



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:	CEOs of Tomorrow, Inc.	Total Amount Requested:	\$ 96,552
All program(s) connected to your organization:	Program Name: These Teens Mean Business Amount Requested: \$ 96,552 Applicant Type: Single Agency Application Program Type: Choose an item. List Program Partner(s) (if applicable):		
	Program Name: Amount Requested: \$ Applicant Type: Choose an item. Program Type: Choose an item. List Program Partner(s) (if applicable):		
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	Program Name: Amount Requested: \$ Applicant Type: Choose an item. Program Type: Choose an item. List Program Partner(s) (if applicable):		
	<i>If you are applying for more than four programs, please contact Dominic Davis Ddavis2@cityofmadison.com</i>		
Contact Person for application (Joint Applications - Lead Org):	Tobias Briscoe	Email: TBriscoe@ceosoftomorrow.org	

Organization Address:	2352 S Park Street, Madison WI 53713	Telephone:	608-298-6949
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).

Since its inception in 2016, CEOs of Tomorrow's (CEOs) mission has been to inspire youth to unlock their entrepreneurial gifts and use them to make the world a better place. Through our social entrepreneurship education programs, we have served over 740 youth who have launched 510 revenue-generating businesses. These youth have earned \$42,204.82 in business profits, and received \$24,000 in cash and college scholarships. Our population served is 85% youth of color, 61% low-income, and 17% English Language Learners. While our primary focus is serving youth in Dane County, our impact extends globally through our programs, International Academy and Global Excursions.

Our These Teens Mean Business (TTMB) Employment Program addresses issues of unemployment, educational inequities, and opportunity gaps head-on, reflecting the culture-specific values and needs of the youth. The three components - Teen Ambassadors, Internship, and Incubator - help youth ages 14-18 overcome barriers to work experience by offering employment readiness training, paid internships, financial empowerment education, early exposure, and first work experience, helping them build foundational skills and take steps toward future employment. Woven within TTMB is our award-winning curriculum on social entrepreneurship, financial literacy and employability skills.

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

Since 2017, we have been successfully implementing this TTMB youth employment program with support from the City of Madison, Dane County, Public Health Madison & Dane County, Madison College, Madison Metropolitan School District (MMSD), Sun Prairie Area School District (SPASD) and multiple foundations and corporations. Our programs serve youth who have been historically underrepresented and underestimated including BIPOC students, low-income students, and first-generation immigrants. Details provided later in the Program Narrative Form quantify these participants.

Our results show that we are successful at accomplishing the funding priorities of 2026 in the following ways:

Expanding access to opportunities: Through TTMB, we offer two paid employment opportunities including a summer internship and a paid Teen Money Mentor role. Interns work for 9 weeks at sponsoring businesses that are typically from various industries, whose owners mentor students in technical skill and leadership development. This can lead to continued work opportunities - each year at least one participant has been hired by their internship sponsor after the internship ends. The Incubator guides students in the creation of their own business, giving them direct experience in entrepreneurship and business ownership. Multiple Incubator participants have gone on to continue their business and grow operations after the conclusion of the program, a demonstration of expanded opportunities. Leadership skills are developed throughout TTMB as students take opportunities to develop their professional brand, educate their peers, build something of their own, and pitch their businesses to large audiences. Since 2025, CEOs youth participants have won the annual Youth Entrepreneur Award from Madison's Black Chamber of Commerce.

Strengthening career exploration and pathways: Summer interns are exposed to a variety of career options through field trips and job shadowing visits to local businesses. They are exposed to a variety of industries and roles as students share their experiences with each other during the Internship Celebration event. Guest speakers from different industries, positions, and areas of expertise speak to youth multiple times in TTMB. Social entrepreneurship both presents a unique career path and exposes students to different community organizations that work to solve social issues that they care about.

Enhancing education and workforce connections: From the inception of TTMB our curriculum has been aligned to DPI state standards. Students have been able to earn up to 5 MMSD credits, which is possible due to our working partnership that ensures curriculum is aligned to the learning objectives and goals of the school district. Through our partnership with Madison College, youth can earn up to 3 prior learning credits equivalent to the courses Introduction to Entrepreneurship and Field Experience Seminar Course. These credits fulfill requirements for degree granting programs at Madison College, giving students a headstart. As part of the Internship, Madison College representatives come speak to the students about various postsecondary education opportunities.

Building skills and supporting development: Through our internship programs, youth are placed in positions that require additional skill development and technical abilities. Employment and support programming happens weekly during our Internship. In a group of supportive peers, students discuss their experiences and learn social and emotional skills they may use in the workforce and beyond. Students also get one-on-one coaching and support regularly from the Youth Leadership Coach face-to-face, via phone and email. This ensures that they are building the skills needed to navigate their first work experience.

Throughout the nine years we have offered our employment program, our commitment to continuous improvement has led us to the activities and approaches that most effectively serve youth in their aim towards upward mobility.

CEOs of Tomorrow has been recognized through various awards: In 2021, CEOs was awarded the Force for Positive Change award by Marquette University and the Wisconsin Alumni Research Foundation and recognized for solving social or environmental challenges in a way that is sustainable and just and generates impactful change in Wisconsin. CEOs of Tomorrow was awarded the 2025 Governor's Financial Literacy Award by Governor Evers. In 2026, CEOs of Tomorrow was nominated for the Legacy Builder Award by the Black Chamber of Commerce.

- 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."

CEOs of Tomorrow has experienced exciting changes in the last two years that have strengthened our leadership, governance, and organizational capacity to serve youth. Our biggest change was a September 2025 move into the Black Business Hub as a founding tenant. This locates our programs and staff in the heart of the Southwest Madison neighborhood that is home to many of the families and youth we serve. In addition, we now operate out of a community of Black entrepreneurs in Madison, giving our participants exposure to business owners that represent them.

We have also undergone a leadership transition. In 2024, our founding Executive Director (ED) announced her intention to retire and implemented a carefully thought-out succession plan. The new Executive Director who was hired in February 2025 left in December 2025 and the Board Treasurer stepped in as Interim ED.

What is remarkable about this period of leadership transition and a physical move is that our programs ran successfully, with Internship having a waitlist and Teen Ambassadors reaching enrollment numbers higher than ever. We offered three new custom programs with the partnership of nonprofit organizations, schools, and funders. We also added three new members to our Board, with experience in business, education, and community leadership.

During the 2026 annual Board and Staff retreat, the Board approved the hiring of two internal candidates to be Co-Executive Directors of CEOs, with one focused on Operations & Programming and the other on Fund Development & Community Partnerships. This model allows us to leverage the talents and experience of two dedicated staff members with deep roots in the community we serve. This innovative leadership model was the result of months of the Board's strategic planning and discussions on how best to adapt to the evolving needs of the organization and community we serve. The Board updates our strategic plan every three years; the next scheduled update is 2027.

Financial oversight at CEOs of Tomorrow is shared between the Board Treasurer and the Executive Director, supported by two outside firms. That structure held through both leadership transitions: when our Board Treasurer stepped into the Interim ED role, she vacated the Treasurer position which was filled by our longest-standing Board member, preserving two-person oversight without interruption. The Board reviews financial statements quarterly.

While we anticipate a stable year, we know change is an inevitable part of any nonprofit's life. What the last two years have taught us is that we have a strong organizational foundation, and we remain confident that in the face of any unexpected shifts, we can continue to provide excellent services to youth in our community.

