



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:	Common Wealth Development, Inc.	Total Amount Requested:	\$ 175,000
All program(s) connected to your organization:	Program Name: Youth Business Mentoring Program Amount Requested: \$ 80,000 Applicant Type: Single Agency Application Program Type: Youth Employment- Programs & Services List Program Partner(s) (if applicable):		
	Program Name: Wanda Fullmore Youth Internship Program Amount Requested: \$ 95,000.00 Applicant Type: Single Agency Application Program Type: Youth Employment- Wanda Fullmore Internship 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):		
	Program Name: _____ Amount Requested: \$ _____ Applicant Type: Choose an item. Program Type: Choose an item. List Program Partner(s) (if applicable):		
	If you are applying for more than four programs, please contact Dominic Davis Ddavis2@cityofmadison.com		
Contact Person for application (Joint Applications - Lead Org):	Justice Castañeda	Email: justice@cwd.org	

Organization Address:	1501 Williamson St, Madison, WI 53703	Telephone:	(608) 256-3527
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.

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

Common Wealth Development (CWD) is a neighborhood-based nonprofit community development organization founded in 1979 as a violence-prevention initiative, with a mission to support and preserve the vitality of neighborhoods in the Madison metropolitan area. Common Wealth advances this mission through three primary areas: developing and managing affordable housing, supporting small-business incubation, and providing workforce development rooted in racial justice and health equity. Across these areas, Common Wealth connects Madison residents with resources, opportunities, and support that strengthen household and neighborhood stability.

Common Wealth has provided workforce programming for youth and their families since 1991. Over more than three decades, its continuum of youth workforce programs has expanded in scope and rigor. Common Wealth's experience includes two-week pre-employment training followed by individual mentorship and job-placement assistance, implementation of a nine-week experiential-learning internship, a citywide Youth Advisory Board for MMSD students, and paid experiential-learning roles for young adults navigating postsecondary education. Common Wealth's youth workforce work began with a 1991 pilot developed with the Marquette neighborhood and Madison Metropolitan School District and has since expanded to serve youth across Madison and Dane County. The continuum provides progressively more advanced training, mentorship, paid work experience, civic engagement, and leadership opportunities.

- 2. 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.

Common Wealth Development (CWD) has provided workforce programming for Madison youth and their families since piloting the Youth Business Mentoring Program at East High School in 1991. CWD now works in partnership with the four comprehensive Madison Metropolitan School District high schools: East, West, La Follette, and Vel Phillips Memorial. With more than three decades of experience serving Madison and Dane County, CWD has developed a continuum of programs that responds to youth at different stages of workforce and leadership development. The continuum supports young people's entry into the workforce through structured training, paid work experience, mentorship, and continued learning opportunities. Since the programs began, Common Wealth has prioritized serving youth from across the community, particularly youth from historically marginalized communities. CWD carries out this work by improving access to resources, supporting personal and professional development, connecting participants with employment and financial-education resources, and providing support for youth and their families.

Common Wealth Development's Youth Workforce Development programs offer multiple entry points into a continuum of opportunities, each designed to respond to participants' experience, goals, and stage of development. The programs help youth develop foundational skills they can build on as they enter the workforce and move into young adulthood. Common Wealth has continued developing this work in Madison and Dane County by piloting new programs, revising

existing models, and identifying gaps in available services. In partnership with community organizations and public-system partners, this work has produced a portfolio of youth and adult workforce programs. Through its community partnerships, affordable-housing work, and neighborhood presence, Common Wealth is positioned to connect directly with youth who face significant barriers to employment.

Outlined here are the youth and adult workforce programs within Common Wealth's portfolio along with a brief description and inception date.

Youth Workforce Development

Youth Business Mentoring Program (YBMP)

Common Wealth piloted YBMP at East High School in 1991 and later expanded it to all four comprehensive MMSD high schools: East, West, La Follette, and Vel Phillips Memorial. Common Wealth has operated the program since then, offering one training session per semester at each school. YBMP provides students ages 14–18 with two weeks of foundational pre-employment instruction in communication, teamwork, resume development, financial literacy, customer service, interviewing, labor laws, and goal-setting. After completing the training, students earn a \$100 stipend and are paired with a Common Wealth staff mentor who provides individual support during the job-placement phase. Mentors help students identify appropriate employment opportunities, assist with applications and interviews, and provide support during the first four months of employment. Employment opportunities vary according to students' interests, age and position restrictions, transportation needs, and other considerations. Common Wealth has worked with the local business community to identify and develop employment opportunities since 1991 and maintains an established network of employer contacts.

Wanda Fullmore Youth Internship Program (WFYIP)

Established in 2014 and facilitated by Common Wealth Development since 2015, WFYIP serves approximately 30 youth ages 14–18 through a nine-week paid summer internship. The program is open to youth who are enrolled in an MMSD school or reside in the City of Madison. WFYIP helps participants develop professional, communication, teamwork, and critical-thinking skills; learn about the City of Madison as a municipal institution and employer; and apply their learning in hands-on placements. Interns complete placements within City departments and divisions or participate in the Civic Engagement and Leadership placement facilitated by Common Wealth. The program also includes an urban-planning capstone through which interns learn about urban planning and the processes that shape development in Madison. Interns research and analyze an applied planning site or development question, develop recommendations, and present a final proposal at the conclusion of the internship.

Youth Advisory Board (YAB)

Common Wealth piloted the Youth Advisory Board in 2021 and has facilitated it annually since then. YAB employs approximately 15 MMSD students ages 16–18 to study the historical, theoretical, and institutional forces that shape a selected public issue. Board members meet with community leaders, public officials, practitioners, and academics to examine how the issue appears in Madison and how public agencies and community organizations are responding. YAB follows the school-year calendar. From September through January, students study the issue selected by the board, such as the politics of immigration or the history of policing. From February through June, they apply that learning to a public-facing deliverable that communicates their analysis to a broader audience. Students are paid for all time associated with the board and are hired through Common Wealth's payroll system.

Experiential Learning and Leadership Academy (ELLA)

Common Wealth established ELLA in 2019 and has continued refining the framework as it has become more formalized. ELLA provides paid experiential-learning roles for young adults navigating postsecondary education and early career development. Participants work within one of Common Wealth's program areas while participating in peer learning and

a professional seminar series. ELLA includes recent high school graduate, undergraduate, and graduate-student tracks. Recent high school graduates who completed a Common Wealth Youth Workforce Development program may join ELLA as they navigate the transition after high school, develop postsecondary plans, and continue working with Common Wealth staff. Undergraduate and graduate students may work within Housing Operations, Development Operations, Administration and Finance, Adult Workforce Development, or Youth Workforce Development, gaining experience in Common Wealth's operations and community-based work. The professional seminar series addresses community development, organizational leadership, budgeting, and decision-making. ELLA participants are hired as paid staff and fill defined organizational roles each semester.

Adult Workforce Development

Job Shop

Job Shop was established around 2015 as part of the Southwest Partnership Initiative. It is a weekly drop-in program hosted at the Meadowood Neighborhood Center and staffed by representatives from partner organizations. Each Wednesday from 9:00 a.m. to 12:00 p.m., Job Shop brings together staff from Common Wealth, Dane County Joining Forces for Families, Children's Wisconsin, ECI, RISE, UW Lit Lab, and other participating agencies. Community members can meet with several service providers in one location, enroll in programs or services, receive resume and job-search assistance, obtain referrals to other services and organizations, and address other immediate service needs.

