



School-Age Child and Youth Development Services

PART 1 – ORGANIZATION NARRATIVE FORM

Submit Application to: cddapplications@cityofmadison.com

Deadline: 4:30 pm CDT, MAY 15, 2023

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 application and subsequent contract is for all organizations to present a set of opportunities within the umbrella of one contracted program for each age group, i.e. elementary, middle and high school. Only programs that involve different participants for that age group, separate staff, a different schedule and are not an activity occurring during or as part of another program should be considered a stand-alone program with a separate 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 Narrative will not be considered in the evaluation of this proposal. *Do not attempt to unlock/alter this form.* 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 Mary O'Donnell, Community Development Specialist modonnell@cityofmadison.com. We are committed to assisting interested organizations understand and work 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 Jen Stoiber – jstoiber@cityofmadison.com

Legal Name of Organization:	CEOs of Tomorrow, Inc.	Total Amount Requested:	\$ 100,900
Program(s) included in this application:	Program Name: Elementary School-based Entrepreneurship Program	Amount Requested: \$ 57,900	
	Program Type: Elementary Topic, Skill or Population Focus		
	Program Name: Middle School-based Entrepreneurship Program	Amount Requested: \$ 51,100	
	Program Type: Middle School Topic, Skill or Population Focus		
	Program Name:	Amount Requested: \$	
	Program Type: Choose an item.		
	Program Name:	Amount Requested: \$	
	Program Type: Choose an item.		
	➤ <i>If you are applying for more than four programs please contact Jennifer Stoiber at jstoiber@cityofmadison.com</i>		
Contact Person:	Roxie Hentz, Ph.D.	Email:	rhentz@CEOsOfTomorrow.org

Organization Address:	2702 International Lane, Suite 112,	Telephone:	608-298-6949
501 (c) 3 Status:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Fiscal Agent (if no)	

Organizational Qualifications:

1. Organization History and Mission Statement

Mission: To inspire youth to unlock their entrepreneurial gifts and use them to make the world a better place.

Vision: To shape global and competitive entrepreneurial leaders who thrive by thinking and acting as changemakers.

CEOs of Tomorrow, Inc. focuses solely on social entrepreneurship education: the act of creating a business designed to address a social, cultural, or environmental issue and benefit society. We are committed to providing equal opportunity for all youth, particularly those most vulnerable and facing economic, educational and/or racial disparities in the Greater Madison Wisconsin Area.

Woven into the fabric of CEOs of Tomorrow is an active commitment to intentionally engage those impacted by these disparities by recruiting student populations from low-income as well as racially marginalized backgrounds to arm them with advanced, relevant, and accelerated entrepreneurial and educational experiences. This engagement is done in a welcoming, family-like community where barriers are eliminated, diversity is celebrated, and students are pushed to produce their best.

CEOs of Tomorrow works diligently to ensure that youth enrolled in our programs represent the rich diversity of people living in the Madison-area communities we serve, with an emphasis on those facing economic and/or racial disparities. Each year since 2016, at least 85% of our teen participants are youth of color and at least 65% qualify for free or reduced lunch. Greater representation among our student body has resulted in teens' social enterprises reflecting a wider variety of perspectives, social, cultural or environmental issues, and lived experiences.

Since its inception in 2016, CEOs of Tomorrow's programs have served over 450 youth who have launched 224 revenue-generating businesses addressing 47 social issues of importance to them and have earned and received over \$22,600 in business profits and received \$12,600 in cash and college scholarships.

The learning outcomes youth achieve in our programs are also aligned to college-level course outcomes. Since 2016, participating youth have earned 296 certifiable digital badges, 270 Madison College credits, 118.5 Madison Metropolitan School District high school credits, 15 Sun Prairie Area School District high and school credits - a new partnership with a signed MOU in 2022. Earned credentials from our various programs help youth to jump start their post-secondary educational journeys and to pursue interests in business education and civic engagement.

CEOs of Tomorrow is a statewide winner of the 2021 Force for Positive Change award, which recognizes businesses as models for solving social or environmental challenges in just, sustainable ways that generate impactful change in Wisconsin.

2. Describe your organization's experience implementing programming described in the School-Age Child and Youth Development Service Continuum and relevant to the programs you propose in this application. List all current school-age child and youth programs with their inception date.

Since its inception in 2016, CEOs of Tomorrow has helped youth in grades 4-12, particularly those most vulnerable and faced with economic and/or racial disparities evident in City of Madison's large racial achievement gap, to unlock their entrepreneurial gifts and use them to make the world a better place. Our programs, based on social entrepreneurship education, financial literacy, and work readiness, use rigorous, hands-on curricula that inspire students to benefit society through their own innovative business solutions. We currently offer a range of school-age child and youth programs for students in grades 4-12.

CoT offers a menu of unique internal social entrepreneurial and employment programs: CoT offers five internal social entrepreneurship programs for high school students. These Teens Mean Business (TTMB) International Academy was launched in 2016. In this 4-week virtual course, our students connect virtually with high schoolers abroad, collectively exploring business principles like management, finance, and marketing. This course concludes with intercultural groups working together to design and pitch presentations that highlight global issues and entrepreneurial ways to address them. Thanks to our long-standing partnerships, participating teens earn up to 1 Madison Metropolitan School District (MMSD) or Sun Prairie Area School District (SPASD) high school credit, receive a Madison College/CEOs of Tomorrow digital learning badge, and obtain 3 college credits for prior learning at no cost to them (valued at \$135/college credit). TTMB Incubator, piloted in 2017, is a 9-week youth business training lab offered in both the spring and fall. Teens test business ideas to earn revenue and promote positive social change in their own community. They also learn and apply business development, finance, and marketing concepts to the development of their own businesses. During the culminating Teen Pitch & Launch Event, each aspiring entrepreneur pitches their business to a panel of community experts and sells their products and services to real customers. Three selected businesses are crowned as 'Top CEO Business' and awarded \$1,000 for 1st place, \$500 for 2nd place, and \$250 for 3rd place. Awards are given in cash and college scholarships. TTMB Internship, launched in 2018, is a summer-long entrepreneurship and employment immersion program that provides a unique opportunity for our current teen entrepreneurs to gain first-hand experience working alongside local entrepreneurs. Our teens bring their innovative ideas and previously learned business concepts in the internship workplace while gaining additional experience, skills, and mentorship through intern placements with for-profit and nonprofit local small businesses, entrepreneurial co-working spaces and social enterprises. Teen interns engage in up to 144 onsite internship hours and 25 hours of required in-class coursework focusing on work-readiness skills, including resume writing, job interviewing, email and phone communication, presentation skills, and self-evaluation/reflection. A focus on employability skills is also integrated into the coursework. Beyond earning wages, participating teens earn up to 1 MMSD or SPASD high school credit, receive a Madison College/CEOs of Tomorrow digital learning badge, and 2 Madison College credits for prior learning at no cost. In our TTMB Global Excursions program, which was launched in 2019, participating teens learn foundational business concepts, earn college credits, and make international friends in this youth entrepreneurship program. Prior to leaving the United States, teens engage in summer coursework to learn about the potential host country, including its geography, customs, languages, education system, and historical slave trade. This program includes a 10-14 day trip to immerse teens in opportunities out of the country where they work with international teens by applying what they have learned in social entrepreneurship. Through these collaborative lessons, the teens collectively develop small business ideas aimed at addressing a local social need, while also earning revenue to the youth, families, and villages. Participating teens earn up to 1 MMSD or SPASD high school credit, receive a Madison College/CEOs of Tomorrow digital learning badge, and 3 college credits for prior learning at no cost (valued at \$135/college credit). TTMB Innovation Studio is a year-long social entrepreneurship and self-employment product-design program piloted with our first cohort of high school teens in 2020. Throughout Innovation Studio, participating students learn and apply the Design Thinking process to completely design, curate, prototype 'businesses-in-boxes,' formally branded as CEOs of Tomorrow's impACTful Creations. The innovative boxes are designed for children ages 8-12 and are packed with hands-on supplies, engaging materials, and step-by-step directions needed to launch a kid's home-business for social good. Participating teens completing this program earn 1 MMSD or SPASD high school credit.

CEOs of Tomorrow has hired 10 Teen Ambassadors as part of its employment program placing teens in combined roles as a Teen Store Manager (TSM) and Teen Money Mentor (TMM). Both roles were piloted in 2022. Any high school student can apply to become a paid Teen Ambassador. As TSMs, they receive training and hands-on experience as they become responsible for all aspects of running and managing the impACTful Creations Store, which sells CoT's trademarked business-in-a-box kits throughout the United States targeting youth ages 8-14. The Teen Money Mentors (TMM) program empowers young people, particularly those who are underserved and lack access

to banking resources, to learn to make financially wise decisions. CEOs of Tomorrow's trained IMMS deliver peer-to-peer Financial Wellness lessons and activities throughout the Madison area. Teen Ambassadors earn wages, work-based high school credits, a Financial Wellness digital badge and strengthen their leadership, collaboration, and team building skills along the way. Summit Credit Union and other local and national financial education leaders serve as consultants in this program to inform the financial wellness curriculum implemented by the TMMs. Teen Ambassadors have the option to continue working in this program until high school graduation.

Beginning in 2017, CEOs of Tomorrow has offered an annual summer Business of Giving Camp, our sole internal program for 4th-8th graders. During the 2-week day camp, campers learn how to run a business and help the community at the same time. They learn and apply entrepreneurship skills to launching their very own business. Fun activities, games, and outdoor recreation are included in both weeks. Each camp week ends with a Kidpreneur Day, when every camper opens their own mini-business for the first time and sells their self made products to real customers. Campers earn a Jr. Social Entrepreneurship digital badge with successful completion.

In addition to our menu of internal programs, CEOs of Tomorrow also facilitates a range of contracted school-based program opportunities. These programs vary by school in the Madison area. Prairie Phoenix Academy, an alternative high school in Sun Prairie, has been our High School-based Entrepreneurship Program since spring of 2020. In the spring 2022 semester, twelve high school students participated in the 9-week social entrepreneurship program. Students worked together to apply business concepts to launching their school-based business, Phoenix Bangin' Sauces, and their first homemade hot sauce, Fuego Verde. Learning to demonstrate an entrepreneurial mindset while also identifying ways to use the business for social good, the students collectively selected Teen Homelessness as the issue to address with their school-based business. As a result, 15% of their earned profits were donated to Briarpatch Youth Services teen homelessness program in Madison.

In 2021, we offered our first Middle School-based Entrepreneurship Program at Badger Rock Middle School (BRMS) in Madison. Each program included 9-weeks of entrepreneurial instruction and concluded with launching a school-based, revenue-generating business for social good. Sixteen 8th graders participated in the first program launching their family pizza kit business, "Badgerizza", in fall 2021. Thirteen 7th graders launched "Pesto Peeps," a self-irrigating basil planter with ingredients to make homemade pesto in spring 2022, and sixteen 8th graders launched "Souplicious," a soup kit in a jar that included homemade croutons in fall 2022.

In 2022, we held our first Elementary School-based Entrepreneurship Program at Westside Elementary School in the Sun Prairie. All participating students not only learned about social entrepreneurship, but also launched a business for social good. Guided by CEOs of Tomorrow's experienced Youth Empowerment Coaches, nine (9) 4th and 5th grade students learned the steps to opening their own imPACTful Creations gummy animal business from start to finish in the 2022 pilot year, deciding to collectively donate a portion of earned profits to animal welfare causes. 100% of students earned the Junior Entrepreneur digital certificate. In spring of 2023, a new cohort of seventeen (17) 5th grade students participated in this program, which was held weekly after school from February 2 to April 6, 2023. Again, all students successfully launched their gummy animal businesses at the conclusion of the program.

CEOs of Tomorrow initiated a new Elementary School-based Entrepreneurship Program partnership with Frank Allis Elementary in Madison in spring of 2023 to implement a new contracted project-based afterschool program engaging 15 students in grades 4 and 5. The program utilizes the imPACTful Creations business kits and features comprehensive financial literacy education, field trips, guest speakers, and more. CEOs of Tomorrow was awarded a \$90,500 grant from the WI DPI (ESSER funding) in winter of 2022 to run three 8-week cohort cycles in spring 2023, fall 2023, and spring 2024. Please note that this grant funding only covers a portion of each semester's total program costs. Requested grant funding will help us to complete the program funding through spring of 2024 and continue programming through 2026.

In summer of 2023, CEOs of Tomorrow will kick off a new “Busine\$\$ of Giving” contracted summer camp program at the Vera Court Neighborhood Center in the City of Madison. This camp will run on Fridays from 1:30 - 3:30 pm from June 21 - August 9, 2023 and July 7 and 14, 2023. Guided by CEOs of Tomorrow’s experienced staff, up to 15 participating campers in grades 6-8 will learn the steps to opening their own imPACTful Creations business from start to finish, selecting from the homemade lotion, gummy animal, candle, or bath balm kits. Each camper develops a business plan, dreams up a business name, designs a logo and business sign, makes and prices their products, learns the importance of customer discovery, and creates a promotional video. They will also explore ways to use their business to help benefit the community.

3. Describe any significant changes or shifts at your agency since 2019 or anticipated changes in the next two years. For example changes in leadership, turnover of management positions, strategic planning processes, expansion or loss of funding. What, if any affects have or will these changes make regarding the agency’s ability to provide proposed services? If there are no changes, write “No changes”.

Our growth in revenue has been evident each year since inception. Within the most recent years, our annual funding growth increased from \$309,034 in 2019 to \$541,155 in 2023. As a result, we have been able to address and respond to the growing demands for our programming administration, increase in numbers of enrollment of students and high interest of families in our services. Our staff has grown from 8 employees (1 full time and 7 part time) in 2019 to 22 employees (5 full time, 7 part time, including 10 Teen Ambassadors) in 2023. Each has come with unique levels of knowledge, skills, and experience.

CEOs of Tomorrow’s first Assistant Director was hired in May 2023 to provide support and collaboration to the Executive Director to sustain, promote, grow programs and services. She works closely with the Executive Director within all aspects of agency operations. We are in an ideal and stable position in our growth to provide our team with multiple individual and group training opportunities to build a unified set of best instructional, cultural, conceptional practices that elevate the implementation of our mission.

4. Describe your organization’s experience, education and training requirements for management and school-age child and youth program staff. Include how you support these requirements and other professional development opportunities.

CoT’s Founding Executive Director Dr. Roxie Hentz has over 30 years’ experience in the education field, including service as a state education consultant, culturally responsive teacher leader, district-wide teacher mentor, university teacher-in-residence, adjunct professor, and classroom teacher. For 17 years, she served as the Founding Executive Director of another non-profit 501(c)(3) organization offering empowering youth programs including financial wellness, job-readiness skills, and entrepreneurship. Extending her commitment to social entrepreneurship education, she authored It’s My Business: Inspiring Students’ Ideas for a Better Community, a resource book packed with fun lessons and engaging activities designed for educators to guide their students in creating their own classroom business for social good. Dr. Hentz has received a number of awards and recognitions for her dedication to urban education and community leadership, including the Fulbright Distinguished Teacher Award, Sr. Kliebhan Graduate Student of the Year Award for Service, Achievement, & Leadership, and was named as one of Wisconsin’s Most Influential Black Leaders.

CEOs of Tomorrow’s Assistant Director’s primary responsibilities include leadership and youth program management, providing support with human resources administration to ensure accurate payroll processing and staff management and Board collaboration as well as to assist with fund development. Assistant Director also collaborates with the Executive Director to oversee the planning, implementation, monitoring, and evaluation of the organization’s programs and services, assists completing monthly, quarterly, and annual funding reports, oversees execution of the annual College & Career Workshop, supports, and participates in program completion events and establishes strong

working relationships with families, community agencies, schools, funders, and other partners. Required education/qualifications for Assistant Director include bachelor's degree in business administration, nonprofit management, public administration, or related field required and master's degree strongly preferred.

