



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:	Irwin A. and Robert D. Goodman Community Center	Total Amount Requested:	\$ 97,395
All program(s) connected to your organization:	Program Name: TEENworks Amount Requested: \$ 97,395 Applicant Type: Single Agency Application Program Type: Youth Employment- Programs & Services 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):		
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	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):		
	<i>If you are applying for more than four programs, please contact Dominic Davis Ddavis2@cityofmadison.com</i>		
Contact Person for application (Joint Applications - Lead Org):	Lisette Khalil	Email: LKhalil@goodmancenter.org	

Organization Address:	214 Waubesa Street, Madison WI 53704	Telephone:	608-204-8016
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).

Founded in 1954, Goodman Community Center is a nonprofit organization that strengthens lives and secures futures. Located on Waubesa Street in Madison's Schenk-Atwood neighborhood, Goodman serves more than 30,000 community members each year through early childhood education, youth and teen programs, food security initiatives, older adult services, fitness and wellness opportunities, and community gathering spaces.

Goodman has a longstanding commitment to helping young people thrive. Goodman supports youth from early childhood through young adulthood. Across licensed childcare, school-age, middle school, high school, and TEENworks programs, participants build skills, confidence, and meaningful relationships that prepare them for future success. This continuum allows Goodman to build long-term relationships with youth and support their development even before they enter TEENworks and prepare for employment.

- 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.

Since its inception in 2011, TEENworks has prepared Madison high school students for employment through paid work experience, workforce readiness training, career exploration, and mentoring. Since expanding and formalizing the program in 2018, more than 400 youth have participated in TEENworks. Participants build the workplace skills, confidence, and experience needed to achieve their employment and postsecondary goals. The program serves teens with a wide range of interests, abilities, and career aspirations, including many who face barriers to employment.

TEENworks employs high school students in meaningful, paid positions at Goodman Community Center. Youth develop technical and professional skills while supporting childcare and youth programs, hospitality and events, food service, and other organizational operations. Community partners expand learning through career navigation, workplace visits, guest speakers, financial education, and specialized workforce training. Teens also earn industry-recognized credentials including CPR, SafeSport, Referee and ServSafe certifications. Teens create resumes, practice interviewing, and develop individualized plans for employment and next steps after high school.

TEENworks is strengthened by Goodman's broader continuum of youth services. Staff maintain close partnerships with Madison Metropolitan School District schools and communicate regularly with teachers, counselors, and families. When barriers arise, Goodman teens have access to academic support, nutritious meals, mental health resources, transportation assistance, and other wraparound services that help them remain engaged in school and employment. Goodman uses participant feedback and outcome data to continuously strengthen programming and respond to emerging community needs. This integrated approach helps young people overcome barriers, remain engaged in school and work, and build pathways to long-term career success and upward economic mobility.

- 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."

Over the past two years, Goodman has experienced leadership transitions while strengthening its organizational capacity. In 2026, Chris Talton joined the organization as Chief Executive Officer, building on Goodman's longstanding mission, community partnerships, and commitment to high-quality programming. Goodman also strengthened its executive leadership team and completed a strategic planning process that positions the organization for continued growth and long-term sustainability.

During this period, Goodman invested in finance, grants administration, compliance, and operational systems to strengthen organizational effectiveness and stewardship. These improvements have enhanced financial oversight, cross-department collaboration, data-informed decision making, and the organization's ability to manage complex public and private funding.

Goodman also strengthened Board governance through updated policies, clearly defined oversight responsibilities, and continued investment in long-term organizational sustainability.

These changes have strengthened Goodman's capacity while ensuring continuity of services. TEENworks has continued to operate without interruption, supported by experienced staff, strong community partnerships, and well-established systems that deliver high-quality programming and measurable outcomes.

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

No significant organizational changes are anticipated during the next two years that would impact Goodman's ability to provide the proposed services.

- 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.).

Goodman hires staff with the education, experience, and interpersonal skills needed to effectively support adolescents and young adults as they prepare for employment and postsecondary success. Staff backgrounds include youth development, education, workforce development, human services, social work, and related fields. All staff complete required background checks and are selected for their ability to build positive relationships, serve as mentors, and support youth from diverse backgrounds.

