



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:	Sustain Dane Inc.	Total Amount Requested:	\$ 151,794
All program(s) connected to your organization:	Program Name: Powerful Teen Leaders Amount Requested: \$ 151,794 Applicant Type: Single Agency Application Program Type: Youth Employment- Programs & Services List Program Partner(s) (if applicable): Warner Park Community Recreation Center, Madison College, Rooted, Capital Area Regional Planning Commission, State Cartographer's Office, Rooted Inc, Sector67		
	Program Name: Amount Requested: \$ Applicant Type: Choose an item. Program Type: Choose an item. List Program Partner(s) (if applicable):		
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	Program Name: Amount Requested: \$ Applicant Type: Choose an item. Program Type: Choose an item. List Program Partner(s) (if applicable):		
	<i>If you are applying for more than four programs, please contact Dominic Davis Ddavis2@cityofmadison.com</i>		
Contact Person for application (Joint	Sonali Bhikha	Email: sonali@sustaindane.org	

Applications - Lead Org):			
Organization Address:	821 E Washington Ave, Madison, WI 53703	Telephone:	608-285-2454
501 (c) 3 Status:	☒ Yes ☐ No	Fiscal Agent (if no)	

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

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

Sustain Dane is a community-based nonprofit with more than 25 years of experience inspiring, connecting, and supporting people to advance equity and sustainability for community well-being. Through partnerships with businesses, schools, municipalities, community organizations, and residents, Sustain Dane creates opportunities that strengthen communities while addressing environmental and social challenges. For over four years, we have operated a successful youth workforce initiative called Powerful Teen Leaders that provides meaningful paid employment, builds workplace readiness and life skills, and connects young people with mentors and employers in our network during a summer program. We prioritize serving youth who face systemic barriers to employment and access to opportunity.

The Powerful Teen Leaders (PTL) program is delivered through a partnership between Sustain Dane, Warner Park Community Recreation Center, and other community partners. The program is led by Sustain Dane Program Coordinator Sonali Bhikha, who has experience facilitating youth programming and advancing environmental justice initiatives with a strength-based approach in Madison and Duluth, MN. Sonali has also led our work in schools with students on increasing recycling and reducing food waste through in-person lessons, engagement, and field trips. Executive Director Claire Oleksiak brings youth and workforce development experience from managing youth internship programs and being a manager of a job placement site for previously homeless or incarcerated individuals in Washington, DC. The Sustain Dane staff team has expertise in curriculum development, youth engagement, and strength-based workforce development. Together, our staff and partners provide the experience and community connections needed to prepare young people for future education and career success.

- 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.

Powerful Teen Leaders aligns closely with the Youth Employment Services and Career Development RFP priorities by providing paid work experience, career exploration, employer engagement, work readiness training, financial empowerment education, pathways to postsecondary education, and industry-recognized credentials.

Current Employment Program - Powerful Teen Leaders (launched 2023): A paid summer youth employment and career development program that combines work experience, leadership development, career exploration, environmental education, and industry-recognized credentials for high school students.

By the completion of the 2026 program, Sustain Dane will have successfully implemented four years of the summer-based Powerful Teen Leaders programming, which launched in 2023. Over that time, we will have served 45 youth,

provided more than 30 hands-on workplace experiences and career exploration opportunities, and paid participants \$18 per hour throughout the program. Sustain Dane's more than 25 years of community-based work have enabled us to build strong partnerships with businesses, municipalities, schools, and community organizations that make these experiences possible and meaningful to the participants.

Powerful Teen Leaders combines paid employment with a comprehensive workforce development curriculum. Participants receive employment skills and leadership training, financial empowerment education, STEM learning, environmental and sustainability education, natural resources and conservation programming, community-building activities, and exposure to local employers and career pathways. Participants meet each day at Warner Park Community Recreation Center (WPCRC). We selected this location as a northside hub, which is a section of the City with fewer summer youth program options. The PTL group makes lunches together for the day and then will either participate in a speaker engagement at WPCRC or will use the bus system or Union Taxi to a field trip off-site for a partner engagement. At the end of the program, the students host an open house presenting their most impactful experiences, what they enjoyed learning, and how it has impacted their career and education considerations. Among many other professional experiences, there are a few key examples that show how these experiences increase the goals of job exposure and pathways, as well as an introduction to postsecondary education. When visiting Realta Fusion – who just announced they will be adding 600 jobs to Madison with their headquarters being added to the old Oscar Meyer plant - let students know after the tour to stay in touch as they will be needing employees in the coming years. Through the photovoltaic solar panel lab at Madison College, students gain an exposure and comfort level with colleges and environmental sciences, among other STEM topics. By visiting the UW Arboretum, students were taken to see green spaces and shown that they belong in the community.

Other local business partners over the past four years who have provided first work experiences and job exposure include: McKenzie Regional Workforce Center, Capital Area Regional Planning commission, City of Madison Greenpower Program, City of Madison Stormwater Engineers, Dane County Land Water Resources, Dane County Waste and Renewables, Dane County Parks, Epic, Exact Sciences, Fleet Services, Groundswell Conservancy, Madison Gas and Electric, Operation Fresh Start, State Cartographers Office, Groundswell Conservancy, Rooted, and more.

From the past four years, here are examples that have provided exposure to postsecondary education: Madison College, State Cartographer's Office, Center for Limnology, and other UW Madison entities.

Similarly, there have been many partners that provide exposure to community resources and create belonging among our participants: Aldo Leopold Nature Center, Color in the Outdoors, Dane County Parks, Friends of Warner Park, Holy Wisdom Monastery, Troy Gardens, UW Arboretum, Warner Park Community Recreation Center, and more.

Through partnerships with organizations such as Summit Credit Union, participants receive financial education and lessons on prevention of fraud. Operation Fresh Start provides resume and cover letter workshops. Rooted Inc. leads cooking education that helps participants build teamwork and life skills in nutritional cooking.

The program also provides participants with tangible educational and career credentials. Youth who complete 90 hours receive a Work-Based Learning Credit through the Madison Metropolitan School District and Sustain Dane has established the reporting systems needed to administer this credit. Through our partnership with Madison College and Capital Area Regional Planning Commission, participants also earn a solar installation and GIS certificate that strengthens future resumes and job applications. Updated resumes through the resume workshop are available for participants to apply for their next stop. Each week students participate in a reflection survey where they reflect on what interested them most and if/how they could see a career or education pathway for them related to the past week.

Program outcomes demonstrate the effectiveness of this approach. Participant surveys show that 100% of youth reported a stronger connection to their community, increased interest in green careers, and a desire to participate in the program again. Additionally, 86% reported increased interest in STEM careers after completing the program. Examples

of pathway progression of the participants includes one student doing Wanda Fullmore, one student hired by Sustain Dane for food scraps, two students attending U of MKE with one studying Conservation Science, whose interest emerged during the program. Also, that participant has done the program for three years and been informally elevated as leaders in the second year – something that we want to formalize with the new RFP proposal.

Sustain Dane also maintains a strong partnership with Warner Park Community Recreation Center, which helps inform program design and supports recruitment by connecting us with youth already engaged in after-school programming who would most benefit from a summer employment opportunity.