Our Youth Employment Coordinator is responsible for directing all youth training and entrepreneurial employment programs. In this capacity, the Coordinator collaborates with the Executive Director and staff to determine the educational needs of youth, develops training curriculum, implements and monitors programming, serves as a liaison between CoT and businesses that participate in youth employment programs. The Coordinator provides job-readiness training to Teen Store Managers, oversees summer teen internships and annual college and career preparation workshops, is responsible for development and outreach, and tracks participant and alumni outcomes including high school and college credits and digital learning badges. Required education/qualifications for the Youth Employment Coordinator include a Bachelor's degree in education (Master's degree preferred). Teaching and organization leadership/management experience desired.

CoT's Youth Empowerment Coaches have earned at least a Bachelor's degree and have education/experience in business or entrepreneurship. They work individually and as part of a team to plan and deliver virtual and in-person programs that include lessons, activities, and games that assist youth in developing and launching their business ideas. They also assist youth with program assignments, arrange field trips and guest speakers, plan events, develop program reports, assist with recordkeeping, and help to build and maintain positive, collaborative, and supportive relationships with participating youth, families, community partners, and collaborating agencies.

Together, the Founding Executive Director, Youth Employment Coordinator, and Youth Empowerment Coaches comprise the organization's management staff.

Our Youth Business Coaches, college students of color who are pursuing Business majors, also lead programming. They work as a team to lead lessons, activities, and games to support youth in creating and testing their own business ideas grounded in social good. They help to co-plan and co-teach virtual and/or in-person lessons and activities that assist youth in developing and launching their business ideas, lead or instruct assigned youth programs, arrange events and activities, help design and implement program completion events, recruit teens for all programs, develop comprehensive program reports, and complete other tasks that support the successful engagement of participating teens.

Detailed job descriptions that include required credentials, experience, and competencies are maintained for all key roles, and training and mentoring is provided to newly hired staff by experienced team members. We are very intentional in recruiting qualified board members and staff with backgrounds similar to those of the student population we serve, identifying candidates who possess the capacity to increase their knowledge and understanding of cultural differences to meet the needs of culturally diverse clients, to understand the viewpoints of those who are culturally and linguistically different, and to embrace families as the experts on their cultures. In all, our trained staff members are 80% people of color, with intermediate to fluent language efficiency in Spanish and Arabic. Our staff understand cultural nuances and appreciate the assets held in our youth, families, and their communities.



School-Age Child and Youth Development 2023 Request for Proposals PART 2 - Program Narrative Form

Submit Application to: cddapplications@cityofmadison.com

Deadline: 4:30 p.m. (CDT) on **May 15, 2023**

Official submission date and time will be based on the time stamp from the CDD Applications inbox. Late applications will not be accepted

Part 2 – Program Narrative Form MUST be completed for EACH PROGRAM for which you are asking for funds.

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 Narrative will not be considered in the evaluation of this proposal. *Do not attempt to unlock/alter this form.* 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 Mary O'Donnell, Community Development Specialist modonnell@cityofmadison.com. We are committed to assisting interested organizations understand and work through this application and funding process.

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Legal Name of Organization:	CEOs of Tomorrow, Inc.	Total Amount Requested for this Program:	\$ 57,900
Program Name:	Elementary School-based Entrepreneurship Program	Total Program Budget:	\$ 88,200
Program Contact:	Roxie Hentz, PhD	Email:	rhentz@CEOsOfTomorrow.org
		Phone:	608-298-6949

AGE Group and Program TYPE: Select ONE Program Type under ONE Age Group for this form.

Elementary

- | | |
|-------------------------------------------------------|---------------------------------------------------------------|
| <input type="checkbox"/> Multi-focus School Year Only | <input type="checkbox"/> Multi-focus Summer Only |
| <input type="checkbox"/> Multi-focused Year Round | <input checked="" type="checkbox"/> Topical/ Skill/Population |

Middle School

- | | |
|-------------------------------------------------------|----------------------------------------------------|
| <input type="checkbox"/> Multi-focus School Year Only | <input type="checkbox"/> Multi-focus Summer Only |
| <input type="checkbox"/> Multi-focused Year Round | <input type="checkbox"/> Topical/ Skill/Population |

High School

- | | |
|-------------------------------------------------------|----------------------------------------------------|
| <input type="checkbox"/> Multi-focus School Year Only | <input type="checkbox"/> Multi-focus Summer Only |
| <input type="checkbox"/> Multi-focused Year Round | <input type="checkbox"/> Topical/ Skill/Population |

PLEASE NOTE: Separate applications are required for each age group and 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: Briefly describe the need in the City of Madison for the programs included in this application, including the source of the data used in your response.

Madison area school districts are steadily increasing in ethnic diversity, and the importance of minority-owned businesses and their contribution to the growth of the U.S. economy is not only necessary but essential. According to the Small Business Administration, there were 58,673 minority owned small businesses in Wisconsin in 2019. That accounts for just 13 percent of all small businesses in the state. Wisconsin is poised to capitalize on its rapid growth in entrepreneurs of color and their potential for new entrepreneurial ventures.

CEOs of Tomorrow (CoT) exists to inspire the next generation of social entrepreneurs to transform the world through innovative business solutions created to address social and environmental problems. The proposed Elementary School-based Entrepreneurship Program is designed to racially and ethnically diversify Madison's self-employed workforce. It prepares diverse youth to become business and community leaders focused on developing creative solutions to contribute to Madison being a better place for themselves, their families, and communities. Participating 4th and 5th grade students from Frank Allis Elementary in Madison, Wisconsin will learn the process of creating viable and meaningful business products that can be sold in their own communities, while learning broad-based job- readiness skills applicable to all careers.

We have identified several areas of need in the City of Madison that will be addressed by the proposed programs, including disparities in access and outcomes between those living in the community to be served by our elementary-level program: Allis Elementary School in year one, followed by possible expansion to serve additional MMSD elementary schools in the City of Madison. Some of these gaps and disparities include:

1. Resource inequities and opportunity gaps stemming from poverty: 75% of students attending Allis Elementary are eligible for free or reduced lunch - higher than the 46% of all elementary students attending the 32 pk-5 schools in the Madison Metropolitan School District.

2. Persistent systemic barriers that continue to cause profound racial disparities in health, education, child welfare, criminal justice, employment, and income: the 2013 Race to Equity baseline report by the WI Council on Children & Families shows that Dane County is one of the worst in the United States for African Americans. For many youth of color, institutional racial barriers have inhibited access to financial literacy education and banking resources, which contributes to our nation's racial wealth gap and makes it difficult for families to break cycles of poverty.

3. Single-parent household status: 37% of students live in single-parent households (City of Madison=24%).*

4. Limited education: 3.5% of adults ages 25+ in the Allis Elementary tract have no high school diploma.* Per CoT records, 83% of CoT student participants are the first in their families to attend college.

[US Census, 2021 ACS 5-Year Estimates.]

Please note that the first year of the project will serve students in Frank Allis Elementary School, but we may expand the same entrepreneurial program to other high-need elementary schools and pk-5 age-serving community centers in the Madison Metropolitan School District in years two and/or three as CoT-MMSD partnerships and student needs evolve. We will work with City of Madison grant program staff on any pre-approvals required and collect measurable data to justify the change and track progress for any new student participants during the Year-End Review Process.

- B. Goal Statement: What is the goal of your program and how does it align with the scope of work described in the RFP guidelines?

Overarching Goal: The Elementary School-based Entrepreneurship Program will empower participating students, especially those who are low-income/students of color, to realize their true potential and feel an increased sense of belonging to the community by positively impacting the world around them through their social entrepreneurship work.

CoT elementary school OST programming will work to mitigate resource inequities, racial barriers, and opportunity gaps stemming from poverty by offering low-income students & students of color a unique opportunity to build math, financial literacy, entrepreneurial, and critical social competencies and skills. Proposed programming is designed to increase participating students' ability to establish and maintain positive relationships and help develop and practice social skills of respecting others,

making responsible choices while recognizing and connecting to the community at large. Proposed programming also provides positive opportunities for socialization and structured activities designed to engage students in collaborative service learning via social entrepreneurship and mentoring. It will also increase the development of participating students' financial literacy skills and their understanding of how individual choices directly influence occupational goals and future earnings potential by engaging them in financial wellness education training embedded in the planning of this project and help them launch of real revenue-generating businesses that address a social issue of their own choosing.

Our program directly aligns with the scope of work outlined in the RFP guidelines because it explicitly provides “low-income elementary school age youth (notably youth of color) access to programs that complement in-school learning and support positive youth development during out-of- school time (OST).” Our proposed programming is a “topical or skill focused small group program” such as a “life/independent living readiness program serving elementary school age children and youth” on the City of Madison School-Age Child and Youth Development Service Continuum.

C. Program Summary (3-5 sentences):

The Elementary School-based Entrepreneurship Program will occur after school at Frank Allis Elementary School in the City of Madison. Allis Elementary is one of 32 pk-5 schools in the Madison Metropolitan School District (MMSD). Approximately 24 participating 4th and 5th grade students per year will learn how to become entrepreneurs by launching their own mini businesses (based on CoT's impACTful Creations “Business in a Box” kits for young entrepreneurs) aligned with student-identified social issues including food justice and humane treatment of animals. Transforming into entrepreneurial thinkers, students will learn basic concepts of business development and management — everything from choosing a business name and designing a logo to advertising and selling to real customers.

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 this population was involved in the development of this program proposal.

Allis Elementary enrolls 384 pk-5 students: 75% are economically disadvantaged, 15% have an identified disability, 24% are English language learners, 35.7% of students are Black, 31.3% Hispanic, 16.4% White, 4.7% Asian, and 12% are two or more races (WISEdash, 3rd Friday Sept. 2022).

The school's 2020-21 chronic absenteeism rate (36%) was more than double WI average (16%), with 134 Allis students attending school less than 90% of the time. The daily attendance rate (84.7%) was also below WI average (91.2%). Allis students in gr. 3-5 scored below WI average in all subjects on the 2022 Forward exam. Just 14% scored proficient or advanced in math (WI= 39%), and achievement gaps remain: 46% of Asian students and 29.4% of white students scored proficient or advanced in math, but 12% of Hispanic students scored proficient. No Black students scored proficient or advanced (15.4% scored at the basic level).

As noted in the “Need” section on page 2, CoT will begin year one programming in Allis Elementary School but may replicate the Allis MOU and expand programming to other MMSD elementary schools in years two and/or three. The Year-End Review process will include an overview and justification of the proposed changes, based on new partnerships, opportunities, and student needs. CoT will maintain clear and transparent channels of communication with the district, school partner leaders, and school partner staff.

A project planning team including Allis School Principal Candace Terrell, MMSD Assoc. Supt. of Elementary Education Carlettra Stanford, Allis Assistant Principal Annabel Torres, and CoT founder and Executive Director Dr. Roxie Hentz met during the planning phase to create a project that aligned the strategic priorities and leveraged resources of the school, district, and CoT within grant parameters. All school representatives have been actively engaged in the process, providing requested student data, contributing ideas, and meeting internally to support the development of the planning process.

In October 2022, fifty (50) 4th and 5th grade students at Allis completed a brief survey to gather feedback on the proposed project. 70% of the students (35/40) do NOT currently attend an OST program. When asked if they wanted

to participate in creating their own mini-businesses after school, 80% of the students said yes (40/50) and 7 students said maybe. Fully 88% (44/50) replied that they want to learn how to earn their own money and manage it (5 replied maybe). Based on these survey responses, we expect continued high interest and attendance as each program registration begins.

B. 2022 Participant Demographics (if applicable):

Race	# of Participants	% of Total Participants
White/Caucasian	28	21
Black/African American	69	52.3
Asian	15	11.4
American Indian/Alaskan Native	5	3.8
Native Hawaiian/Other Pacific Islander	0	0
Multi-Racial	0	0
Balance/Other	0	0
Total:	117	
Ethnicity		
Hispanic or Latino	29	22
Not Hispanic or Latino	103	78
Total:	132	
Gender		
Boy/Man	45	34.1
Girl/Woman	85	64.4
Non-binary/GenderQueer	1	0.8
Prefer Not to Say		
Total:	131	

C. Language Access and Cultural Relevance: Please describe how the proposed program will serve non-English speaking youth and/or their families. Describe how the proposed program will be culturally relevant to the population served.

CoT has a successful record of improving outcomes for marginalized students: on average, our programs engage 85% students of color and 60% low-income students; 83% are the first in their family to go on to college. (Allis Elementary enrolls 84% students of color and 75% low-income students.)

CoT is a leading organization in the Greater Madison Wisconsin area in working with and engaging historically underrepresented and underserved population and is often sought after for our team’s expertise. Dr. Roxie Hentz, Founding Executive Director, has over 30 years of professional experience working with disadvantaged and marginalized students and has extensively trained those assigned to teach them. She has served as a state education consultant, culturally responsive teacher leader, district-wide teacher mentor, university teacher-in-residence, adjunct professor, and classroom teacher. Dr. Hentz was a leader in developing the State of Wisconsin’s Promoting Excellence for All initiatives that worked specifically to close the racial achievement gap in Wisconsin.

Dr. Hentz’s unique training and years of professional experience is specific to providing core-content rigorous and relevant curriculum aimed at these specific marginalized populations. That training and experience have placed her in a unique position to help her diverse and multicultural team to ensure inclusive instructional practices. Ninety percent (90%) of CoT’s ’ staff are representative of one or more of these groups (BIPOC, immigrants, and/or LGBTQ+). The dedicated CoT staff includes licensed teachers, business college students, and CoT alumni. To overcome any barriers related to inclusivity and create a positive, welcoming culture, CoT intentionally recruits qualified Board Members and staff with backgrounds similar to those of the students and families we serve, with the capacity to increase their knowledge of cultural differences to meet the needs of culturally diverse clients, to understand cultural nuances and the viewpoints of those who are culturally & linguistically different, and to embrace families as the experts on their cultures. In all, our trained staff members are 80% people of color, with intermediate to fluent language efficiency in Spanish and Arabic.

Most of the businesses partnering with us to support CoT programming also share aligned missions of serving and working with non-English speaking youth/families, low-income households, BIPOC individuals, immigrants, and the LGBTQ+ community, including ReStore (Habitat for Humanity Dane County), the Progress Center for Black Women, Brave Bird, and Activism Always (a business committed to social impact, equity, and uplifting communities by providing social media strategy insights for nonprofits, small businesses, B-corps, and startups).

To increase our ability to identify and address student barriers, the proposed program will have no more than a 1 to 6 staff-to-youth ratio. Research shows that smaller classroom sizes, particularly for marginalized students, lead to improved learning outcomes. Lower staff:pupil ratios enhance the delivery of our rigorous and culturally relevant curriculum as well as students' hands-on application of skills & concepts learned to the opening of businesses. Small program size will also allow staff to tailor instruction and support based on each student's individual learning styles and needs, as well as to secure translation services (print or verbal) as needed to increase engagement. Every school in the MMSD has access to District EL specialists who are available to provide language translation services as needed; the school also can provide access to licensed therapists who are available to increase access/understanding for students and family members with visual or hearing challenges. All messaging will use best communication practices for the intended audience, using clear and concise language and translated or made available in alternate formats as needed.

D. Recruitment, Engagement, Intake and Assessment: Describe your plan to recruit, engage and address barriers to participation for the identified service population. Explain the intake and assessment procedure you will use for this program.

CoT works diligently to ensure youth enrolled in our programs are representative of the rich diversity that exist within the Madison area communities we serve. To ensure a diverse population of students that include primarily those who would typically lack access to opportunities that we offer, the CoT intentionally works closely with the participating school's leadership and staff to help recruit and select the students with backgrounds from low-income and students of color to directly connect with our Elementary School-based Entrepreneurship Program.