New staff participate in comprehensive onboarding that includes organizational policies, youth safety, mandatory reporting, and Goodman's mission, values, and youth services philosophy. Throughout the year, staff receive ongoing supervision and professional development in trauma-informed care, restorative justice practices, culturally responsive engagement, de-escalation, positive youth development, and supporting youth with diverse learning and behavioral needs.

Each year, TEENworks staff participate in four agency-wide professional development days alongside staff from Goodman's early childhood, elementary, middle school, and high school programs. Training focuses on Goodman's

social-emotional learning framework, the 3 Cs: Curiosity, Connection, and Courage. This shared framework helps staff foster positive relationships, encourage youth voice and growth, and respond consistently across programs. Training together strengthens collaboration among staff and provides continuity of support as young people progress through Goodman's continuum of services.

Goodman encourages continuous learning through internal training, external professional development opportunities, and cross-department collaboration. Regular coaching and professional development help staff strengthen their skills and provide consistent, high-quality mentoring, workforce preparation, and individualized support for TEENworks participants.

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

Program name:

Program type: Choose an item.

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

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



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

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

JOINT/MULTI-AGENCY APPLICANTS

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

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

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Part 2 - Program Narrative Form

Program Name:	TEENworks	Total Amount Requested for this Program:	\$ 97,395
Legal Name of Organization:	Irwin A. and Robert D. Goodman Community Center	Total amount Requested for Lead/Single Applicant	\$ 97,395
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	Lisette Khalil	Email:	LKhalil@goodmancenter.org
		Phone:	608-204-8016
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.

Goodman Community Center's TEENworks program responds to the need for accessible paid employment opportunities that help Madison teens develop workplace skills, explore career pathways, and prepare for long-term success. The need is particularly significant on Madison's east side, where many TEENworks participants attend East High School. According to the 2024–25 Wisconsin Department of Public Instruction School Report Card, 53.8% of East High School students are not meeting English Language Arts proficiency benchmarks and 57.8% are not meeting mathematics proficiency benchmarks. These educational outcomes underscore the importance of providing meaningful opportunities for young people to build transferable workplace skills, confidence, professional relationships, and exposure to future careers. More than half of TEENworks participants qualify for free or reduced-price meals, demonstrating that the program reaches youth who benefit from accessible paid employment opportunities.

Community input from youth, families, schools, employers, and community partners consistently reinforces the need for paid work experiences that allow teens to earn income, develop workplace skills, build confidence, and connect with caring adult mentors. This feedback, combined with local data, demonstrates the continued need, demonstrates the continued need for employment programs that provide meaningful first work experiences and support young people as they prepare for postsecondary education and careers.

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

The goal of TEENworks is to prepare Madison teens for long-term success by providing paid employment experiences that:

- Build foundational workplace skills
- Expand career awareness
- Strengthen connections with caring adult mentors
- Increase participants' readiness for post-secondary education and employment

Success will be measured by participants' growth in workforce readiness, completion of paid work experiences, attainment of industry-recognized credentials, employability skills, and increased knowledge of career pathways, and successful transitions to continued employment, post-secondary education, or advanced career opportunities.

- 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.

TEENworks is Goodman Community Center's paid youth employment and workforce development program serving approximately 80 Madison high school students each year. Participants gain real-world work experience through paid positions at Goodman while developing foundational workplace skills, financial literacy, communication, teamwork, leadership, and professionalism. Youth work in roles such as literacy tutoring, early childhood classroom support, recreation leadership, hospitality, and food service while earning industry-recognized credentials and academic credit through MMSD's Experiential Learning program. The program combines meaningful employment with workforce readiness training, career exploration, mentoring, academic support, and ongoing coaching from caring adults to help youth successfully transition to post-secondary education, continued employment, and future careers.

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?

TEENworks serves approximately 80 high school students (ages 14–18) each year, who attend East High School or La Follette High School on Madison's east side. Participants reflect the racial, ethnic, cultural, and socioeconomic diversity of the communities Goodman serves. Many participants live in or near Qualified Census Tracts on Madison's east side, including Census Tracts 23.01, 24.02, 25.00, 26.01, and 30.02, where Goodman has long focused its youth development and workforce programming. For many participants, TEENworks provides their first paid work experience and opportunities to explore future career pathways while building the skills, confidence, and professional relationships needed for long-term success. More than half of participants qualify for free or reduced-price meals, demonstrating that TEENworks reaches youth who benefit from accessible paid employment opportunities.