WorkUp! Academy

Piloted in 2024, WorkUp! Academy provides Meadowood-area adults preparing to reenter the workforce with structured training, case-management support, and a completion stipend. The eight-module series focuses on transferable skills across industries and career pathways, including communication, teamwork, conflict resolution, basic digital literacy, self-awareness, self-care, interviewing, and giving and receiving feedback. Participants can earn up to \$300 upon completion. Participants who complete WorkUp! Academy become eligible for a Southwest Transitional Employment Program placement, allowing them to apply their learning and continue progressing toward stable employment.

Southwest Transitional Employment Program (STEP)

STEP was established in 2011 through relationships developed by residents and service providers working in the Meadowood neighborhood. The program provides transitional employment through which Common Wealth hires and pays participants while they complete temporary assignments with community organizations for up to 100 hours. This model provides immediate earned income, comprehensive case-management support, and dual mentorship while helping participants continue developing workforce skills, strengthen their resumes, and build professional references.

- 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."

During the past two years, Common Wealth experienced several leadership transitions, including the retirement of the Director of Operations and unanticipated turnover in Youth Workforce Development leadership. Although some transitions were planned and others were not, these changes did not prevent Common Wealth from operating the proposed programs or maintaining services for participating youth. Common Wealth prioritizes staff retention but cannot anticipate every personal or external circumstance that may lead to turnover. Its leadership structure, documented program practices, and institutional knowledge help maintain continuity of services during staff transitions.

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."

The primary anticipated staffing change during the next two years is routine turnover among entry-level program staff. With more than 30 years of youth-program experience, Common Wealth has developed internal hiring, onboarding, supervision, and documentation practices that allow the organization to plan for personnel changes, recruit and onboard new staff, and reduce the risk of disruption to program delivery and continuity.

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.).

All Common Wealth Development staff complete training in four organization-wide competency areas: trauma-informed care, fair housing, Mental Health First Aid, and implicit bias. Staff also complete role-specific training based on their responsibilities and program area. Professional development may include assigned readings, in-person or virtual workshops, and self-paced courses or certifications. Administrative staff track completion of the four organization-wide training areas, register staff for available sessions, and notify leadership when additional training must be arranged.

Youth Workforce Development staff begin an internally developed pedagogy and facilitation training plan shortly after they are hired. The training establishes a shared approach to youth learning environments and a pedagogical framework used consistently across Youth Workforce Development programs. Staff also complete training in case management and mentoring practices, workforce trends, mandated reporting, and additional areas based on their responsibilities, interests, and identified skill needs. Recent and ongoing topics include trauma-informed practices, motivational interviewing, language access, and language-justice principles. Common Wealth supports staff development by helping employees identify appropriate training and developing professional-development plans informed by regular performance evaluations and the needs of program participants, families, and the community.

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.

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Part 2 - Program Narrative Form

Program Name:	Youth Business Mentoring Program	Total Amount Requested for this Program:	\$ 80,000.00
Legal Name of Organization:	Common Wealth Development, Inc.	Total amount Requested for Lead/Single Applicant	\$ 80,000.00
Legal Name of Partner(s) (Joint/Multi-Agency Applicants only):		Total Amount Requested for Partner 1:	\$
		Total Amount Requested for Partner 2:	\$
		Total Amount Requested for Partner 3*:	\$
Program Contact: Lead Organization Contact	Justice Castañeda	Email:	justice@cwd.org
		Phone:	(608) 256-3527
Program Type: Select ONE Program Type for this form.			
☒ Youth Employment- Programs and Services ☐ Youth Employment- Wanda Fullmore Internship ☐ Young Adult Employment- Programs and Services ☐ Adult Employment- Programs and Services ☐ Southwest Madison Employment Center Operator PLEASE NOTE: Separate applications are required for each distinct/stand-alone program. Programs are considered distinct/stand-alone if the participants, staff and program schedule are separate from other programs, rather than an activity or pull-out group.			

1. PROGRAM OVERVIEW

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

The Youth Business Mentoring Program (YBMP) addresses two interconnected crises facing youth ages 14–18 in the City of Madison: stark economic disparities in early workforce entry and a critical lack of structured, supportive adult mentorship during key life transitions.

High school students in Madison are balancing increasingly complex demands, including academic demands, post-secondary planning, and significant obligations to their families or households. Without early access to paid work experience, interpersonal skills training, and adult career coaching, low-income youth and youth of color face systemic barriers that prevent them from successfully transitioning into the local labor market or post-secondary education.

YBMP bridges this gap through a three-part model:

- Workforce readiness through explicit instruction in professional communication, financial literacy, resume development, and workplace expectations.
- Direct job placement connections to employer host sites, removing friction and delay in the job-search process.
- Supportive mentorship by pairing participants with trusted adult mentors who offer ongoing encouragement, accountability, and guidance as youth navigate workplace norms and changing responsibilities.

YBMP is directly informed by local community data and regional labor market profiles. While Dane County displays strong overall economic indicators, United Way of Dane County 2025 Community Level Data highlight significant racial and socioeconomic inequalities. More than 10% of Dane County residents experience poverty, with child poverty rates significantly higher among Black (33.8%) and Latine (21.8%) households compared with white households (3.2%). Early workforce exposure is a proven catalyst for breaking intergenerational poverty cycles and building household financial stability. Findings from the Dane County Youth Assessment (DCYA) indicate that youth across Madison report rising levels of stress surrounding their future plans, financial security, and mental health. The DCYA identifies nonfamilial adult mentors and community connections as important protective factors that help youth build resilience and navigate life transitions.

Wisconsin Department of Workforce Development (DWD) profiles show that while Dane County maintains a low unemployment rate of about 2.5%, youth unemployment and underemployment remain disproportionately high, particularly for teens seeking their first formal job. Madison employers need a skilled and reliable entry-level workforce, with strong “human skills” (punctuality, adaptability, problem-solving, and team collaboration). YBMP directly prepares Madison teens to meet these local employer needs, turning regional labor market demand into immediate economic opportunity for local youth.

YBMP is informed by and responsive to local data and direct youth feedback, ensuring that Madison teens receive accurate and applicable training and employment opportunities that support long-term success and upward mobility.

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

The Youth Business Mentoring Program (YBMP) aims to help youth develop workforce readiness skills and advance toward their personal, educational and professional goals. YBMP supports youth ages 14 – 18 from across Madison and Dane County in developing their skills and entering the workforce with the guidance of an adult mentor. YBMP was designed specifically to address the needs of Madison youth and aligns with the scope, priorities, and outcomes outlined in the RFP guidelines. After graduating from the two-week pre-employment training, students work with their mentor to secure a job placement, expanding their access to employment opportunities and workforce connections. YBMP meets students where they are, reducing barriers to program access. The program is facilitated directly at the schools, offers a stipend for completing training, and prioritizes working with youth who are navigating barriers to employment. Through training and job placement, students explore their professional goals and learn more about career pathways aligned with their interests. Students reflect on their long-term plans, the life they hope to build, and the careers that interest them. After learning more about careers that interest them, students consider whether those careers align with their long-term personal and professional goals. Through the two-week pre-employment training, students develop their skills and then apply that learning during their job placement, ensuring they have ongoing support from their mentor as they retain employment for at least four months. YBMP was designed to support students as they develop their skills, establish goals, and enter the workforce in a supported and healthy way.