Since CoT opened in 2016, we have identified the following main barrier to student access to our programs: lack of reliable transportation. To overcome this barrier, CoT started its School-Based Entrepreneurial programming in 2018 bringing our programs directly to the youth within their school or community facilities. Doing so has eliminated this aforementioned barrier. The physical presence of our School-Based Entrepreneurial programming within youth's own school and our unique collaboration with the participating school's team enable us to engage students and their families in terms of meeting them in person or continuing conversations by phone to address barriers to participation. This enables us to practice effective resource referrals about information of our programming to effectively communicate benefits of our programming and be able to answer questions or concerns.

CoT has a detailed, regularly updated website and active social media presence to reach our intended audience to increase awareness, enthusiasm, and participation in program options and provide up-to-date information on timelines for upcoming sessions, links to register, and brochures. CoT can be found on Twitter, Facebook, LinkedIn, Instagram, and a YouTube channel featuring our student participants.

The participating school's team further assists us with the intake procedure in terms of identifying the potential students and referring them to our contacts. In most cases, the school's team notifies us to provide students and their families with our intake document. From this point on, we work with students and families to assist with completion of the intake document if needed and help answer any questions or concerns regarding our programming. We collect and enter the data gathered from the intake document into the MOST Information System (MIS).

Our goal is to consistently deliver programming that meets the needs of both students and their adult family members and therefore the assessment procedure for this program is essential. As part of pre- and post-program assessment procedures, participants and/or parents will complete online feedback surveys with questions related to the overall program design and experience, safety, level of engagement,

value of newly learned skills, social issue themed activities, involvement and engagement in family/community program completion events, and staff-youth relationships at the beginning and conclusion of each semester. Through ongoing informal and formal program evaluations that relate directly back to our short and long-term goals and objectives, we will capture authentic and critical feedback from our partners, youth, and their families and utilize this data to make enhanced program corrections, pivots, and iterations.

The pretest portion of the feedback is designed specifically to establish a baseline for each student's level of knowledge prior to program implementation. The post test provides evidence of how much the students learned as a result of program participation. These types of assessments allow us to engage with students and families as well as school leaders to gain their valuable thoughts, inputs and insights about the completed School-Based Program in order to identify successes and opportunities for our own growth and to pinpoint any modifications needed and arrange any necessary resources and structural changes to better support participants.

Because research has shown that youth in smaller size classes receive more individualized attention and achieve better academic and social outcomes, CoT is committed to small program sizes and no more than a 8 to 1 staff to youth ratio. We have zero barriers to entry, but in order to teach our rigorous and relevant entrepreneurial curriculum that results in all students successfully launching a business and build crucial relationships with students and their families, we must keep program sizes small.

3. PROGRAM DESCRIPTION AND STRUCTURE

- A. Activities: Describe your proposed program activities. If applicable, describe any evidence, research, proven curriculum or documentation of promising practice that supports the programming or service proposed.

CEOs of Tomorrow (CoT) requests three years of funding to implement the Elementary School-based Entrepreneurship Program at Allis Elementary in the MMSD. This transformational program is supported by a trained staff of two Youth Empowerment Coaches who teach interactive daily entrepreneurial lessons on basic business finance and business math concepts, including pricing and cost calculation, the profit formula, creating a budget, and revenue and expense forecasting and tracking. Students also receive embedded lessons in understanding & applying the nine components of a Business Model Canvas: key partners, key activities, key resources, value propositions, customer relationships, channels, customer segments, cost structure, revenue streams.

Each participant will create their own mini-business (based on CoT's imPACTful Creations "Business in a box" kits for young entrepreneurs) aligned with student-identified social issues including food justice and humane treatment of animals. Participants will learn entrepreneurial concepts while developing and launching their business with real customers. Students learn basic branding and marketing concepts; develop a business name and logo; and create a promotional video for their business. Related field trips and visits from guest entrepreneurs, particularly women and people of color, will enhance students' learning and introduce them to entrepreneurial journeys from multiple perspectives. All students will also attend at least one off-site field trip per semester to an inspiring business owned by a local entrepreneur of color. Students will tour facilities and see the successes and challenges of entrepreneurship through the eyes of someone who looks like them.

The new OST program will include in depth financial literacy education, and the rigorous curriculum will develop social entrepreneurial skills and knowledge that students will apply to the creation and launch of a revenue-generating business that addresses a social cause important to them. Students themselves determine how they want to integrate the selected social issue into their business (e.g., donation of profits, donation of products, visibility / awareness, etc.), learning to define and differentiate between traditional entrepreneurship and social entrepreneurship and practicing their collaboration and communication skills. Students will collectively select and "unpack" the social issue to be addressed by each student's business: including a visit from a therapy dog to help students openly and safely discuss why the issue is personally important to them; visit(s) from community experts and guest speakers with lived experience

related to the issue; identification of organizations working to address the issue; and data collection and analysis around the issue, giving a broader community perspective beyond the personal.

The program will continue our approach of addressing opportunity gaps head-on, reflecting students’ culture-specific needs by giving them ownership of their business and the social, cultural or environmental issues they address. Our program will serve at least 24 low- income students and students of color per year (at least 72 unduplicated students over the 3-year grant period). A different cohort of twelve (12) students will participate in a new 9-week cycle each semester (Mon- Fri from 3:30 - 5:30pm). Each semester ends with “Kidpreneur Day” - a celebratory event in which the participants share what they have learned with a large community audience, followed by the launch of their businesses and sale of their self crafted products to event attendees.

This project-based entrepreneurial service learning program is grounded in evidence-based OST strategies (inquiry- based, problem-solving, cross-curricular) and meets National Business Education Association’s (NBEA) Business Education Standards in entrepreneurship for elementary school learners. Our program transforms marginalized youth into creative, enterprising thinkers who plan for their futures and develop confidence and problem-solving skills. Participating students will build civic and social awareness; life skills like cooperation, self-management, empathy, and communication; and key entrepreneurial competencies like data literacy, budgeting, and math skills. Students will improve their ability to maintain positive relationships and make responsible choices while building financial wellness skills critical to future success.

- B. Program Schedule: If you are proposing to provide a program at more than one location and the program schedule is the same for all locations, please list all of the locations in the “Location(s)” cell in Table 1 below. If the program schedules vary amongst locations, please complete Table 2 and the question following the tables.

Table 1

Location(s):			
Day of the Week	Time of Year	Start Time	End Time
Monday	School Year	3:30 pm	5:30 pm
	Summer		
Tuesday	School Year	3:30 pm	5:30 pm
	Summer		
Wednesday	School Year	3:30 pm	5:30 pm
	Summer		
Thursday	School Year	3:30 pm	5:30 pm
	Summer		
Friday	School Year	3:30 pm	5:30 pm
	Summer		
Saturday	School Year		
	Summer		
Sunday	School Year		
	Summer		

Table 2

Location(s):			
Day of the Week	Time of Year	Start Time	End Time
Monday	School Year		
	Summer		
Tuesday	School Year		
	Summer		
Wednesday	School Year		

	Summer		
Thursday	School Year		
	Summer		
Friday	School Year		
	Summer		
Saturday	School Year		
	Summer		
Sunday	School Year		
	Summer		

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

- C. Frequency, Duration and Anticipated Attendance: Please complete the table below. If you are proposing to provide a program at more than one location and the program structure is the same for all locations, please list all of the locations in the "Location(s)" cell in the table below. If the program structure varies amongst locations, please complete the rows for "Location #2" and the question following the table for any additional program locations.

	Frequency*	# of Program Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
Location #1: Frank Allis Elementary School					
School Year	5 days/week	2.0 hours per program day (Not including field trips)	18 week ●2- 9 week sessions ●180 hrs / year	1 to 6	12 Youth /Semester (24 / year)
Summer					
Location #2 (if applicable):					
School Year					
Summer					

*Frequency=number of times per week, month, year (i.e. 5 days per week, 2x per month, 4x per year)

**Annual Duration=number of weeks or months annually (i.e. 10 weeks, 6 months)

If applicable, please list any other locations and note any differences in the program structure as compared to the programs included in the table above.

4. ENGAGEMENT, COORDINATION AND COLLABORATION

- A. Family Engagement: Describe how your program will engage parents/guardians and families in the development of this proposal, and how they will be involved in the implementation and assessment of the program activities.

The Elementary School-based Entrepreneurship Program will be featured broadly within our partner school. The CoT website and social media channels will also communicate about the program to parents and guardians. The school has EL specialists who are available to provide language

translation documents as needed; the school also can provide access to therapists who are available to increase access/understanding for students and family members with visual or hearing challenges. Parents/guardians will be surveyed during each program period to gather their feedback and give them an opportunity to inform and continually improve programming. Ongoing formative surveys will invite written feedback and suggestions on the program.

CoT will solicit ongoing formal and informal feedback from parents, youth, and community partners to examine, discuss, and plan ongoing program iterations to improve the quality and experience of our offerings. At the conclusion of each program, participants and/or parents will complete online feedback surveys with questions related to the overall program design and experience, safety, level of engagement, value of newly learned skills, social issue themed activities, involvement and engagement in family/community program Kidpreneur events, and staff-youth relationships. Students will also complete a competency/skill-specific assessment at the beginning and end of each semester so staff can gauge student growth. Through ongoing informal and formal program evaluations that relate directly back to our short and long-term goals and objectives, we will capture authentic and critical feedback from our partners, youth, and their families and use it to make enhanced program corrections, pivots, and iterations. Our goal is to consistently deliver programming that meets the needs of both students and their adult family members. Each program will end with a Kidpreneur Celebration to which all of the district and school staff, student family members and guardians, and community will be invited to recognize student achievements, shop at the students' new businesses, and learn how to continue their child's involvement in the various CoT programs.

CoT builds relationships with young participants as well as their family members, going beyond simply knowing their names to letting them know we "see" them, hear them, and respect them. We embrace differences and see brilliance in all children. Each teen participant's individual strengths, challenges, concerns, and differences (cultural, gender, religion, orientation) are recognized, accepted, and celebrated. We actively collaborate and partner with each family throughout their child's involvement in our programs. Families are valued as experts in determining what is best for themselves and their children. We recognize them as the experts on their children and community and seek their input on programming before and after program experiences. We work alongside our youth as well as their families to provide individualized support, encouraging and empowering families to have a voice in every aspect of what we do.

B. Neighborhood/Community Engagement: Describe how your program will engage 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.

CoT has a detailed, regularly updated website and active social media presence to engage the family members of participating students as well as our neighborhood and community partners to increase awareness, enthusiasm, and participation in program options and provide up-to-date information on timelines for upcoming sessions, links to register, and brochures. CoT can be found on Twitter, Facebook, LinkedIn, Instagram, and a YouTube channel. The CoT newsletter (with 5,000+ email subscribers) will promote student business launches within their schools. Neighborhood residents, community partners, and MMSD school staff will be invited, along with student family members, to attend each semester-end "Kidpreneur" Celebration Day to celebrate the launch of student businesses and achievements.

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

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
Madison Metropolitan School District	Identify participating schools and students within them based on CEOs of Tomorrow program-criteria	Carlettra Stanford, Associate Superintendent of Elementary Schools	Yes

	Identify a school-liaison to serve as a consistent point person between CoT and the school.		
Madison College	Provide guidance and support of CoT's digital badging program. Provide the digital platform to house CoT's certifiable digital learning badges.	Director of Digital Credentials Institute at Madison College	Yes
Summit Credit Union	Teach students about budgeting and saving the profits they earn after launching their business. Work in partnership with CoT's staff to open youth savings accounts, if students are interested.	Kristel McHugh, Financial Education Coordinator and Sarah Campagna, VP of Financial Empowerment	Yes

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

How do these partnerships enhance this proposal?

1) Summit Credit Union:

Summit Credit Union has partnered with us to support our Financial Wellness Education programming since 2017. Initially, this programming was provided somewhat informally; as youth entrepreneurs began to earn money, we recognized that many (especially those who were “unbanked” and from families uncomfortable working with financial institutions) did not have access to the education, resources, and opportunities they needed to succeed financially and avoid predatory lenders, so financial wellness education was provided on an as-needed basis. In spring of 2021, Summit and CoT partnered to create and launch a formal curriculum for the Financial Wellness Education program (Youth Financial Wellness: A Resource for Youth Organizations. Quick Guide for Youth-Serving Organizations). The Financial Wellness Education curriculum meets National Business Education Association’s (NBEA) Business Education Standards in personal finance. The guide was provided to all youth-serving organizations employing youth in the Madison area. During the summer of 2021, CoT piloted its first Financial Wellness course for summer interns participating in the These Teens Mean Busine\$\$ program, using the Quick Guide as a resource. The Financial Wellness course consisted of 30 minute lessons over 7 consecutive weeks. In week six, a Financial Wellness Coordinator from Summit Credit Union met with the interns to review concepts from the first 5 weeks. Our relationship with Summit expanded in 2022 when we partnered again to create and launch CoT's Teen Money Mentor program.

Summit Credit Union staff come onto each school site during Kidpreneur Day to make the process of opening FDIC-insured accounts easy and accessible for all students and families.

2) Madison College

Madison College will ensure verifiability of digital certification badges in Junior Social Entrepreneurship for successful students. Madison College has partnered with us since 2016 to provide CoT teens with up to 8 Madison College credits for prior learning as a result of completing one or more of our three college-level entrepreneurship courses: Intro to Entrepreneurship, Field

Experience, and Global Entrepreneurship. Jill Huizenga (Program Director & Faculty Director for the Madison College Small Business / Entrepreneurship / Center for Entrepreneurship) has worked closely with CoT Director Dr. Hentz to align coursework and ensure that students engaged in CoT's programs receive Madison College credits at no cost to the student or CoT. Madison College has also been a source of adult program volunteers and in-kind learning space. CoT partners with multiple college department instructors on student programming.

Digital Credentials Institute (DCI) is a division of Madison College and has developed best practices to support organizations, like CoT, venturing into the micro-credential space. They are a long-time leader of digital badges, issuing them to individuals in all of the 50 US states as well as in over 125 different countries around the world. Currently, Madison College has articulated 3 courses from CoT to current credit programming at Madison College. Upon successful completion of these courses, students earn a digital badge that is co-branded Madison College/CEOs of Tomorrow. Should they enroll at Madison College in the future, those badges can be redeemed for up to eight college credits at no cost to students. Ultimately, badges will inspire our young leaders to track their learning journey and display their skills and accomplishments proudly. The badge is easy to share on social media and will be tethered to our organization and Madison College to validate and verify achievement.

In addition to the Articulation badges that have credit associated with them, the DCI has assisted us in creating our own digital credentials to recognize successful earners within all of our other programs, including the proposed program. DCI has linked the CoT digital platform (behind the scenes) to Madison College so that they are able to provide assistance and guidance as needed. This has also allowed us to not only to directly contract with a badge vendor, Madison College, but also at a much reduced cost. Since 2019, the college has partnered with us to support us in providing 11 distinct CoT certifiable digital learning badges earned for successful completion of our programs. Specifically, students completing the Elementary School-based Entrepreneurship Program will earn a CoT Jr. Social Entrepreneur digital badge.

3) The Madison Metropolitan School District (MMSD)

MMSD has been a key partner with CoT since 2016. Most of the students we serve are referred from the MMSD, where they attend school. MMSD also provides high school credit for student learning resulting in successful completion of CoT's These Teens Mean Busine\$\$ Academy, Internship, Innovation Studio, and Global Excursions programs.

Frank Allis Elementary School, one of 32 pk-5 schools in the MMSD, will serve as the site of our OST Program, providing space, utilities, and a day school staff liaison to support evaluation and alignment of curriculum, student expectations, and practices (communication, safety, etc.)

What are the decision-making agreements with each partner?

Letters from our key partners (Summit Credit Union, Madison College, and the Madison Metropolitan School District) are included with this application. CEOs of Tomorrow maintains a Memorandum of Understanding with MMSD to articulate parameters, roles and responsibilities for school-based programs implemented by CoT, and this MOU will be updated if the addition of new school sites are approved during future annual reviews.

CoT's staff maintain open channels of communication with all school liaison staff, the MMSD lead point of contact, lead staff from Summit Credit Union, and the Director of the Digital Credentials Institute (DCI) at Madison College. CoT signs an annual contract for services with the DCI, which outlines expectations for guidance and service support for the CEOs digital badging program, as well as provision of the digital platform itself to house CEOs certifiable digital learning badges.