Powerful Teen Leaders was launched in 2023 and ran 2024, 2025, and 2026. In 2023, the program ran for five weeks and hosted 10 students. In 2024 the program ran for eight weeks, and hosted seven students in the Summer. Additionally, in 2024 – utilizing funding received from the Youth Climate Action Fund – we also had Fall programming that hosted 10 participants over six weeks of after school programming. In 2025, we ran seven weeks of programming with eight participants. Finally, in 2026, we had seven weeks of programming and worked with nine participants.

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

In the past two years, Sustain Dane has had no changes that would impact our agency's ability to provide the proposed services. Leadership and strategic vision remain stable and committed to the program.

Changes that have occurred include that two years ago the leaders of PTL program was a part-time position. That individual had moved from the assistant role to the management role. Then they received a full-time position with our partner organization Operation Fresh Start. We have now incorporated the Program Manager role into a full-time staff position.

Like many nonprofits, Sustain Dane loss federal funding at the end of 2025. The funding loss was related to a separate program called the Efficiency Navigator. Loss of funding does not impact the Powerful Teen Leaders program.

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

No Changes.

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

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

Sustain Dane employs staff with experience in youth development, workforce development, environmental education, and community engagement. Our team has extensive experience designing and delivering educational programming focused on sustainability, economic justice, and equity, and staff receive training on equity considerations and systemic barriers to opportunity. We also draw on the expertise of our community partners and proven curriculum from other youth employment initiatives to ensure programming reflects educational best practices and effective youth engagement strategies.

Executive Director Claire Oleksiak brings workforce and youth development experience through her work managing interns in the Wanda Fullmore internship program at the Parks Division in Madison for two year and

supporting formerly homeless or incarcerated in a job site opportunity in Washington, D.C. for 10 years. PTL Program Manager Sonali Bhikha has one year experience leading Powerful Teen Leaders in 2026, one year facilitating environmental justice programming, and working directly with youth ages 11-16 in weekly summer programming. Sustain Dane also hires a program assistant to support implementation and participant engagement. Collectively, staff have expertise in curriculum development, strength-based youth development, and workforce readiness training.

All Powerful Teen Leaders staff are required to complete background checks and maintain CPR and First Aid certification before working with participants. Staff also have access to professional development opportunities related to youth programming, including training on equity, culturally responsive engagement, and other best practices as needed. Sustain Dane maintains a professional development budget line item. Staff also attend important education and training like the YWCA Racial Justice Summit. Sustain Dane maintains strong relationships with Madison Metropolitan School District and the City of Madison Community Development Division, whose ongoing collaboration helps inform staff training, program design, and continuous improvement. Staff participate in the Youth Employment Network and have attended the Youth Excel Conference in Sacramento for peer learning as well. Former Sustain Dane Development and Partnership Manager, Spencer Bierman, who helped to assemble this application has had three years of experience with Powerful Teen Leaders, and has had previous experience facilitation the Wisconsin Foundation and Alumni Association's Grandparents University, as well as lead a summer camp at a Jewish Center for Youth Services in Illinois. Sonali is a member of the Compassion Collective with the Center for Healthy Minds, the Palreddy-Lowe Learning Lab, the Loka Initiative, and YWCA Madison which is a 12-month program of professionals leading organizing efforts to shape change for social justice.

Sustain Dane approaches our work with a continuous improvement mindset. We reflect each year on what went well, what could be better, and then act on that. Feedback from students and program partners is essential in creating the best program possible.

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:	Powerful Teen Leaders	Total Amount Requested for this Program:	\$ 151,794
Legal Name of Organization:	Sustain Dane Inc.	Total amount Requested for Lead/Single Applicant	\$ 151,794
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	Sonali Bhikha	Email:	sonali@sustaindane.org
		Phone:	325-829-2186
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.

Powerful Teen Leaders addresses the specific need in the City of Madison to have more summer youth programs on the Northside and for youth from Equity Priority areas. According to Wisconsin After 3 PM, 4 out of 5 Wisconsin Kids are not in after school programming due to a lack of availability. Other reasons include programs being too expensive, being in inconvenient locations, not being available in a community, and lacking a safe way to the program. To address these, PTL pays hourly wages to our participants, as opposed to charging them for the program. Additionally, the Neighborhood Indicators Project in City of Madison shows that the North and South sides of Madison both have the highest density of young people, as well as people of color. As Madison continues to grow, we are seeing more Northside residential buildings going up, such as the Hartmeyer and Oscar Meyer developments which will bring in over 500 affordable housing units, according to The Cap Times. By having the program at the Warner Park Community Recreation Center, we are providing program in a central location for many participants on the Northside. We also are providing additional programming in an area that is lacking with a focus on S.T.E.M and green job career pathways. The program operates out of the Warner Park Community Recreation Center, as a trusted Northside hub for youth.

PTL addresses the specific need in the City of Madison to have programming for youth from the Equity Priority areas. PTL prioritizes applications from Northside young people. We also have and would continue including students from other Equity Priority areas. For example, students from Southside, including Districts 10, 13, and 14 have also benefited from the program. We address low high school graduation by providing resources and goal setting support for post-secondary education and opportunities, and in 2027 will provide year-round communication sharing resources and additional opportunities for internships with participants. In part to address low employment priority areas, we offer exposure to different career paths that exist and connections to businesses that participants

may otherwise not have. In doing so, we are also helping to address low high school graduation by having students receive MMSD credit for their participation in the program and adding motivation to complete high school for known opportunities ahead.

PTL addresses the need for supporting Madison youth, in particular Black youth, in access to family sustaining career pathways and post-secondary education. According to the RFP executive summary, there is a disparity in wages between the average white household and the average black household of nearly \$40,000. PTL program helps participants gain important career exploration, work readiness training, employer engagement, support for pathways to postsecondary education, and industry-recognized credentials that can lead to higher paying careers. All of these elements aid in providing the opportunity of upward mobility to our participants.

PTL addresses the need for supporting Madison youth to participate in workforce development programs instead of (or in addition to) a summer job by providing an \$18/hour wage to Powerful Teen Leader Participants. The paid position removes a barrier to entry for the program. Almost all of our participants in 2026 have second jobs or other employment, so it is essential that they are also paid for their time in this program – otherwise they would be missing out on the work opportunities. In previous years, some students have been either caregivers or providers in their home, and to ensure that they had access to the program we wanted to ensure that they would receive fundings like another job. In addition to PTL, many students have summer jobs outside program hours because of the need for additional income, emphasizing the importance of continued paid workforce development programming.

Another need we often heard expressed through Hugh Wing from the Community Development Division was the continued engagement of youth participants in forming a workforce development pipeline. Through the application and expansion of the Powerful Teen Leader's program, we will create the opportunities for youth participants to engage in the summer, fall, and spring. This will strengthen the ability to engage and assist participants with their education and career planning. As well as use the business and organizational connections of Sustain Dane to assist participants in their next steps.

This RFP also emphasized the building of career pathways to jobs in S.T.E.M. The program curriculum focuses on S.T.E.M. jobs such as skilled trades, solar installation, engineering, environmental science, healthcare, technology, public service, and other high-demand industries. Through the weekly themes, trainings, and site visits, participants gain an exposure to the variety of jobs that exist within the S.T.E.M. realm and hear from presenters about their career pathways that led to their current jobs, as well as current job openings and how to apply either as a high school student or beyond.