- 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."

An exciting development is the official launch of our alumni program in 2026. Our alumni have always been a huge asset to our programs. Since our inception, their feedback has continually helped us refine our curriculum to better meet youth's evolving needs. Since 2019, our alumni have held various part-time roles in our TTMB

Employment Program. We realized there is an opportunity to provide access to professional networks and career development as they grow into young professionals.

This initiative comes with financial support from another local nonprofit, conNEXTions, with whom we will combine our program offerings. Their mission complements ours: to help youth ages 18-30 gain essential tools for self-awareness, career preparedness, and financial literacy to unleash their potential and effect positive change. Both our organizations focus on empowering traditionally underserved and underestimated minority youth. Our aim is to foster a supportive career-focused community, and to build a leadership pipeline of volunteers, future board members, and staff.

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.).

Our current staff model is a six-person team: two Co-Executive Directors, three program staff, and one administrative support position. The Youth Leadership Coach oversees our Teen Ambassadors and Internship programs; the Youth Business Coach oversees Incubator. The Co-Executive Director of Operations and Programming supervises staff and supports program delivery directly.

All staff must meet our minimum requirement of having some post-secondary education, direct experience working with youth, passing background checks, and coming with strong references. Beyond those baselines, we recognize that expertise is not always earned through traditional academic pathways, and we see lived experience can be a professional qualification. We actively prioritize candidates from the communities we serve (people of color, low-income individuals, people who are bilingual, first-generation children of immigrants) because shared experience builds trust and improves engagement with participants.

As part of the staff onboarding process, staff must build out a business model canvas for the organization. This ensures staff have had the opportunity to learn social entrepreneurship using the same framework we teach the youth. They are also introduced to the educational philosophy of making learning approachable and active (i.e. incorporating hands-on fun into our curriculum) and culturally sensitive for all youth involved.

In order to continue to support staff in ongoing professional development opportunities, we send staff to the YWCA's Racial Justice Summit and Madison Out of School Time (MOST) conference each year. We also encourage staff to participate in online training and classes when they are available and relevant. For example, Spring 2026 we had staff attend a local training offered by a law firm on how to support the immigrant population in the era of increased immigration enforcement.

Internally, we prioritize professional development opportunities that elevate our staff's cultural competence when it comes to the population we serve. As we look to the next year, we are prioritizing education on trauma-informed education, LGBTQ+ inclusion, and cultural competency and other topics that may arise. We have been actively pursuing funding opportunities to support these efforts.

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?



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

JOINT/MULTI-AGENCY APPLICANTS

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

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

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Part 2 - Program Narrative Form

Program Name:	These Teens Mean Busine\$\$ Employment Program	Total Amount Requested for this Program:	\$ 96,552
Legal Name of Organization:	CEOs of Tomorrow, Inc.	Total amount Requested for Lead/Single Applicant	\$ 96,552
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	Tobias Briscoe	Email: tbriscoe@ceosoftomorrow.org	Phone: 608-298-6949
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.

CEOs of Tomorrow's TTMB Employment Program addresses three connected needs in the City of Madison: low-income and BIPOC youth who want work and cannot get it; those same youth are leaving school without the academic foundation and credentials employers require; and Madison's BIPOC residents are underrepresented in business ownership, contributing to the racial income disparity in Madison and excluding them from the wealth-building path that entrepreneurship represents.

Youth Employment: Madison's low-income youth are looking for work and cannot find it, and that early exclusion compounds into a lifetime gap in upward mobility.

The 2024 Dane County Youth Assessment, a survey the City of Madison helps fund and steer, grouped 9th-12th graders by family financial situation. Among students in the "Struggling" category, 32% reported looking for a job but being unable to find one, compared with 14% of students whose families reported no financial problems.

Thirty-four percent in the “Struggling” category said they needed help finding a job or a better job, versus 12% of their more affluent peers. Thirty percent said money from their job helps support their family, and 28% had never held a job at all (Dane County Youth Commission, 2024 DCYA Family Income Report). These same students are the least connected to the informal networks that produce first jobs: only 26% could name four or more adults outside their parents they could rely on, compared with 55% of their peers.

As youth grow up, these gaps are exacerbated and show up in earnings. Median household income in Madison is approximately \$43,000 for Black households compared with approximately \$82,000 for White households (City of Madison, 2026 Employment and Career Development Services RFP #2026-15055). According to Kids Forward's Race to Equity 10-Year Report, even while unemployment among Black Dane County residents fell by more than half between 2011–15 and 2016–20, Black residents still earn less and are more likely to work in low-wage jobs (Kids Forward, 2023). Race to Equity names part of the problem: a labor market oriented toward advanced-degreed, heavily credentialed, and well-networked job seekers, leaving a substantial portion of Black residents with fewer pathways to quality jobs.

CEOs of Tomorrow's employment programs act as the network that produces first jobs and gives Madison's low-income and BIPOC youth what that market rewards: earned credentials, real work experience, and the financial capability to build on both.

Academic Achievement: The same young people struggling to find work are leaving school without the academic foundation stable employment requires.

As the RFP notes on page 3, approximately one in five Black and Hispanic MMSD students does not graduate high school within five years, compared with approximately one in twelve White students (City of Madison, RFP #2026-15055). In 2024-205, MMSD's four-year graduation rate was 95.8% for White students and 75.7% for Black students (Wisconsin DPI, certified data, WISEdash Public Portal).

Those who do graduate often do so without demonstrated literacy or math proficiency. MMSD measures both in high school using the ACT and pre-ACT. The district reported that 7% of Black 11th graders scored college-ready in ACT reading, compared with 38% of students overall, and 4% of Black students scored college-ready in math. On the pre-ACT in grades 9 and 10, 16% of Black students scored college-ready in literacy and 6% in math (MMSD, Student Data Insights). DPI reports that Wisconsin has the widest Black-to-White opportunity gaps of any state in the nation, in every grade and subject tested (DPI, 2025).

Wisconsin has also added a new requirement to graduation. Wisconsin Act 60 requires students graduating in 2028 or later to earn a half credit of personal financial literacy, delivered as a stand-alone course rather than embedded in another subject (DPI). Today's high school students are the first cohort affected.

Our curriculum is aligned to state and national standards, and teaches personal financial literacy. Participants read, write, and calculate constantly, applying literacy and math skills to market research, business plans, pricing, budgets, and profit-and-loss. Participants earn high school credit, strengthening their graduation potential. They also earn Madison College credit and digital badges housed in Madison College's Digital Credentials Institute.

Business Ownership: Madison's BIPOC residents are substantially underrepresented among the businesses that create jobs in this city. Census data for the City of Madison shows 14% of businesses are minority-owned compared to 86% nonminority-owned businesses (U.S. Census Bureau, Annual Business Survey, 2022). Yet BIPOC residents make up roughly 30% of Madison's population.

For Black Madisonians, the business ownership gap is much bigger. The Urban League of Greater Madison reports that of 9,755 Dane County employers with more than one employee, only 39 (0.4%) are Black-owned, compared with a Black population share of 6.1% countywide. Working-age non-Hispanic White residents in Dane County are roughly seven times more likely to own a business than their Black counterparts (Urban League of Greater Madison, <https://ulgm.org/black-business-hub-2/>).