Prior to and at the end of each semester, CoT's Executive Director and new Assistant Director will meet with the Madison College contacts to review and enhance our collaborative goals and outcomes for all CoT aligned courses/programs. It is at these meetings where we collectively

determine and document how we will each support one another and work together toward our common goal, the success of our participating students.

CoT Youth Empowerment Coaches leading the program at Allis will check in with the school's lead point of contact on a weekly basis to discuss any concerns and work to identify solutions. The CEOs of Tomorrow Executive Director meets with partner staff at least once a semester plus one annual meeting to complete a cycle of continuous improvement and ensure that all partners have a voice in their role in various CoT's programs.

- D. Resource Linkage and Coordination: What resources are provided to participants and their families by your proposed program? How does the program coordinate and link families and participants to these resources?

At the start and throughout the Elementary School-based Entrepreneurship Program, CoT staff works closely with the identified school liaison to identify any barriers participating students and their families may experience to fully engage in and benefit from our program and work to unify resources and/strategies to overcome those barriers.

Additionally, all families are given the opportunity to open a savings account at Summit Credit Union during Kidpreneur Day.

5. PROGRAM QUALITY, OUTPUTS, OUTCOMES AND MEASUREMENT

- A. Madison Out-of-School Time (MOST) Effective Practices: Please describe how each of the seven basic elements are addressed by your proposed program design. How will you monitor the program during implementation to assess continued alignment with the [MOST Effective Practices](#)? Are there any other program quality standards, tools or measurements that you use with this program? If yes, please list and describe.

Intentional Program Design - Our unique curriculum is aligned to Wisconsin Academic Standards, the National Business Administration Curriculum Standards, and the 21st Century Standards to ensure our participating students receive advanced, rigorous, culturally relevant, and meaningful curriculum. In the second semester, students will scaffold their skills and knowledge by designing their own businesses from scratch on the foundation of best design practices learned in the first semester. The entire program utilizes a quantifiable framework and step-by-step process to design, implement, and evaluate activities.

Supportive Relationships with Youth - With specialized training in culturally responsive pedagogy, our staff recognize the unique brilliance in all of our youth and develop authentic and supportive relationships with each of them. We regularly hear that our "special sauce" is in our nurturing, inclusive, caring, and respectful family-like environment. We hire thoughtfully and provide any ongoing support and training needed so that our staff can cultivate an emotionally safe place where youth have a sense of security, belonging to their community, and ownership of activities.

Youth Voice & Leadership - Our program provides participating youth with meaningful opportunities to plan, implement, and evaluate their work; in the second semester, students are able to brainstorm their own business concepts and identify a social cause to benefit from their business venture. Youth participants will have ownership of all aspects of their businesses, from selecting the product and social issue to be addressed (and how their business will do so), logo development, name, promotion and marketing strategies, pricing, and more. Students determine how they want to integrate the selected social issue into their business (e.g., donation of profits, donation of products, visibility / awareness, etc.), learning to define and differentiate between traditional entrepreneurship and social entrepreneurship and practicing their collaboration and communication skills.

Racial & Cultural Inclusion - CoT works diligently to ensure that youth enrolled in our programs are representative of the rich diversity that exists within the Madison area communities we serve, targeting primarily vulnerable students experiencing economic and/or racial disparities. Each year, at least 85% of our teen participants are youth of color. We plan to have similar demographics for the proposed program

coupled with a curriculum that is intentionally culturally responsive, and a staff composed largely of people of color.

Family & Community Engagement - Family and community engagement plays a vital role in our organizational planning, as well as continuous development and improvement. We will solicit ongoing formal and informal feedback from parents, guardians, youth, and community partners to examine, discuss, and plan ongoing program iterations to improve the quality and experience of our offerings. At the conclusion of the program, participants and parents will complete online feedback surveys with questions related to the overall program design and experience, safety, level of engagement, value of new skills learned, social issue themed activities, involvement and engagement in family/community program completion events, and staff-youth relationships. Through ongoing evaluations that relate directly back to our goals and objectives, we will capture authentic and critical feedback from our partners, youth, and their families and utilize this data to make enhanced program corrections, pivots, and iterations. Like all of our programs, the Elementary School-based Entrepreneurship Program will end with a family and community event (Kidpreneur Day) that showcases what has been learned and celebrates accomplishments.

Organizational Management & Staff Support - CoT's highly competent Youth Empowerment Coaches will receive guided and in-depth staff professional development with regular and ongoing program oversight and support by the Executive Director.

Environment & Safety - CoT has clearly documented physical and emotional safety and risk policies and procedures in place, which are reviewed by the collective staff before and implemented throughout each program. Our curricula and activities are developmentally appropriate, and we take steps to ensure the safety, health, and well-being of all youth. For example, during the business planning phase in which students collectively select and "unpack" potential social issues to be addressed by their business, we include a visit from a therapy dog to help students openly and safely discuss why the issue is personally important to them. Staff leading the program have been provided guidance and training on culturally responsive and trauma-sensitive instructional techniques to provide further support for the emotional health of participants. Our activities are conducted at Frank Allis Elementary School, a public school in the MMSD; all school facilities are ADA compliant, and licensed special education and ESL teachers, bilingual specialists, and other trained support staff will be available to provide support to any student/family member as needed.

B. Program Outputs - Unduplicated School-Age Children or Youth and Program Hours

Total Annual Unduplicated Children or Youth participating in proposed program: 24- 12 new students per semester (Note: These hours do not include field trips, Business Prep Day, and Kidpreneur Celebration Day, which time varies between 4 hrs and 15 hrs depending on the request and needs of the students and the school)

Total program hours annually: 180 hours/year

C. Program Outcomes

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

CoT will use a research-based tool to measure changes in participants' skills, behavior, and knowledge in social-emotional competencies based on the National Institute of Out-of-School Time (NIOST) Survey of Academic and Youth Outcomes Staff and Teacher tools (SAYO S&T). SAYO-S&T is one of three research-based measurement tools that make up the APAS (Afterschool Program Assessment System), a field-tested, user-friendly suite of evaluation tools built with OST in mind. SAYO is used to measure any of eight youth outcome areas that are scientifically linked to long-term positive youth development and academic and life success; because it is flexible and can be tailored to measure the specific youth outcomes linked to our program, we will focus on pre- and post-participation surveys for measurement scales related to SEL outcomes (problem-solving, leadership, relationships with peers, critical thinking, perseverance, self-regulation, initiative, communication).

We do not yet have baseline data specific to our selected outcome objectives, but supporting data from the school underscores the level of student engagement, which is critical to positive academic and behavioral growth: the school's 2020-21 chronic absenteeism rate (36%) was more than double WI average (16%), with 134 Allis students attending school less than 90% of the time. The daily attendance rate (88%) was also below WI average (93%). [per WISEdash]

Please identify at least one Program Outcome for your proposed program(s), from the RFP Guidelines 1.4, that you will track and measure. Complete the table(s) below.

Outcome Objective #1: By the end of each semester, at least 85% of participating students will launch a revenue-generating business that also addresses a student-identified social issue.				
Performance Standard	Targeted Percent	85%	Targeted Number	21
Measurement Tool(s) and Comments: Business launched, social, cultural or environmental issue selected, including how students will elevate/support that issue.				

Outcome Objective #2: By the end of each semester, at least 85% of participating students will have earned a Junior Social Entrepreneur Badge verifying their successful completion of the CoT program with a demonstrated understanding of social entrepreneurial concepts.				
Performance Standard	Targeted Percent	85%	Targeted Number	21
Measurement Tool(s) and Comments: Number of awarded Junior Social Entrepreneur Badges				

Outcome Objective #3: By the end of each semester, at least 85% of participating students will have increased their problem-solving and leadership skills competencies from the beginning of the semester.				
Performance Standard	Targeted Percent	85%	Targeted Number	21
Measurement Tool(s) and Comments: National Institute of Out-of-School Time (NIOST) Survey of Academic and Youth Outcomes (SAYO) survey for measurement scales related to SEL outcomes focused on problem-solving and leadership.				

If necessary, add additional outcome objectives, performance standards, targeted percent, targeted number, and measurement tools:

- D. 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? CoT will use the MOST Information System (MIS) data management system, which provides a simple, streamlined way to manage participants, track attendance, and document progress across programs. Spearheaded by Madison Out-of-School Time (MOST) and piloted by local youth-serving agencies, it has been proven to provide faster, more precise data to meet reporting requirements, improve evaluation and outcomes work, and create efficiencies for users on a system, program and individual student level.

The data sharing agreement between CoT and MMSD created for MIS users ensures the data belongs to our organization and it is never accessible to others outside of it. The system also allows for users within our organization to have predetermined levels of access to data further protecting the confidentiality of our students and their information.

6. PROGRAM LOCATION

- A. Address(es) of the site where programs will occur:
Frank Allis Elementary - 4201 Buckeye Rd, Madison WI 53716

7. PROGRAM STAFFING AND RESOURCES:

- A. Program Staffing: Full-Time Equivalent (FTE) – Include employees, AmeriCorps members and Adult Interns with direct program implementation responsibilities. FTE = % of 40 hours per week.

Position Title	Qualifications or Required Training	Location(s)	Indicate School Year (SY), Summer (SU) or Year-Round (YR)	SY or YR FTE	Summer Only FTE
Executive Director	Master's degree in business, 15+ years of experience in business, K-12 education, and/or non-profit leadership	CEOs of Tomorrow	<input checked="" type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>	0.15	
Youth Empowerment Coach 1	Bachelor's degree in business or related field, 4+ years of experience in business, K-12 education, and/or non-profit leadership	School (direct programming) CEOs Office (Planning)	<input checked="" type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>	0.47	
Business Coach	2+ years of coursework and/or work experience in business, entrepreneurship, K-12 education, youth leadership or a related field	School or organization site	<input checked="" type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>	0.05	
Administrative Assistant	CEOs of Tomorrow	3+ years experience working in an administrative capacity	<input checked="" type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>	0.10	
Youth Empowerment Coach 2	Bachelor's degree in business or	School (direct programming)	<input checked="" type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>	0.47	

	related field, 4+ years of experience in business, K-12 education, and/or non-profit leadership	g) CEOs Office (Planning)			
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
Please complete the total FTE for the applicable time period	School Year:			1.24	
	Year-Round			0	
	Summer				0

*Use one line per individual employee

Volunteers: If volunteers will have direct contact with program participants, how are they vetted, trained and supervised?

The program will host inspiring guest speakers - local entrepreneurs (largely women and people of color) with lived experience related to program goals who volunteer their time to speak to the students about their entrepreneurial journeys. Because they will not visit the program more than one time per semester, they will not be subject to a background check, but our program staff will be present at all times while they deliver their presentations, providing guidance and any background information needed to ensure that guest speakers understand the scope and goals of the program, including the age and understanding levels of participating students.

B. Other program Resources/Inputs (such as program space, transportation or other resources necessary for the success of your program):

OST program activities will occur at Frank Allis School, a public middle school in the MMSD. All school facilities are ADA compliant, and licensed special education and ESL teachers, bilingual specialists, and other trained support staff will be available to provide support to any student / family member as needed. Program staff will be in regular communication with parents of participating students to ensure that any barriers to access or logistical needs not identified during the registration process are addressed as they arise, including loss of reliable transportation during the program.

Essentially important support is needed for the full success of the implementation of this program, which includes 6 components outlined below.

CoT provides Staffing Resources (such as, time dedicated by Executive Director to oversight and evaluation, by Youth Empowerment Coaches to lead daily student program activities, and by the Staff Liaison to participate in Frank Allis Elementary School's to coordinate, schedule, and collaborate):

- 1) Teaching resources (interactive technologies and tools will support in-person or virtual instruction, including educational software and apps, print materials, manipulatives, videos, games, and supplies to manage financial transactions for the student business launch)
- 2) Student learning supplies (audio, visual, physical, and electronic resources will support project-based learning, including software and apps, print materials, manipulatives, calculators, personal dry erase boards, index cards, and other resources)
- 3) imPACTful Creations raw materials
- 4) Transportation for student field trips
- 5) Digital learning badges from Madison College's Digital Credentials Institute

6) Guest speaker time, staff mileage reimbursement, and professional and administrative costs related to grant management, recordkeeping, compliance, reporting, etc.

The attached budget spreadsheet itemizes the funding requested of the City of Madison to successfully implement the proposed programming.

8. BUDGET

- A. The budget should be submitted with the proposal using the template provided in an Excel document or a PDF. There are five tabs within the Excel spreadsheet: Cover Page, Organization Overview and one sheet for the Program Budget for each age group. The Cover Page, Organizations Overview and relevant Program Budgets must be submitted with this document for a proposal to be complete.

The budget template can be found on the [CDD Funding Opportunities website](#).

9. IF APPLICABLE, PLEASE COMPLETE THE FOLLOWING:

- A. Disclosure of Conflict of Interest
Disclose any potential conflict of interest due to any other clients, contracts, or property interests, e.g. direct connections to other funders, City funders, or potentially funded organizations, or with the City of Madison.
- B. Disclosure of Contract Failures, Litigations
Disclose any alleged significant prior or ongoing contract failures, contract breaches, any civil or criminal litigation.



School-Age Child and Youth Development 2023 Request for Proposals PART 2 - Program Narrative Form

Submit Application to: cddapplications@cityofmadison.com

Deadline: 4:30 p.m. (CDT) on **May 15, 2023**

Official submission date and time will be based on the time stamp from the CDD Applications inbox. Late applications will not be accepted

Part 2 – Program Narrative Form MUST be completed for EACH PROGRAM for which you are asking for funds.

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 Narrative will not be considered in the evaluation of this proposal. *Do not attempt to unlock/alter this form.* 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 Mary O'Donnell, Community Development Specialist modonnell@cityofmadison.com. We are committed to assisting interested organizations understand and work 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 Jen Stoiber – jstoiber@cityofmadison.com

Legal Name of Organization:	CEOs of Tomorrow, Inc.	Total Amount Requested for this Program:	\$ 51,100
Program Name:	Middle School-based Entrepreneurship Program	Total Program Budget:	\$ 80,200
Program Contact:	Roxie Hentz, PhD	Email:	rhentz@CEOsOfTomorrow.org
		Phone:	608-298-6949

AGE Group and Program TYPE: Select ONE Program Type under ONE Age Group for this form.

Elementary

- Multi-focus School Year Only
- Multi-focus Summer Only
- Multi-focused Year Round
- Topical/ Skill/Population

Middle School

- Multi-focus School Year Only
- Multi-focus Summer Only
- Multi-focused Year Round
- Topical/ Skill/Population

High School

- Multi-focus School Year Only
- Multi-focus Summer Only
- Multi-focused Year Round
- Topical/ Skill/Population

PLEASE NOTE: Separate applications are required for each age group and 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: Briefly describe the need in the City of Madison for the programs included in this application, including the source of the data used in your response.

Madison area school districts are steadily growing in racial diversity, and the importance of minority-owned businesses and their contribution to the future of the U.S. economy is not only necessary but essential. According to the Small Business Administration, there were 58,673 minority owned small businesses in Wisconsin in 2019. That accounts for just 13 percent of all small businesses in the state. Wisconsin is poised to capitalize on its rapid growth in people of color and their potential for new entrepreneurial ventures.

CEOs of Tomorrow (CoT) exists to inspire the next generation of social entrepreneurs to transform the world through innovative business solutions created to solve social problems or benefit society. The Middle School-based Entrepreneurship Program is designed to diversify Madison's self-employed workforce. It prepares diverse youth to become business and community leaders focused on developing creative solutions to contribute to Madison being a better place for themselves, their families, and communities. Participating middle school grade students will learn the process of creating viable and meaningful business products that can be sold in their communities, while learning broad-based job-readiness skills applicable to all careers.