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

The overarching goal of Powerful Teen Leaders is to provide paid summer employment and workforce development related to S.T.E.M. and green job economy career exploration opportunities for high school youth living in Madison's equity priority areas, with a focus on serving young people who face the greatest barriers to employment and access to opportunity. The program equips participants with the professional, technical, and life skills needed to pursue post-secondary education and family-sustaining careers, while introducing them to STEM careers related to the growing green jobs economy through meaningful work experiences, employer engagement, and hands-on learning.

This goal aligns closely with the Youth Employment Services and Career Development RFP by expanding access to paid employment, work readiness training, career exploration, and postsecondary pathways for youth from Core Priority Areas, Low High School Priority Areas, and Low Employment Priority Areas identified in the RFP.

Throughout the program, participants develop professional, academic, and personal SMART goals, strengthen workplace and social-emotional foundational skills through a strength-based approach, and build confidence through teamwork, leadership development, and positive peer relationships. Through direct engagement with employers in Sustain Dane's network, youth gain exposure to STEM and green career pathways while building professional connections that support future employment.

The program also advances the RFP's desired outcomes by increasing participants' knowledge of career and educational opportunities after high school, improving work readiness skills, and creating clear pathways to postsecondary education and employment. Participants earn a Madison Metropolitan School District Work-Based Learning Credit after completing 90 hours of programming, and through our partnership with Madison College, they complete a solar installation training that results in a college certificate and transferable workforce skills.

Staff intentionally incorporate reflection, goal setting, and social-emotional skill development throughout the program to help participants identify and overcome barriers that may affect future employment success. At the conclusion of the program, each participant presents at an open house for families and host sites what they have learned, their next educational or career goals, and the supports they need to achieve them.

With continued funding, Sustain Dane will continue Powerful Teen Leaders summer program and expand to offer a fall reunion and six-week afterschool spring programming to provide year-round engagement. The PTL Program Manager will be an on-going resource and support for the participants, reaching out to them throughout the year, which strengthens the relationships with participants, and improves retention in education and workforce

development pathways. The fall reunion will include checkin on the students' goals set for the year and sharing deadlines for applying to additional internship programs or jobs for the next year.

The program will also add a returning student leadership role opportunity such as being a liaison to new participants, or providing presentations to other youth centered community organizations. Funding will allow for expanded exploration of career themes such as healthy cooking at the new WPCRC kitchen and familiarity with tools for trade careers with Sector67. This extended model will provide ongoing support as youth transition from their first employment experiences toward long-term educational and career success.

- 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.

Powerful Teen Leaders (PTL) is a year-round workforce development and leadership program that prepares youth ages 14–18 from Madison's priority neighborhoods for future education, training, and employment opportunities. The program combines paid work-based learning, career exploration, leadership development, financial empowerment, and professional skill development to help participants build workplace readiness, expand career awareness in S.T.E.M. and the green jobs economy, and develop the confidence and skills needed for long-term success.

Services are delivered through a spring after-school professional development cohort compensated with a stipend, a paid summer employment experience, and a fall alumni reunion that provides ongoing support and connection to educational and career opportunities. Based at Warner Park Community Recreation Center, the program combines classroom instruction, hands-on learning, employer site visits, technical training, mentorship, and service-learning experiences. Participants receive training in workplace communication, teamwork, leadership, financial empowerment, goal setting, social-emotional learning, resume and cover letter development, and job and educational opportunity navigation. Through partnerships with local employers, higher education institutions, government agencies, and community organizations, youth explore careers in S.T.E.M., the green economy, skilled trades, solar installation, engineering, environmental science, healthcare, technology, public service, and other high-demand industries while earning wages during the summer program.

The Spring program is anticipated to occur from March to May, on Tuesday and Thursdays between 5 - 7 PM. It will be an additional after-school activity for students who already go to WPCRC as a trusted community gathering location. Program will include a particular focus on activities in natural resources and the park, lagoon, and lake surrounding the WPCRC. This will provide a total of 24 hours of programming per participant, and a stipend of \$575 per participant.

The Summer program is anticipated to occur June 15 – August 24. Hosting program on Tuesdays, Wednesdays, and Thursdays from 10 am until 3 pm at WPCRC and onsite at partner locations. This would mean a total of 150 hours of summer programming per student, and students would receive approximately \$3,000 over the course of the summer.

The Fall programming will be a one day reunion to provide continued engagement and an opportunity to connect and share work, internship, and apprenticeship opportunities to participants who had joined us in the summer and the spring.

Powerful Teen Leaders will serve approximately 15–20 youth annually through its spring and summer cohorts, with continued engagement through the fall reunion. Expected outcomes include increased workforce readiness, stronger leadership and professional skills, improved financial capability, expanded career networks, greater awareness of postsecondary education and career pathways, increased connection and belonging within the community, and increased access to internships, apprenticeships, education, and employment opportunities.

These goals are reflected in our outcome objectives through 90% of participants demonstrating increased knowledge of career and education options, 90% demonstrating improvement in work-readiness skills, 95% of participants completing a youth-led end of program presentation, and 90% of participants showing increased understanding and ability to manage thoughts, emotions, and behaviors that may interfere with employment.

2. POPULATION SERVED

- A. Proposed Participant Population: Describe the intended service population that will be impacted by this program (e.g., location, ages, race/ethnicities, income ranges, English language proficiency, if applicable etc.)

AND how has your org/agency engaged members of this population in designing, informing, developing, implementing the proposed program?

The Powerful Teen Leader program serves Madison's young people ages 14 to 18 years old primarily from under resourced communities. In previous years of funding, programming recruitment has prioritized participants who live on the Northside of Madison or attend school on the Northside and Eastside of Madison, and have welcomed youth from other priority areas. For this round of Youth Employment Services funding, we will continue prioritize recruitment of youth from the Northside and welcome youth from priority areas designated by the RFP put forth by the City of Madison. This will include youth who attend Warner Park Community Recreation Center for after school programming during the school year. Districts we aim to recruit students from Districts 10, 11, 12, 13, 14, and 18. Recruitment of students includes working with WPCRC staff to promote the opportunity to youth attending WPCRC and post on their electric billboard. We also have the Program Director onsite at WPCRC to share info about the program. We will conduct outreach to the high school counselors at East, LaFollette and Shabazz. Emails will be sent to the neighborhood centers in each of the Districts as well. Sustain Dane website, newsletter and social media promote the opportunity as well.

