 participants, for the final portfolio and presentation objective.

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: At least 85% of participants will demonstrate improvement toward or proficiency in at least three work-readiness skills, including communication, teamwork, time management, self-management, adaptability, problem-solving, and professional behavior.

Performance Standard	Targeted Percent	85%	Targeted Number	17 of 20
	Actual Percent		Actual Number	

Measurement Tool(s) and Comments: Beginning- and end-of-program intern work-readiness assessments, beginning- and end-of-program employer evaluations, weekly employer surveys, enrollment-coach check-in records, and mid-summer site-visit observations.

Methodology: Interns will complete a work-readiness self-assessment during orientation and again at the end of the internship using the same rating scale. Employers will assess the same skills near the beginning and end of the placement based on each intern's demonstrated workplace performance. Enrollment coaches will supplement these assessments with weekly employer feedback, participant check-ins, and observations from the mid-summer site visit. A participant will meet the outcome by improving by at least one level in three or more skills or receiving a final employer rating of proficient in at least three skills. This approach recognizes growth among interns developing new skills while also documenting proficiency among those who enter the program with previous experience.

Outcome Objective #2: At least 85% of participants will demonstrate knowledge of career and educational options connected to their internship experience by describing the field, identifying related occupations and pathways, assessing whether the field aligns with their interests and skills, and identifying at least one next step toward a future goal.

Performance Standard	Targeted Percent	85%	Targeted Number	17 of 20
	Actual Percent		Actual Number	

Measurement Tool(s) and Comments: Beginning-of-program career interest assessment, intern SMART goals, weekly enrollment-coach check-ins, end-of-program career reflection, final portfolio, and participant post-program survey.

Methodology: During orientation, each intern will document their career interests, current knowledge of the internship field, professional strengths, and goals for the summer. Interns will develop SMART goals and reflect on their responsibilities, new tasks, workplace relationships, and questions about the field during enrollment-coach check-ins. At the end of the internship, each participant will complete a structured career reflection describing what they learned about the field, related occupations, education or training pathways, and whether the experience strengthened or changed their career interests. A participant will meet the outcome by completing the reflection and identifying at least one realistic next step, such as selecting relevant coursework, researching a postsecondary program, pursuing another internship, maintaining a professional connection, or applying for future employment.

Outcome Objective #3: At least 80% of participants will complete a youth-led end-of-summer presentation and career portfolio that demonstrate the experience, skills, professional relationships, and work products developed through their internship.

Performance Standard	Targeted Percent	80%	Targeted Number	16 of 20
	Actual Percent		Actual Number	

Measurement Tool(s) and Comments: Final presentation rubric, career portfolio checklist, updated résumé, work sample or project description, employer verification, participant reflection, and end-of-summer celebration attendance record.

Methodology: Each intern will prepare a career portfolio containing an updated résumé, a description or sample of work completed, a reflection on skills developed, and a record of professional relationships or resources gained through the experience. Interns will use their portfolios to prepare an individual or small-group presentation for the end-of-summer celebration. Presentations will describe their responsibilities, a new task or project they completed, skills they strengthened, what they learned about the career field, and how the experience affected their future plans. Enrollment coaches will review portfolios before the celebration and provide support with organization and presentation preparation. A participant will meet the outcome by completing all required portfolio components and contributing to the youth-led presentation or an approved equivalent presentation format.

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?

BGCDC will use MyClubHub, program-specific tracking files, payroll records, internship agreements, employer feedback forms, and survey tools to document demographics, program activities, outcome measures, and expenses. Each student will have one participant record and will be counted only once, regardless of the number of coaching contacts, employer check-ins, professional-development activities, or other supports received. A student will be counted as served after completing enrollment and beginning a paid internship. Staff will track internship placement, host employer, schedule, worksite location, planned and completed hours, wages paid, transportation support, coaching contacts, employer feedback, site visits, completion status, and eligibility for MMSD work-based learning credit. Program completion will be defined as remaining in the placement through the agreed-upon end date, fulfilling required responsibilities, participating in coaching and evaluation activities, and completing the final career portfolio and youth-led presentation. For students pursuing MMSD elective credit, BGCDC will also track completion of required hours, paperwork, and final project materials. Expense data will be tracked through BGCDC's finance and payroll systems and reconciled with program records to ensure that intern wages, staff time, transportation support, and other approved costs are documented accurately for City 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.