In 2015, the Urban League of Greater Madison's President and CEO Dr. Ruben Antony told the City that when business start-up and economic development plans are made, "minority businesses are an afterthought," and that including them at the front end of business development would likely produce more minority-owned businesses (Anthony, Connect Madison Community Advisory Papers, 2015).

CEOs of Tomorrow builds that front end, preparing BIPOC youth to become Madison's next generation of business owners by having them build and run businesses now.

- 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?

Our goals rest on the conviction that there is brilliance inside every young person we serve, and when they are given real opportunity, they shine.

Our goal is to equip 14–18 year olds with the paid work experience, academic credit, and financial capability to build the future they choose, through social entrepreneurship and financial literacy education. In doing so, we expand access to opportunities, strengthen career exploration and pathways, and build the skills that support young people's development.

We also aim to surround each young person with a community of support. Through long-standing partnerships with MMSD, Madison College, local businesses, and other nonprofits, our youth learn from teachers, employers, and mentors across Madison who are invested in their success.

Our youth participants will improve their knowledge of career and educational options and demonstrate improved work readiness skills. Through dual credit enrollment opportunities, youth will graduate high school and continue to post-secondary education.

Above all, the goal is upward mobility. We want to empower Madison's youth to build a better future for themselves academically, professionally, and financially.

- 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.

CEOs of Tomorrow's These Teens Mean Busine\$\$ (TTMB) Employment Program provides social entrepreneurship education and youth employment training to 9-12 graders in Madison who face barriers to gaining work experience. Across all of our organization's programs, 85% of participants are youth of color, 61% come from low-income households, and 17% are English Language Learners.

Internship is a summer-long entrepreneurship and employment immersion that provides participants an opportunity to gain first-hand experience working alongside local entrepreneurs and no-profits. One of the main components of the internship experience requires participants to engage in 40 hours of in-class college level coursework. The coursework focuses on basic employment readiness skills such as resume development, email etiquette, professional and positive work habits, and entrepreneurial education. It also includes mentorship and coaching from CEOs staff.

Teen Ambassadors is our financial empowerment focused employment offering that encourages participants to make financially wise decisions. It also offers a paid role of Teen Money Mentor where youth deliver hands-on, peer-to-peer financial literacy workshops throughout the Madison area. Through this experience, participants strengthen their leadership, collaboration, and presentation. Social-emotional learning is embedded in the curriculum regarding how youth manage money and handle conflict and communication in a workplace.

Incubator is a 9-week youth business training lab. Teens test their business ideas to earn revenue and promote positive social change in their community. Mentored and guided by our Youth Business Coach, they learn and

apply business development, finance, and marketing concepts to the development of their own businesses. During the culminating Teen Pitch & Launch Event, each student pitches their business to a panel of community experts and sells their products to real customers.

Our award-winning financial literacy curriculum is delivered from our office at the Urban League's Black Business Hub on South Park Street, in classrooms at Madison College, and in The Spark, a building designed to support entrepreneurship and economic growth in Madison. Internship worksites and the community youth organizations where Teen Money Mentors present are located throughout Madison.

Expected measurable outcomes include the number of youth completing programming; high school credits earned toward graduation; Madison College dual credit; Employability Skills Certificates; digital badges; participation in financial empowerment education; youth paid by direct deposit into newly opened bank accounts; youth wages paid by City funds; hours of youth programming; private sector employment and internship placements; a youth-led end-of-program presentation; demonstrated improvement toward or proficiency in work readiness skills; and increased ability to manage thoughts, emotions, and behavior that might interfere with employment.

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?

This program will serve high school students ages 14–18 who live in the City of Madison and face barriers to gaining work experience. We recruit intentionally from BIPOC, low-income, and immigrant communities. In 2024, participants across our TTMB Employment Programs were 44.7% Black or African American, 28.9% Hispanic or Latino, and 15.8% Asian; 10.5% had limited English proficiency; and 2.6% received special education services. In the past three years, 36%-61% qualified for free and reduced lunch. We expect a comparable population in 2027 and beyond.

Our participants live in multiple priority areas outlined in the RFP's Appendix A. To understand where our participants live in relation to the City's priority areas, we overlaid participant's home addresses by ZIP code onto the Employment and Career Development Equity Priority Areas map. Our participants live in seven ZIP codes (53703, 53704, 53711, 53713, 53714, 53719, and 53562) and every one of them contains multiple Core Priority Areas.

Our 2025 relocation to the Black Business Hub on South Park Street placed our programs and staff inside the neighborhood where many of our youth and families live, and within a City Priority Area. Our long-standing partnerships with MMSSD schools have built trusted relationships with youth and families in racially and linguistically diverse communities.

Participants have been engaged in creating the proposed program. We survey participants and families before and after every program to include them in our program design. A few examples: alumni who return as instructors have led curriculum revisions to keep the material relevant to the youth currently in the room; when Muslim participants were fasting during Ramadan, families communicated what they needed and we restructured evening programming so youth could break fast on time.

Our Financial Empowerment curriculum is informed, developed by the Teen Ambassadors. Each cohort is given the previous version of the Financial Wellness Workshops materials and they decide what to keep and what to update before they implement them. This results in continual innovation led by the youth.

Teen Ambassadors have had a role in the success of CEO's imPACTful Creations business kits. They helped develop the product, and now create promotional materials and support sales through pop-up markets and other opportunities such as the annual Holiday Black Bazaar hosted by Madison Black Chamber of Commerce.

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

Race	# of Participants	% of Total Participants
White/Caucasian	17	42.5%
Black/African American	17	42.5%
Asian	6	15%
American Indian/Alaskan Native		
Native Hawaiian/Other Pacific Islander		
Multi-Racial		
Balance/Other		
Total:	40	
Ethnicity		
Hispanic or Latino	11	29%
Not Hispanic or Latino	27	71%
Total:	38	
Gender		
Man	19	50%
Woman	19=	50%
Non-binary/GenderQueer		
Prefer Not to Say		
Total:	38	

Comments (optional): Participants and attendance data has been gathered through MOST Information Systems.

- 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.

At CEOs of Tomorrow, intercultural competence and inclusivity are core values which guide every aspect of our programming and organizational culture. We aim to create welcoming, safe and culturally responsive environments where our youth and families of diverse backgrounds feel seen, respected, and valued.

While a relatively small percentage (10.5%) of our 2024 employment program participants had limited English proficiency, we aim to make all of our program curriculum and staff well-equipped to serve non-English speaking youth, individuals and families. Many of our participants speak English, but live in multi-generational households where the adults' first language is not English.

We employ bilingual and multilingual staff and volunteers. Spanish is the most represented second language in our participants, so we translate program materials into Spanish, including required intake paperwork. At the Teen Pitch & Launch Event that closes our Incubator program, we provide Spanish interpretation as needed. We have also translated Teen Money Mentor's Financial Empowerment Workshops from Spanish to English due to

the needs of the audience. We treat bilingualism as an asset and encourage youth to use it in the marketing and sales of their business.

We treat multilingualism and cultural difference as community strengths and see students presenting their cultural background with pride. Several of the businesses created in Incubator have been based on it: an Ivorian student built a business selling ready-to-prepare Atieke (a beloved national dish) meal kits honoring their cultural heritage; a first generation immigrant student from Afghanistan built a business aimed at breaking the silence and stigma surrounding mental health in non-English speaking communities; several BIPOC students have chosen to build a business that raises awareness of and combats racism through its brand and product.

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.