We have identified several areas of need in the City of Madison that will be addressed by the proposed programs, including disparities in access and outcomes between those living in the communities to be served by our year-one middle-level program (Badger Rock Middle School and One City Preparatory Academy) within the larger City of Madison. Some of these "drilled down" neighborhood-level need indicators include:

- 1) Resource inequities and opportunity gaps stemming from poverty: Badger Rock Middle School's (BRMS) attendance area-census tract's median household income (\$57,483) is far less than City of Madison average (\$70,466), and 11.2% of households receive food assistance vs. 9% in the entire City of Madison.* Nearly half (44%) of students enrolled in One City Preparatory Academy (OCPA) are economically disadvantaged.
 - 2) Persistent systemic barriers that continue to cause profound racial disparities in health, education, child welfare, criminal justice, employment, and income: the 2013 Race to Equity baseline report by the WI Council on Children & Families shows that Dane County is one of the worst in America for African Americans. For many youth of color, institutional racial barriers have inhibited access to financial literacy education and banking resources, which contributes to our nation's racial wealth gap and makes it difficult for families to break cycles of poverty.
 - 3) Single-parent household status: 36% of BRMS students live in single-parent households (City of Madison=24%).*
 - 4) Limited education: 16% of adults ages 25+ in the BRMS tract have no high school diploma (City of Madison=4.4%).*
- * 83% of CoT student participants are the first in their families to attend college, per our own records.

*[US Census, 2021 ACS 5-Year Estimates.] We have focused on BRMS here, because One City Preparatory Academy (OCPA) draws enrollment from around the City of Madison, making census tract-level data analysis difficult. However, nearly half of OCPA students are economically disadvantaged (44%), and the grade 5 and 6 (considered middle school) student body is highly diverse (76.2% Black, 8% multiracial, 14.15% White, and 3.13% Hispanic), reflecting the student population this grant program aims to support. is a brand-new partner with CoT, and we are excited to initiate a new summer entrepreneurship program to serve their students. One City Schools is a nonprofit 501(c)(3) organization that enrolls more than 250 4K-12 students in high quality independent public charter schools in the City of Madison. One City Schools was chartered in 2014 by the UW-Madison's Office of Educational Opportunity, expanding in the years since to provide a full educational experience for enrolled students from 4K to graduation. Students who will participate in the proposed programming attend One City Preparatory Academy (OCPA): a unique secondary school (gr. 5-8) that combines the features of an Expeditionary Learning Education Network School and an Early College and Career Model. OCPA offers the highly regarded Expeditionary Learning curriculum in sixth through eighth grades. Please note that OCPA considers students in grades 5-6 (our participating population) to be "middle school" students.

Please note that the first year of this grant project will serve students in Badger Rock Middle School and One City Preparatory Academy, but we plan expand the same entrepreneurial program to other high-need middle schools and middle school-serving community centers in the Madison Metropolitan School District in years two and/or three as CoT-MMSD partnerships and student needs evolve. We will work with City of Madison grant program staff on any pre-approvals required and collect measurable data to justify the change and track

progress for any new student participants during the Year-End Review Process.

- B. Goal Statement: What is the goal of your program and how does it align with the scope of work described in the RFP guidelines?

Overarching Goal: The Middle School-based Entrepreneurship Program will empower participating students, especially those who are low-income/students of color, to realize their true potential and feel an increased sense of belonging to the community by positively impacting the world around them through their social entrepreneurship work.

CoT middle school OST and summer programming will work to mitigate resource inequities, racial barriers, & opportunity gaps stemming from poverty by offering low-income students & students of color a unique opportunity to build math, financial literacy, entrepreneurial, and critical social competencies and skills. Proposed programming has been designed to increase participating students' ability to establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large by providing positive opportunities for socialization and structured activities designed to engage students in collaborative service learning via social entrepreneurship and mentoring. Proposed programming will also increase the development of participating students' financial literacy skills and their understanding of how individual choices directly influence occupational goals and future earnings potential by engaging them in financial wellness education embedded in the planning and launch of real revenue-generating businesses that address a social issue of their choosing.

Our program aligns with the scope of work outlined in the RFP guidelines because it explicitly provides "low-income middle school age youth (notably youth of color) access to programs that complement in-school learning and support positive youth development during out-of-school time (OST)." Proposed programming is a "topical or skill focused small group program" (occurring during the school-year at BRMS and summer at OCPA) "such as a "life/independent living readiness program serving middle school age children and youth" on the City of Madison School-Age Child and Youth Development Service Continuum.

- C. Program Summary (3-5 sentences):

CoT request funding to implement two Middle School-based Entrepreneurship Programs: (1) one OST program will be implemented at Badger Rock Middle School (BRMS), one of 11 middle schools in the Madison Metropolitan School District (MMSD); (2) the second program will run during the summer at One City Schools' One City Preparatory Academy (OCPA). **BADGER ROCK**: At least 15-8th grade students will participate in a year-long learning vital social entrepreneurial and financial literacy skills as they plan and launch mini-businesses that address social causes important to them. The two-leveled School-based Entrepreneurial Program will consist of a 10-week introductory experience in the first semester, with students collectively launching a revenue-generating business in which CoT provides the business concept. Leveling up to a more intensive 10-week advanced entrepreneurial experience in semester two, the same cohort of students develop their own businesses, applying what they've previously learned in the first semester plus deepening their entrepreneurial knowledge to launch 3-5 small group-designed business ventures. **ONE CITY PREPARATORY ACADEMY**: At least 15 OCPA students in grades 5 and 6 (considered middle school by OCPA, which enrolls students in grades 5-8) will participate in the School-based Entrepreneurship Program from June - August annually, learning the steps to opening their own businesses from start to finish, including developing business plans, dreaming up business names, designing logos and business signs, making and pricing products, learning the importance of customer discovery, and creating promotional videos while also determining how to use their business to help the community.

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 this population was involved in the development of this program proposal. **BADGER ROCK Middle School POPULATION**: BRMS enrolls 92 students. More than half (67.4%) are

economically disadvantaged. One-quarter (25%) have an identified disability (WI=15%), 21% are English language learners, and school enrollment is rich in diversity: 23% of students are Black, 36% Hispanic, 28% White, and 13% are two or more races (WISEdash, 2022-23 enrollment). Children raised in poverty are not destined for a lifetime of hardship, but they are exposed to more stressors that undermine success. This is reflected in the BRMS 2021-22 Wisconsin Forward assessment results, with BRMS students scoring below Wisconsin state average in all subjects tested. Just 9.5% scored proficient in math while 39% of WI 8th graders did.

Disproportional achievement is evident between student subgroups: 17.4% of white students scored proficient in math vs. 0% of Black students, 9.7% of Hispanic students, and 7.7% of students of two or more races. Just 2% of low-income students scored proficient in math vs. 19.4% of their more affluent peers. No English language learners scored proficient in math (vs. 12% of English proficient students).

ONE CITY PREPARATORY ACADEMY POPULATION: Nearly half of OCPA students are economically disadvantaged (44%), and the student body is highly diverse (76.2% Black, 8% multiracial, 14.15% White, and 3.13% Hispanic). In 2022, 49% of OCPA students in grades 5 and 6 scored below Basic in Reading on the Wisconsin Forward exam (38% scored at the Basic level and 13% scored Proficient or Advanced). In the content area of Math, fully 85% scored below Basic; 14% scored Basic, and 1% scored Proficient or Advanced.

Both schools have considerable student needs that will be positively impacted by the proposed programming. How this population was involved in the development of this program proposal: CoT staff and lead partner Rooted (a Madison nonprofit organization working to support healthy, equitable, and sustainable neighborhoods via urban agriculture education for youth and the community - a key partner in past programming led by CoT at BRMS) held an informational student meeting in September of 2021 before the launch of the first collaborative pilot business development program at Badger Rock Middle School. All but three 8th grade students attended this optional meeting, and all students in attendance signed up. Their initial feedback helped to shape past iterations of the program, with participant feedback in the past three program cycles yielding additional input towards the program iterations proposed in this application.

As noted in the “Need” section on page 2, CoT will begin year one programming in Badger Rock Middle School and One City Schools Preparatory Academy (serving students in grades 5 - 8) but may replicate the year-one school partner MOUs and expand programming to other middle schools or community centers serving middle school-aged youth in years two and/or three. The Year-End Review process will include an overview and justification of the proposed changes, based on new partnerships, opportunities, and student needs. CoT will maintain clear and transparent channels of communication with a grant program and school partner staff.

B. 2022 Participant Demographics (if applicable):

Race	# of Participants	% of Total Participants
White/Caucasian	28	21
Black/African American	69	52.3
Asian	15	11.4
American Indian/Alaskan Native	5	3.8
Native Hawaiian/Other Pacific Islander	0	0
Multi-Racial	0	0
Balance/Other	0	0
Total:	117	
Ethnicity		
Hispanic or Latino	29	22
Not Hispanic or Latino	103	78
Total:	132	
Gender		
Boy/Man	45	34.1
Girl/Woman	85	64.4
Non-binary/GenderQueer	1	0.8
Prefer Not to Say		
Total:	131	

- C. Language Access and Cultural Relevance: Please describe how the proposed program will serve non-English speaking youth and/or their families. Describe how the proposed program will be culturally relevant to the population served.

CoT has a successful record of improving outcomes for marginalized students: on average, our programs engage 85% students of color and 60% low-income students; 83% are the first in their family to go on to college. (BRMS enrolls 72% students of color and 67.4% low-income students. OCPA also enrolls 72% students of color, with 44% of students economically disadvantaged.)

CoT is a leader in working with historically underrepresented and underserved groups and is often sought after for our team's expertise. Dr. Roxie Hentz, Founding Executive Director, has over 30 years of professional experience working with marginalized students and has extensively trained those assigned to teach them. She has served as a state education consultant, culturally responsive teacher leader, district-wide teacher mentor, university teacher-in-residence, adjunct professor, and classroom teacher. Dr. Hentz was a leader in developing the State of Wisconsin's Promoting Excellence for All initiatives that worked specifically to close the racial achievement gap in Wisconsin.

Dr. Hentz's unique training and years of professional experience is specific to providing core-content rigorous and relevant curriculum aimed at these specific marginalized groups. That training and experience has placed her in a unique position to help her team to ensure inclusive instructional practices. Ninety percent (90%) of CoTs' staff are representative of one or more of these groups (BIPOC, immigrants, and/or LGBTQ+). The dedicated and diverse CoT staff includes licensed teachers, business college students, and CoT alumni. To overcome any barriers related to inclusivity and create a positive, welcoming culture, CoT intentionally recruits qualified Board Members and staff with backgrounds similar to those of the students we serve, with the capacity to increase their knowledge of cultural differences to meet the needs of culturally diverse clients, to understand cultural nuances and the viewpoints of those who are culturally and linguistically different, and to embrace families as the experts on their cultures. In all, our trained staff members are 80% people of color, with intermediate to fluent language efficiency in Spanish and Arabic.

Most of the businesses partnering with us to support CoT programming also share aligned missions of serving and working with non-English speaking youth/families, low-income households, BIPOC individuals, immigrants, and the LGBTQ+ community, including ReStore (Habitat for Humanity Dane County), the Progress Center for Black Women, Brave Bird, and Activism Always (a business committed to social impact, equity, and uplifting communities by providing social media strategy insights for nonprofits, small businesses, B-corps, and startups).

To increase our ability to identify and address student barriers, the proposed programs will have no more than a 1 to 8 staff-to-youth ratio. Research shows that smaller classroom sizes, particularly for marginalized students, leads to improved learning outcomes. Lower staff:staff ratios enhance the delivery of our rigorous and culturally relevant curriculum as well as students' hands-on application of skills and concepts learned to the opening of businesses. Small program size will also allow staff to tailor instruction and support based on each student's individual learning styles and needs, as well as to secure translation services (print or verbal) as needed to increase understanding. Badger Rock Middle School and One City Preparatory Academy Schools both have on-staff English language (EL) specialists who are available to provide language translation services as needed as well as a spectrum of special education services. Both schools can also provide access to speech and language therapists who are available to increase access/understanding for students and family members. All messaging will use best communication practices for the intended audience, using clear and concise language and translated or made available in alternate formats as needed.

- D. Recruitment, Engagement, Intake and Assessment: Describe your plan to recruit, engage and address barriers to participation for the identified service population. Explain the intake and assessment procedure you will use for this program.

CoT works diligently to ensure youth enrolled in our programs are representative of the rich diversity that exist within the Madison area communities we serve. To ensure a diverse population

of students that include primarily those who would typically lack access to opportunities that we offer, the CoT intentionally works closely with the participating school's leadership and staff to help recruit and select the students with backgrounds from low-income and students of color to directly connect with our Middle School-based Entrepreneurship Program.

Since CoT opened in 2016, we have identified the following main barrier to student access to our programs: lack of reliable transportation. To overcome this barrier, CoT started its School-Based Entrepreneurial programming in 2018 bringing our programs directly to the youth within their school or community facilities. Doing so has eliminated this aforementioned barrier. The physical presence of our School-Based Entrepreneurial programming within youth's own school and our unique collaboration with the participating school's team enable us to engage students and their families in terms of meeting them in person or continuing conversations by phone to address barriers to participation. This enables us to practice effective resource referrals about information of our programming to effectively communicate benefits of our programming and be able to answer questions or concerns.

CoT has a detailed, regularly updated website and active social media presence to reach our intended audience to increase awareness, enthusiasm, and participation in program options and provide up-to-date information on timelines for upcoming sessions, links to register, and brochures. CoT can be found on Twitter, Facebook, LinkedIn, Instagram, and a YouTube channel featuring our student participants.

The participating school's team further assists us with the intake procedure in terms of identifying the potential students and referring them to our contacts. In most cases, the school's team notifies us to provide students and their families with our intake document. From this point on, we work with students and families to assist with completion of the intake document if needed and help answer any questions or concerns regarding our programming. We collect and enter the data gathered from the intake document into the MOST Information System (MIS).

Our goal is to consistently deliver programming that meets the needs of both students and their adult family members and therefore the assessment procedure for this program is essential. As part of pre-and post-program assessment procedures, participants and/or parents will complete online feedback surveys with questions related to the overall program design and experience, safety, level of engagement, value of newly learned skills, social issue themed activities, involvement and engagement in family/community program completion events, and staff-youth relationships at the beginning and conclusion of each semester. Through ongoing informal and formal program evaluations that relate directly back to our short and long-term goals and objectives, we will capture authentic and critical feedback from our partners, youth, and their families and utilize this data to make enhanced program corrections, pivots, and iterations.

The pretest portion of the feedback is designed specifically to establish a baseline for each student's level of knowledge prior to program implementation. The post test provides evidence of how much the students learned as a result of program participation. These types of assessments allow us to engage with students and families as well as school leaders to gain their valuable thoughts, inputs and insights about the completed School-Based Program in order to identify successes and opportunities for our own growth and to pinpoint any modifications needed and arrange any necessary resources and structural changes to better support participants.

Because research has shown that youth in smaller size classes receive more individualized attention and achieve better academic and social outcomes, CoT is committed to small program sizes and no more than a 8 to 1 staff to youth ratio. We have zero barriers to entry, but in order to teach our rigorous and relevant entrepreneurial curriculum that results in all students successfully launching a business and build crucial relationships with students and their families, we must keep program sizes small.

3. PROGRAM DESCRIPTION AND STRUCTURE

- A. Activities: Describe your proposed program activities. If applicable, describe any evidence, research, proven curriculum or documentation of promising practice that supports the programming or service proposed.

CoT requests three years of funding to implement two Middle School-based Entrepreneurship Programs: (1) one OST program will be implemented at Badger Rock Middle School (BRMS), one of 11 middle schools in the Madison Metropolitan School District (MMSD); (2) the second program will run during the summer, engaging up to 15 students from One City Preparatory Academy - a middle school serving students in grades 5-8 in One City Schools. (One City Schools, Inc. is a nonprofit 501(c)(3) organization that enrolls more than 250 4K-12 students in high quality independent public charter schools in the City of Madison.)