Position Title	FTE	Required Certifications and Training	Location(s)
Director of Education	0.1 FTE	Bachelor's degree from an accredited college or university in Education, Social Work, Human Development, Psychology, Social Sciences, or a related field, or a combination of relevant education and experience. A minimum of 2 years experience working in a non-profit organization, high school, school district, or post-secondary institution. Two years of direct supervision and team leadership experience Reliable transportation and the ability to travel throughout Dane County. Must have a valid driver's license and insurance if using a personal vehicle. Experience collaborating with and across multiple teams or working within a community partnership model. Knowledge of youth development frameworks and understanding of the systems and structures that contribute to inequities, which our program aims to address. Ability to cultivate positive working relationships with BGCDC staff, board members, volunteers, members, partners, and stakeholders. Proficient in various computer software applications, including MS Word, Excel, PowerPoint, Google Drive, Google Calendar, and SharePoint.	McKenzie Regional Workforce Center - 5215 Verona Rd, Fitchburg WI 53711

		Familiarity with the AVID model or similar college access programs. Considerable knowledge of the mission, objectives, policies, programs, and procedures of Boys & Girls Clubs, as well as the principles and practices of non-profit organizations.	
Enrollment Coach	0.2 FTE	Bachelor's degree in education, social work, social sciences, or related field preferred A minimum of 2 years experience working in a non-profit organization, high school, school district, post-secondary institution 2 years direct service experience with youth in a non-profit or educational setting, preferably at the high school level Experience building relationships with students and staff of all ages from diverse ethnic, cultural and economic backgrounds Experience collaborating with and/or across multiple teams, or working in a community partnership model Preference to those with experience in equity initiatives or college readiness programs (such as AVID/TOPS, PEOPLE, ITA, COLlege Possible, Posse, etc.)	McKenzie Regional Workforce Center - 5215 Verona Rd, Fitchburg WI 53711

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

Volunteers are not used in the implementation of this internship program. Students are supported by BG CDC staff and placed with host employers or partner worksites that provide day-to-day supervision in the workplace. BG CDC screens, trains, and supervises its own staff through established hiring, onboarding, and management practices. Host employers are responsible for screening their employees through their own hiring and personnel policies. BG CDC remains actively involved throughout the internship period through regular communication with students and host sites, ensuring that expectations are clear, concerns are addressed promptly, and placements remain safe, meaningful, and appropriate for participants.

- C. 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.

Program resources include employer worksites, internship agreements, orientation materials, transportation support including bus passes when needed, payroll coordination, MyClubHub, program tracking files, survey tools, employer feedback forms, and staff time for coaching, placement support, and site communication. These

resources are currently in place through BGCDC's AVID/TOPS infrastructure, MMSD partnership, employer network, finance systems, and program staff. City funds will help sustain paid internship placements, staff support, transportation assistance, and related program costs.

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.

N/A

B. Disclosure of Contract Failures, Litigations

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

N/A

APPLICATION FOR 2026 EMPLOYMENT AND CAREER DEVELOPMENT SERVICES PROGRAMS

1. ORGANIZATION CONTACT INFORMATION

Legal Name of Organization	Boys & Girls Clubs of Dane County
Mailing Address	5215 Verona Rd
Telephone	
FAX	
Director	Blair Karlsson-Ellifson
Email Address	bellifson@bgcdc.org
Additional Contact	Michelle Young
Email Address	myoung@bgcdc.org
Legal Status	Private: Non-Profit
Federal EIN:	39-1925617

2. PROPOSED PROGRAMS		2027	If currently City funded	
Program Name:	Letter	Amount Requested	2026 Allocation	Joint/Multi Application - SELECT Y/N
Career Exploration	A	\$89,200		No
Contact:				
High School Internships	B	\$67,777		No
Contact:				
College Internships	C	\$68,315		No
Contact:				
Non-Profit Internship Cohort	D	\$45,000		No
Contact:				
Workforce Preapprenticeship	E	\$63,780		No
Contact:				
TOTAL REQUEST		\$334,072		

DEFINITION OF ACCOUNT CATEGORIES:

Personnel: Amount reported should include salary, taxes and benefits. Salary includes all permanent, hourly and seasonal staff. 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 agency.