- 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.

Common Wealth Development proposes to continue implementing the Youth Business Mentoring Program (YBMP), a comprehensive youth workforce development initiative designed to support Madison youth through pre-employment skill development, financial literacy education, applied learning opportunities, adult mentorship, and job-placement assistance. YBMP supports Madison and Dane County youth ages 14 – 18 who are navigating barriers to employment. Students whose families qualify as low-income, who have had contact with the juvenile justice system, or who reside in an under-resourced neighborhood will be prioritized for participation in the program.

YBMP has operated since 1991 and, as our flagship youth employment program, serves as the core curriculum for all our other youth employment programs. YBMP provides the foundational training on which later training builds as a young person progresses through our programming. YBMP provides the foundational skill set, and subsequent programs increase in rigor as students progress through the continuum of programs.

Common Wealth offers eight training sessions per school year, one per semester onsite at Madison East, Madison West, Vel Phillips Memorial, and La Follette High schools. Youth participating in YBMP engage with pre-employment training sessions designed to develop the technical and interpersonal skills needed to succeed at their first part-time job. Youth learn about and practice their communication skills, conflict resolution strategies, effective customer service practices, and workplace practices such as timeliness, responding to feedback, and maintaining strong work performance all in a supportive environment. Youth are exposed to various guest speakers and volunteers from around the Madison-area. Each of these opportunities is an exercise for youth to engage with

members of their community, practice the skills they have been learning during the program while growing their network, and get feedback about ways to continue their growth and development. In total, youth have access to 18.5 hours of instruction and support during the orientation and training portions of YBMP, before moving into the job placement process. The extensive time youth spend with program staff ensures they have had the opportunity to develop trusting relationships with Common Wealth staff, which will aid in the latter portion of one-on-one mentorship and support.

YBMP graduates earn a \$100.00 stipend upon program completion, in recognition of the work they invested in their learning and growth. Offering a training stipend to the youth aligns YBMP with Best Practices for Youth Employment Programs effective practice principle eight of providing financial incentives (Collura, 2010). YBMP supports youth in developing and demonstrating appropriate workplace behaviors, gaining private sector employment, retaining employment for at least four months or for the duration of a seasonal job placement, developing financial literacy skills, and pursuing personal goals with the help of a supportive mentor. It's imperative that they are compensated for their work, for the time they invested in developing their skills, and to begin to develop an awareness of the financial incentives and positive consequences related to working.

Upon completion of the training portion of YBMP, youth work individually with their mentor to determine the appropriate next steps based on that student's goals. Some youth opt to wait for a period before seeking employment, while others are ready to start applying as soon as they've completed the training, and on either timeline receive regular contact and support from their mentor. Their mentor assesses appropriate options for their specific circumstances, including transportation and location needs, the type and size of businesses of interest to the youth, available rates of pay and schedule options, and opportunities for growth within the company. Staff will present the job opportunity to the youth and assist them in completing the application, scheduling and practicing for the interview, and conducting any follow-up communication before being hired. After the youth begins working at their job, their mentor sets a schedule of regular check-ins at a frequency and in a format that works for that student. This mentorship will continue for four months, to ensure that the youth is supported in the transition of entering the workforce and the job placement is a good fit for them. The mentor also completes regular check-ins with their work supervisor to ensure the employer feels supported and that the youth is demonstrating appropriate workplace behaviors. Common Wealth's comprehensive model of consistent communication ensures a successful job placement for both the youth and the employer. Upon reaching their fourth month anniversary at their job, their mentor schedules a one-on-one exit meeting to complete the exit materials before formally exiting them from the program.

2. POPULATION SERVED

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

The Youth Business Mentoring Program (YBMP) serves Madison-area youth between the ages of 14 – 18 as they develop their pre-employment and financial literacy skills, build confidence, and successfully complete a job placement. YBMP prioritizes youth who face significant barriers to employment, including youth experiencing homelessness; youth who are pregnant or parenting; youth who live in under-resourced neighborhoods; youth from low-income households; and youth involved with the foster care or juvenile justice systems. Youth from historically marginalized and oppressed communities and youth referred by partner organizations are also prioritized for selection. This prioritization helps ensure that youth with the greatest need can access the information and resources that will support their immediate and long-term success.

Participant feedback plays a vital role in the design, development, and implementation of YBMP. Program participants are interviewed immediately after the two-week training to provide feedback on their experience. Students identify changes that facilitators and staff should consider for future training sessions, including changes to activity formats, program logistics, facilitation style, and any other opportunities for change to better support their learning and experience. Participants complete an anonymous survey and a post-training interview through which staff receive immediate feedback on the relevance of program topics, guest speakers, program format, and facilitation efficacy. Student feedback is included, alongside staff input, in each YBMP training sessions after-action report, a detailed evaluation tool that reviews overall program reflections, daily lesson insights, and poses recommendations for consideration for future sessions. These reports are reviewed by organizational leadership and support ongoing iterative documentation of program efficacy that centers participant feedback and student voice in how the program evolves and adjusts over time.

During the job-placement portion of the program, mentors check in regularly with students to discuss their experiences and support needs and to gather additional feedback about the work environment and supervision. Staff document these reflections to inform future placement decisions and track each participant's support needs throughout the placement phase.

After a student completes a four-month employment placement or a seasonal job, mentors conduct an exit interview to discuss the student's experience and feedback on the program as a whole. The conversation addresses the student's response to the two-week training, whether the training content was immediately applicable during the job placement, what content the student retained, any topics that arose during the placement that should be covered or expanded during the training, and the student's experience working with a Common Wealth staff mentor. The one-on-one interview and exit survey allow students to provide feedback in multiple formats. Staff use that feedback to guide program design, ongoing development, and implementation.

Finally, staff gather guardian input through a survey and phone call after the student completes the program. This ensures that the student's family can provide feedback on how the program and mentor supported the student. The survey also asks about any additional support or resource needs the student or family may have so that staff can make referrals and connections before the student exits the program.

Firsthand feedback from participants and their families is vital to effective program design and the use of best practices in youth employment programming. Evaluation and design methods that consider participants' experiences and perspectives help YBMP remain adaptive and responsive to the youth it serves.

- 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	27	37%
Black/African American	29	40%
Asian	8	11%
American Indian/Alaskan Native	1	1%
Native Hawaiian/Other Pacific Islander	0	0%
Multi-Racial	3	4%
Balance/Other	5	7%
Total:	73	
Ethnicity		
Hispanic or Latino	20	27%
Not Hispanic or Latino	53	73%
Total:	73	
Gender		
Man	21	29%
Woman	52	71%
Non-binary/GenderQueer	0	0%
Prefer Not to Say	0	0%
Total:	73	

Comments (optional):

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

To ensure that non-English-speaking youth and families have equitable access to the Youth Business Mentoring Program (YBMP) and related services, Common Wealth's primary strategy is to recruit, hire, and retain bilingual staff. Staff who can facilitate lessons and activities and provide mentorship and family support in the student's or family's primary language are critical to effective service delivery. All core program documents, including recruitment flyers, intake forms, training materials, and activity instructions, are translated and prepared for student and staff use. This helps align program facilitation and materials with the languages used by participating students and families. Additionally, all staff participate in ongoing training in trauma-informed care and implicit bias so that the team can adapt to the needs of the community. This bilingual capacity helps students and families receive program information, instruction, mentorship, and support in the languages they use.