1) Badger Rock Middle School (BRMS), School-year Topical/Skill/Population OST program: The new OST program at BRMS will include in depth financial literacy education, and the rigorous curriculum will develop social entrepreneurial skills and knowledge that students will apply to the creation and launch of revenue-generating businesses addressing social causes that are important to them.

A minimum of 15 8th grade students will participate per year (45+ unduplicated students over the 3-year grant period), learning vital social entrepreneurial concepts (business planning & finance, value proposition development, marketing and advertising) and financial literacy skills (saving, budgeting, basic financial management) as students plan and launch mini-businesses that address student-selected social causes. Students themselves determine how they want to integrate the identified social issue into their business (e.g., donation of profits, donation of products, visibility / awareness, etc.), learning to define and differentiate between traditional entrepreneurship and social entrepreneurship and practicing their collaboration and communication skills. Students will collectively select and “unpack” the social issue to be addressed by each business: including a visit from a therapy dog to help students openly and safely discuss why the issue is personally important to them; visit(s) from community experts and guest speakers with lived experience related to the issue; identification of organizations working to address the issue; and data collection and analysis around the issue, giving a broader community perspective beyond the personal.

The BRMS Middle School-based Entrepreneurial Program will consist of a 9-week introductory experience in the first semester, with students collectively launching a revenue-generating business in which CoT provides the business concept, leveling up to a more intensive 9-week advanced entrepreneurial experience in semester two in which the same cohort of students develop their own businesses, applying what they’ve previously learned to 3-5 small group-designed business ventures. At the conclusion of each semester, students launch their businesses selling their new products to real customers. All profits earned go back to the participants.

Related field trips and visits from guest entrepreneurs, particularly women and people of color, will enhance students’ learning and introduce them to entrepreneurial journeys from multiple perspectives. All students will also attend at least one off-site field trip per semester to an inspiring business owned by a local entrepreneur of color. Students will tour facilities and see the successes and challenges of entrepreneurship through the eyes of someone who looks like them.

In fall of 2021, CoT piloted this program with 16 BRMS 8th graders, who created a homemade pizza-making business using fresh herbs and produce grown in the school garden. By the end of the 8-week pilot, students had sold 80 “Badgerizza” kits, earning \$1,233 in profits. In the spring and fall semesters of 2022, CoT led two more 8-week programs: the spring program engaged 13 BRMS 7th graders in the creation of a sub-irrigating planter kit business, using basil from the school garden. Students sold 60 “Pesto Peeps” kits, earning \$1,026 in profits and donating a portion to Clean Wisconsin. The fall program engaged 16 8th graders, who brainstormed and developed “Souplicious - Soup for a Cause” soup in a jar kits packed with dehydrated produce from the school garden. The Souplicious business earned more than \$690 in profits and students donated 15 kits valued at \$239 to the St. Vincent de Paul Food Pantry. 100% of students who took the final program exam passed, earning them the Junior Social Entrepreneur Digital Badge. In addition to

learning crucial entrepreneurial concepts and financial literacy skills, past participants also learned valuable gardening and culinary life skills.

Rooted, a City of Madison's nonprofit organization working to support healthy, equitable, & sustainable neighborhoods via urban agriculture education for youth and the community, was a key partner in all three programs. Rooted will partner with us again to help students conceptualize, create, and market culinary- and garden-themed business kits. Rooted will also leverage its community connections to promote the sale of student business kits at events like the annual neighborhood plant and seed giveaway. In addition to learning vital entrepreneurial, business, gardening, and culinary skills, students will be taught about budgeting, saving, and financial management with Summit Credit Union.

2) One City Preparatory Academy (OCPA), Summer Only: Starting in summer of 2023, CoT will kick off a new contracted summer program at OCPA in the City of Madison. The six week summer Middle School-based Entrepreneurial Program will run from 1:30 pm - 3:30 pm three days per week. Guided by CoT experienced staff, up to 15 participating students in grades 5-6 (considered "middle school" at OCPA) will learn the steps to opening their own business from start to finish.

Students will develop business plans, dream up business names, design logos and business signs, make and price products, learn the importance of customer discovery, and create promotional videos while also determining how to use their business to help the community. CoT's financial wellness education curriculum will be integrated into the program. Related field trips and visits from guest entrepreneurs, particularly women and people of color, will enhance students' learning and introduce them to entrepreneurial journeys from multiple perspectives. All students will also attend at least one off-site field trip per semester to an inspiring business owned by a local entrepreneur of color. Students will tour facilities and see the successes and challenges of entrepreneurship through the eyes of someone who looks like them. At the conclusion of the program, students will launch their businesses at Kidpreneur Day selling their new products to real customers. All profits earned go back to the participants.

OCPA's six week summer programming, which is part of the academic school year, provides opportunities for targeted academic intensives based on ability in the morning and community based expeditions and experiences in the afternoon. The goal during the summer academic session is to further accelerate learning, fill in skill gaps and build experiences that inspire scholars to want to learn more. The schedule organization will be: Morning Academic Intensive Ability Grouped Instruction and Afternoon Field work, community involvement and Expedition/Adventure based learning experiences. This Expedition/Adventure based learning experience is a key curricular structure in Expeditionary Learning framework that offer real-world connections with the goal of inspiring students toward higher-academic achievement. They are meant to be interdisciplinary structures that provide some or all of the following components: kick-off experience, case studies, field experts, community work and an exhibition of learning. CoT's Middle School-based Entrepreneurship Program will be integrated into OCPA's afternoon Expedition learning framework.

Participating students will not only earn money with their businesses; students successfully completing BOTH programs (school-year at BRMS and summer at OCPA) will also earn the Junior Social Entrepreneur Digital Badge, which is one of ten badges offered to students completing various CoT programs. Digital Badges are internationally recognized credentials signifying skill and knowledge achievement that give the earner the ability to share their certified skills online and validate their abilities with potential colleges and employers in a way that is simple, trusted, and can be easily verified in real time.

All proposed middle school programming will follow recommendations from the evidence-based What Works Clearinghouse's "Structuring OST to Improve Academic Achievement Practice" guide, featuring student-driven, project-based service learning that is free of charge, inclusive, and reflective of the culture of participants. Other evidence-based practices include a low staff:student ratio, day-school alignment, data driven continuous improvement, and engaging learning

experiences that align with the IPARDC framework (Investigation, Planning, Action, Reflection, Demonstration, Celebration).

The business development process will engage students in the five-stage Design Thinking methodology, and activities will be SAFE (Sequenced, Actively focused on skill development, Follow evidence-based practices, and Explicit in defining desired skills) and follow LIAS principles (learning is active, collaborative, meaningful, supports mastery, and expands skills). CoT financial literacy and entrepreneurship curriculum meets National Business Education Association’s (NBEA) Business Education Standards in personal finance, WI DPI competencies in Social and Emotional Learning (SEL), and WI DPI standards in math.

Our programming will transform disadvantaged youth into creative, enterprising thinkers who plan for their futures and develop confidence and problem-solving skills. Participating students will build civic and social awareness; life skills like cooperation, self-management, empathy, and communication; and key entrepreneurial competencies like data literacy, budgeting, and math skills. Students will improve their ability to maintain positive relationships and make responsible choices while building financial wellness skills critical to future success.

- B. **Program Schedule:** If you are proposing to provide a program at more than one location and the program schedule is the same for all locations, please list all of the locations in the “Location(s)” cell in Table 1 below. If the program schedules vary amongst locations, please complete Table 2 and the question following the tables.

Table 1

Location(s): Badger Rock Middle School			
Day of the Week	Time of Year	Start Time	End Time
Monday	School Year	1:30 pm	2:30 pm
	Summer		
Tuesday	School Year		
	Summer		
Wednesday	School Year		
	Summer		
Thursday	School Year		
	Summer		
Friday	School Year		
	Summer		
Saturday	School Year		
	Summer		
Sunday	School Year		
	Summer		

Table 2

Location(s): One City Preparatory School			
Day of the Week	Time of Year	Start Time	End Time
Monday	School Year		
	Summer		
Tuesday	School Year		
	Summer	1:30 pm	3:30 pm
Wednesday	School Year		
	Summer	1:30 pm	3:30 pm
Thursday	School Year		
	Summer	1:30 pm	3:30 pm
Friday	School Year		

	Summer		
Saturday	School Year		
	Summer		
Sunday	School Year		
	Summer		

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

- C. Frequency, Duration and Anticipated Attendance: Please complete the table below. If you are proposing to provide a program at more than one location and the program structure is the same for all locations, please list all of the locations in the “Location(s)” cell in the table below. If the program structure varies amongst locations, please complete the rows for “Location #2” and the question following the table for any additional program locations.

	Frequency*	# of Program Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
Location #1: Badger Rock Middle School					
School Year	1 day/week	1 hour/day (not including field trips)	20 weeks ●2- 10 week sessions - Same students in both sessions	1 to 8	15
Summer					
Location #2 (if applicable): One City Preparatory Academy					
School Year					
Summer	3 days/week	2 hours/day (not including field trips)	6 Weeks	1 to 8	15

*Frequency=number of times per week, month, year (i.e. 5 days per week, 2x per month, 4x per year)

**Annual Duration=number of weeks or months annually (i.e. 10 weeks, 6 months)

If applicable, please list any other locations and note any differences in the program structure as compared to the programs included in the table above.

4. ENGAGEMENT, COORDINATION AND COLLABORATION

- A. Family Engagement: Describe how your program will engage parents/guardians and families in the development of this proposal, and how they will be involved in the implementation and assessment of the program activities.

At BRMS and OCPA, the School-based Entrepreneurship Programs will be featured broadly within our partner school. The CoT website and social media channels will also communicate about the program to parents and guardians. The school has EL specialists who are available to provide language translation documents as needed; the school also can provide access to therapists who

are available to increase access/understanding for students and family members with visual or hearing challenges. Parents/guardians will be surveyed during each program period to gather their feedback and give them an opportunity to inform and continually improve programming. Ongoing formative surveys will invite written feedback and suggestions on the program.

CoT will solicit ongoing formal and informal feedback from parents, youth, and community partners to examine, discuss, and plan ongoing program iterations to improve the quality and experience of our offerings. At the conclusion of each program, participants and/or parents will complete online feedback surveys with questions related to the overall program design and experience, safety, level of engagement, value of newly learned skills, social issue themed activities, involvement and engagement in family/community program Kidpreneur events, and staff-youth relationships. Students will also complete a competency/skill-specific assessment at the beginning and end of each semester so staff can gauge student growth. Through ongoing informal and formal program evaluations that relate directly back to our short and long-term goals and objectives, we will capture authentic and critical feedback from our partners, youth, and their families and use it to make enhanced program corrections, pivots, and iterations. Our goal is to consistently deliver programming that meets the needs of both students and their adult family members. Each program will end with a Kidpreneur Celebration to which all of the district and school staff, student family members and guardians, and community will be invited to recognize student achievements, shop at the students' new businesses, and learn how to continue their child's involvement in the various CoT programs.

CoT builds relationships with young participants as well as their family members, going beyond simply knowing their names to letting them know we "see" them, hear them, and respect them. We embrace differences and see brilliance in all children. Each teen participant's individual strengths, challenges, concerns, and differences (cultural, gender, religion, orientation) are recognized, accepted, and celebrated. We actively collaborate and partner with each family throughout their child's involvement in our programs. Families are valued as experts in determining what is best for themselves and their children. We recognize them as the experts on their children and community and seek their input on programming before and after program experiences. We work alongside our youth as well as their families to provide individualized support, encouraging and empowering families to have a voice in every aspect of what we do.

- B. Neighborhood/Community Engagement: Describe how your program will engage 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.

CoT has a detailed, regularly updated website and active social media presence to engage the family members of participating students as well as our neighborhood and community partners to increase awareness, enthusiasm, and participation in program options and provide up-to-date information on timelines for upcoming sessions, links to register, and program brochures. CoT can be found on Twitter, Facebook, LinkedIn, Instagram, and a YouTube channel. The CoT newsletter (with 5,000+ email subscribers) will promote student business launches as well as share each cohort's evaluation results. Neighborhood residents, community partners, and BRMS and OCPA school staff will be invited, along with student family members, to attend each semester- or summer-end "Kidpreneur Celebration Day" to celebrate the launch of student businesses and achievements. Summit Credit Union will be on-site during the Kidpreneur Celebration to assist families with opening savings accounts for interested students..

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

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
Madison Metropolitan School District	Identify participating schools and students within them based on CEOs of Tomorrow program-criteria	Carlettra Stanford, Associate Superintendent of Elementary Schools	Yes

	Identify a school-liaison to serve as a consistent point person between CoT and the school.		
Madison College	Provide guidance and support of CoT's digital badging program. Provide the digital platform to house CoT's certifiable digital learning badges.	Director of Digital Credentials Institute at Madison College	Yes
Summit Credit Union	Work in partnership with CoT's staff to open youth savings accounts, if students are interested.	Kristel McHugh, Financial Education Coordinator and Sarah Campagna, VP of Financial Empowerment	Yes
Rooted	Collaborate with CoT staff to create the garden / culinary business ideas for the first semester. Assist students with garden- and culinary-related skill development for businesses in that sphere.	Sara Karlson, Rooted Education Director	No
One City Preparatory Academy School	Provide a school-liaison to serve as a consistent point person between CoT and the school.	Natalia Navarro Albaladejo, Director of Teaching and Learning - One City Preparatory Academy	No

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

How do these partnerships enhance this proposal?
1) Summit Credit Union:

Summit Credit Union has partnered with us to support our Financial Wellness Education programming since 2017. Initially, this programming was provided somewhat informally; as youth entrepreneurs began to earn money, we recognized that many (especially those who were “unbanked” and from families uncomfortable working with financial institutions) did not have access to the education, resources, and opportunities they needed to succeed financially and avoid predatory lenders, so financial wellness education was provided on an as-needed basis. In spring of 2021, Summit and CoT partnered to create and launch a formal curriculum for the Financial Wellness Education program (Youth Financial Wellness: A Resource for Youth Organizations. Quick Guide for Youth-Serving Organizations). The Financial Wellness Education curriculum meets National Business Education Association’s (NBEA) Business Education Standards in personal finance. The guide was provided to all youth-serving organizations employing youth in the Madison area. During the summer of 2021, CoT piloted its first Financial Wellness course for summer interns participating in the These Teens Mean Busine\$\$ program, using the Quick Guide as a resource. The Financial Wellness course consisted of 30 minute lessons over 7 consecutive weeks. In week six, a Financial Wellness Coordinator from Summit Credit Union met with the interns to review

concepts from the first 5 weeks. Our relationship with Summit expanded in 2022 when we partnered again to create and launch CoT's Teen Money Mentor program.

Summit Credit Union staff come onto each school site during Kidpreneur Day to make the process of opening FDIC-insured accounts easy and accessible for all students and families.

2) Madison College

Madison College will ensure verifiability of digital certification badges in Junior Social Entrepreneurship for successful students. Madison College has partnered with us since 2016 to provide CoT teens with up to 8 Madison College credits for prior learning as a result of completing one or more of our three college-level entrepreneurship courses: Intro to Entrepreneurship, Field Experience, and Global Entrepreneurship. Jill Huizenga (Program Director & Faculty Director for the Madison College Small Business / Entrepreneurship / Center for Entrepreneurship) has worked closely with CoT Director Dr. Hentz to align coursework and ensure that students engaged in CoT's programs receive Madison College credits at no cost to the student or CoT. Madison College has also been a source of adult program volunteers and in-kind learning space. CoT partners with multiple college department instructors on student programming.

Digital Credentials Institute (DCI) is a division of Madison College and has developed best practices to support organizations, like CoT, venturing into the micro-credential space. They are a long-time leader of digital badges, issuing them to individuals in all of the 50 US states as well as in over 125 different countries around the world. Currently, Madison College has articulated 3 courses from CoT to current credit programming at Madison College. Upon successful completion of these courses, students earn a digital badge that is co-branded Madison College/CEOs of Tomorrow. Should they enroll at Madison College in the future, those badges can be redeemed for up to eight college credits at no cost to students. Ultimately, badges will inspire our young leaders to track their learning journey and display their skills and accomplishments proudly. The badge is easy to share on social media and will be tethered to our organization and Madison College to validate and verify achievement.