3. SIGNATURE PAGE**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.

4. SIGNATURE

Enter name:

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

DATE

INITIALS:

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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	POVERTY	R/POV**
			100%		100%			
		17	57%	22	27%			
		13	43%	61	73%			
	NON-BINARY/GENDERQUEER	0	0%	0	0%			
	PREFER NOT TO SAY	0	0%	0	0%			
	TOTAL GENDER	30	100%	83	100%			
AGE								
	RS	0	0%	2	2%			
		23	77%	75	90%			
		7	23%	6	7%			
	TOTAL AGE	30	100%	83	100%			
	WHITE/CAUCASIAN	23	77%	37	45%	80%	67%	16%
	BLACK/AFRICAN AMERICAN	6	20%	20	24%	7%	15%	39%
	ASIAN	1	3%	4	5%	8%	11%	28%
	AMERICAN INDIAN/ALASKAN NATIVE		0%	0	0%	<1%	<1%	32%
	NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER		0%	0	0%	0%	0%	0%
	MULTI-RACIAL		0%	22	27%	3%	4%	26%
	BALANCE/OTHER		0%		0%	1%	2%	28%
	TOTAL RACE	30	100%	83	100%			
ETHNICITY								
	HISPANIC OR LATINO	1	3%	13	16%	7%	9%	26%
	NOT HISPANIC OR LATINO	29	97%	70	84%	93%	81%	74%
	TOTAL ETHNICITY	30	100%	83	100%			
	PERSONS WITH DISABILITIES	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.

composition and staff of your agency represent the racial and cultural diversity of the residents

, what is your plan to address this? (to start a new paragraph, hit ALT+ENTER)

7. AGENCY GOVERNING BODY

How many Board meetings were held in 2025

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

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

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

Name	Greg Albert			
Home Address	323 Merchants Ave., Fort Atkinson, WI 53538			
Occupation	VP of Professional Services, Naviant, Inc.			
Representing				
Term of Office		From:	01/2021	To: Present
Name	Amy Best			
Home Address	4902 North Biltmore Lane, Madison, WI 53718			
Occupation	SVP & CHRO of Alliant Energy			
Representing				
Term of Office		From:	07/2025	To: Present
Name				
		From:	mm/yyyy	To: mm/yyyy
Name	Matida Bojang			
Home Address	Madison, WI			
Occupation	OBGYN, University of Wisconsin-Madison			
Representing				
Term of Office		From:	07/2025	To: Present
Name	Salvador Carranza			
Home Address	301 Harbour Town Dr. #225, Madison, WI 53717			
Occupation	Retired			
Representing	Chairman Emeritus			
Term of Office		From:	01/2017	To: Present
Name	Muldred Coby			
Home Address	4225 W Rovers Edge Cir., #24, Brown Beer, WI 53709			
Occupation	Employ Milwaukee, Inc., Community Engagement and Agency Impact			
Representing				
Term of Office		From:	03/2022	To: Present
Name	Anthony Cooper			
Home Address	2820 Walton Commons La., #136 Madison, WI 53718			
Occupation	President & CEO Focused Interruption			
Representing				
Term of Office		From:	01/2023	To: Present
Name	Christopher Fortune			
Home Address	2118 Waunona Way, Madison, WI 53713			
Occupation	Retired			
Representing	Chairman of the Board			
Term of Office		From:	12/2024	To: Present

AGENCY GOVERNING BODY cont.