In 2026, the demographics of our participants as reported by the MMSD MOST/MIS self-reporting tool was:

- Gender: Three female, Six male
- Age: Two 14-year-olds, One 15-year-old, Two 17-year-olds, and Four 18-year-olds (three of the 18-year olds had attended the program the previous year as well)
- Race: 11% of participants identified as Asian, 11% as Pacific Islander, 89% as Black, 22% as white, and 33% identifying with multiple races (At the time this report was pulled MOST/MiS pulled this information in a way where percentages add to over 100%)
- Ethnicity: In 2026, no participants identified as Hispanic
- 11% of participants have Limited English Proficiency
- No participants qualified for free/reduced lunch

In 2025, the demographic of our participants was:

- Gender: Four female, Four male
- Two 16-year-olds, four 17-year-olds, and two 18-year-olds
- 12.5% of participants identified as Pacific Islander, 62.5% as Black, and 62.5% of as white, and 37.5% identifying with multiple races (At the time this report was pulled MOST/MiS pulled this information in a way where percentages add to over 100%)
- Ethnicity: No participants identified as Hispanic
- Four qualified for free/reduced lunch

The program engages members of this population in designing, informing, developing, and implementing the proposed program through feedback during the program year and with an end of year surveys. Each week the students complete a reflection feedback survey which allows us to be informed on what is being well-received and if there are areas that need adjustment for the following week. Also, at the end of the year we have a survey and group discussion that ranks the program elements to inform the design, development, and implementation for the following year. We have been able to learn from past participants about what program elements were enjoyed and what additional exposures and experiences they would like to receive. For example, water quality and ecosystems was identified as an area they enjoyed the first experience and would like more. This year we added a planned experience with the Center for Limnology and a look at water management practices that the UW Arboretum approaches. Each year kids say they enjoy the solar lab so we continue providing it. The visit to Epic was a highlight for many of the participants. If funding is received, the Spring afterschool program will also play a role in designing and informing the program curriculum for the summer.

Additionally, for some other funding opportunities such as the Youth Climate Action Fund, we have worked with past participants to design and develop the applications that reflect their desired program for the coming year. For instance, 2025 programming incorporated the GIS Lab, Madison Colleges Solar Lab, and a tour of Dane County Waste and Renewables as indicated by expressed interest by participants who aided in the grant writing process.

When students return to the program after already participating in a prior year, they are paired with newer participants to help set a positive example and share guidance on how to take the most away from partner meetings. A 2026 participant

shared during his end-of-program presentation "I became more social throughout the program and got more comfortable talking with other people when I wouldn't have done that before."

- 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.

In 2024, our Powerful Teen Leader Demographics looked like:

- Race: 9% of participants identified as Pacific Islander, 82% as Black, 27% as White, and 18% identifying with multiple races (At the time this report was pulled MOST/MiS pulled this information in a way where percentages add to over 100%)
- Ethnicity: 10% of participants identified as Hispanic or Latino
- Gender: Five female and Five male

Race	# of Participants	% of Total Participants
White/Caucasian	3	30%
Black/African American	8	80%
Asian		
American Indian/Alaskan Native		
Native Hawaiian/Other Pacific Islander	1	10%
Multi-Racial	2	18%
Balance/Other		
Total:	10	
Ethnicity		
Hispanic or Latino	1	10%
Not Hispanic or Latino	9	90%
Total:	10	
Gender		
Man	5	50%
Woman	5	50%
Non-binary/GenderQueer		
Prefer Not to Say		
Total:	10	

Comments (optional): At the time this report was pulled MOST/MiS pulled this information in a way where percentages add to over 100%

- 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.

Staff at Sustain Dane and WPCRC approach working with BIPOC, LGBTQ+, migrant, low-income communities, and first-generation American families with an understanding that there are structural barriers to employment and

deeply rooted racism. We lead with respect and center the perspectives of the individuals we serve to foster the trust and understanding necessary for positive outcomes. To truly be inclusive and serve community needs, marginalized voices need to be heard, included in conversations and their opinions respected when decisions are affecting them.

When barriers are removed, the result is a healthier and thriving community. We gather feedback and discuss the challenges, opportunities and attitudes around climate, health and equity in the county, with focus on feedback from Black, Indigenous, and People of Color (BIPOC) perspectives. By providing an \$18/hr wage for participants we are removing a barrier to entry in participation for youth. Additionally, we work with Warner Park Community Recreation Center in desinging the strength-based approach to the program and curriculum.

Within the program we have student family members with language barriers. By sharing plans for the week via email we provide the opportunity for information to be translated. Additionally, in the program we have multiple student's that speak in their native languages, and the program is welcome to this and encourages peer to peer connection. During 2026 programming, there were students who required time and space to pray throughout the day. We communicated with partners when planning on-site visit and to ensure this would be provided and time allowed during the visit.

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.

Powerful Teen Leaders uses a multi-faceted recruitment strategy designed to reach youth ages 14–18 living in Madison's priority neighborhoods, with a particular focus on students who may benefit from additional workforce development and career exploration opportunities. Recruitment is conducted through trusted community partners, schools, neighborhood organizations, and direct community outreach to ensure the program is accessible to youth who face barriers to employment and opportunity.

Warner Park Community Recreation Center serves as a primary recruitment and referral partner by connecting the program with youth who participate in its afterschool and community programming. We also work with school counselors at East High School, La Follete High School, and other east and northside schools, who identify and refer students they believe would benefit from the program's paid employment, leadership development, and career readiness opportunities. Additional outreach would include distributing flyers throughout the community, advertising through the Northside News, participating in community tabling events, and promoting the program through Sustain Dane's newsletter, website, and social media channels. Word-of-mouth referrals from past participants and their families have also become an important recruitment tool, reflecting participants' positive experiences and trust within the community. A two-time participant at the end of 2026's programming, for example, gave this great reflection on the program: "I am excited to see what I can do for my future. I want my kids and their kids to be able to have a comfortable life. To go start gazing instead of look at smog covered skies. I love community and how we can help each other to grow."

To strengthen recruitment, Sustain Dane uses a general interest form before the application period opens, allowing interested youth and families to express interest and receive application information once enrollment begins. For the summer cohort, recruitment materials are distributed beginning in March. As the program expands to include year-round programming, outreach for the spring after-school cohort will begin near the end of the fall semester to ensure youth have ample time to learn about and apply for the opportunity.

If awarded the RFP, in 2027 we will add recruitment strategy of contacting the building managers of apartments around WPCRC and at Oscar Meyer site and emailing the neighborhood centers throughout all of the priority districts.

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?

Powerful Teen Leaders is intentionally designed to reduce barriers that often prevent youth from participating in workforce development opportunities. One of the most significant barriers is the need for summer income. Many participants contribute financially to their households, making unpaid enrichment programs inaccessible. To ensure youth can participate without sacrificing income, all participants are compensated at a rate of \$18 per hour throughout the summer program.

Transportation and scheduling are also key considerations in program design. Programming is held on Tuesdays, Wednesdays, and Thursdays, a schedule that has consistently supported strong attendance while allowing participants to balance family responsibilities, other summer jobs and commitments, and weekend activities. The program is based at Warner Park Community Recreation Center, a centrally located and familiar community space that is accessible by Madison Metro transit. Staff work with participants to secure transportation resources, including bus passes and use of taxis for group off-site visits to help ensure reliable access to programming.

Building trust and creating a welcoming environment are equally important to participant success. Sustain Dane uses a strength-based, youth-centered approach that emphasizes transparency, relationship building, and regular check-ins between staff and participants. At the beginning of each program, youth and staff collaboratively develop a group agreement that establishes shared expectations, fosters mutual respect, and creates a supportive environment where participants feel comfortable asking questions, seeking assistance, and fully engaging in the program. This approach helps cultivate a sense of belonging while supporting participants' personal and professional growth.