- 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.

YBMP recruitment occurs both virtually and in person at the school where each training session will take place. Two weeks before each program session, Common Wealth staff share information about the training and application deadline with neighborhood center staff, school staff, social workers, the Dane County Youth Resource Network Listserv, Dane County Neighborhood Intervention Program staff, Common Wealth's Housing Operations and Adult Workforce Development programs, and other community contacts. This outreach builds community awareness and generates referrals from partner organizations. Common Wealth also sends flyers to youth who previously applied to YBMP but could not be accepted because the program had reached capacity. Staff set up an information table at the school during lunch to connect with students, explain the program, and provide applications to those who may be interested. This direct lunchtime recruitment allows students to receive program information and speak with staff immediately. Participants also learn about the program through word-of-mouth referrals from previous participants and their families. Through its partnerships and community connections with school support staff, counselors, and teachers, Common Wealth identifies students who are seeking employment and connects them with YBMP's structured training and support.

Youth interested in participating must submit a Youth Application and a Guardian Application and complete an intake with staff. After applications are submitted, staff conduct one-on-one intakes to learn more about each youth's goals and interests. During the intake, the youth also completes a pre-program quiz assessing their existing knowledge of the program content. Staff assess the need for additional referrals or resources during this initial meeting. Applications are accepted until the week before training begins, and staff call selected youth and their guardians to notify them of acceptance. Each training session has a capacity of approximately 12 participants. This limited size allows staff to get to know students individually, develop strong rapport, provide individualized feedback, and give each student room to practice the skills they are learning. Training facilitators first screen applications for completeness and then apply the program's priority criteria. Program spots are offered first to youth from historically marginalized communities and youth who face significant barriers to employment, including homelessness, pregnancy or parenthood, residence in an under-resourced neighborhood, low household income, or involvement with the foster care or juvenile justice systems. Youth who are not initially offered a spot are placed on a waitlist in case an initially selected participant declines.

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?

Youth participating in the Youth Business Mentoring Program (YBMP) may face barriers including limited access to transportation, schedule conflicts, language barriers, and responsibilities at home, among others. YBMP is designed to reduce these barriers and provide support responsive to students' circumstances. The

program is offered at East, West, La Follette, and Vel Phillips Memorial high schools immediately after the school day, Monday through Friday for two weeks. Holding the program at each school allows students to access it at a location they already attend. Students can move directly from the school day into the program, and the two-week schedule minimizes disruption to their other responsibilities. Bringing the program directly to students reduces logistical barriers that might otherwise prevent participation. Common Wealth also prioritizes hiring staff who are bilingual in Spanish and English or Hmong and English so that program staff can deliver lessons and provide direct support to students and families. Common Wealth designs its programs to reflect the needs of the people being served. Ensuring that staff are fluent in languages spoken by MMSD students and their families is therefore imperative. Some YBMP applicants report that they seek employment to contribute to household expenses. Supporting students during the training and job-placement portions of YBMP with attention to the responsibilities and economic pressures they face is crucial to ensuring that the program responds to their circumstances. Kids Forward's Race to Equity 10-Year Report: Dane County documents the disproportionate economic pressure experienced by Black youth compared with their White peers. Economic pressure can delay postsecondary education plans and affect young people's long-term well-being. The report states that, in 2021, 38.1 percent of Black youth used their earned income to support family needs, compared with 9.4 percent of their White peers. YBMP staff embed relationship-building and needs assessment into recruitment, onboarding, and intake. This allows staff to develop an in-depth understanding of each student's circumstances, priorities, barriers, and needs and tailor mentorship and program delivery accordingly.

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).

The Youth Business Mentoring Program (YBMP), as discussed elsewhere in this proposal, incorporates relationship building and prioritizes development of rapport through the recruitment processes. Program materials are shared with community partners and networks, directly with students and families, and shared widely with the greater community as well. Recruitment processes are grounded in community-centered outreach and utilize neighborhood-based methods. All program materials and applications are fully translated to provide equitable access to the information and lunchtime recruitment is conducted at school sites across MMSD.

Following the recruitment process, students are notified of selection, and each student meets one-on-one with a Common Wealth facilitation team staff member to complete a one-on-one intake meeting. These meetings are conversational and provide an opportunity for staff to connect with interns individually about their goals, interests, and questions about the program. Through this conversation, staff gain insight into students' learning and support needs, what they hope to accomplish or gain through the program, and their goals for entering the workforce. This intake conversation is a critical early step that supports staff cultivation of relationships with students and deepens rapport ahead of the program starting. Intake meetings are documented for ongoing referrals and so the entire facilitation team has access to the information and can provide seamless support.

Enrolling and engaging with interns prior to the program starting through recruitment, applications, selections, and intakes an important process to welcome students into the program and develop a strong foundation for the upcoming training opportunity. Throughout each of these stages, communication to interns and families is conducted in their primary language by bilingual Common Wealth staff and utilizes their preferred communication method. Students begin receiving coaching and mentorship when they are selected for the program, providing continuous and responsive guidance through each stage of the program and beyond.

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.,).

Youth Business Mentoring Program (YBMP) activities begin with intentional relationship-building during recruitment and intake before the two-week pre-employment training. Following the recruitment procedures outlined elsewhere in this proposal, staff meet one-on-one with students to complete an intake. During the intake, staff learn more about each student's interests, goals, and reasons for applying to the program. In turn, students have an opportunity to get to know the program staff, ask detailed questions about the program, and review

expectations for the two-week training. The intake addresses each student's support and learning needs and goals for training and establishes a foundation that staff continue to build on during and after training.

During the first week of YBMP training, staff begin with an introduction to Common Wealth, an overview of YBMP, and a goal-setting exercise. Students learn about first impressions, the basics of networking, and how their social media presence may shape the impression they make on prospective employers and professional contacts. The curriculum then covers resumes, cover letters, job applications, references, and hiring biases. Students create a resume or update an existing draft and identify at least three adults in their lives who could serve as references. Staff then facilitate lessons on effective email, voicemail, and in-person communication. Students work through specific scenarios during the program. They also learn about labor history in Wisconsin and their employment rights, with specific emphasis on the rights of minors at work. To conclude the first week, students take a field trip to Chocolate Shoppe, a long-standing community partner, where they observe a workplace firsthand and learn and practice effective customer-service skills. Many students are likely to begin their working lives in customer-service positions, and the field trip gives them time to practice these skills and receive feedback in a workplace setting.