Name	Peter Gray				
Home Address	5042 Marathon Dr., Madison, WI 53705				
Occupation	Peter Gray Executive Search				
Representing					
Term of Office		From:	01/2021	To:	Present
Name	Richard Heinemann				
Home Address	1722 Chadbourne Ave., Madison, WI 53715				
Occupation	Partner, Boardman & Clark, LLP				
Representing	Board Secretary				
Term of Office		From:	01/2019	To:	Present
Name	Malorie Hepner				
Home Address	1716 Kendall Ave., Madison, WI 53726				
Occupation	Project Architect, OPN Architects				
Representing	Chair of Safety & Facilities Committee				
Term of Office		From:	03/2022	To:	Present
Name	Tanner Jean-Louis				
Home Address	2830 Moland Street, Madison, WI 53704				
Occupation	Attorney, Boardman & Clark				
Representing	Chairman of Associate Board				
Term of Office		From:	01/2023	To:	Present
Name	Kelly Kloepping				
Home Address	6538 Appleglen Lane, Madison, WI 53719				
Occupation	Marketing & Business Development Director, JSD Professional Services				
Representing	Chair of Program Committee				
Term of Office		From:	01/2024	To:	Present
Name	Elizabeth Kmiec				
Home Address	1187 Celebration Blvd., Sun Prairie, WI 53590				
Occupation	SVP, Director of Fiduciary Services, First Business Bank				
Representing					
Term of Office		From:	07/2025	To:	Present
Name	Sean LaBorde				
Home Address	3579 Hills Court, Verona, WI 53590				
Occupation	President, M3Insurance				
Representing					
Term of Office		From:	07/2022	To:	Present
Name	Jason Loewi				
Home Address	5505 Lake Mendota Dr., Madison, WI 53705				
Occupation	VP, Staffing at the QTI Group				
Representing					
Term of Office		From:	05/2025	To:	Present
Name	Ross Lytle				
Home Address	9619 Ancient Oak Ln., #306, Verona, WI 53593				
Occupation	Marketing & Creative Services Director with News 3 Now, WISC-TV)				
Representing	Chair of Marketing & Development Committee				
Term of Office		From:	05/2022	To:	Present

****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	0	0	0	0	0	0
UNITED WAY DANE CO	70,000	0	0	0	0	0	70,000
CITY CDD (This Application)	334,072	89,200	67,777	68,315	45,000	63,780	
City CDD (Not this Application)	398,000						398,000
OTHER GOVT*	0						
FUNDRAISING DONATIONS**	0						
USER FEES	0						
TOTAL REVENUE	802,072	89,200	67,777	68,315	45,000	63,780	468,000

*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.

Enter all expenses for the programs in this application under the PGM A-E columns. Enter the amount you would like the City to pay for with this funding under the CITY SHARE column

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

ACCOUNT CATEGORY	AGENCY 2025	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	4,382,706	143,492	47,177	47,177	14,923	14,923	15,374	15,374	16,018	16,018	239,000	50,000	4,050,214
Taxes/Benefits	914,565	30,680	9,023	9,023	2,854	2,854	2,941	2,941	2,082	2,082	45,635	13,780	852,031
Subtotal A.	5,297,272	174,172	56,200	56,200	17,777	17,777	18,315	18,315	18,100	18,100	284,635	63,780	4,902,245
B. OTHER OPERATING													
Insurance	112,555	0											112,555
Professional Fees/Audit	804,723	0											804,723
Postage/Office & Program	199,288	23,000	29,735	23,000									169,553
Supplies/Printing/Photocopy	81,074	0											81,074
Equipment/Furnishings/Depr.	24,793	0											24,793
Telephone	26,534	0											26,534
Training/Conferences	33,690	0											33,690
Food/Household Supplies	108,811	0											108,811
Travel	7,450	0											7,450
Vehicle Costs/Depreciation	29,405	0											29,405
Other	56,900	136,900	30,000	10,000	0	50,000	0	50,000	26,900	26,900			
Subtotal B.	1,485,223	159,900	59,735	33,000	0	50,000	0	50,000	26,900	26,900	0	0	1,398,588
C. SPACE													
Rent/Utilities/Maintenance	904,781	0											904,781
Mortgage Principal/Interest	0	0											0
Depreciation/Taxes	0	0											0
Subtotal C.	904,781	0	0	0	0	0	0	0	0	0	0	0	904,781
D. SPECIAL COSTS													
Assistance to Individuals	0	0											
Partner/Joint Agency/Agencies	0	0											
Contractors/Subcontractors	0	0											
Pymt to Affiliate Orgs	0	0											
Other	0	0											
Subtotal D.	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL (A.-D.)	7,687,276	334,072	115,935	89,200	17,777	67,777	18,315	68,315	45,000	45,000	284,635	63,780	7,205,614