The program has been shaped by ongoing input from participants, families, teachers, school counselors, social workers, supervisors, and Goodman staff. Youth provide feedback through surveys, regular check-ins, and informal conversations throughout the year, while school partners and supervisors share observations about participant needs and workforce trends. This feedback is used to continuously strengthen workforce readiness training, career exploration activities, leadership opportunities, participant support, and overall program quality, ensuring TEENworks remains responsive to the needs and interests of the young people 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.

Data below are from 2025

Race	# of Participants	% of Total Participants
White/Caucasian	16	21%
Black/African American	35	45%
Asian	0	0%
American Indian/Alaskan Native	1	1%
Native Hawaiian/Other Pacific Islander	0	0%
Multi-Racial	15	19%
Balance/Other	11	14%
Total:	78	
Ethnicity		
Hispanic or Latino	10	13%
Not Hispanic or Latino	68	87%
Total:	78	
Gender		
Man	49	63%
Woman	28	36%
Non-binary/GenderQueer	1	1%
Prefer Not to Say	0	0%
Total:	78	

Comments (optional): We also have 2024 data available, but wanted to share our most recent participant demographics for consideration.

- 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.

While most TEENworks participants are proficient in English, many families speak a language other than English or have limited English proficiency. Goodman Community Center is committed to ensuring that language is never a barrier to participation. Enrollment materials and family communications are translated as needed, and interpretation is available by phone or video through Certified Languages International. Bilingual staff members who speak Spanish and Hmong further support effective communication, helping families fully participate in their child's employment experience.

TEENworks also fosters a culturally welcoming and inclusive environment where youth and families feel respected, represented, and valued. Staff build strong relationships by recognizing and celebrating the diverse cultures, identities, and lived experiences of participants and by encouraging youth voice in program planning and continuous improvement. Ongoing staff training, participant feedback, and collaboration with families help ensure the program remains culturally relevant, responsive, and accessible to the diverse communities Goodman serves.

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.

TEENworks recruits participants through long-standing partnerships with East High School and La Follette High School. Goodman staff maintain a regular presence in both schools and build trusted relationships with students, teachers, counselors, social workers, coaches, and other school staff. Because many youth already know Goodman staff through school and community connections before they apply, TEENworks is viewed as a safe, welcoming opportunity where students feel supported. School staff provide referrals throughout the year, helping connect youth who would benefit from paid employment, workforce development, and mentoring opportunities. Goodman's continuum of youth programming also creates a strong internal pipeline, with many participants joining TEENworks as rising freshmen after participating in Goodman's middle school program.

Recruitment is further supported through classroom presentations, school events, social media, Goodman communications, and outreach to current and former participants and their families. Current participants are also some of the program's strongest ambassadors, frequently encouraging friends and classmates to apply. By combining trusted relationships, strong school partnerships, and multiple outreach strategies, Goodman reaches a diverse group of east side youth and creates accessible pathways into meaningful employment and career exploration.

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?

TEENworks is intentionally designed to reduce barriers that can prevent youth from participating in employment opportunities. Flexible scheduling allows students to balance work with school, athletics, extracurricular activities, and family responsibilities. Participants are employed at Goodman Community Center, a familiar and accessible location for many east side youth. Transportation assistance is available when needed, and youth have access to free meals and snacks during program hours, as well as other supports available through Goodman, including the food pantry and referrals to additional community resources. Language interpretation and bilingual staff help ensure families can fully engage in the program. By providing paid employment in a supportive environment, TEENworks also reduces financial barriers while allowing students to gain meaningful work experience and build career readiness.

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).

Students complete an interest form and interview process before being hired into TEENworks. Once selected, participants complete an individualized onboarding process that includes a dedicated paperwork appointment where they complete employment and tax forms with guidance from staff while parents or caregivers provide required information and support. For many participants, this is their first experience completing employment paperwork, helping them build confidence and practical skills they will use throughout their working lives. The one-on-one meeting with a parent or caregiver also gives staff an opportunity to learn about each teen's strengths, interests, and support needs, establish clear communication with families, and identify any accommodations or resources that will help participants succeed in the workplace.