We work to ensure the youth in our programs reflect the diversity of the Madison communities we serve, and recruit primarily among youth who typically lack access to the opportunities we offer.

Referral partners. Prospective participants are recruited and referred to our TTMB Employment Programs through a broad network of trusted community organizations, schools, and public agencies. Key referral partners include Big Brothers Big Sisters of Dane County; Madison Metropolitan School District (MMSD) - business teachers, school counselors, AVID educators, and English Language Learner (ELL) teachers; Centro Hispano; Northport Community Center; Eastside Community Center; Bayview Community Center; Vera Court Community Center; BLW Community Center; Dane County Department of Human Services Youth Justice Programs; Goodman Community Center, TEENworks Career Fair.

School-based outreach. For the past five years, our staff have participated in job fairs at every MMSD high school. Staff also visit MMSD business and AVID classrooms to explain our program options, how to apply, and what students gain. We email individual teachers, counselors, MMSD staff and share our postings through our internal listserv and the YEN-Youth Employment Network listserv.

Program pathways. Our program offerings all serve as a referral network. CEOs offers two programs for students in grades 4–8: a weeklong Business of Giving (BOG) summer camp, averaging 20 students per year, and an in-school program throughout Madison, where CEOs deliver a nine-session social entrepreneurship curriculum to elementary and middle school students. On average, we run programs at 2-4 schools each semester. We signed an MOA with MMSD to expand that partnership into more middle schools in the 2026/2027 school year and beyond.

At every Teen Money Mentor Financial Empowerment Workshop in the community, we tell youth in the audience how to join our Employment programs. In addition, we encourage our participants in Internship and Incubator programs to enroll in the other employment opportunities. We estimate 20% of our students participate multiple times with our employment programs.

Most of our programs (School-based programs, Internship, Incubator, Academy and BOG Summer Camp) culminate in public events where students present their businesses and offer products for sale. These events showcase our programs and build interest from the community at large.

Digital outreach. We maintain a regularly updated website with session timelines, registration links, and program brochures, and an active presence on Facebook, Instagram, and LinkedIn where we feature student participants. We run social media ads as needed to boost enrollment. In 2026, both the Internship and Teen Ambassadors saw record numbers of demand from students.

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?

We have identified barriers commonly experienced by participants through direct observation, conversations with families, and community surveys. Common barriers include transportation, scheduling, language access, financial constraints, and limited familiarity or trust in community programs.

Transportation: We provide our programming in trusted locations: the Black Business Hub, Madison College and The Spark building. For Internships, we intentionally match youth with placements located near their homes or schools whenever possible, or accessible by bus when needed. This place-based approach minimizes travel time, and supports consistent participation and successful transitions into the workplace. For students needing financial assistance for transportation, we connect them to the resources within MMSD who offer free bus passes and when, if appropriate, offer taxi fare. We also have parents sign a Permission to Transport a Minor form so that staff can transport students in emergency situations.

Language and culture: We hire staff representative of the communities we serve, some bilingual, who have a deep understanding of cultural nuances and can accommodate students' evolving needs and make participation accessible.

Financial: Our Interns and Teen Ambassadors are paid opportunities and all sessions are scheduled after school and during school breaks to accommodate students' and families' availability. CEOs of Tomorrow provides all supplies needed to be successful in the programs. While the Incubator does have a cost to register, we offer scholarships to any family who indicates that cost is a barrier to participation. Students who complete Incubator and participate in Pitch & Launch will earn profits from business sales, often in excess of the program fees.

Trust: We place relationships with families at the center of our work in order to build trust with the communities we serve. In the last two years, we've seen an uptick in word-of-mouth referrals, indicating that not only have we earned the trust of the participants and their families, but they have also gone on to recommend us to their peers.

New Barriers: All available program data is reviewed and analyzed by the leadership team along with the organization's program team members at the conclusion of each program to continually evaluate potential barriers so that they can be addressed.

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).

Prospective participants apply online through our website or in person. To ensure accessibility, we communicate with families in the languages they speak whenever possible. We also make sure we have food available at all events and during teen working hours. In addition to our bilingual staff, the bilingual Co-Executive Director ensures that she is connected with our Spanish speaking participants and families. We found that some of our student population, particularly some of our immigrant population, are not as familiar with the typical hiring and onboarding process for jobs. Therefore, we make sure to offer individual appointments with parents and students.

Applications are pre-screened for eligibility and when accepted, participants attend an orientation day, along with a parent or caregiver, that provides an overview of the program, expectations, and available support. We incorporate time for parents and students to get to know each other and share a meal or snacks.

A core component of our curriculum is individualized goal setting to increase students' buy-in. Each participant identifies personal goals related to the program, ensuring that program outcomes align with their own aspirations for education, career, and personal growth as well as their values and family practices. For internships, participants fill out an interest assessment and share their availability calendar, allowing us to find

the most appropriate internship host. Within the first week of each program, students complete a pre-program assessment to create a baseline for outcomes measure.

We intentionally keep cohort sizes small so participants receive individualized support. Staff meets one-on-one with participants and, when needed or requested, with parents or caregivers. These conversations create opportunities for participants and families to provide feedback on what is working well and where additional support may be needed.

For Internship placements, staff conduct at least one on-site visit with both the intern and the internship host to gather feedback and strengthen the partnership. In addition, staff maintain regular communication through at least two phone calls and/or email check-ins during the internship. If a participant's engagement declines, staff respond quickly to understand the situation, address barriers, and help the participant get back on track. Staff work collaboratively with the participant and internship host to develop an improvement plan that supports their success.

Our Teen Money Mentors are engaged in the workshops as teachers, and the peer-to-peer education model helps build confidence in their leadership and presentation skills. Because Teen Money Mentors are close in age and share lived experiences with their audiences, they bring a level of credibility and connection that helps engage other youth and encourages participation and recruits students to our programs.

All of our programs aim to strengthen family engagement. Parents and guardians receive key communications, including workday reminders, important paperwork requirements, and invitations to celebrations and milestone events. Parents, caregivers, and extended family members attend events such as Teen Pitch & Launch and Internship Showcase Celebration. This is a moment to reconnect with parents, implement a feedback survey, and celebrate participants' accomplishments together.

Participants can remain connected with CEOs of Tomorrow throughout their high school years, moving between program components and participating in multiple opportunities as their interests, skills, and goals evolve.

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.,).

Incubator is a 9-week social entrepreneurship training lab held on Saturdays during the spring and fall semesters (depending on demand) in The Spark building. Up to 10 students per cohort study, design, launch, and test business ideas built around social problems that matter to them.

Our curriculum is centered on the Business Model Canvas, and weekly sessions cover business finance, marketing, and business management, with teens applying each concept directly to their own business as they build it. Youth choose a social issue that they care about and build a business that has a positive impact on that issue. Some youth donate proceeds, some build awareness, and some decide to use sustainable materials in their products.

A community of volunteers plays a big role in the youth's success. Business Spotlight speakers are local entrepreneurs who come to share their entrepreneurial journey.

As teens put together their pitch deck for their business, they learn presentation skills and how to answer questions on the spot from a live audience. Community members serve as Business Champions, coming in to offer feedback on initial drafts of the teens' pitch decks.

The program concludes with the Teen Pitch & Launch Event, where each participant pitches to a panel of judges and sells their products to real customers. The event closes with Top CEO Business awards: \$1,000 for first place, \$500 for second, \$250 for third, and a \$125 People's Choice Award, each split evenly between cash and college scholarship funds. Scholarships are paid when a student enrolls in post-secondary education.