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).

After participants apply for the program, their applications are reviewed by the PTL Program Manager. The Program Manager looks at their application to see if the participants answers in terms of interest and willingness or excitement to learn new things. We do not expect students to have background knowledge or experience. If there are questions that we need more context for, or are deciding between multiple applicants, we will organize and set up a call with the Program Manager and the youth. One of the questions is how did the student hear about the program which we can use to follow up with WPCRC staff or school counselors to ask for their recommendations as well. Our applications are done through Google Forms.

We are responsive to the needs and preferences of the participants. For 2027, we would turn towards the spring program participants to provide reflections on their experience, and that type of programming they would be interested in seeing be included in the summer sessions. Additionally, in 2026, we based breaks off when they were requested and intentionally allowed breaks throughout the day when people needed to pray, including confirming with community partners that there would be locations to pray if students requested it.

For enrollment, after participants have submitted an application and been accepted, we share a curriculum for the summer. Additionally, we have parents and participants complete forms and waivers through DocuSign. We have a minimum barrier to entry to encourage all participants to join the program. On the first day of programming, Summit Credit Union joins us to assist in creating bank accounts if students need a location to send their direct deposits.

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.,).

Powerful Teen Leaders (PTL) is a year-round youth employment and workforce development program that combines paid work-based learning, professional development workshops, S.T.E.M. and green job career exploration, technical training, and leadership development for youth ages 14–18 from Madison's priority neighborhoods. Programming is based at Warner Park Community Recreation Center and is delivered through a spring after-school cohort, a 10-week paid summer employment program, and a fall alumni reunion that supports continued engagement and career development.

With funding from this RFP, Sustain Dane will serve approximately 10-15 participants in the spring cohort, 8–10 participants in the summer cohort, and 10–20 current and former participants through the fall reunion. Recruitment will focus on youth living on the Northside and in identified priority areas through referrals from Warner Park Community Recreation Center, school counselors, community partners, and former participants.

Across all program components, participants engage in professional development workshops that include financial empowerment education, workplace communication, leadership development, SMART goal setting, teamwork, social-emotional learning, and career readiness. Participants complete weekly reflections and check-ins, prepare for employer site visits through pre-learning activities, and receive individualized support with resume writing, cover letters, job applications, and postsecondary planning. Due to pre-work for partner visits, as well as preparation in actively engaging with experience, a 2026 PTL participant also shared "I improved on my public speaking by asking more questions. The program helped me to feel more confident."

Financial empowerment is a core component of the program. Through a partnership with Summit Credit Union, participants learn budgeting, saving, understanding paychecks, responsible use of debit and credit, and strategies for avoiding financial scams and fraud. Participants also have the opportunity to open a checking or savings account and receive their wages through direct deposit, helping them build practical financial management skills while earning \$18 per hour during the summer employment program.

The summer cohort consists of a ten-week paid employment experience held at Warner Park Community Recreation Center. Programming is offered three days per week—typically Tuesdays, Wednesdays, and Thursdays—from 10:00 a.m. to 3:00 p.m. This schedule has consistently resulted in strong attendance while accommodating participants' family responsibilities and other summer commitments. The cohort size is intentionally limited to no more than 10 participants to promote individualized support and meaningful relationship building.

Each week includes visits to employer offices and job sites to learn about that particular career pathway. Presenters share with PTL youth their own education and career experiences, as well as share how a person may be able to obtain a job with their business/organization. At the end of each week participants complete a survey reflecting on the weeks of activities and action items in terms of how it relates to their own goals or may be a new opportunity, as well as the skills they learned. Participants also are provided foundational information about the next weeks experiences in terms of S.T.E.M. and sustainability connections and they prepare questions for the experiences in the week to come to practice engagement on job sites.

Summer programming in 2027 would tentatively include the following:

- Week one of the programs focuses on group agreements, team building activities, setting up bank accounts for direct deposit, financial empowerment and avoiding fraud, and foundational education about sustainability, S.T.E.M. and green jobs careers.
- Week two: sustainable agriculture, food waste, and recycling
- Week three: water conservation and stewardship
- Week four: belonging in the outdoors
- Week five: land management and conservation
- Week six: Skilled trades (solar lab, welding, carpentry, etc)
- Week seven: engineering, and alternative energy
- Week eight: workforce readiness preparation such as resume building, cover letter creation, interview practices, and application practice.
- Week nine: postsecondary education preparation including looking at the options available, exploring financial aid and scholarships, and practice applications for schools
- Week ten: Final presentation preparation, graduation, and celebration

The spring cohort is a six-week after-school professional development program held during March and April. Participants meet two evenings per week from 5:00 to 7:00 p.m. and engage in career exploration, leadership development, employer presentations, and social-emotional learning. Program will include a particular focus on activities in natural resources and the park, lagoon, and lake surrounding the WPCRC. The smaller cohort size allows participants to strengthen workplace skills and prepare for summer employment opportunities.

The fall alumni reunion provides an opportunity for current and former participants to reconnect with staff and peers, reflect on progress toward their educational and career goals, and learn about internships, apprenticeships, scholarships, and other workforce development opportunities. This reunion reinforces

participants' connection to the program and provides continued support as they navigate upcoming internship deadlines, future educational and career pathways.

In our application budget we are including stipends to community partners to ensure that the work we are requesting, as well as the staff time required for their facilitation and planning, are supported through Powerful Teen Leader costs. Additionally, for smaller community partners, we would like to grow collaboration and provide new experiences to program participants. By being able to support their work through stipends we would be able to provide new and more thorough experiences to our youth participants. Program costs that we already know will required budget line items include Madison College tuition costs, GIS Lab costs for staff time and space rentals, and Sector67 for staff time and supplies.

To provide participants with transferable technical skills and recognized credentials, the program also includes immersive industry training experiences. Through Madison College's Solar Installation Lab, participants complete a two-day hands-on training in photovoltaic systems and solar installation, earning a certificate of completion. In partnership with the State Cartographer's Office and Capital Area Regional Planning Commission, participants complete a Geographic Information Systems (GIS) lab where they collect community data, create digital maps, and learn about careers in planning and geospatial technology, earning a certificate upon completion. Participants also take part in a Skilled Trades Lab at Sector67, where they explore fields such as carpentry and welding through hands-on projects while learning about career opportunities in the skilled trades. These technical experiences provide participants with industry exposure, practical skills, and credentials that strengthen future resumes, job applications, and college applications. A 2026 participant shared "Before PTL I didn't feel the need to ask questions. Now I ask questions to get more information. At first, when I saw something I thought would maybe be cool, I wouldn't try it, it was either yes or no. Now, I want to try things to see if it is something that I want to do."

- 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?

Sustain Dane has a four-year track record of partnering with Warner Park Community Recreation Center, which borders both District 18 and District 12. The Districts we aim to recruit students from include Districts 10, 11, 12, 13, 14, and 18. Additionally, we have participants who are located near Badger Rock and the Southside of Madison. Through outreach to other community partners – including district alders – we can get connected to young people in the area's that people share our information with. Residents located towards Warner Park Community Member Recreation will be able to walk to the program or take a short bus ride to the program. Participants joining us from the Southside will be able to take a public transit. Within program hours, Powerful Teen Leaders utilize Maduson Taxi to navigate to program or opportunities within program hours.