During the second week of YBMP, students hear from a guest speaker from Summit Credit Union, another community partner. The speaker explains differences among financial institutions, introduces foundational financial habits and saving practices, reviews credit and credit scores, and answers student questions. Afterward, staff lead a hands-on exercise connecting students' long-term goals to the saving and budgeting practices covered in the lesson. Students consider the financial steps needed to pursue their immediate and long-term goals. They then learn strategies for answering common interview questions and practice developing complete responses with peers and staff. YBMP concludes with a mock interview conducted by a community volunteer, allowing students to practice their skills and receive immediate feedback on their interview performance. On the final day, students review program content, are assigned a Common Wealth mentor, and complete the training portion of YBMP.

The two-week training portion of YBMP provides students with 17.5 hours of instruction, preceded by a one-hour intake with staff and followed by a one-hour post-training meeting. During the post-training meeting, students complete feedback and evaluation materials through which they reflect on their training experience, the topics covered, program delivery and facilitation, and their overall assessment of the session. Students receive their \$100 stipend at the post-training meeting and begin working through their goals and next steps with their mentor.

Following the two-week training session, students are assigned a Common Wealth mentor. Each student works with the mentor to determine their next steps for the job-placement portion of the program. Together, they establish a check-in schedule and determine whether the student is ready to begin applying for jobs immediately or prefers to wait. If the student chooses to wait, the mentor checks in regularly to see how the student is doing, ensure they have what they need, and connect them with other support as needed. When a student is ready to apply, the mentor works one-on-one with them to identify positions that fit the student's geographic, transportation, and pay requirements and, ideally, provide opportunities for continued training or growth beyond the first four months. Common Wealth staff draw on employer and business-community connections to identify an appropriate job placement. The Common Wealth mentor supports the student in preparing application materials, navigating the interview process, and completing necessary follow-up communication. Upon hire, the mentor helps the student secure a work permit, if applicable, and prepare for the first day of work. Mentors continue to check in regularly after students begin working to support a healthy transition, address emerging needs, and help students reflect on their continued skill development. Staff also contact the student's workplace supervisor at least monthly to learn how the student is doing at work. Mentors gather feedback about the student's work performance, skills or tasks they are still developing, and any other information the employer wishes to share. During coaching and check-ins, mentors share what the employer reports that the student is doing well, reinforce identified areas for growth, and provide additional training and guidance as the student establishes themselves in the work environment. This dual-mentorship model provides comprehensive feedback and continuing support from both the Common Wealth mentor and employer.

After a student has worked for four months or successfully completed a seasonal position, the mentor schedules an exit meeting to review the student's overall program experience. During the one-on-one exit interview, students provide feedback on the two-week training, how well the training applied to their workplace experience, and their job placement. Mentors ask students how they could have provided stronger support, what program materials could be adapted to better support the transition into the workforce, and what other changes students recommend based on how the program affected them. Students also complete an anonymous exit survey through which they can provide additional feedback on training, job placements, support, communication, and their overall program experience. Staff also contact guardians and employers to assess their experiences with the program. Guardians receive a survey inviting them to provide feedback on their experience, how the program supported the student's growth, and opportunities for improvement.

- 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?

Common Wealth Development is prepared to serve students who live in the priority equity areas by using Common Wealth’s comprehensive recruitment process and district-wide program sessions to reach students across Madison. Although Common Wealth’s primary office, located in the Marquette neighborhood near O’Keeffe Middle School, is not within an equity priority area, it is centrally located among the four comprehensive high schools and MMSD’s innovative and alternative high schools. Common Wealth’s southwest office, located in the Meadowood neighborhood near the Meadowood Neighborhood Center, is within a core priority area. Common Wealth’s recruitment efforts prioritize selecting and supporting students who live in under-resourced neighborhoods, giving students with the greatest need access to the support offered through Common Wealth’s programs. YBMP participant data from 2024 and 2025 indicate that participants lived throughout the city, with many residing in core priority areas. Common Wealth’s district-wide approach and school-based programming ensure that the program reduces access barriers and reaches students where they are. Offering YBMP at high school sites brings the program to students and reduces transportation barriers. During the mentorship process following the two-week training, Common Wealth staff continue to meet students at school while school is in session or at an accessible neighborhood location identified by the student.

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

Table 1:

PROGRAM LOCATION(s):		
Day of the Week	Start Time	End Time
Monday	3:30 PM	5:30 PM
	Program start time is immediately following school conclusion, typically closer to 3:45pm.	
Tuesday	3:30 PM	5:30 PM
	Program start time is immediately following school conclusion, typically closer to 3:45pm.	

Wednesday	3:30 PM	5:30 PM
	Program start time is immediately following school conclusion, typically closer to 3:45pm.	
Thursday	3:30 PM	5:30 PM
	Program start time is immediately following school conclusion, typically closer to 3:45pm.	
Friday	3:30 PM	5:30 PM
	Program start time is immediately following school conclusion, typically closer to 3:45pm.	
Saturday	Choose an item.	Choose an item.
Sunday	Choose an item.	Choose an item.

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

Table 2: (Optional/if needed)

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

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

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

To clarify, in Table 1, Common Wealth's program schedule is consistent across all site locations which include Madison East High school, Madison West High school, LaFollette High school, and Vel Phillips Memorial High school.

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.

Common Wealth's Youth Business Mentoring Program (YBMP) was designed with the lived experiences, priorities, and recommendations of youth and their families at its center. Staff analyze participant feedback and exit data after each two-week training session, after the job-placement phase, and at the conclusion of the school year. Through this review, staff document and discuss recurring insights, themes, and recommendations. This ongoing review process incorporates student voice and firsthand perspectives into decisions about how the program develops and adapts to the youth it serves. Student recommendations to expand specific topics, include more hands-on activities, or extend instructional time are considered during annual program-review sessions. During these sessions, the team discusses themes across schools and training sessions before piloting program adaptations. Informal feedback gathered during the program, exit interviews, post-training and exit-survey data, and guardian feedback directly inform the ongoing development, implementation, and assessment of YBMP.

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

The Youth Business Mentoring Program (YBMP) was established through partnerships with neighborhood residents and local system partners in 1991 and continues to be informed by consultation with neighborhood residents, community organizations, and local businesses. This consultation helps ensure that the program aligns with community priorities and local economic opportunities. Engagement with youth participants and families, who are members of the communities served, is a crucial component of program development, implementation, and ongoing assessment. Employer feedback gathered during monthly check-ins helps identify entry-level skill gaps, allowing staff to align the job-readiness curriculum and activities with the hiring needs and priorities of local employers. Long-term relationships with other local youth-serving agencies help identify opportunities for collaboration and overlapping services so that YBMP can address gaps and fit within the broader network of youth services. Staff document and review feedback from community stakeholders, incorporating community engagement into each stage of program implementation and review and helping YBMP respond to the needs of local youth, families, and the surrounding community.

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

Note:

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

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
Madison Metropolitan School District	School site access after school, room reservation support, and some	Varied across school sites. Andy Deremo	Yes

	support with sharing recruitment materials internally.	for room reservations.	
Summit Credit Union	Financial literacy guest speaker at each session.	Hannah Altweg	Yes
Chocolate Shoppe Ice Cream	Customer service and workplace skills guest speaker. Field trip site host for each session.	Kaleb Lawrence	Yes
Dane County Department Human Services	Program partner, recruitment support.	Andre Johnson	Signed contract partner yes, No MOU for this proposal specifically

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

How do these partnerships enhance this proposal?