Before beginning their work assignments, youth participate in paid workforce readiness training, participants complete paid workforce readiness training covering workplace expectations, communication, professionalism, financial literacy, and other employability skills. Youth then apply these skills through authentic paid work experiences across the Goodman campus. Role include literacy tutoring, early childhood classroom support, recreation leadership, hospitality, and/or food service. Teens also work

toward the MMSD Employability Skills Certificate and industry-recognized credentials, including CPR, SafeSport, Basketball Referee and ServSafe certifications. Participant surveys, supervisor observations, and informal feedback are used to assess progress, strengthen engagement, and continuously improve the participant experience. This individualized approach helps youth build the skills, confidence, and experience needed for long-term success in work and education.

Teens participate in MMSD's Experiential Learning program and earn high school credit(s) by completing individualized learning plans, guided reflections, and workplace evaluations. Supervisors and mentors provide ongoing coaching, regular check-ins, performance feedback, and opportunities for growth while matching job responsibilities to participants' interests, strengths, and goals whenever possible.

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.,).

TEENworks is a paid youth employment and workforce development program that combines meaningful work experience with structured training, mentoring, career exploration, and skill development. Participants are employed throughout the Goodman Community Center campus in roles that support both daily operations and community programming. Employment opportunities for teens include:

- **EARLY CHILDHOOD EDUCATION** - Assisting preschool and 4K classrooms while exploring careers in early childhood education and child development.
- **LITERACY & ACADEMIC SUPPORT** - Providing one-on-one reading tutoring through Goodman's Literacy Program.
- **YOUTH VOICE COUNCIL** - Participate in the Youth Voice Council, where youth help inform program planning, policies, and activities.
- **SCHOOL-AGE YOUTH DEVELOPMENT** - Supporting elementary age out-of-school time programs through recreation, enrichment activities, mentoring, and field trips.
- **HOSPITALITY & GUEST SERVICES** - Developing customer service, communication, and event management skills by welcoming guests, supporting front-of-house operations, assisting with event setup, and helping create positive experiences for community members.
- **CULINARY ARTS & CATERING** - Gaining hands-on experience in commercial food preparation, catering, banquet service, food safety, and back-of-house kitchen operations.
- **URBAN AGRICULTURE & GARDENING** - Maintaining community gardens, harvesting produce, and supporting environmental stewardship.
- **FACILITIES & OPERATIONS** - Assisting with building operations and maintaining safe, welcoming community spaces.

In addition to paid employment, participants complete workforce readiness training, receive ongoing coaching and mentoring, engage in career exploration activities, and work toward the MMSD Employability Skills Certificate and industry-recognized credentials, including CPR, SafeSport, Basketball Referee, and ServSafe certifications. Through meaningful work experiences and supportive adult relationships, TEENworks prepares youth for continued employment, post-secondary education, and long-term career success.

- 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?

Goodman Community Center has served Madison's east side for more than 70 years and is located at 149 Waubesa Street in the Schenk-Atwood neighborhood, near East High School, Lowell Elementary School, Emerson Elementary School, and O'Keeffe Middle School. TEENworks primarily serves youth living in and around the City's Employment and Career Development Equity Priority Areas on the east side, including the Schenk-Atwood, Darbo-Worthington, Truax, Kennedy Heights, Hiestand, and East Towne areas. Participants are recruited through long-standing partnerships with East High School and La Follette High School, both of which enroll students from these neighborhoods.

Goodman's central east-side location is accessible by multiple Metro Transit routes and is within walking or biking distance for many participants. Staff work with families to address transportation barriers on an individual basis, including providing transportation assistance when needed to ensure youth can fully participate. By offering paid employment opportunities in the same community where many participants live, attend school, and access other Goodman programs, TEENworks reduces transportation barriers while increasing equitable access to workforce development opportunities.

- 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	4:00 PM	7:00 PM
	Location for all hours: Goodman Community Center	
Tuesday	4:00 PM	7:00 PM
Wednesday	Choose an item.	Choose an item.
Thursday	4:00 PM	7:00 PM
Friday	4:00 PM	11:00 PM

Saturday	1:00 PM	11:00 PM
Sunday	11:00 AM	5:00 PM

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

Table 2: (Optional/if needed)

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

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

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

4. ENGAGEMENT COORDINATION AND COLLABORATION

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

TEENworks has been shaped through ongoing input from participants, families, schools, and community partners. Youth provide feedback through participant surveys, regular check-ins with supervisors, guided reflection activities, and informal conversations throughout the program. Families share input during enrollment, onboarding, and ongoing communication with staff, while school counselors, teachers, social workers, and employment supervisors provide additional feedback on participant needs, workforce trends, and opportunities for program improvement. This continuous feedback informed the development of this proposal and helps ensure TEENworks remains responsive to the needs of Madison youth and families.