****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*	2027	2027	2027	2027	2027	2027	2027	2027	2027	2027	2027
	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
Career & Leadership Program Director	0.20					0.20	47,302	9,047	56,349	0.00	11,270
Director of Education (Careers & Community Enrichment)		0.10	0.10			0.20	55,373	10,591	65,964	0.00	13,192
Enrollment Coach/Job Coach		0.10				0.10	48,860	9,345	58,205	0.00	5,821
Enrollment Coach/Job Coach		0.10				0.10	45,000	8,607	53,607	0.00	5,361
Success Coach/Job Coach			0.10			0.10	48,528	9,282	57,810	0.00	5,781
Success Coach/Job Coach			0.10			0.10	49,839	9,532	59,371	0.00	5,937
Education Coordinator	0.10					0.10	47,738	9,130	56,868	0.00	5,687
Education Coordinator	0.10					0.10	49,958	9,555	59,513	0.00	5,950
Education Coordinator	0.10					0.10	48,204	9,220	57,424	0.00	5,742
Education Coordinator	0.10					0.10	45,000	8,607	53,607	0.00	5,361
Education Coordinator	0.10					0.10	44,500	8,511	53,011	0.00	5,301
Education Coordinator	0.10					0.10	51,767	9,901	61,668	0.00	6,167
Education Coordinator	0.10					0.10	45,000	8,607	53,607	0.00	5,361
Education Coordinator	0.10					0.10	45,000	8,607	53,607	0.00	5,361
AVP Education				0.13		0.13	83,750	10,888	94,638	0.00	18,100
Program Director					0.40	0.40	77,400	14,729	92,129	0.00	36,851
Training Instructor					0.12	0.12	62,300	11,856	74,156	0.00	8,999
Youth Coordinator					0.15	0.15	49,650	9,448	59,098	0.00	8,965
Youth Coordinator					0.15	0.15	49,650	9,448	59,098	0.00	8,965
						0.00			0		
						0.00			0		
						0.00			0		
SUBTOTAL/TOTAL:	1.00	0.30	0.30	0.13	0.82	2.55	994819.00	184911.70	1179730.70	0.00	174172.00

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.**

[illegible]

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
						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
						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:	1.00	0.30	0.30	0.13	0.82	2.55	994819.00	184911.70	1179730.70	0.00	174172.00

*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	Career Exploration	PERSONNEL	56,200
		OTHER OPERATING	33,000
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	89,200
B	High School Internships	PERSONNEL	17,777
		OTHER OPERATING	50,000
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	67,777
C	College Internships	PERSONNEL	18,315
		OTHER OPERATING	50,000
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	68,315
D	Non-Profit Internship Cohort	PERSONNEL	18,100
		OTHER OPERATING	26,900
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	45,000
E	Workforce Preapprenticeship	PERSONNEL	63,780
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	63,780
TOTAL FOR ALL PROGRAMS			334,072

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			
			0%		0%						
			0%		0%						
			0%		0%						
	NON-BINARY/GENDERQUEER		0%		0%						
	PREFER NOT TO SAY		0%		0%						
TOTAL GENDER		0	0%	0	0%						
AGE											
	RS		0%		0%						
			0%		0%						
			0%		0%						
	TOTAL AGE		0	0%	0				0%		
	WHITE/CAUCASIAN		0%		0%				80%	67%	16%
	BLACK/AFRICAN AMERICAN		0%		0%				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%		0%	3%	4%	26%			
	BALANCE/OTHER		0%		0%	1%	2%	28%			
TOTAL RACE		0	0%	0	0%						
ETHNICITY											
	HISPANIC OR LATINO		0%		0%	7%	9%	26%			
	NOT HISPANIC OR LATINO	0	0%	0	0%	93%	81%	74%			
TOTAL ETHNICITY		0	0%	0	0%						
PERSONS WITH DISABILITIES			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.

composition and staff of your agency represent the racial and cultural diversity of the residents

, what is your plan to address this? (to start a new paragraph, hit ALT+ENTER)

7. AGENCY GOVERNANCE

How many Board members?

How many Board members?

How many Board members?