Every teen who completes Incubator earns profits from their business and receives an accredited Social Entrepreneurship - Business Creator digital badge. They are also eligible for 3 Madison College work-based learning credits equivalent to the course Introduction to Entrepreneurship.

Teen Ambassadors is a paid employment opportunity that educates high school students in personal finance and then puts them in the role of a Teen Money Mentor where they teach Financial Empowerment Workshops to their peers. The program employs up to 18 Ambassadors annually. Training takes place at the Black Business Hub on South Park Street. Every participant begins with a readiness assessment, giving us a baseline to measure growth against.

The curriculum aligns with the National Business Education Association's Business Education Standards in personal finance. Financial education leaders from Summit Credit Union, Old National Bank, and other institutional partners serve as guest speakers to enhance our curriculum and expose participants to various career pathways.

Before students become Teen Money Mentors, they learn employment basics such as applying for a work permit, registering in a payroll software, filling out employment forms, logging work hours, attendance expectations and reporting absences. We present them options for opening their own bank accounts to get paid by direct deposit. These lessons are vital because for so many of our participants, this is their first work experience.

When Teen Ambassadors learn the curriculum, they are promoted to Teen Money Mentors, then build their own presentation slides and choose the activities, lessons, and materials they believe will engage other teens. Lessons cover financial goal setting, reading a pay stub, building a budget, saving for the future, money & emotions, financial scams, banking basics and credit smarts. Teen Money Mentors deliver these workshops to youth at organizations across Madison and teach part of the Financial Wellness curriculum to our own Interns and Incubator participants. Past presentations have been held at Rooted, PATCH Madison, Odyssey Jr., and the Jack & Jill Black Brilliance Billionaire Bootcamp.

Designing and leading their own workshops builds skills in leadership, collaboration, teamwork, and public speaking. After each workshop, presenters complete a self-assessment and participants complete a post-survey, and we use both to refine the program.

Our Teen Ambassadors attend the Generation Wealth Conference in Chicago, a full-day financial wellness workshop for BIPOC youth hosted by Mindset2Money, where they build peer networks and return better equipped to lead financial education in Madison.

Teen Ambassadors are paid \$14.00 per hour and earn .25 work-based high school credits for every 45 hours worked, 3 Madison College credits (added in 2026), and the Financial Wellness digital badge. Ambassadors may continue in the program through high school graduation.

Internship is a summer-long, paid social entrepreneurship and employment immersion for 9th–12th graders who have either completed a CEOs program, a previous business class in high school, or are a member of FBLA or DECA club. These prerequisites ensure the program aligns with MMSD's work-based credit requirements. The program serves 12–15 teens per year.

Interns spend up to 144 hours working with Internship Sponsors (for-profit and nonprofit businesses) across sectors. Working with small, BIPOC-owned Madison businesses is what makes this program distinctive: interns are placed where their contribution is visible and their mentor is the owner.

Participants complete 40 hours of in-class coursework at Madison College's Truax Campus covering work-readiness skills including resume writing, job interviewing, email and phone communication, presentation skills, goal-setting, self-evaluation, and reflection. Some of those hours are financial wellness education workshops.

Staff also make time for job coaching, working through whatever is happening at a placement, including conflict with a supervisor or coworker, and building the positive work habits employers expect. When an intern is not meeting the commitments they agreed to, we co-create an improvement plan, the same tool a supervisor would

use, so the intervention is itself part of the training. The purpose of this approach is to provide age-appropriate coaching and mentoring to better assist rather than using disciplinary action. We want to use the time to improve employment behavior(s) and build employability skill sets.

Beyond their placements, interns participate in job shadowing, business site visits, and guest speaker sessions with local entrepreneurs, giving them exposure to career pathways across multiple industries. Presentations by Madison College staff introduce post-secondary education options and how to pursue them. Volunteers from partner organizations come in and conduct mock interviews with interns, to build confidence for youth when they pursue their next job opportunity.

Interns demonstrate learning through graded at-home and in-class assignments, each scored against an established rubric, and a final graded presentation. Together, the rubrics and the presentation measure demonstrated proficiency.

Through partnerships with Madison College and MMSD, interns who complete the program earn up to 3 high school credits and up to 3 Madison College credits at no cost. Interns are paid up to \$1,800 and receive three digital badges.

- 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?

To understand where our participants live in relation to the City's priority areas, we overlaid participant's home addresses by ZIP code onto the Employment and Career Development Equity Priority Areas map (Appendix A of RFP). Our participants live in seven ZIP codes (53703, 53704, 53711, 53713, 53714, 53719, and 53562) and every one of them contains multiple Core Priority Areas. We confirmed we have been serving a majority of Core Priority areas including Low High School Graduation, Low Employment, Combined Priority areas, and Neighborhood Resource Team areas. MMSD students make up 70% of our overall program participants and their home addresses are nearly evenly distributed across the attendance areas of each of MMSD's primary high schools (LaFollette, East, West and Memorial), demonstrating broad engagement throughout the District. We have also served students attending Shabazz and Capital High.

Our highest number of participants live in zip code 53713, which is mostly composed of the Low High School Graduation Rates priority area. We also provide services to a higher number of students from the West/Southside area (Badger Rock Neighborhood) followed by the East/Northside area near Vera Court, Goodman Community Center, and East Madison Community Center. Many of the organizations that refer students to our programs serve the equity areas, helping us build a referral pipeline from those communities.

Our program locations are intentionally selected to maximize accessibility for students across a range of geographic areas. They all fall into Priority Areas giving us confidence we can serve the community identified by The City. All locations are easily accessible by Bus Rapid Transit (BRT) and when needed, we provide participants with bus or taxi fare, and include:

- Black Business Hub - centrally located and Low High School Graduation Rate Priority Area
- Madison College's Truax Campus, located on Madison's northeast side, Core Priority Area and Combined Priority Area
- The Spark building on East Washington, near Low High School Graduation Rate Priority Area and Employment.
- Various organizations where Teen Money Mentors deliver financial literacy workshops span the city and many are in Priority Areas (e.g. Badger Rock Neighborhood Center with Rooted).

- 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).
- 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
 - 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
 - If you are submitting a **JOINT/MULTI-AGENCY** application:
 - Use **TABLE 1**, if the service operates at **multiple locations** with the **same hours** (Please list all locations)
 - Use **TABLE 2**, in addition to table 1, if the service is operating at **multiple locations** with **different hours**

Table 1:

PROGRAM LOCATION(s): Black Business Hub, Madison College - Truax, The Spark		
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.
	4:30 PM (School Year)	7:45 PM (School Year)
	12:30 PM (Summer)	2:30 PM (Summer)
Thursday	Choose an item.	Choose an item.
Friday	Choose an item.	Choose an item.
Saturday	10:00 AM	2:30 PM
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.

This proposal is a continuation of the programs we have successfully offered and the youth and families have been engaged throughout our programs helping us to continually improve our offerings. See our earlier answers in “Section 2A Proposed Participant Population” in this application for more details on how we have engaged them.