Many TEENworks participants also choose to participate in Goodman's High School Program, where they receive academic support, enrichment opportunities, mentoring, and leadership development. This allows Goodman to build strong relationships with families that extend beyond employment. Parents and caregivers participate in

onboarding and employment paperwork appointments, receive regular communication from staff, and are invited to family engagement events throughout the year. Goodman also celebrates major milestones with families, including senior graduation celebrations that recognize participants' accomplishments and next steps after high school.

- 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.

TEENworks has been developed through long-standing partnerships with neighborhood schools, employers, community organizations, and other stakeholders committed to expanding opportunities for Madison youth. Goodman collaborates closely with East High School, La Follette High School, school counselors, teachers, social workers, and MMSD staff to understand student needs, identify barriers to employment, and ensure workforce programming complements students' academic and career goals. Input from these partners helps shape recruitment strategies, workforce readiness training, career exploration activities, and participant supports.

Community stakeholders remain actively involved throughout program implementation. Goodman partners with local businesses, schools, elected officials, and community organizations to provide career exploration, workplace experiences, guest speakers, and networking opportunities. Because participants work throughout Goodman Community Center, they interact daily with neighborhood residents, volunteers, families, and community partners. These authentic work experiences provide ongoing opportunities for coaching and feedback is regularly used to strengthen the program and ensure it remains responsive to both youth and workforce needs.

Youth play an active role in assessing the program by reflecting on their work experiences, setting personal and professional goals, and identifying opportunities to strengthen future programming. Staff use participant surveys, family feedback, supervisor evaluations, and input from school partners to evaluate program quality and make ongoing improvements each year.

- 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 (MMSD)	Refer students to TEENworks Award Experiential Learning credits Collaborate to meet student needs	Annie Johnston Work-Based Learning Coordinator	Yes

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

Goodman collaborates with numerous community partners each year who expand TEENworks through field trips, career exploration, guest presentations, and hands-on learning experiences. We do not have MOUs with these organizations and the list varies each year based on teen interests and availability. Recent partners include:

- o University of Wisconsin-Madison
- o Madison College
- o Edgewood College
- o Summit Credit Union
- o Dream Bikes
- o Domestic Abuse Intervention Services (DAIS)
- o University of Wisconsin Arboretum
- o Wisconsin Area Health Education Centers (AHEC)
- o Door Creek Apple Orchard
- o Horicon Marsh Education and Visitor Center
- o Frank Productions
- o Electronic Theatre Controls (ETC)
- o Hilton Hotels Hospitality
- o Olbrich Botanical Gardens
- o Operation Fresh Start
- o Brittingham Boats
- o Wheels for Winners
- o Embassy Suites by Hilton

How do these partnerships enhance this proposal?

These partnerships expand participants' career awareness through workplace visits, hands-on learning, postsecondary exploration, and interactions with professionals across a wide range of industries, helping youth connect their current work experiences to future education and career opportunities.

What are the decision-making agreements with each partner?

These organizations participate as educational and career exploration partners. Goodman identifies learning objectives, coordinates visits and activities, prepares youth for participation, and provides supervision. Partner organizations determine the educational content, speakers, demonstrations, and workplace experiences they provide based on their expertise. Participation is coordinated through individual relationships and event planning rather than formal memoranda of understanding.

- 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?

TEENworks participants have access to a wide range of supports through Goodman Community Center and its community partnerships. In addition to paid employment, youth receive workforce readiness training, career exploration, mentoring, financial literacy education, academic support, and individualized coaching. Because many participants also attend Goodman's High School Program, they can access homework assistance, ACT test prep, leadership opportunities, and additional supportive relationships with trusted adults.