These partnerships incorporate supports and expertise throughout the program phases and approaching the program from a collaborative stance. Working with MMSD to complete the recruitment process and reserve program space is central to facilitating a school-based program that reaches students across the site. Leveraging community connections to facilitate guest speaking spots increases student connections to local supports, provides an opportunity for youth to hear from experts outside of the Common Wealth team, and ask specific questions of them to deepen their learning. Common Wealth approaches all initiatives from a collaborative and community-based approach, and these partnerships enhance the service and support we're able to offer Madison youth.

What are the decision-making agreements with each partner?

Common Wealth makes all program-related decisions but works with each partner to make scheduling or logistical decisions jointly to work well for both the program and the students participating.

- 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?

Through the Youth Business Mentoring Program (YBMP), youth receive foundational professional-development training that covers the core competencies that support their entry into the workforce. YBMP pairs youth with supportive adult mentors during training and through job placement. After completing the two-week training, participants earn a \$100 stipend in recognition of the time and effort they invest in developing their skills. From intake through completion of the job placement, Common Wealth staff work to develop a fuller understanding of each student's circumstances, assess referral needs, connect families with additional support, and identify resources based on the student's needs. Support may include internal referrals to Common Wealth's Housing Operations team, connections to community programs that provide rental assistance, health and wellness resources, and other referrals based on a youth's or family's specific needs. Common Wealth draws on internal resources and its external partner network to comprehensively support students within Common Wealth's continuum of youth-serving programs.

In addition to the resources available to YBMP participants, Common Wealth has established a structured continuum of youth programs that supports the long-term development of Madison youth and guides participants through progressively more advanced levels of knowledge and skill development that build confidence, develop independence, and advance their postsecondary plans. Since YBMP was piloted at East High School in 1991, it has served as the foundation and entry point for this continuum, giving youth the foundational skills and experiences needed to enter the workforce. The continuum builds into more specialized and rigorous opportunities, including the Wanda Fullmore Youth Internship Program (WFYIP), the Youth Advisory Board (YAB), and the Experiential Learning and Leadership Academy (ELLA). Through Common Wealth’s partner network, and as staff relationships with participants extend through high school and beyond, staff can also identify additional programs and opportunities offered by partner and community organizations.

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.

Common Wealth measures YBMP outputs through its secure internal database and MIS/MOST, which staff use to track unduplicated participants, enrollment, attendance, program hours, and progress through the training and job-placement phases. Staff record each participant’s one-hour intake, attendance during the 18.5 hours of training, one-hour post-training meeting, and progress through job placement. Training completion is documented after the participant completes the two-week training and post-training meeting. Full program completion is documented after the participant retains employment for four months or successfully completes a seasonal placement and completes the exit process. At that point, the mentor schedules a one-on-one exit meeting during which the participant completes a post-program assessment, an anonymous feedback survey, and an in-depth exit interview. Staff use these materials to assess the knowledge participants retained, document their program experiences, and collect recommendations for improvement. Staff also send feedback surveys to the participant’s guardian and members of the participant’s care or support team. Common Wealth staff contact the participant’s employer to gather feedback on workplace performance and areas in which the participant can continue developing.

- B. Program Outcomes

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

Common Wealth tracks participant enrollment and program data through the MIS/MOST data system and our internal secure database. These data and data sources reflect student participation in the program, completion of training hours, and progression to the job placement portion 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 EXAMPLE Objective: 75% of program participants obtained an industry recognized certificate by end of program.				
Performance Standard	Targeted Percent	75%	Targeted Number	90 of 120 clients
	Actual Percent	78%	Actual Number	94 out of 120 clients
Measurement Tool(s) and Comments: Client exit survey				

Methodology: The primary measurement tool was an exit survey that used open-ended and multiple-choice prompts to allow participants to elaborate on their experiences. Surveys were distributed to all program participants at time of exit from services/at the point of program completion, surveys are voluntary and anonymous.

Outcome Objective #1: 100 Madison youth will participate in the Youth Business Mentoring Program

Performance Standard	Targeted Percent	85%	Targeted Number	85 of 100
	Actual Percent		Actual Number	

Measurement Tool(s) and Comments: MIS/MOST Data

Methodology: Youth will be enrolled in YBMP and this documentation will be tracked in MIS/MOST software.

Outcome Objective #2: 85% of youth will complete 18.5 hours of training.				
Performance Standard	Targeted Percent	85%	Targeted Number	85
	Actual Percent		Actual Number	
Measurement Tool(s) and Comments: MIS/MOST Data				
Methodology: Attendance tracking in MIS/MOST, completed by facilitation staff, tracks hours of training completed and will be reflected in the reports pulled from the system at program completion.				

Outcome Objective #3: 85% of youth connected with a job will successfully complete at least four months of employment or the full term of a seasonal position.				
Performance Standard	Targeted Percent	85%	Targeted Number	85
	Actual Percent		Actual Number	
Measurement Tool(s) and Comments: Job Placement Data				
Methodology: Common Wealth staff track students' job placement data and retention of that job through our secure internal software. Reports and data pulled from this system will reflect job placement and job retention data.				

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

- C. **Data Tracking:** What data tracking systems are in place or will be in place to capture the information needed to document demographics, program activities, outcome measures, and expenses?

Common Wealth staff use data-tracking systems to capture program activities, outcomes, participant information, and participant demographics for the Youth Business Mentoring Program (YBMP). Common Wealth's secure internal database tracks program dates and activities, participant progress through the training and job-placement components of YBMP, records of student and employer check-ins, participant information, and program outcome data. Staff also use MIS/MOST software to track participant demographics and attendance and monitor progress toward overall program outcome metrics. Together, these systems securely track youth progress and maintain the information needed for reference, reporting, and participant support during and after the program. Common Wealth's Administration and Finance team and the Youth Workforce program lead manage program expense tracking. Expenses are documented through internal accounting procedures and reported in updated financial statements that compare actual and budgeted expenses. The program lead, area director, and Finance Director regularly review budgets and actual expenses to ensure clarity and accuracy.

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)
Program Lead - Youth Workforce		0.90 FTE - Required training in trauma-informed care, pedagogy, implicit bias, fair	Primary office (1501 Williamson Street) and the four comprehensive high schools, Madison East, Madison

		housing, mental health first aid, and mandated reporting	West, LaFollette, and Memorial High schools.
Coordinator - Youth Workforce		0.65 FTE - Required training in trauma-informed care, pedagogy, implicit bias, fair housing, mental health first aid, and mandated reporting	Primary office (1501 Williamson Street) and the four comprehensive high schools, Madison East, Madison West, LaFollette, and Memorial High schools.
Coordinator - Youth Workforce		0.65 FTE - Required training in trauma-informed care, pedagogy, implicit bias, fair housing, mental health first aid, and mandated reporting	Primary office (1501 Williamson Street) and the four comprehensive high schools, Madison East, Madison West, LaFollette, and Memorial High schools.
Coordinator - Youth Workforce		1.00 FTE - Required training in trauma-informed care, pedagogy, implicit bias, fair housing, mental health first aid, and mandated reporting	Primary office (1501 Williamson Street) and the four comprehensive high schools, Madison East, Madison West, LaFollette, and Memorial High schools.
Coordinator - Youth Workforce		1.00 FTE - Required training in trauma-informed care, pedagogy, implicit bias, fair housing, mental health first aid, and mandated reporting	Primary office (1501 Williamson Street) and the four comprehensive high schools, Madison East, Madison West, LaFollette, and Memorial High schools.
Intern - Youth Workforce		0.53 FTE - Required training in trauma-informed care, pedagogy, implicit bias, fair housing, mental health first aid, and mandated reporting	Primary office (1501 Williamson Street) and the four comprehensive high schools, Madison East, Madison West, LaFollette, and Memorial High schools.
Intern - Youth Workforce		0.53 FTE - Required training in trauma-informed care, pedagogy, implicit bias, fair housing, mental health first aid, and mandated reporting	Primary office (1501 Williamson Street) and the four comprehensive high schools, Madison East, Madison West, LaFollette, and Memorial High schools.