List your current Board members:

Name

Home Address

Occupation

Representing

Term of Office

Name

Home Address

Occupation

Representing

Term of Office

Name

Home Address

Occupation

Representing

Term of Office

Name

Home Address

Occupation

Representing

Term of Office

Name

Home Address

Occupation

Representing

Term of Office

Name

Home Address

Occupation

Representing

Term of Office

Name

Home Address

COMMUNITY DEVELOPMENT DIVISION**ORGANIZATION OVERVIEW****CITY OF MADISON****GOVERNING BODY**

Meetings were held in 2025

Meetings has your governing body or Board of Directors scheduled for 2025?

Meetings are indicated in your agency by-laws?

Board of Directors or your agency's governing body.

Dwayne Maddox				
1285 Dolan Dr., Sun Prairie, WI 53590				
Marketing Director, Allianz Life Insurance Company of North America				
	From:	01/2017	To:	Present
Sara Mann				
3727 Cardinal Point Trail, Verona, WI 53593				
VP, Commercial Excellence - Promega				
	From:	07/2025	To:	Present
Joy Matthews				
892 Eddigton Dr., Sun Prairie, WI 53590				
VP, Total Reward and HR at QBE				
	From:	01/2020	To:	Present
John McKenzie				
9622 Watts Rd., Madison, WI				
Owner, McKenzie Apartments				
	From:	01/2012	To:	Present
Dr. Leslie Petty				
1233 Woodridge Trail, Waunakee, WI 53597				
Dean, Madison College				
Chair of Workforce Center				
	From:	01/2016	To:	Present
Scott Resnick				
2205 Van Hise Ave., Madison, WI 53726				
CEO and VP - Harding Design				
	From:	01/2017	To:	Present
Jenny Santek				
3853 Bay Laurel Lane, Verona, WI 53593				

COMMUNITY DEVELOPMENT DIVISION**ORGANIZATION OVERVIEW****CITY OF MADISON**

AGENCY GOVERNING BODY cont.

Name	Neil Stechschulte			
Home Address	439 Clara St., Sun Prairie, WI 53590			
Occupation	City Administrator - City of Monona			
Representing	Chair of Finance Committee			
Term of Office		From:	09/2023	To: Present
Name	Melanie Thiel			
Home Address	5175 Hill Top Rd., Fitchburg, WI 5371			
Occupation	Principle at Madison Metropolitan School District			
Representing	Chair of Education Committee			
Term of Office		From:	03/2022	To: Present
Name	John Tucker			
Home Address	1643 Sky Blue Dr., Sun Prairie, WI 53590			
Occupation	Executive - Findorff			
Representing				
Term of Office		From:	09/2023	To: Present
Name	Kristina Vacarro			
Home Address	6558 Wolff Hollow Rd., Windsor, WI 53598			
Occupation	Director of Operations - Safe Communities			
Representing				
Term of Office		From:	07/2025	To: Present
Name	Nasra Wehelie			
Home Address	3521 Basalt Lane, Madison, WI 53719			
Occupation	Chair of Human Resources			
Representing				
Term of Office		From:	01/2017	To: Present
Name				
Home Address				
Occupation				
Representing				
Term of Office		From:	mm/yyyy	To: mm/yyyy
Name				
Home Address				
Occupation				
Representing				
Term of Office		From:	mm/yyyy	To: mm/yyyy
Name				

COMMUNITY DEVELOPMENT DIVISION

ORGANIZATION OVERVIEW

CITY OF MADISON

Occupation	
Representing	
Term of Office	
Name	
Home Address	
Occupation	
Representing	
Term of Office	

COMMUNITY DEVELOPMENT DIVISION**ORGANIZATION OVERVIEW****CITY OF MADISON**

Sr. VP - Morgan Stanley				
Chair of Marketing & Development				
	From:	08/2016	To:	Present
Thad Schumacher				
3113 Leyton Lane, Madison, WI 53713				
Owner, Fitchburg Family Pharmacy				
	From:	01/2017	To:	Present

Home Address					
Occupation					
Representing					
Term of Office		From:	mm/yyyy	To:	mm/yyyy
Name					
Home Address					
Occupation					
Representing					
Term of Office		From:	mm/yyyy	To:	mm/yyyy