Some of the most significant improvements from our previous City of Madison proposal resulted from meaningful feedback from youth, families, and community partners. Their perspectives inform program design, strengthen services, and ensure that our approach remains responsive to the communities we serve. Key improvements in this proposal include:

- Standardizing length to 9 sessions across Incubator, Ambassadors, and Internship for scheduling predictability
- Eliminating required extra student work days by adjusting curriculum to fit class time
- Teen Ambassadors curriculum no longer requires youth involvement in imPACTful Creation sales. Rather, more class time is spent on financial wellness. Interested youth can still participate as much as they like with imPACTful Creations.
- Offering networking opportunities among participants in all TTMB components so that students can meet each other, get a feel for other programs, and in the case of Teen Money Mentors, share what they’ve learned with their peers.

We continuously gather feedback through pre- and post-program surveys for every participant and family. Post-program survey feedback goes directly to staff for review, and our leadership and program teams analyze outcome data at the close of each program to determine what worked, what needs modification, and what should be expanded.

We collect student satisfaction surveys at the program's midpoint and conclusion and, when appropriate, conduct in-person exit interviews to gather additional feedback. To maximize participation, surveys are offered in both digital and paper formats.

In addition to these formal evaluation methods, we are fortunate to receive ongoing informal feedback from parents and families. Many take the time to personally share their positive experiences and observations, helping us recognize our strengths while identifying opportunities for continuous improvement.

- 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.

Parents and neighborhood residents. Parents from several Madison neighborhoods, affordable housing communities, and faith communities have helped us identify what families actually need. One thing they told us: for many of the families we serve, the college admissions process and the value of early college credit and digital badges are unfamiliar and hard to navigate. Thus we worked closely with Madison College, our longest-standing institutional partner, to understand if there are ways to better inform parents about dual credit opportunities. As a result, Madison College representatives will come speak to our youth about potential educational and career pathways.

In addition, we have heard from parents that there is an interest among them to have opportunities to connect with each other. As a result, we plan to launch a Parent Advisory Board to bring parents together and hear from them about how to best serve youth within the cultural contexts of their lives. This will give interested parents the opportunity to get further involved in leadership opportunities and amplify our impact.

Internship Sponsors. The local business owners are community stakeholders and co-create the internship experiences with us. At the close of each summer, both interns and sponsors complete feedback surveys covering program design, safety, engagement, the value of skills learned, the program completion event, and the intern-sponsor relationship. Recent feedback indicated that youth needed more guidance and focus on workplace etiquette and expectations. That resulted in a shifting of curriculum so that we could spend more time with youth covering the topic.

- 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 College	Issue Madison College Digital Badge and Prior Learning Credits	Jodi Golbeck	Yes
MMSD	Issue work-based high school credits	Annie Johnston	Yes
Rooted	Invite our Teen Money Mentors to provide peer-to-peer education to their participants.	Sarah Karlson	No
PATCH Madison	Invite our Teen Money Mentors to provide peer-to-peer education to their participants.	Any Olejniczak	No
Old National Bank	Participants to visit Old National Bank on field trip, provide guest speakers	Breanna Weissmann	No
Tricky Foods	Intern host/sponsor	Therese Merkel-Hamadi	No
Clarity Landscape & Gardens	Intern host/sponsor	Joseph N'Dour	No

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

N/A

How do these partnerships enhance this proposal?

Our long standing partnership with MMSD and provision of high school work-based credits support more equitable pathways to college and career for students who face barriers in the traditional classroom setting.

Our partnership with Madison College aligns our curriculum to their current courses. By completing a college-level course, students develop the academic skills and confidence needed for postsecondary education. Earning 3 college credits while in high school gives students a head start and may decrease the number of college

courses students need to take, lower tuition and related expenses, and allow them to complete a certificate or degree more quickly and affordably.

Our partnership and commitment from local entrepreneurs such as Tricky Foods and Clarity Landscape & Gardens help us secure internship sites from Business Owners who are invested in providing opportunities for youth to gain on-the-job experience and professional mentoring. Students build relationships with employers, mentors, and industry professionals who can provide references, career guidance, and future employment opportunities. Each year more than half our sponsors return the following year to sponsor students again.

Guest speakers and field trip sponsors from partners such as Old National Bank give youth behind-the-scenes exposure to workplaces in various industries.

Rooted is located within Badger Rock's Neighborhood center and our partnership allows our Teen Money Mentors to regularly provide peer-to-peer financial wellness workshops to teen employees of Rooted at their Urban Agriculture site. PATCH Madison is another one of our financial education workshop audiences. Our Teen Money Mentors speak to their participants, and their youth come to speak to our participants about health. Our partnership allows us to reach a different side of town as they are located in the Downtown area.

What are the decision-making agreements with each partner?

CEOs of Tomorrow will provide social entrepreneurship coursework and professional work-based learning experiences that allow students to apply their knowledge in real-world settings. Final grades and earned credits will be submitted to the College, Career, and Community Readiness Department within three (3) weeks of course completion so MMSD can issue them on their transcript. A final report summarizing course outcomes will be provided within four (4) weeks of each course's completion.

CEOs of Tomorrow will provide social entrepreneurship coursework and professional work-based learning experiences that allow students to apply their knowledge in real-world settings. Final grades and earned credits will be submitted to Madison College to grant 3 college credits to those who have successfully completed the program.

PATCH and Rooted work with us each semester to identify the best dates and times for workshops and to provide an audience and appropriate meeting space with technology to support a slide presentation, when possible. CEOs is responsible for training the Teen Money Mentors, coordinating their transportation to and from the workshop location, and bringing all necessary presentation materials and handouts.

Internship sponsors determine the responsibilities and work schedules of the interns, based on the goals the students have communicated to CEOs staff. CEOs lead the recruitment and matching process and are responsible for tracking all hours and processing payroll.

Guest speakers and field trip hosts determine available dates and build the materials they will share with you. CEOs confirm the materials are aligned to the curriculum.

- 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?

When we identify needs beyond the scope of our services, we connect students with appropriate community resources through information sharing or warm referrals. This may include culturally specific organizations, language learning services, or organizations and professionals who can support students in developing and launching nonprofit organizations.

All students receive guidance on opening a bank account to access direct deposit for wages, profits, or prize earnings. While we primarily partner with Summit Credit Union, we support students in selecting the financial institution that best meets their needs.

When Interns need assistance for transportation, we refer them to MMSD's Summer Free Bus pass program.

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.

We use the MOST Information System (MOST) database to track the number of all enrolled students, program completion rates, and key performance outcomes. Participant attendance, youth participating in financial empowerment education, digital badge attainment, and earned high school and college credits are documented and monitored within MOST. We record the hours of programming, and note any trends that may indicate we need more or less programming time. Student assignments are managed through Google Classroom, where staff can track completion and assess progress to ensure participants meet all program requirements.

For the summer Internship Program and Ambassadors, students log their hours in our payroll software each pay period. These records are used to verify internship hours, monitor participation, and document wages paid by the City of Madison.

We measure newly opened bank accounts as well as how many students we pay by direct deposit.

Incubator outputs include number of businesses created by participants, number social issues supported by participants, profits earned by student-created businesses, money donated to community nonprofits by student entrepreneurs.

At the conclusion of each session of Ambassadors, Internship, and Incubator, our staff completes an Impact Report that details the participant demographics, measurable outcomes from students, and collects anecdotal evidence of change. These reports are shared with donors and partners.