Goodman staff work closely across programs to identify participant and family needs and connect them with additional resources. Participants and their families may be referred to Goodman's Food Pantry, mental health and social service providers, college and financial aid resources, housing assistance, and other community services. Families with more complex needs can receive highly individualized support from Goodman's Family Advocacy Manager, who maintains an active caseload and helps families navigate systems, access resources, and overcome barriers to stability. Staff also collaborate with school counselors, social workers, and community partners to coordinate services and ensure youth and families receive timely, comprehensive support.

5. PROGRAM QUALITY, OUTPUTS, OUTCOMES AND MEASUREMENT

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

Goodman measures program outputs through a combination of participant records, employment documentation, payroll records, and management information systems. Unduplicated participants, program attendance, hours of participation, and workforce development activities are tracked throughout the program. Employment outcomes, including wages paid, industry-recognized credentials earned, and high school experiential learning credit, are verified through personnel records, payroll documentation, and participant files. Financial empowerment activities, such as financial education participation and bank account enrollment, are also tracked. Together, these systems provide accurate, verifiable data for program reporting and continuous quality improvement.

- B. Program Outcomes

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

Goodman's outcome objectives are informed by historical TEENworks performance data collected through its Management Information System (MIS), participant records, payroll data, and workforce development outcomes. Since formalizing the program in 2018, Goodman has tracked participant outcomes including employment completion, industry-recognized credentials earned, Madison Metropolitan School District Experiential Learning credit, wages paid, and postsecondary planning. Historical performance data provides realistic benchmarks for establishing annual outcome targets.

Goodman also reviews participant surveys, supervisor observations, employer feedback, and input from Madison Metropolitan School District partners to identify emerging needs and opportunities for program improvement. Outcome objectives align with the Madison Metropolitan School District's Experiential Learning framework and reflect the skills, credentials, and work-based learning experiences that prepare youth for continued education, employment, and long-term career success.

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

Outcome EXAMPLE Objective: 75% of program participants obtained an industry recognized certificate by end of program.
--

Performance Standard	Targeted Percent	75%	Targeted Number	90 of 120 clients
	Actual Percent	78%	Actual Number	94 out of 120 clients

Measurement Tool(s) and Comments: Client exit survey

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

Outcome Objective #1: 90% of participants demonstrate knowledge of career/educational options

Performance Standard	Targeted Percent	90%	Targeted Number	54 out of 60 youth
	Actual Percent		Actual Number	

Measurement Tool(s) and Comments: Youth completion of reflection activities and attendance at career/educational programming

Methodology: The primary measurement tool will be youth participation in and reflections after career/education exploration opportunities. Reflections are guided by staff after each career/educational exploration activity and ask youth to identify what they learned and how the opportunities align with their interests and goals. Reflection responses are verbalized and documented.

Outcome Objective #2: 80% of participants demonstrate improvement toward or proficiency in Work Readiness Skills				
Performance Standard	Targeted Percent	80%	Targeted Number	48 of 60 youth
	Actual Percent		Actual Number	
Measurement Tool(s) and Comments: MMSD Experiential Learning Assignments				
Methodology: The primary measurement tool will be youth experiential learning assignments. Youth complete these assignments weekly in the summer and monthly in the school year. Each assignments requires youth to create SMART goals to improve work readiness skills and then reflect on their progress or achievement of the goals. Assignments are reviewed and graded by staff. Staff also follow up with youth to discuss their assignment.				

Outcome Objective #3: 80% of participants show increased understanding and demonstrate ability to manage thoughts, emotions and behavior that might interfere with employment.				
Performance Standard	Targeted Percent	80%	Targeted Number	48 of 60 youth
	Actual Percent		Actual Number	
Measurement Tool(s) and Comments: DESSA				
Methodology: The primary measurement tool will be youth responses to the annual GCC Spring Youth survey which uses multiple-choice and open-ended prompts to collect youth perspectives on their program experience and growth.				

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?

Goodman uses multiple data systems to collect, verify, and report participant demographics, program activities, outcomes, and expenses:

- MIS (Management Information System): Tracks participant demographics, enrollment, attendance, program participation, and program activities.

- OUTCOME MEASURES: Documented through annual youth surveys, Madison Metropolitan School District Experiential Learning assignments and evaluations completed in Google Classroom, participant personnel files, and supervisor observations.

- PAYLOCITY: HRIS software maintains employment records, including participant status, hours worked, and payroll.