In addition to the Articulation badges that have credit associated with them, the DCI has assisted us in creating our own digital credentials to recognize successful earners within all of our other programs, including the proposed program. DCI has linked the CoT digital platform (behind the scenes) to Madison College so that they are able to provide assistance and guidance as needed. This has also allowed us to not only to directly contract with a badge vendor, Madison College, but also at a much reduced cost. Since 2019, the college has partnered with us to support us in providing 11 distinct CoT certifiable digital learning badges earned for successful completion of our programs. Specifically, students completing the Elementary School-based Entrepreneurship Program will earn a CoT Jr. Social Entrepreneur digital badge.

3) The Madison Metropolitan School District (MMSD)

MMSD has been a key partner with CoT since 2016. Most of the students we serve are referred from the MMSD, where they attend school. MMSD also provides high school credit for student learning resulting in successful completion of CoT's These Teens Mean Busine\$\$ Academy, Internship, Innovation Studio, and Global Excursions programs.

Badger Rock Middle School, one of 11 middle schools in the MMSD, will serve as the site of our Middle School-based Entrepreneurship Program, providing space, utilities, and a day school staff liaison to support evaluation and alignment of curriculum, student expectations, and practices (communication, safety, etc.).

4) Rooted, a City of Madison nonprofit organization working to support healthy, equitable, and sustainable neighborhoods via urban agriculture education for youth and the community, has been a key partner in all three contracted Middle School-based Entrepreneurship Program offered by CoT to-date at Badger Rock Middle School. Rooted partners with CoT to help students

conceptualize, create, and market culinary- and garden-themed business kits. Rooted also leverages its community connections to promote the sale of student business kits at school and community events like the annual neighborhood plant and seed giveaway.

5) One City Preparatory Academy School will serve as the site of our Middle School-based Entrepreneurship Program, providing space, utilities, and a school staff liaison to support evaluation and alignment of curriculum, student expectations, and practices (communication, safety, etc.)

What are the decision-making agreements with each partner?

Letters from our key partners (Summit Credit Union, Madison College, Rooted, One City Preparatory Academy Schools, and the Madison Metropolitan School District) are included with this application. CoT maintains a Memorandum of Understanding with MMSD to articulate parameters, roles and responsibilities for school-based programs implemented by CoT, and this MOU will be updated if the addition of new school sites are approved during future annual reviews.

CoT staff maintain open channels of communication with all school liaison staff, the MMSD lead point of contact, lead staff from Summit Credit Union, and the Director of the Digital Credentials Institute (DCI) at Madison College. CoT signs an annual contract for services with the DCI, which outlines expectations for guidance and service support for the CoT digital badging program, as well as provision of the digital platform itself to house CoT certifiable digital learning badges.

Prior to and at the end of each semester, CoT's Executive Director Dr. Hentz will meet with the Madison College contacts to review and enhance our collaborative goals and outcomes for all CoT aligned courses/programs. It is at these meetings where we collectively determine and document how we will each support one another and work together toward our common goal, the success of our participating students.

CoT staff leading the program at both OCPA and BRMS will check in with the school's lead point of contact on a weekly basis to discuss any concerns or needs and work to identify solutions. The CoT Executive Director Dr. Hentz meets with partner staff at least once a semester plus one annual meeting to complete a cycle of continuous improvement and ensure that all partners have a voice in their role in various CoT programs.

D. Resource Linkage and Coordination: What resources are provided to participants and their families by your proposed program? How does the program coordinate and link families and participants to these resources?

At the start and throughout the Middle School-based Entrepreneurship Program, CoT staff works closely with the identified school liaison to identify any barriers participating students and their families may experience to fully engage in and benefit from our program and work to unify resources and/strategies to overcome those barriers.

Additionally, all families are given the opportunity to open a savings account at Summit Credit Union during Kidpreneur Day.

5. PROGRAM QUALITY, OUTPUTS, OUTCOMES AND MEASUREMENT

A. Madison Out-of-School Time (MOST) Effective Practices: Please describe how each of the seven basic elements are addressed by your proposed program design. How will you monitor the program during implementation to assess continued alignment with the [MOST Effective Practices](#)? Are there any other program quality standards, tools or measurements that you use with this program? If yes, please list and describe.

Intentional Program Design - Our unique curriculum is aligned to Wisconsin Academic Standards, the National Business Administration Curriculum Standards, and the 21st Century Standards to ensure our participating students receive advanced, rigorous, culturally relevant, and meaningful curriculum. In the second semester, students will scaffold their skills and knowledge by designing their own businesses from scratch on the foundation of best design practices learned in the first

semester. The entire program utilizes a quantifiable framework and step-by-step process to design, implement, and evaluate activities.

Supportive Relationships with Youth - With specialized training in culturally responsive pedagogy, our staff recognize the unique brilliance in all of our youth and develop authentic and supportive relationships with each of them. We regularly hear that our "special sauce" is in our nurturing, inclusive, caring, and respectful family-like environment. We hire thoughtfully and provide any ongoing support and training needed so that our staff can cultivate an emotionally safe place where youth have a sense of security, belonging to their community, and ownership of activities.

Youth Voice & Leadership - Our programs provide participating youth with meaningful opportunities to plan, implement, and evaluate their work; in the second semester, students are able to brainstorm their own business concepts and identify a social cause to benefit from their business venture. Youth participants will have ownership of all aspects of their businesses, from selecting the product and social issue to be addressed (and how their business will do so), logo development, name, promotion and marketing strategies, pricing, and more. Students determine how they want to integrate the selected social issue into their business (e.g., donation of profits, donation of products, visibility / awareness, etc.), learning to define and differentiate between traditional entrepreneurship and social entrepreneurship and practicing their collaboration and communication skills.

Racial & Cultural Inclusion - CoT works diligently to ensure that youth enrolled in our programs are representative of the diversity that exists within the Madison communities we serve, targeting primarily vulnerable students experiencing economic and/or racial disparities. Each year, at least 85% of our teen participants are youth of color. We plan to have similar demographics for the proposed program coupled with a curriculum that is intentionally culturally responsive, and a staff composed largely of people of color.

Family & Community Engagement - Family and community engagement plays a vital role in our organizational planning, as well as continuous development and improvement. We will solicit ongoing formal and informal feedback from parents, youth, and community partners to examine, discuss, and plan ongoing program iterations to improve the quality and experience of our offerings. At the conclusion of the program, participants and parents will complete online feedback surveys with questions related to the overall program design and experience, safety, level of engagement, value of new skills learned, social issue themed activities, involvement and engagement in family/community program completion events, and staff-youth relationships. Through ongoing evaluations that relate directly back to our goals and objectives, we will capture authentic and critical feedback from our partners, youth, and their families and use it to make enhanced program corrections, pivots, and iterations. Like all of our programs, the Middle School-based Entrepreneurship Programs at both OCPA and BRMS will end with a family and community event (Kidpreneur Day) that showcases what has been learned and celebrates accomplishments.

Organizational Management & Staff Support - CoT's highly competent Youth Empowerment Coaches will receive guided and in-depth staff professional development with regular and ongoing program oversight and support by the Executive Director.

Environment & Safety - CoT has clearly documented physical and emotional safety and risk policies and procedures in place, which are reviewed by the collective staff before and implemented throughout each program. Our curricula and activities are developmentally appropriate, and we take steps to ensure the safety, health, and well-being of all youth. For example, during the business planning phase in which students collectively select and "unpack" potential social issues to be addressed by their business, we include a visit from a therapy dog to help students openly and safely discuss why the issue is personally important to them. Staff leading the program have been provided guidance and training on culturally responsive and trauma-sensitive instructional techniques to provide further support for the emotional health of participants. Our activities will be conducted at two public schools (One City is a public charter school). As such, all school facilities are ADA compliant, and licensed special education and ESL teachers, bilingual specialists, and other trained support staff will be available to provide support to any student/family member as

needed.

B. Program Outputs - Unduplicated School-Age Children or Youth and Program Hours

Total Annual Unduplicated Children or Youth participating in proposed program: 30; a minimum of 15 students per year at Badger Rock + 15 students per summer at One City

Total program hours annually: 20 hours/year at Badger Rock; 36 hours/year at One City Preparatory Academy (Note: These hours do not include field trips, Business Prep Day, and Kidpreneur Celebration Day, which time varies between 4 hrs and 15 hrs depending on the request and needs of the students and the school)

C. Program Outcomes

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

CoT will use a research-based tool to measure changes in participants' skills, behavior, and knowledge in social-emotional competencies based on the National Institute of Out-of-School Time (NIOST) Survey of Academic and Youth Outcomes Staff and Teacher tools (SAYO S&T). SAYO-S&T is one of three research-based measurement tools that make up the APAS (Afterschool Program Assessment System), a field-tested, user-friendly suite of evaluation tools built with OST in mind. SAYO is used to measure any of eight youth outcome areas that are scientifically linked to long-term positive youth development and academic and life success; because it is flexible and can be tailored to measure the specific youth outcomes linked to our program, we will focus on pre- and post-participation surveys for measurement scales related to SEL outcomes (problem-solving, leadership, relationships with peers, critical thinking, perseverance, self-regulation, initiative, communication).

We do not yet have baseline data specific to our selected outcome objectives, but baselines will be collected for each of the following outcome objectives at the beginning of each cohort cycle (summer at OCPA / semester at BRMS).

Please identify at least one Program Outcome for your proposed program(s), from the RFP Guidelines 1.4, that you will track and measure. Complete the table(s) below.

Outcome Objective #1: By the end of each semester, at least 85% of participating students will launch a revenue-generating business that also addresses a student-identified social issue.				
Performance Standard	Targeted Percent	85%	Targeted Number	25
Measurement Tool(s) and Comments: Business launched, social, cultural or environmental issue selected, including how students will elevate/support that issue.				

Outcome Objective #2: By the end of each semester, at least 85% of participating students will have earned a Junior Social Entrepreneur Badge verifying their successful completion of the CoT program with a demonstrated understanding of social entrepreneurial concepts.				
Performance Standard	Targeted Percent	85%	Targeted Number	25
Measurement Tool(s) and Comments: Number of awarded Junior Social Entrepreneur Badges				

Outcome Objective #3: National Institute of Out-of-School Time (NIOST) Survey of Academic and Youth Outcomes (SAYO) survey for measurement scales related to SEL outcomes focused on problem-solving and leadership.				
Performance Standard	Targeted Percent	85%	Targeted Number	25

Measurement Tool(s) and Comments:

National Institute of Out-of-School Time (NIOST) Survey of Academic and Youth Outcomes (SAYO) survey for measurement scales related to SEL outcomes focused on problem-solving and leadership.

If necessary, add additional outcome objectives, performance standards, targeted percent, targeted number, and measurement tools:

- D. 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? CoT will use the MOST Information System (MIS) data management system, which provides a simple, streamlined way to manage participants, track attendance, and document progress across programs. Spearheaded by Madison Out-of-School Time (MOST) and piloted by local youth-serving agencies, it has been proven to provide faster, more precise data to meet reporting requirements, improve evaluation and outcomes work, and create efficiencies for users on a system, program and individual student level.

The data sharing agreement between CoT and MMSD created for MIS users ensures the data belongs to our organization and it is never accessible to others outside of it. The system also allows for users within our organization to have predetermined levels of access to data further protecting the confidentiality of our students and their information.

6. PROGRAM LOCATION

- A. Address(es) of the site where programs will occur:
 Badger Rock Middle School - 501 E. Badger Rd, Madison WI 53713
 One City Preparatory Academy - 1707 E. Broadway, Madison, 53713

7. PROGRAM STAFFING AND RESOURCES:

- A. Program Staffing: Full-Time Equivalent (FTE) – Include employees, AmeriCorps members and Adult Interns with direct program implementation responsibilities. FTE = % of 40 hours per week.

Position Title	Qualifications or Required Training	Location(s)	Indicate School Year (SY), Summer (SU) or Year-Round (YR)	SY or YR FTE	Summer Only FTE
Executive Director	Master's degree in business, 15+ years of experience in business, K-12 education, and/or non-profit leadership	CEOs of Tomorrow	<input checked="" type="checkbox"/> SY, <input checked="" type="checkbox"/> SU or YR <input type="checkbox"/>	0.15	
Youth Empowerment Coach 1	Bachelor's degree in business or related field, 4+ years of experience in business, K-12	School (direct programming) CEOs Office (Planning)	<input checked="" type="checkbox"/> SY, <input checked="" type="checkbox"/> SU or YR <input type="checkbox"/>	0.43	

	education, and/or non-profit leadership				
Business Coach	2+ years of coursework and/or work experience in business, entrepreneurship, K-12 education, youth leadership or a related field	School or organization site	<input checked="" type="checkbox"/> SY, <input checked="" type="checkbox"/> SU or YR <input type="checkbox"/>	0.05	
Administrative Assistant	CEOs of Tomorrow	3+ years experience working in an administrative capacity	<input checked="" type="checkbox"/> SY, <input checked="" type="checkbox"/> SU or YR <input type="checkbox"/>	0.10	
Youth Empowerment Coach 2	Bachelor's degree in business or related field, 4+ years of experience in business, K-12	School (direct programming) CEOs Office (Planning)	<input checked="" type="checkbox"/> SY, <input checked="" type="checkbox"/> SU or YR <input type="checkbox"/>	0.43	
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
Please complete the total FTE for the applicable time period	School Year:		0.59		
	Year-Round		0		
	Summer		0.57		
					One City

*Use one line per individual employee

Volunteers: If volunteers will have direct contact with program participants, how are they vetted, trained and supervised?

The Middle School-based Entrepreneurial Program at both Badger Rock Middle School and One City Preparatory Academy will host inspiring guest speakers - local entrepreneurs (largely women and people of color) with lived experience related to program goals who volunteer their time to speak to the students about their entrepreneurial journeys. Because they will not visit the program more than one time per semester, they will not be subject to a background check, but our program staff will be present while they deliver their presentations and provide guidance and any background information needed to ensure speakers understand the scope and goals of the program, including the age and understanding levels of participating students.

B. Other program Resources/Inputs (such as program space, transportation or other resources necessary for the success of your program):

School-year OST program activities will occur at Badger Rock Middle School, a public middle school in the MMSD. Summer program activities will occur at One City Preparatory Academy, a public charter school in the City of Madison. All school facilities are ADA compliant, and licensed special education and ESL teachers, bilingual specialists, and other trained support staff will be available to provide support to any student/family member as needed. Transportation is not needed for the proposed program at Badger Rock, as it will occur on-site at the school during non-instructional time during the regular school day and between other class periods. Please note that grant staff have indicated that programming occurring during non-instructional time during the school day is considered "out-of-school" time for the purposes of this funding opportunity. Transportation may be arranged if needed for students to fully participate in the OCPA summer program.

Essentially important support is needed for the full success of the implementation of this program, which includes 5 components outlined below.

CoT provides Staffing Resources (time dedicated by the Executive Director to oversight and evaluation, the Youth Empowerment Coaches to lead daily student program activities, and the Staff Liaisons at OCPA and BRMS to coordinate, schedule, and collaborate).

1. Teaching resources (interactive technologies and tools will support in-person or virtual instruction, including educational software and apps, print materials, manipulatives, videos, games, and supplies to manage financial transactions for the student business launch)
2. Student learning supplies (audio, visual, physical, and electronic resources will support project-based learning, including software and apps, print materials, manipulatives, calculators, personal dry erase boards, index cards, and other resources)
3. Student business supplies and raw materials
4. Transportation for student field trips, digital learning badges from Madison College's Digital Credentials Institute
5. Guest speaker time, staff mileage reimbursement, and professional and administrative costs related to grant management, recordkeeping, compliance, reporting, etc.