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

Volunteers support the Youth Business Mentoring Program (YBMP) by serving as interviewers for the program's final mock-interview exercise. Staff maintain lists of individual volunteers and volunteer groups for outreach each semester. All volunteers undergo background checks when they sign up, regardless of prior participation. Volunteers who sign up as mock interviewers receive confirmation and details about their role immediately after submitting their application form, followed by additional information two weeks before the exercise. Volunteers also receive a copy of the questions, instructions for accessing the training, and procedures for the mock-interview exercise in advance, providing multiple points of communication. Volunteers are asked to arrive early for the mock-

interview session. At that time, each receives training on the exercise, its goals, the volunteer's role, and expectations for the student experience. Volunteers can ask questions and review the interview questions and feedback form before the exercise begins. During the session, volunteers interview students individually, ask the provided questions, and provide immediate feedback. YBMP facilitation staff remain in the training room with the students while Youth Workforce supervisory staff escort students from the primary training room to the interview space and remain at the open doorway throughout the interviews. This process continues until all students have completed the mock-interview exercise and received individual feedback on their interview performance. This direct supervision ensures that students remain with Common Wealth staff and that volunteers have access to staff support if questions arise during the capstone exercise.

- 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.

Common Wealth brings more than three decades of direct experience designing, implementing, and refining youth workforce development initiatives. This institutional knowledge provides the capacity to continue the work and tested strategies for addressing challenges specific to youth employment and mentorship. YBMP uses a curriculum refined through years of implementation and participant feedback. The curriculum integrates core workplace competencies, financial literacy, communication skills, interview preparation, and student-support and mentorship practices. Common Wealth's team includes staff with experience in program content, career coaching, youth pedagogy, and responsive mentorship practices. To maintain high-quality service delivery, staff complete ongoing training in trauma-informed care, positive youth development frameworks, implicit bias, Mental Health First Aid, cultural humility, and other relevant areas as needs arise. Staff also maintain technical knowledge of local labor-market trends, youth labor laws, and workplace practices, ensuring that the instruction provided to youth is accurate, relevant, and immediately applicable. Common Wealth recognizes that a young person's success is connected to household stability. YBMP draws on Common Wealth's broader internal services to give families access to additional assistance when needed. This may include referrals to Common Wealth's Housing Operations team, Adult Workforce Development, or other services as needs are identified. Common Wealth staff also maintain a network of local employers and business leaders across multiple industries. These long-standing relationships provide participants with direct access to workplace sites and post-training job-placement opportunities. Beyond its employer network, Common Wealth maintains formal and informal partnerships with organizations throughout the community. This external network provides additional sources of referrals, support, and long-term participant follow-up. Together, Common Wealth's operational experience, support model, and employer relationships provide the resources needed to help youth prepare for and enter the workforce.

7. BUDGET

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

Joint/Multi-Agency Applications

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

8. If applicable, please complete the following:

A. Disclosure of Conflict of Interest

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

B. Disclosure of Contract Failures, Litigations

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

APPLICATION FOR 2026 EMPLOYMENT AND CAREER DEVELOPMENT SERVICES PROGRAMS

1. ORGANIZATION CONTACT INFORMATION

Legal Name of Organization	Common Wealth Development
Mailing Address	1501 Williamson St., Madison, WI 53703
Telephone	608-256-3572
FAX	
Director	Justice Castañeda
Email Address	Justice@cwd.org
Additional Contact	Ashley Hoeft - Director of Economic Development
Email Address	Ashley.h@cwd.org
Legal Status	Private: Non-Profit
Federal EIN:	39-1323500

2. PROPOSED PROGRAMS

	2027		If currently City funded	
Program Name:	Letter	Amount Requested	2026 Allocation	Joint/Multi Application - SELECT Y/N
Wanda Fullmore Youth Internship	A	\$95,000	\$95,000	No
Contact:	Justice Castañeda Justice@cwd.org			
Youth Business Mentoring	B	\$80,000	\$70,000	No
Contact:	Justice Castañeda Justice@cwd.org			
	C			
Contact:				
	D			
Contact:				
	E			
Contact:				
TOTAL REQUEST		\$175,000		

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	6	100%	30	100%			
GENDER							
MAN	3	50%	10	33%			
WOMAN	3	50%	18	60%			
NON-BINARY/GENDERQUEER		0%	2	7%			
PREFER NOT TO SAY		0%		0%			
TOTAL GENDER	6	100%	30	100%			
AGE							
LESS THAN 18 YRS		0%		0%			
18-59 YRS	6	100%	30	100%			
60 AND OLDER		0%		0%			
TOTAL AGE	6	100%	30	100%			
RACE							
WHITE/CAUCASIAN	5	83%	13	43%	80%	67%	16%
BLACK/AFRICAN AMERICAN		0%	6	20%	7%	15%	39%
ASIAN		0%	3	10%	8%	11%	28%
AMERICAN INDIAN/ALASKAN NATIVE		0%		0%	<1%	<1%	32%
NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER		0%		0%	0%	0%	0%
MULTI-RACIAL		0%		0%	3%	4%	26%
BALANCE/OTHER	1	17%	8	27%	1%	2%	28%
TOTAL RACE	6	100%	30	100%			
ETHNICITY							
HISPANIC OR LATINO	1	17%	11	37%	7%	9%	26%
NOT HISPANIC OR LATINO	5	83%	19	63%	93%	81%	74%
TOTAL ETHNICITY	6	100%	30	100%			
PERSONS WITH DISABILITIES	0	0%	1	3%			

*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)

Common Wealth Development's staff reflects much of the racial and cultural diversity of the youth served through the proposed programs, although representation is uneven and the board does not yet reflect that diversity to the same degree. Across YBMP and WFYIP, approximately 39% of participants are Black, 22% are white, 9% are Asian, 25% are identified as Balance/Other, and 28% are Hispanic or Latino. Common Wealth's staff is 20% Black, 43% white, 10% Asian, 27% Balance/Other, and 37% Hispanic or Latino. The staff closely reflects participant representation in several categories and includes a substantially higher percentage of people of color than Madison's general population. At the same time, Black youth make up a larger share of program participants than Black employees, while white employees make up a larger share of staff than White program participants.