- QUICKBOOKS: Tracks grant expenditures and supports financial reporting by funding source.

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)
TEENworks Managers		2 staff, 1.2 FTE Background check. Training in supervision, trauma-informed care, restorative practices, youth safety, mandatory reporting, and Goodman's social-emotional learning framework (Curiosity, Connection, and Courage).	Goodman Community Center
TEENworks Coordinator		0.6 FTE Background check. Training in youth safety, mandatory reporting, trauma-informed care, workforce readiness, and Goodman's social-emotional learning framework (Curiosity, Connection, and Courage).	Goodman Community Center
Youth Programs Director		0.33 FTE Background check. Training in supervision, organizational leadership, trauma-informed care, restorative practices, youth safety, mandatory reporting, program evaluation, and state and federal program compliance.	Goodman Community Center
Youth Programs Admin Manager		0.33 FTE Background check. Training in youth safety, mandatory reporting, confidentiality, data systems, and organizational policies.	Goodman Community Center
Vice President of Mission & Programs		Training in organizational leadership, program	Goodman Community Center

		evaluation, strategic planning, trauma-informed care, youth safety, mandatory reporting, and state and federal program compliance.	

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

Volunteers who have direct contact with TEENworks participants are carefully screened, trained, and supervised to ensure a safe and supportive environment. All volunteers complete an application, interview, and a criminal background check before beginning service. Goodman's Volunteer Manager oversees the volunteer intake process, provides onboarding and required training, and serves as the primary point of contact for volunteers throughout their service, addressing questions or concerns as they arise. Volunteers receive ongoing supervision from Goodman staff and are never responsible for supervising participants or serving in place of paid staff.

- 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.

TEENworks is supported by the facilities, staffing, and organizational infrastructure already in place at Goodman Community Center. Participants have access to dedicated program and employment space, paid work opportunities across multiple departments, computers and job-specific equipment, free meals and snacks, transportation assistance, and individualized coaching and mentoring from experienced staff.

The program is further strengthened by Goodman's Food Pantry, Family Advocacy services, and partnerships with the Madison Metropolitan School District, local employers, businesses, and community organizations that provide referrals, career exploration, and workforce development opportunities. All resources necessary to implement the proposed program are currently in place, and Goodman has the capacity to successfully deliver TEENworks throughout the grant period.

7. BUDGET

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

Joint/Multi-Agency Applications

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

8. If applicable, please complete the following:

- A. Disclosure of Conflict of Interest

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

N/A

B. Disclosure of Contract Failures, Litigations

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

N/A

APPLICATION FOR 2026 EMPLOYMENT AND CAREER DEVELOPMENT SERVICES PROGRAMS

1. ORGANIZATION CONTACT INFORMATION

Legal Name of Organization	Irwin A. and Robert D. Goodman Community Center
Mailing Address	214 Waubesa Street, Madison WI 53704
Telephone	608-204-8016
FAX	
Director	Chris Talton
Email Address	Ctalton@goodmancenter.org
Additional Contact	Lisette Khalil
Email Address	Lkhalil@goodmancenter.org
Legal Status	Private: Non-Profit
Federal EIN:	39-1919172

2. PROPOSED PROGRAMS

	2027		If currently City funded	
Program Name:	Letter	Amount Requested	2026 Allocation	Joint/Multi Application - SELECT Y/N
TEENworks	A	\$97,395	\$80,000	
Contact:				
	B			
Contact:				
	C			
Contact:				
	D			
Contact:				
	E			
Contact:				
TOTAL REQUEST		\$97,395		

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	7	100%	199	100%			
GENDER							
MAN	2	29%	84	42%			
WOMAN	5	71%	111	56%			
NON-BINARY/GENDERQUEER		0%	4	2%			
PREFER NOT TO SAY		0%		0%			
TOTAL GENDER	7	100%	199	100%			
AGE							
LESS THAN 18 YRS	0	0%	84	42%			
18-59 YRS	6	86%	102	51%			
60 AND OLDER	1	14%	13	7%			
TOTAL AGE	7	100%	199	100%			
RACE							
WHITE/CAUCASIAN	6	86%	81	41%	80%	67%	16%
BLACK/AFRICAN AMERICAN	1	14%	72	36%	7%	15%	39%
ASIAN		0%	4	2%	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%	31	16%	3%	4%	26%
BALANCE/OTHER		0%	11	6%	1%	2%	28%
TOTAL RACE	7	100%	199	100%			
ETHNICITY							
HISPANIC OR LATINO	0	0%	7	4%	7%	9%	26%
NOT HISPANIC OR LATINO	7	100%	192	96%	93%	81%	74%
TOTAL ETHNICITY	7	100%	199	100%			
PERSONS WITH DISABILITIES	0	0%	4	2%			

*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)

Our staff demographics more closely mirror the diversity of our participants. Our Executive Team members are actively recruiting more Board members to join our work.