- 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	Choose an item.	Choose an item.
Tuesday	10:00 AM	3:00 PM
	Warner Park Community Recreation Center - Summer	Warner Park Community Recreation Center - Summer
Wednesday	10:00 AM	3:00 PM
	Warner Park Community Recreation Center - Summer	Warner Park Community Recreation Center - Summer
Thursday	10:00 AM	3:00 PM
	Warner Park Community Recreation Center - Summer	Warner Park Community Recreation Center - Summer
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*

Table 2: (Optional/if needed)

PROGRAM LOCATION(s):		
Day of the Week	Start Time	End Time
Monday	Choose an item.	Choose an item.
Tuesday	5:00 PM	7:00 PM
	Warner Park Community Recreation Center - Spring	Warner Park Community Recreation Center - Spring
Wednesday	Choose an item.	Choose an item.
Thursday	5:00 PM	7:00 PM
	Warner Park Community Recreation Center - Spring	Warner Park Community Recreation Center - Spring
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:

Some days may vary on programming time based on availability of program partners, but the general scheduling we aim to follow is five hours of program time per day during the summer, and two hours of program time per day during the spring. The reunion will be approximately four hours.

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.

We provide surveys for participants' families to reflect on the impact of the program, and positive impacts that these parents/guardians see from their youth participants. In doing so, we will also receive feedback on how to make the program more topical, and effective to what families see as needs among their students. Additionally, by having a program in Spring, and a reunion in fall, we will receive the year-round feedback that provides continual opportunities for program improvement. In previous years of programming, we engage with families by sharing information about the programming for the week as well as any requirements for student's participation.

- 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.

When we partner with community entities, we begin communication approximately six months before the program. Through emails and Teams meetings, they discuss the plan for working with PTL and strategies for being most engaging and successful with the students using a strength-based approach to teaching and engaging with the students. After the on-site experience we send a "host site survey" that helps us to inform ourselves on their feedback and opportunity for improvements in the future. One very important partner for this program is the Warner Park Community Recreation Center. We will meet with them annually to align on common goals and how Powerful Teen Leaders can help to accomplish goals of this essential Northside entity. Additionally, by communication with district alders and schools on the north and east side of Madison, we inform our programming.

- 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)?
Summit Credit Union	Financial empowerment education, and opening bank accounts	Hannah Altwegg	No

Madison College	Solar Panel Installation / Photovoltaic Lab	Liz Reinke	Yes
Rooted Inc.	Urban Agriculture Career Exploration, and nutrition education	Sarah Karlson	Yes
Capital Area Regional Planning Commission, State Cartographer's Office	Geographic Information Systems Lab	Matt Noone, Howard Veregin	Yes
Sector67	Skilled Trade Lab	Chris Meyer	Yes
Warner Park Community Recreation Center	Student recruitments and space provider	Zach Watson, Marquis Sanders	Yes

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

Dane County Waste and Renewables / Tour of landfill and explanation of job possibilities in waste management and recycling / Hanna Kohn / No MOU

Epic Health Systems / Tour of campus and explanation of career paths to degreed and non-degreed routes (horticulture and culinary services) / Maryn Smith / No MOU

How do these partnerships enhance this proposal?

Summit Credit Union – Provide financial empowerment education, identifying and avoiding fraud, and the opportunity to open a bank account to receive direct deposits

Madison College – Provides exposure to postsecondary education and transferrable skills such as Solar Panel Installation and individuals within that career. Participants receive a certificate of completion that can be used as skills on resume.

Rooted – Exposure to careers in urban agriculture and nutrition and leadership presentation for second year participants with speaking to the Rooted participants about climate change and different careers they have learned about

CARPC/SCO - Provides exposure to postsecondary education (UW Madison) and transferrable skills such as an exposure to Geographic Information Sciences and the careers it is utilized within. Participants receive a certificate of completion that can be used as a skill on resume.

Sector67 – Provides exposure hands on experience with carpentry and welding, and exposure to internships and apprenticeship as well as exposure to careers within the skilled trades. Participants will receive a certificate upon completion that can be used as a skill on resumes.

Warner Park Community Recreation Center – In addition to being centrally located for many of our participants, WPCRC provides guidance on best practices and programming with strength-based approach, as well as assisting with recruitment of participants

Dane County Waste and Renewables – Provides exposure to careers in Waste Management and additional explanation of its importance in local sustainability. Students also receive a tour of the landfill, trash lab, and sustainability campus.

Epic – Provides exposure to careers in STEM and a different aspect of the medical field, as well as different routes to being employed at one of the largest employers within Dane County.

What are the decision-making agreements with each partner?

Summit Credit Union – Agreement to coordinate financial empowerment training, identifying and avoiding fraud, and opportunity to open bank accounts

Madison College – Agreement to provide a two-day solar lab with Powerful Teen Leaders in exchange for the cost of tuition for our students.

CARPC/SCO - Agreement to provide a two-day GIS Lab with Powerful Teen Leaders in exchange for compensation of staff times and experience costs.

Sector67 – Agreement to provide two-day skilled trade experience to Powerful Teen Leaders in exchange for compensation of staff time and experience costs.

Rooted Inc. - Agreement to host PTL participants for exposure to urban agriculture careers and cooking and nutrition courses, while PTL provides a presentation to Rooted participants highlighting what has been learned regarding climate change and the green jobs our participants have learned about.

Partner sites and PTL Program Manager begin communication approximately six months before the program. Through emails and Teams meetings, they discuss the plan for working with PTL and strategies for being most engaging and successful with the students. All agreements emphasize the goals of PTL to be a workforce development experience for the participants and use a strength-based approach to teaching and engaging with the students. Decision-making agreements encourage discussion of presenters' pathways to their careers and opportunities for students to pursue post-secondary education or find a career in a related field.

- 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?

Within the program, students receive resources such as resume building opportunities and an updated resume, connections to employers, and tours. Students receive resources on financial empowerment and avoiding fraud. They also receive the opportunity to open a checking account and learn about direct deposit. They also gain resources and experiences from employer site visits to learn about what our region has to offer for jobs. Youth also gain education and confidence on topics of S.T.E.M, green job economy, and sustainability. A 2025 participant was quoted saying "I love this program and wish to be in it again next year I am more than grateful for being invited again. I want to continue to help our environment because even if nobody cares I still wanna help because yolo (you only live once) and I wanna be useful all my life till the end, and this job has given me so much inspiration and motivation and im so ready for change."

Participants will also gain communication skills and confidence in talking with potential employers in a professional environment. Participants gain education on how to engage in professional presentations, college style lectures, and facility tours at potential employers. They also brainstorm questions to ask ahead of time and practice critical thinking skills to ask questions and show engagement in the topics. Participants also gain a sense of belonging and connection to the community. Another 2025 participant, discussing our visit to the UW Arboretum, shared "I'd love to get involved with some local work, like at the Arboretum. I'd never been before, so I had no idea it was that big and important to Madison's wildlife. Even if they don't have job openings anytime soon, it would be a great place for me to volunteer and start building experience."