- B. Program Outcomes

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

1. Demonstrated knowledge of career/education options: Participant surveys
2. Dual credits: Earned high school and college credits are documented and monitored within MOST.
3. Completed youth-led end of summer presentation at our Summer Internship Celebration.
4. Demonstrate improved work readiness skills: Through pre- and post- assessments, we assess students' understanding of work etiquette and expectations. Through individual work with students (coaching, teaching), staff document improvement in communication skills, resume building, interview skills, and other work readiness skills. Internship sponsors offer feedback to staff about the skill attainment of the interns they worked with.
5. Increased understanding and demonstration of ability to manage thoughts, emotions, and behavior that might interfere with employment: Through conversation within the safe peer group, students discuss and demonstrate an increased understanding. Staff document any instances where thoughts, emotions, and behavior were disruptive to Internship work and through co-creating an improvement plan with youth, they document the marked improvements. Ambassadors learn this aspect of social/emotional learning and then go and teach it to other youth, demonstrating an increased understanding.
6. Springboarding to post-secondary education. One goal of our partnership with Madison College is to better track how many of our students who earn Madison College credit or Digital Badges go on to enroll at Madison College after high school. We have some data (anecdotal, scholarship requests, etc.) but we are working together to systematize this data collection.
7. Business Creation Continuation: Through conversations with participants, we keep track of students in Incubator who continue their business after the end of the program.

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 Objective #1: Participants demonstrated knowledge of career options				
Performance Standard	Targeted Percent	88%	Targeted Number	36 of 42 youth
	Actual Percent		Actual Number	
Measurement Tool(s) and Comments: Pre- and Post- self-assessment, session attendance, number of businesses created, staff observation				
Methodology: Youth participants complete a self-assessment pre- and post- self-assessment that asks them to reflect on their skills and goals for the program. Sessions that include guest speakers or field trips discussing career options have attendance taken. Staff observe and report on students’ increased knowledge. Businesses created indicate that participants demonstrate knowledge that entrepreneurship and business ownership is a career option.				

Outcome Objective #2: Participants demonstrate improvement in Work Readiness Skills				
Performance Standard	Targeted Percent	85%	Targeted Number	35 of 42 total youth
	Actual Percent		Actual Number	
Measurement Tool(s) and Comments: Pre- and post- participant questionnaire, observation by staff, Employability Badge awarded, feedback from internship sponsor.				
Methodology: Students reflect on their work readiness skills before the program and then again at the end, indicating whether or not there’s been improvement. Staff observe and report students’ understanding of the 13 WI Department of Public Instruction (DPI) employability skills. Students are awarded an Employability Badge if they meet criteria including attendance and demonstration. Intern sponsors give feedback on the interns growth over the summer.				

Outcome Objective #3: Students will enroll in dual credit options (earn MMSD and Madison College)				
Performance Standard	Targeted Percent	75%	Targeted Number	9 of 12 total
	Actual Percent		Actual Number	
Measurement Tool(s) and Comments: Number of MMSD high school work-based learning credits awarded, Number of Madison College Credits Awarded.				

Methodology: MMSD students can earn .25 credits for work-based learning for every 45 hours in paid employment, up to 5 credits over their high school career participating with CEOs. Students can earn up to 6 credits based on completed & graded assignments, attendance, and hours worked.

Outcome Objective #4: Participants complete an end-of-program youth-led presentation.

Performance Standard	Targeted Percent	90%	Targeted Number	20 of 22 participants.
	Actual Percent		Actual Number	

Measurement Tool(s) and Comments: Number of youth who present at Internship Celebration and Teen Pitch & Launch.

Methodology: Students work with staff to prepare a presentation about their experience as interns for the Internship Celebration. Every student will deliver a presentation about their summer. Some students will be selected for additional roles (e.g. MC)

Incubator youth entrepreneurs also participate in a youth-led final presentation - the Teen Pitch & Launch event - where they pitch their businesses and sell to real customers.

Outcome Objective #5: Participants show increased understanding and ability to manage thoughts emotions and behaviors that might interfere with employment.

Performance Standard	Targeted Percent	85%	Targeted Number	36 of 42
	Actual Percent		Actual Number	

Measurement Tool(s) and Comments: Participant self-assessment, staff observation, internship sponsor

Methodology: Participants fill out surveys and reflect on their employment readiness before and after the program. Staff observe and assess growth in participants. Internship sponsors observe interns and report growth as feedback to staff.

Outcome Objective #6: Participants demonstrate knowledge in Financial Wellness.

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

Measurement Tool(s) and Comments: Financial well assessments scores, Number of Financial Wellness Badges awarded

Methodology: Participants take an assessment (i.e. quiz) upon completion of Ambassadors Financial Wellness curriculum that measures their understanding of Financial Wellness. Students who earn an 80% or greater are awarded a Financial Wellness Badge

- 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?

We use MIS to track participant data, our payroll software, and internal databases to track other additional information.

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)
Co-Executive Director A	.15	N/A	Black Business Hub, Madison College-Truax, The Spark
Co-Executive Director B	.10	N/A	Black Business Hub, Madison College-Truax, The Spark
Youth Business Coach	.20	N/A	Black Business Hub, Madison College-Truax, The Spark
Youth Employment Coach	.40	N/A	Black Business Hub, Madison College-Truax, The Spark
Administrative Assistant	.10	N/A	Black Business Hub, Madison College-Truax, The Spark

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

At CEOs of Tomorrow, the process of screening for prospective volunteers includes completion of Volunteer Application Form and an interview with our leadership team. In this Form, we gather personal information, time commitment, type(s) of interested volunteer work (Youth Program Support, Office or Fundraising Support, Social Media, Other), professional/previous volunteer experiences, community service or class credit if applicable, personal references, and information needed to run background checks. All volunteers who work directly with participating youth are required to successfully complete a criminal background check before beginning the first day of service. If their qualifications align with our work and youth development values, applicants move on to orientation.

Successful volunteer candidates participate in an orientation training led by our CO-ED that provides an overview of our organization's mission, history, programs, and expectations for working with youth. As part of the volunteer onboarding process, they build out a business model canvas for the organization ensuring that they have had the opportunity to learn social entrepreneurship using the same framework we teach the youth. They receive training on policies and procedures in topics of confidentiality, professional behavioral expectations, and mandatory reporting requirements. All volunteers are required to sign a Non-Disclosure Agreement (NDA) to protect participant privacy and confidential information. During programming hours, volunteers work under the direction of program staff and are never left alone with youth participants. Our staff provide ongoing supervision, regular check-ins, coaching, and feedback to ensure volunteers are supported, and that all interactions with youth participants remain safe, appropriate, and consistent with our organizational policies. Any concerns are addressed promptly through established supervisory procedures.

Many of our volunteers serve as guest speakers, mock interviewers, or speed mentors across our programs, which are one-off opportunities by invitation only, so the onboarding and training periods are brief, because most of them are familiar with our work.

- 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 space in-house as needed, with additional space donated. All of our program space is contributed by partners at no cost. Our offices and Teen Ambassadors training are at the Black Business Hub, 2352 S. Park Street, where we are a founding tenant. The incubator runs at The Spark in American Family Insurance's Innovation Space. Internship coursework is held at Madison College's Truax Campus and our Business of Giving Camp at South Campus, both provided in-kind under our MOU with the college. Internship placements take place at Internship Sponsor worksites across Madison, and Teen Money Mentors deliver workshops at the schools and community organizations that request them. These arrangements are in place and active.

Transportation. We provide transportation assistance to participants who need it, and we match Internship placements to youth by location where possible so travel is manageable.