Common Wealth's board is currently 83% white and does not adequately reflect the racial diversity of participating youth and families. Addressing this gap is a board-development and organizational priority. Common Wealth's plan is to use demographic and lived-experience considerations in board recruitment and succession planning; expand candidate outreach through neighborhood, program-alumni, family, and community-partner networks; and regularly review whether board and staff composition reflects the people most

7. AGENCY GOVERNING BODY

How many Board meetings were held in 2025

4

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

4

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

6 to 18

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

Name	Connor Sabatino			
Home Address	1112 Spaight St. Madison, WI 53703			
Occupation	Attorney			
Representing				
Term of Office	2 Years	From:	06/2025	To: 05/2027
Name	Benjamin LeRoy			
Home Address	337 Kensington Dr., Madison, WI 53704			
Occupation	Self-Employed Freelance Editor			
Representing				
Term of Office	2 Years	From:	06/2025	To: 05/2027
Name	Vanessa Kuettel			
Home Address	1630 Fordem Ave., #209, Madison, WI 53704			
Occupation	Attorney			
Representing				
Term of Office	2 Years	From:	06/2025	To: 05/2027
Name	Jocelyn Acuna			
Home Address	2702 International Ln., #111, Madison, WI 53704			
Occupation	Accountant			
Representing				
Term of Office	2 Years	From:	06/2025	To: 05/2027
Name	Robert Paolino			
Home Address	825 Troy Drive, Madison, WI 53704			
Occupation	Senior Legislative Analyst			
Representing				
Term of Office	2 Years	From:	06/2025	To: 05/2027
Name	Beth Welch			
Home Address	552 Troy Drive, Madison, WI 53704			
Occupation	Social Worker			
Representing				
Term of Office	2 Years	From:	06/2026	To: 05/2028
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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Occupation

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Term of Office

From:

mm/yyyy

To:

mm/yyyy

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

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

REVENUE SOURCE	AGENCY 2027	PROGRAM A	PROGRAM B	PROGRAM C	PROGRAM D	PROGRAM E	NON APP PGMS
DANE CO HUMAN SVCS	148,500		148,500				
UNITED WAY DANE CO	0						
CITY CDD (This Application)	175,000	95,000	80,000				
City CDD (Not this Application)	0						
OTHER GOVT*	0						
FUNDRAISING DONATIONS**	328,926	168,959	159,967				
USER FEES	0						
TOTAL REVENUE	652,426	263,959	388,467	0	0	0	0

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

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

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

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

ACCOUNT CATEGORY	AGENCY 2025	TTL CITY REQUEST	PGM A	CITY SHARE	PGM B	CITY SHARE	PGM C	CITY SHARE	PGM D	CITY SHARE	PGM E	CITY SHARE	NON APP PGMS
A. PERSONNEL													
Salary	338,222	73,440	80,038	23,500	258,184	49,940							
Taxes/Benefits	95,956	20,554	24,007	6,500	71,949	14,054							
Subtotal A.	434,178	93,994	104,045	30,000	330,133	63,994	0	0	0	0	0	0	0
B. OTHER OPERATING													
Insurance	3,667	0	903		2,764								
Professional Fees/Audit	45,705	6,006	17,166		28,539	6,006							
Postage/Office & Program	6,026	0	4,046		1,980								
Supplies/Printing/Photocopy	1,055	0	260		795								
Equipment/Furnishings/Depr.	0	0											
Telephone	3,859	0	1,037		2,822								
Training/Conferences	353	0			353								
Food/Household Supplies	20,000	0	18,000		2,000								
Travel	4,700	0	2,200		2,500								
Vehicle Costs/Depreciation	0	0											
Other	806	0	198		608								
Subtotal B.	86,171	6,006	43,810	0	42,361	6,006	0	0	0	0	0	0	0
C. SPACE													
Rent/Utilities/Maintenance	5,917	0	3,944		1,973								
Mortgage Principal/Interest	0	0											
Depreciation/Taxes	0	0											
Subtotal C.	5,917	0	3,944	0	1,973	0	0	0	0	0	0	0	0
D. SPECIAL COSTS													
Assistance to Individuals	126,160	75,000	112,160	65,000	14,000	10,000							
Partner/Joint Agency/Agencies	0	0											
Contractors/Subcontractors	0	0											
Pymt to Affiliate Orgs	0	0											
Other	0	0											
Subtotal D.	126,160	75,000	112,160	65,000	14,000	10,000	0	0	0	0	0	0	0
TOTAL (A.-D.)	652,426	175,000	263,959	95,000	388,467	80,000	0	0	0	0	0	0	0

****List all staff positions related to programs requestong 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
Program Lead - Youth Workforce	0.10	0.90				1.00	57,000	17,128	74,128	27.40	18,994
Coordinator - Youth Workforce	0.35	0.65				1.00	51,170	16,535	67,705	24.60	15,000
Coordinator - Youth Workforce	0.35	0.65				1.00	48,880	15,325	64,205	23.50	15,000
Coordinator - Youth Workforce	0.00	1.00				1.00	50,960	15,495	66,455	24.50	22,500
Coordinator - Youth Workforce	0.00	1.00				1.00	49,920	16,408	66,328	24.00	22,500
Specialist - Subject (13)	0.35					0.35	43,686	1,851	45,537	21.00	0
Specialist - Subject (13)	0.35					0.35	43,686	1,851	45,537	21.00	0
Intern - Youth Workforce (10)	0.20	0.53				0.73	45,753	3,476	49,229	22.00	0
Intern - Youth Workforce (10)		0.53				0.53	41,600	2,564	44,164	21.00	0
Director - Workforce developme	0.30	0.30				0.60	95,000	15,181	110,181	55.48	0
Executive Director	0.10	0.10				0.20	115,400	21,417	136,817	45.67	0
Finance Director	0.02	0.02				0.04	85,400	18,366	103,766	41.06	0
Coordinator - Administration and	0.02	0.20				0.22	60,000	15,783	75,783	28.85	0
Specialist - Administration and F	0.02	0.02				0.04	44,700	4,257	48,957	21.50	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
SUBTOTAL/TOTAL:	2.16	5.90	0.00	0.00	0.00	8.06	833155.00	165637.00	998792.00	401.56	93994.00

CONTINUE BELOW IF YOU NEED MORE ROOM FOR STAFF POSITIONS

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

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

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

	2026	2026	2026	2026	2026	2026	2026	2026	2026	2026	2026
Title of Staff Position*	Program A FTE**	Program B FTE**	Program C FTE**	Program D FTE**	Program E FTE**	Total FTE	Annualized Salary	Payroll Taxes and Fringe Benefits	Total Amount	Hourly Wage***	Amount Requested from the City of Madison
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
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						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
TOTAL:	2.16	5.90	0.00	0.00	0.00	8.06	833155.00	165637.00	998792.00	401.56	93994.00

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

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

Program Summary

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

Pgm Letter	Program Name	Program Expenses	2026 City Request
A	Wanda Fullmore Youth Internship	PERSONNEL	30,000
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	65,000
		TOTAL	95,000
B	Youth Business Mentoring	PERSONNEL	63,994
		OTHER OPERATING	6,006
		SPACE	0
		SPECIAL COSTS	10,000
		TOTAL	80,000
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			175,000