Additional examples of pathway progression of the participants includes one student enrolling in the Wanda Fullmore internship, one student hired by Sustain Dane for our food scraps collection program, another past participant hired by Goodman Community Center, and two students attending Madison College, and two students attending U of MKE with one studying Conservation Science, whose interest emerged during the program. During the 2026 end of year presentation, one participant shared "PTL has given me a chance to grow off the things I have experienced here. This has helped me to know what I do want to do, and what I don't want to do. I didn't know how to do networking before this, but I was able to network with people at the Sustainable Breakfast Series and grow experience being able to do this."

We have all families review and sign an overview of the program plan as part of the registration. We share updates on the weeks and information on the program elements we will be introducing participants to. As well as inviting families to the final presentations and celebration to hear about what students have been doing over the summer and what they have learned.

At the fall reunion, we plan to provide students with a resource outlining next step summer internship opportunities such as the Wanda Fullmore Internship and application dates for the coming year. We will also provide a list of Sustain Dane businesses they have met with during the program and others in our network with high school employment opportunities for them to consider applying for. The resource will also be emailed to all students with reminders sent two weeks before due dates.

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.

Number of youth participants will be measured through the number of participants who are on our Powerful Teen Leaders Payroll and additional participants who participate in the spring session.

Number of youth participants who complete summer program will be measured through the number of participants who complete 90 hours of programming in summer, and the number of participants who complete a presentation at the end of summer open house.

Hours of youth programming will be measured by adding the total number of programming hours offered through Powerful Teen Leaders for all participants at the summer, fall, and spring program

Educational Credit and Industry Recognized Certificates earned will be measure by the number of participants who reach 90 hours of programming, as well as by the number of participants who attend the Madison College Solar Lab, the GIS Lab, and the Sector67 experience.

Youth wages paid by City Funds will be measured by tracking total wages and stipends paid through submitted payrolls. Wages will be paid for summer employment and a stipend will be provided to spring participants.

Youth participating in financial empowerment education will be measured by counting the number of students who attend the program days where Summit Credit Union joins us.

Number of youths that apply to private sector employment/internships placement will be tracked and measured by the number of students who are present on the days where we work on applying to a job during the summer and spring sessions.

Number of youth that apply to youth apprenticeships/postsecondary education will be tracked and measured by the number of students who are present on the days where we work on applying to a youth apprenticeship or secondary education.

Number of youth that feel a strengthened connection to their community.

- B. Program Outcomes

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

These program outcomes were chosen through past reporting priorities of Powerful Teen Leaders (to track improvements over the total duration of the program) as well as through data that is collectible through MOST/MiS information system provided through the Madison Metropolitan School District. Objective details and specifics are provided in the table below.

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.
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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/education options

Performance Standard	Targeted Percent	90%	Targeted Number	18 participants
	Actual Percent		Actual Number	

Measurement Tool(s) and Comments: Participant Final Survey and Presentation

Methodology: The primary measurement tool will be a program survey and final presentation that asks participants if they have learned about additional career and education options combined with the opportunity to highlight examples that are most exciting for them.

Outcome Objective #2: 90% of participants demonstrate improvement toward or proficiency in Work Readiness Skills				
Performance Standard	Targeted Percent	90%	Targeted Number	18 participants
	Actual Percent		Actual Number	
Measurement Tool(s) and Comments: Participant Final Survey and Presentation				
Methodology: The primary measurement tool will be a program survey and final presentation that asks participants to elaborate on the Work Readiness Skills that they have gained throughout the course of the program. Program Manager evaluation of students based on metric of work readiness skills.				

Outcome Objective #3: 95% of participants complete youth-led end of program presentation				
Performance Standard	Targeted Percent	95%	Targeted Number	19 participants
	Actual Percent		Actual Number	
Measurement Tool(s) and Comments: Participant Presentation				
Methodology: The primary measurement tool will be attendance on the day of the final presentation.				

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?

Additional Outcome Object:

Outcome Objective: 90% of participants show increased understanding and demonstrate ability to manage thoughts, emotions, and behavior that may interfere with employment

Performance Standard Targeted Percent 90% Targeted Number 18 participants

Measurement Tool: Exit Interview

Methodology: The primary measurement tool will be individual exit interviews where PTL program staff meet with participants at the end of program to ask about areas where they have grown.

Data Tracking - Continued:

Data will be tracked and documented through excel, word, and google surveys that will be stored on Sustain Dane's Microsoft Sharepoint's. Additionally, Sustain Dane utilizes Madison Metropolitan School District's MOST/MiS system to track achievements, certifications, demographics, and hours of student participants. Demographics data is available through MMSD MOST/Mis and is also asked for self-reporting information through the PTL application forms that participants are asked to complete.

The program activities schedule is developed approximately six months ahead of the start of the program. It is coordinated and documented in an excel format. The document is a comprehensive tracking of the activity location, contact person, times/dates, and goal for the activity to be achieved by participation.

Finally, expenses will be tracked through biweekly payroll settlement where we download and track receipts, respective budget categories, and confirm receipts with our accountant who helps to manage Sustain Dane's finances. Sustain Dane completes an annual financial audit as well.

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)
PTL Program Manager - FTE 34%		First Aid and CPR Training, Background Check	Madison, WI
Development and Partnership Manager - FTE 25%		Background Check	Madison, WI
Executive Director - FTE 5%		Background Check	Madison, WI
PTL Program Assistant - FTE NA		First Aid and CPR Training, Background Check	Madison, WI

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

When working with a community partner who is volunteering their time to work with our Powerful Teen Leaders, we are sure to schedule multiple planning meetings to make sure that partners are planning culturally and programmatically relevant days for our participants. Additionally, we are sure to work with community partners that we have some past connection with and/or work for institutions that would also conduct background checks. Powerful Teen Leaders program staff – including Program Coordinator and the Program Assistant – will be present with students each day of the program and will supervise participants and partners to ensure behavior is within our program standards.

- 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.

Warner Park Community Recreation Center is an essential partner of the program. Although space is not yet reserved for the following year's program, we have been communicating with them through the RFP process and they have submitted a Letter of Commitment. Madison Taxi is how we will commute the youth participant around town during program in a safe and time efficient manner. During program, we have students assemble and prepare their own lunches while at program; we view this as a beneficial skill as it pertains to being successful as a career. All of these other program resources are currently in place.

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.