Technology and equipment. All materials necessary for the classroom learning and business creation are provided to students. To support sales at Pitch & Launch events, pop-up markets, and the imPACTful Creations online storefront, we have the point-of-sale technology and equipment needed to process payments. If students need a computer to assist with their creation of the Pitch deck, we have laptops that we lend to them for the program duration.

Volunteers. Business coaches, guest speakers, Business Champions, Pitch & Launch judges, and financial education consultants from Summit Credit Union, Old National Bank, and Madison Investments contribute time throughout our programs. This network is established.

Staffing. Current staffing is sufficient to deliver the programming described in this proposal. Over the next 1-2 years we anticipate growing our team as we expand our alumni program and scale imPACTful Creations sales. This growth will be resourced through the partnership and revenue streams supporting those specific expansions.

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	CEOs of Tomorrow, Inc.
Mailing Address	2352 S Park St Ste. 324, Madison, WI 53713
Telephone	(608) 298-6949
FAX	N/A
Director	Tobias Briscoe, Co-Executive Director
Email Address	tbriscoe@ceosoftomorrow.org
Additional Contact	Lorena Guimaraens, Co-Executive Director
Email Address	lguimaraens@ceosoftomorrow.org
Legal Status	Private: Non-Profit
Federal EIN:	30-0941154

2. PROPOSED PROGRAMS		2027	If currently City funded	
Program Name:	Letter	Amount Requested	2026 Allocation	Joint/Multi Application - SELECT Y/N
These Teens Mean Busine\$\$ Employment Programs	A	\$96,552	\$82,000	No
Contact:	Tobias Briscoe, Co-Executive Director, tbriscoe@ceosoftomorrow.org			
	B			
Contact:				
	C			
Contact:				
	D			
Contact:				
	E			
Contact:				
TOTAL REQUEST		\$96,552		

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 cost

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 Percent	POVERTY Percent	R/POV** Percent
TOTAL		100%		100%			
GENDER							
MAN	3	50%	2	40%			
WOMAN	3	50%	2	40%			
NON-BINARY/GENDERQUEER		0%	1	20%			
PREFER NOT TO SAY		0%	0	0%			
TOTAL GENDER	6	100%	5	100%			
AGE							
LESS THAN 18 YRS	0	0%	0	0%			
18-59 YRS	6	100%	5	100%			
60 AND OLDER	0	0%	0	0%			
TOTAL AGE	6	100%	5	100%			
RACE							
WHITE/CAUCASIAN	3	50%	3	60%	80%	67%	16%
BLACK/AFRICAN AMERICAN	2	33%	1	20%	7%	15%	39%
ASIAN	1	17%	1	20%	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%	0	0%	3%	4%	26%
BALANCE/OTHER		0%	0	0%	1%	2%	28%
TOTAL RACE	6	100%	5	100%			
ETHNICITY							
HISPANIC OR LATINO	0	0%	2	40%	7%	9%	26%
NOT HISPANIC OR LATINO	6	100%	3	60%	93%	81%	74%
TOTAL ETHNICITY	6	100%	5	100%			
PERSONS WITH DISABILITIES	0	0%	0	0%			

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

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

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

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

Yes, we intentionally recruit Board and Staff members that represent the communities we serve.

7. AGENCY GOVERNING BODY

How many Board meetings were held in 2025

10

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

10

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

9

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

Name	Katie Krueger			
Home Address	4912 Spaanem Ave, Madison WI 53716			
Occupation	Lecturer			
Representing	Treasurer			
Term of Office	2 years minimum	From:	6/1/2024	To: 06/2026
Name	Noah Salata			
Home Address	1502 Williamston St, Madison WI 53703			
Occupation	VP of Philanthropy and Community			
Representing	President			
Term of Office	2 years minimum	From:	06/2024	To: 06/2026
Name	Stuart Hee			
Home Address	1209 Elizabeth Street, Madison WI 53703			
Occupation	Operations Director			
Representing	Vice Chair			
Term of Office	4 years	6/1/2022	mm/yyyy	To: 09/2026
Name	Jerreh Kujabi			
Home Address	2987 Providence Street, Sun Prairie, WI 53590			
Occupation	Network Engineer			
Representing	Secretary			
Term of Office	2 year minimum	From:	06/2025	To: 06/2027
Name	Therese Merkel-Hamadi			
Home Address	2121 E Lakeside St, Madison, WI 53715			
Occupation	Entrepreneur			
Representing	Member			
Term of Office	2 years minimum	From:	01/2026	To: 01/2028
Name	Nola Walker			
Home Address	728 State Street, Madison, WI 53706			
Occupation	Outreach and Partnerships Coordinator			
Representing	Member			
Term of Office	2 year minimum	From:	01/2026	To: 01/2028
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

AGENCY GOVERNING BODY cont.

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:

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mm/yyyy

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

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

REVENUE SOURCE	AGENCY 2027	PROGRAM A	PROGRAM B	PROGRAM C	PROGRAM D	PROGRAM E	NON APP PGMS
DANE CO HUMAN SVCS	20,000	20,000					0
UNITED WAY DANE CO	15,000	15,000					0
CITY CDD (This Application)	95,113	95,113					0
City CDD (Not this Application)							0
OTHER GOVT*							0
FUNDRAISING DONATIONS**	295,150	168,000					127,150
USER FEES	4,000	1,000					3,000
TOTAL REVENUE	429,263	299,113	0	0	0	0	130,150

*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.

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

[illegible]

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

	2027	2027	2027	2027	2027	2027	2027	2027	2027	2027	2027
Title of Staff Position*	Program A FTE**	Program B FTE**	Program C FTE**	Program D FTE**	Program E FTE**	Total FTE	Annualized Salary	Payroll Taxes and Fringe Benefits	Total Amount	Hourly Wage***	Amount Requested from the City of Madison
Co-Executive Director A	0.15					0.15	73,000	7,548	80,548	35.10	12,082
Co-Executive Director B	0.10					0.10	62,000	4,712	66,712	29.81	6,671
Youth Business Coach	0.20					0.20	52,000	3,952	55,952	25.00	11,190
Youth Employment Coach	0.40					0.40	52,000	3,952	55,952	25.00	22,381
Administrative Assistant	0.10					0.10	30,000	2,280	32,280	22.00	3,228
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
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						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
SUBTOTAL/TOTAL:	0.95	0.00	0.00	0.00	0.00	0.95	269000.00	22444.00	291444.00	136.90	55552.60

CONTINUE BELOW IF YOU NEED MORE ROOM FOR STAFF POSITIONS

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

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

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

Title of Staff Position*	2026 FTE**	2026 FTE**	2026 FTE**	2026 FTE**	2026 FTE**	2026 Total FTE	2026 Salary	2026 Taxes and	2026 Amount	2026 Wage***	2026 Requested
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
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						0.00			0	0.00	0
						0.00			0	0.00	0
TOTAL:	0.95	0.00	0.00	0.00	0.00	0.95	269000.00	22444.00	291444.00	136.90	55552.60

*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	These Teens Mean Busine\$\$ Employment Programs	PERSONNEL	55,552
		OTHER OPERATING	6,000
		SPACE	7,000
		SPECIAL COSTS	28,000
		TOTAL	96,552
B	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	0
C	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	0
D	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	0
E	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	0
TOTAL FOR ALL PROGRAMS			96,552