7. AGENCY GOVERNING BODY

How many Board meetings were held in 2025

5

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

5

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

7 to 17

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

Name	Adam Barnes			
Home Address	2801 Willow Court, McFarland			
Occupation	Associate Athletic Director of Business Operation/CFO			
Representing	UW Wisconsin Athletics			
Term of Office	3rd term	From:	03/2018	To: 03/2027
Name	Rebecca Gerothanas			
Home Address	809 Stoney Hill Ln., Cottage Grove			
Occupation	Chief Operations Officer			
Representing	Summit Credit Union			
Term of Office	3rd term	From:	03/2018	To: 03/2027
Name	Sandra Bonnici			
Home Address	609 S. Dickinson St, Madison			
Occupation	Consultant			
Representing	Sandra Bonnici Consulting			
Term of Office	1st	From:	04/2024	To: 04/2027
Name	Holly Cremer-Berkenstadt			
Home Address	917 Menominie Ln., Madison			
Occupation	Community Volunteer			
Representing	Cremer Family Foundation			
Term of Office	3rd term	From:	03/2018	To: 03/2027
Name	Alex Thompson			
Home Address	5309 Golden Leaf Trl, Madison			
Occupation	Principal			
Representing	Sherman Middle School			
Term of Office	2nd	From:	04/2022	To: 04/2028
Name	Molly Walsh			
Home Address	32 Fuller Court, Madison			
Occupation	Events Manager			
Representing	Groundworks Events			
Term of Office	1st	From:	04/2024	To: 04/2027
Name	Jennifer Wilson			
Home Address	514 Muir Drive, Madison			
Occupation	Consultant			
Representing	New Leaf Coaching & Consulting			
Term of Office	2nd	From:	08/2021	To: 08/2027
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:

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To:

mm/yyyy

Name

Home Address

Occupation

Representing

Term of Office

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mm/yyyy

To:

mm/yyyy

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

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

REVENUE SOURCE	AGENCY 2027	PROGRAM A	PROGRAM B	PROGRAM C	PROGRAM D	PROGRAM E	NON APP PGMS
DANE CO HUMAN SVCS	0						
UNITED WAY DANE CO	40,000	40,000					
CITY CDD (This Application)	97,395	97,395					
City CDD (Not this Application)	0	0					
OTHER GOVT*	0						
FUNDRAISING DONATIONS**	331,562	331,562					
USER FEES	0						
TOTAL REVENUE	468,957	468,957	0	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.

****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
VP of Mission & Programs	0.11					0.11	110,446	22,089	132,535	54.18	5,000
High School Manager	0.60					0.60	52,978	10,596	63,574	25.99	30,000
TEENworks Manager	0.60					0.60	54,588	10,918	65,506	26.78	30,000
TEENworks Coordinator	0.60					0.60	51,857	10,371	62,228	25.44	11,695
Youth Programs Director	0.33					0.33	62,000	12,400	74,400	31.00	10,200
Youth Programs Admin Manage	0.33					0.33	55,120	11,468	66,588	26.50	10,500
						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
SUBTOTAL/TOTAL:	2.57	0.00	0.00	0.00	0.00	2.57	386989.00	77841.80	464830.80	189.89	97395.00

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
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						0.00			0	0.00	0
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						0.00			0	0.00	0
						0.00			0	0.00	0
TOTAL:	2.57	0.00	0.00	0.00	0.00	2.57	386989.00	77841.80	464830.80	189.89	97395.00

*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	TEENworks	PERSONNEL	97,395
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	97,395
B	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	0
C	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	0
D	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	0
E	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	0
TOTAL FOR ALL PROGRAMS			97,395