None

B. Disclosure of Contract Failures, Litigations

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

None

APPLICATION FOR 2026 EMPLOYMENT AND CAREER DEVELOPMENT SERVICES PROGRAMS

1. ORGANIZATION CONTACT INFORMATION

Legal Name of Organization	Sustain Dane Inc
Mailing Address	821 E Washington Ave
Telephone	608-285-2454
FAX	
Director	Claire Schaefer Oleksiak
Email Address	claire@sustaindane.org
Additional Contact	Sonali Bhikha
Email Address	Sonali@sustaindane.org
Legal Status	Private: Non-Profit
Federal EIN:	43-1953180

2. PROPOSED PROGRAMS

	2027		If currently City funded	
Program Name:	Letter	Amount Requested	2026 Allocation	Joint/Multi Application - SELECT Y/N
Powerful Teen Leaders	A	\$151,794	\$41,735	No
Contact:	Sonali Bhikha, sonali@sustaindane.org			
	B			
Contact:				
	C			
Contact:				
	D			
Contact:				
	E			
Contact:				
TOTAL REQUEST		\$151,794		

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	17	100%	24	100%			
GENDER							
MAN	9	53%	8	33%			
WOMAN	8	47%	16	67%			
NON-BINARY/GENDERQUEER		0%		0%			
PREFER NOT TO SAY		0%		0%			
TOTAL GENDER	17	100%	24	100%			
AGE							
LESS THAN 18 YRS		0%	9	38%			
18-59 YRS	14	82%	15	63%			
60 AND OLDER	3	18%		0%			
TOTAL AGE	17	100%	24	100%			
RACE							
WHITE/CAUCASIAN	12	71%	15	63%	80%	67%	16%
BLACK/AFRICAN AMERICAN	1	6%	6	25%	7%	15%	39%
ASIAN	2	12%	1	4%	8%	11%	28%
AMERICAN INDIAN/ALASKAN NATIVE	1	6%		0%	<1%	<1%	32%
NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER		0%		0%	0%	0%	0%
MULTI-RACIAL	1	6%	1	4%	3%	4%	26%
BALANCE/OTHER		0%	1	4%	1%	2%	28%
TOTAL RACE	17	100%	24	100%			
ETHNICITY							
HISPANIC OR LATINO	1	6%	1	4%	7%	9%	26%
NOT HISPANIC OR LATINO	16	94%	23	96%	93%	81%	74%
TOTAL ETHNICITY	17	100%	24	100%			
PERSONS WITH DISABILITIES	0	0%	0	0%			

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

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

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

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

7. AGENCY GOVERNING BODY

How many Board meetings were held in 2025

6

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

6

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

Up to 18

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

Name	Sandy Xiong			
Home Address	300 E Main St, Sun Prairie, WI 53590			
Occupation	Chief of Staff			
Representing	City of Sun Prairie			
Term of Office	President	From:	01/2020	To: 12/2026
Name	Richard Heinemann			
Home Address	1 S Pinckney St, Madison, WI			
Occupation	Attorney			
Representing	Boardman Clark			
Term of Office	Vice President	From:	01/2019	To: 12/2027
Name	Jim Bradley			
Home Address	3762 E Washington Ave, Madison, WI			
Occupation	Retired			
Representing	Home Savings Bank, Retired			
Term of Office	Treasurer	From:	01/2006	To: 12/2028
Name	Antonina Singer			
Home Address	402 Evan Acres Rd, Madison, WI 53718			
Occupation	Director of Training and Development			
Representing	Ho-Chunk Gaming Madison			
Term of Office	Secretary	From:	01/2024	To: 12/2026
Name	Mark Richardson			
Home Address	7 N Pinckney St, Suite 300, Madison, WI 53703			
Occupation	President			
Representing	Unfinished Business			
Term of Office	At Large	From:	01/2016	To: 12/2028
Name	Steve Whayland			
Home Address	7601 Ganser Way, Madison, WI 53719			
Occupation	Client Manager			
Representing	DC Engineering			
Term of Office		From:	01/2016	To: 12/2028
Name	Yvette Jones			
Home Address	707 S Park St, Madison, WI 53703			
Occupation	Retired			
Representing	designCraft Advertising, Retired			
Term of Office	Board Member	From:	01/2019	To: 12/2028
Name	Tom Thompson			
Home Address	7974 UW Health Ct, Middleton, WI 53562			
Occupation	Sustainability Specialist			
Representing	UW Health			
Term of Office	Board Member	From:	01/2019	To: 12/2027

AGENCY GOVERNING BODY cont.

Name	Ben Reynolds				
Home Address	725 E Mifflin St, Madison, WI 53703				
Occupation	Director of Operation				
Representing	Reynolds Transfer and Storage				
Term of Office	Board Member	From:	01/2019	To:	12/2027
Name	Dave Benforado				
Home Address	133 S Blair St, Madison, WI 53703				
Occupation	Senior Community Services Manager				
Representing	Madison Gas and Electric				
Term of Office	Board Member	From:	01/2017	To:	12/2026
Name	Robin Lisowski				
Home Address	431 Charmany Dr, Madison, WI 53719				
Occupation	Managing Director of Policy				
Representing	Slipstream				
Term of Office	Board Member	From:	01/2015	To:	12/2026
Name	Abigail Corso				
Home Address	821 E Washington Ave, Madison, WI 53703				
Occupation	Chief Strategy Officer				
Representing	Elevate Energy				
Term of Office	Board Member	From:	01/2020	To:	12/2026
Name	Brenda Gonzalez				
Home Address	2238 S Park St, Madison, WI 53713				
Occupation	Director of Community Relations				
Representing	UW Madison Community Relations				
Term of Office	Board Member	From:	01/2025	To:	12/2027
Name	Toral Livingston-Jha				
Home Address	1730 Winchester St, Madison, WI 53704				
Occupation	Leadership and Personal Development Coach				
Representing	TLJ Coaching				
Term of Office	Board Member	From:	01/2025	To:	12/2027
Name	Louis Liu				
Home Address	200 Twin Oaks Road, Kohler, WI 53044				
Occupation	Sr. Sustainability Project Engineer				
Representing	Rehiko				
Term of Office	Board Member	From:	01/2025	To:	12/2027
Name	Logan Morrow				
Home Address	5505 Endeavor Ln, Madison, WI 53719				
Occupation	Farm Manager				
Representing	Exact Sciences				
Term of Office	Board Member	From:	01/2025	To:	12/2027
Name	Monika Miller				
Home Address	44 E Mifflin Street, Suite 101, Madison, WI				
Occupation	Madison Market Leader				
Representing	RINKA				
Term of Office	Board Member	From:	01/2025	To:	12/2027

****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	0						
CITY CDD (This Application)	151,794	151,794					
City CDD (Not this Application)	0						
OTHER GOVT*	0						
FUNDRAISING DONATIONS**	16,000	16,000					
USER FEES	0						
TOTAL REVENUE	167,794	167,794	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
Program Coordinator/PTL Progr	0.34					0.34	62,400	12,480	74,880	36.00	25,459
Executive Director	0.05					0.05	112,320	4,128	116,448	55.98	5,822
Development and Partnership M	0.25					0.25	76,960	832	77,792	37.40	19,448
PTL Program Assistant	0.12					0.12	52,000	5,200	57,200	27.50	6,864
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
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						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
SUBTOTAL/TOTAL:	0.76	0.00	0.00	0.00	0.00	0.76	303680.00	22640.00	326320.00	156.88	57593.60

CONTINUE BELOW IF YOU NEED MORE ROOM FOR STAFF POSITIONS

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

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

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

	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
						0.00			0	0.00	0
						0.00			0	0.00	0
TOTAL:	0.76	0.00	0.00	0.00	0.00	0.76	303680.00	22640.00	326320.00	156.88	57593.60

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

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

Program Summary

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

Pgm Letter	Program Name	Program Expenses	2026 City Request
A	Powerful Teen Leaders	PERSONNEL	57,594
		OTHER OPERATING	51,300
		SPACE	3,700
		SPECIAL COSTS	39,200
		TOTAL	151,794
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			151,794