The attached budget spreadsheet itemizes the funding requested of the City of Madison to successfully implement the proposed programming.

8. BUDGET

- A. The budget should be submitted with the proposal using the template provided in an Excel document or a PDF. There are five tabs within the Excel spreadsheet: Cover Page, Organization Overview and one sheet for the Program Budget for each age group. The Cover Page, Organizations Overview and relevant Program Budgets must be submitted with this document for a proposal to be complete.

The budget template can be found on the [CDD Funding Opportunities website](#).

9. IF APPLICABLE, PLEASE COMPLETE THE FOLLOWING:

- A. Disclosure of Conflict of Interest
Disclose any potential conflict of interest due to any other clients, contracts, or property interests, e.g. direct connections to other funders, City funders, or potentially funded organizations, or with the City of Madison.
- B. Disclosure of Contract Failures, Litigations
Disclose any alleged significant prior or ongoing contract failures, contract breaches, any civil or criminal litigation.

APPLICATION FOR 2023 SCHOOL-AGE CHILD AND YOUTH PROGRAMS

1. ORGANIZATION CONTACT INFORMATION

Legal Name of Organization	CEOs of Tomorrow, Inc.		
Mailing Address	2702 International Lane, Suite 112		
Telephone	608-298-6949		
FAX	(608) 982-0909		
Director	Roxie Hentz, PhD		
Email Address	rhentz@CEOsOfTomorrow.org		
Additional Contact	Fatima Sartbay		
Email Address	fsartbay@CEOsOfTomorrow.org		
Legal Status	Private: Non-Profit		
Federal EIN:	30-0941154		

2. PROPOSED PROGRAMS

Program Name:	2024		If currently City funded
	Letter	Amount Requested	2023 Allocation
Elementary School-based Contact: Emily Fisher	A	\$57,900	
Middle School-based Entrepreneurship Contact: Emily Fisher	B	\$51,100	
Contact:	C		
Contact:	D		
Contact:	E		
Contact:			
TOTAL REQUEST		\$109,000	

DEFINITION OF ACCOUNT CATEGORIES:

Personnel: Amount reported should include salary, taxes and benefits. Salary includes all permanent, hourly and seasonal staff costs. Taxes/benefits include all payroll taxes, unemployment compensation, health insurance, life insurance, retirement benefits, etc.

Operating: Amount reported for operating costs should include all of the following items: insurance, professional fees and audit, postage, office and program supplies, utilities, maintenance, equipment and furnishings depreciation, telephone, training and conferences, food and household supplies, travel, vehicle costs and depreciation, and other operating related costs.

Space: Amount reported for space costs should include all of the following items: Rent/Utilities/Maintenance: Rental costs for office space; costs of utilities and maintenance for owned or rented space. Mortgage Principal/Interest/Depreciation/Taxes: Costs with owning a building (excluding utilities and maintenance).

Special Costs: Assistance to Individuals - subsidies, allowances, vouchers, and other payments provided to clients. Payment to Affiliate Organizations - required payments to a parent organization. Subcontracts - the organization subcontracts for service being purchased by a funder to another agency or individual. Examples: agency subcontracts a specialized counseling service to an individual practitioner; the agency is a fiscal agent for a collaborative project and provides payment to other agencies.

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:

6. BOARD-STAFF DEMOGRAPHICS

Indicate by number the following characteristics for your agency's current board and staff. Refer to application instructions for definitions. You will receive an "ERROR" until you finish completing the demographic information.

DESCRIPTOR	BOARD		STAFF		MADISON*		
	Number	Percent	Number	Percent	GENERAL Percent	POVERTY Percent	R/POV** Percent
	TOTAL	6	100%	26	100%		
GENDER							
MAN	1	17%	5	19%			
WOMAN	5	83%	21	81%			
NON-BINARY/GENDERQUEER		0%		0%			
PREFER NOT TO SAY		0%		0%			
TOTAL GENDER	6	100%	26	100%			
AGE							
LESS THAN 18 YRS	0	0%	9	35%			
18-59 YRS	6	100%	17	65%			
60 AND OLDER	0	0%		0%			
TOTAL AGE	6	100%	26	100%			
RACE							
WHITE/CAUCASIAN	2	33%	10	38%	80%	67%	16%
BLACK/AFRICAN AMERICAN	3	50%	8	31%	7%	15%	39%
ASIAN	1	17%	3	12%	8%	11%	28%
AMERICAN INDIAN/ALASKAN NATIVE		0%	2	8%	<1%	<1%	32%
NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER		0%		0%	0%	0%	0%
MULTI-RACIAL		0%	2	8%	3%	4%	26%
BALANCE/OTHER		0%	1	4%	1%	2%	28%
TOTAL RACE	6	100%	26	100%			
ETHNICITY							
HISPANIC OR LATINO	1	17%	6	23%	7%	9%	26%
NOT HISPANIC OR LATINO	5	83%	20	77%	93%	81%	74%
TOTAL ETHNICITY	6	100%	26	100%			
PERSONS WITH DISABILITIES	1	17%		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.

7. 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)

Since our inception in 2016, CEOs of Tomorrow has always been very intentional in recruiting qualified board members and staff with backgrounds similar to those of the student population we serve, identifying candidates who possess the capacity to increase their knowledge and understanding of cultural differences to meet the needs of culturally diverse clients, to understand the viewpoints of those who are culturally and linguistically different, and to embrace families as the experts on their cultures. Both staff and board closely mirror the racial and cultural diversity of the youth we serve.

8. AGENCY GOVERNING BODY

How many Board meetings were held in 2022	9
How many Board meetings has your governing body or Board of Directors scheduled for 2023?	9
How many Board seats are indicated in your agency by-laws?	9

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

Name	Iris Lowery			
Home Address	4117 N 90th Court Milwaukee, WI 53222			
Occupation	Assistant Director Human Resource Business Partner			
Representing	Northwestern Mutual			
Term of Office	3 years (w/ option to continue)	From:	01/2021	To: 12/2023
Name	Donnetta Foxx			
Home Address	350 Oak Street, Evansville, WI 53536			
Occupation	Program Leader			
Representing	Dane County Human Services			
Term of Office	3 years (w/ option to continue)	From:	01/2021	To: 12/2023
Name	Roxie Hentz - Ex-Officio Member			
Home Address	902 Tony Drive, Madison, WI 53704			
Occupation	Founding Executive Director			
Representing	CEOs of Tomorrow, Inc.			
Term of Office	N/A	From:	mm/yyyy	To: mm/yyyy
Name	Stuart Hee			
Home Address	1209 Elizabeth Street, Madison, WI 53703			
Occupation	Operations Director			
Representing	Center for Community Stewardship			
Term of Office	3 years (w/ option to continue)	From:	01/1022	To: 12/2024
Name	Barbara Sella			
Home Address	1209 Temkin Ave., Madison, WI 53705			
Occupation	Associate Director			
Representing	Wisconsin Catholic Conference			
Term of Office	3 years (w/ option to continue)	From:	01/1023	To: 12/2025
Name	Fabiola Hamdan			
Home Address	13 Swanton Road, Madison, WI 53714			
Occupation	Immigration Affairs Supervisor			
Representing	Dane County Human Services			
Term of Office	3 years (w/ option to continue)	From:	01/1023	To: 12/2025
Name				
Home Address				
Occupation				
Representing				
Term of Office		From:	mm/yyyy	To: mm/yyyy
Name				
Home Address				
Occupation				
Representing				
Term of Office		From:	mm/yyyy	To: mm/yyyy

AGENCY GOVERNING BODY cont.

Name

Home Address

Occupation

Representing

Term of Office

From: mm/yyyy To: mm/yyyy

Name

Home Address

Occupation

Representing

Term of Office

From: mm/yyyy To: mm/yyyy

Name

Home Address

Occupation

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Occupation

Representing

Term of Office

From: mm/yyyy To: mm/yyyy

Name

Home Address

Occupation

Representing

Term of Office

From: mm/yyyy To: mm/yyyy

****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 2024	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)	108,900	57,900	51,000				
City CDD (Not this Application)	6,000	3,000	3,000				
OTHER GOV'T*	25,000	25,000					
FUNDRAISING DONATIONS**	37,000	7,000	30,000				
USER FEES	0						
TOTAL REVENUE	176,900	92,900	84,000	0	0	0	0

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

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

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

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

ACCOUNT CATEGORY	AGENCY 2024	TTL CITY REQUEST	PGM A	CITY SHARE	PGM B	CITY SHARE	PGM C	CITY SHARE	PGM D	CITY SHARE	PGM E	CITY SHARE	NON APP PGMS
A. PERSONNEL													
Salary	109,000	72,000	61,000	42,000	48,000	30,000							
Taxes/Benefits	9,000	5,900	5,000	3,400	4,000	2,500							
Subtotal A.	118,000	77,900	66,000	45,400	52,000	32,500	0	0	0	0	0	0	0
B. OTHER OPERATING													
Insurance	3,000	1,600	1,500	800	1,500	800							
Professional Fees/Audit	15,000	10,000	7,500	5,000	7,500	5,000							
Postage/Office & Program	0	0											
Supplies/Printing/Photocopy	11,000	6,500	6,000	3,500	5,000	3,000							
Equipment/Furnishings/Depr.	0	0											
Telephone	1,400	900	700	500	700	400							
Training/Conferences	0	0											
Food/Household Supplies	0	0											
Travel	4,000	900	1,500	100	2,500	800							
Vehicle Costs/Depreciation	0	0											
Other	0	0											
Subtotal B.	34,400	19,900	17,200	9,900	17,200	10,000	0	0	0	0	0	0	0
C. SPACE													
Rent/Utilities/Maintenance	10,000	5,200	5,000	2,600	5,000	2,600							
Mortgage Principal/Interest	0	0											
Depreciation/Taxes	0	0											
Subtotal C.	10,000	5,200	5,000	2,600	5,000	2,600	0	0	0	0	0	0	0
D. SPECIAL COSTS													
Assistance to Individuals	0	0											
Contractors/Subcontractors	0	0											
Pymt to Affiliate Orgs	6,000	6,000			6,000	6,000							
Other	0	0											
Subtotal D.	6,000	6,000	0	0	6,000	6,000	0	0	0	0	0	0	0
TOTAL (A.-D.)	168,400	109,000	88,200	57,900	80,200	51,100	0	0	0	0	0	0	0

Program Summary

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

Pgm Letter	Program Name	Program Expenses	2024 City Request
A	Elementary School-based Entrepreneurship Program	PERSONNEL	45,400
		OTHER OPERATING	9,900
		SPACE	2,600
		SPECIAL COSTS	0
		TOTAL	57,900
B	Middle School-based Entrepreneurship Program	PERSONNEL	32,500
		OTHER OPERATING	10,000
		SPACE	2,600
		SPECIAL COSTS	6,000
		TOTAL	51,100
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			109,000

May 9, 2023

Roxie Hentz
CEOs of Tomorrow, Inc.

RE: City of Madison “*Building Human Capital: School-Age Child and Youth Programs*” grant

Madison College has been a long-time leader of the digital badges movement, issuing badges to individuals in all of the 50 US states as well as in over 125 different countries around the world. Through our growing list of global clients, we have issued over 250,000 badges, and are quickly becoming globally recognized experts in the digital badge space. We are confident in the impact of leveraging this emerging technology for the recognition of learning achievements, providing both the earner and the organization verified proof of skills learned, as well as viral marketing potential. We partner with Credly, trusted by leading brands like IBM, Dell, Oracle and Adobe; to provide the most comprehensive global software solution for recognizing skills, capabilities, and achievements, reaching everywhere learning takes place and skills are assessed.

Madison College has articulated 3 courses from CEOs of Tomorrow to current credit programming at Madison College. Upon completion of the CEOs classes, the successful students will earn a digital badge that is co-branded Madison College/CEOs of Tomorrow, and should they enroll at Madison College, those badges can be redeemed for up to eight college credits. Utilizing digital badges has created a direct pathway into higher education for these students as well as providing an immediate credential.

The Digital Credentials Institute at Madison College has assisted CEOs of Tomorrow with creating their own digital badges to supplement their already established course programming. The CEOs platform is linked, behind the scenes, to Madison College so that we can provide assistance and guidance as needed. These badges help provide visual pathways and real-time credentials that can lead to higher education and start as early as elementary school!

As part of this grant, the youth will be earning the “Junior Social Entrepreneur” badge. This badge will inspire these youth to continue in their pursuit of education and entrepreneurship!

We believe the programming that the CEOs of Tomorrow is providing is extremely valuable. The passion and insight from all the individuals we have worked with shines through every conversation and project! We feel lucky that CEOs of Tomorrow has chosen to partner with us and look forward to cultivating this partnership for many years to come!

Sincerely,

Lesley Voigt
Director, Digital Credentials Institute
lvoigt@madisoncollege.edu

May 8, 2023

Roxie Hentz
Executive Director
CEOs of Tomorrow, Inc.

Dear Roxie Hentz,

I am writing on behalf of the Madison Metropolitan School District (MMSD) to provide support for the CEOs of Tomorrow, Inc. project: School and Community Based Entrepreneurial Programs, as well as for your application for the Building Human Capital: School-Age Child and Youth Programs grant through the City of Madison.

Since 2016, MMSD has partnered with CEOs of Tomorrow in its work to introduce the concepts of social entrepreneurship education to youth in the greater Madison area. Over the past seven years our partnership has grown from one course to a total of six courses and programs that result in earned MMSD high school credit through coursework and professional work-experience. Today, students successfully completing the courses can earn up to eight Madison College prior learning credits and up to six MMSD high school credits. Since the beginning of our partnership in 2016, CEOs of Tomorrow participants have earned 118.5 MMSD high school credits as of 2021-year end. Together, we have been able to expand the business and financial wellness opportunities available to our students, particularly low-income students and students of color.

Though our continued partnership, we agree to the following roles:

CEOs of Tomorrow

- Provide social entrepreneurship education coursework through its These Teens Mean Business Academy, Internship, and Innovation Studio courses grounded in The National Business Education Association standards in business and personal finance education and aligned with numerous MMSD and Wisconsin State Standards.
- Provide social entrepreneurship education programming, as part of its School and Community Based Entrepreneurial Programs, in both Frank Allis Elementary and Badger Rock Middle Schools. Students successfully completing the program will earn a CEOs of Tomorrow certifiable Junior Social Entrepreneurship digital badge. Utilize curriculum that has been aligned to The National Business Education Association standards in business and personal finance education and aligned with numerous MMSD and Wisconsin State Standards.
- Provide high-level, professional, work-based learning opportunities for students to apply the knowledge and skills learned in our programs.
- Submit students' final grades and credits to the Personalized Pathways and Career & Technical Education department no more than three weeks after course completion.

- Provide a final report no more than four weeks after each course that provides a summary of the outcomes.

Madison Metropolitan School District

- Based Entrepreneurial Programming: Notify CEOs of Tomorrow by District or individual school at least four months in advance with a potential request for School-Based programming within another MMSD elementary and middle school(s). CEOs of Tomorrow will respond to the request within 30 days with an indication to offer programming, given it capacity and funding availability.
- These Teens Mean Business Programming: Identify and recruit students for CEOs of Tomorrow's programs included in the partnership.
- School liaison provides CEOs of Tomorrow the list of participating students and ensures program enrollment paperwork is completed two weeks prior to the program start date.
- Once received, ensure credits and grades, when applicable, are added to the students' transcripts in a timely manner.

Through this project we are grateful to CEOs of Tomorrow for providing MMSD students social entrepreneurship skills and opportunities. In closing, MMSD is supportive of this partnership with CEOs of Tomorrow and the activities in the proposal.

Sincerely,



Carlton D. Jenkins, Ph.D.
Superintendent
Madison Metropolitan School District



May 12, 2023

Dr. Roxie Hentz, PhD
Founder & CEO
CEOs of Tomorrow
2702 International Lane, Suite 112
Madison, WI 53704

Dear Dr. Hentz:

Rooted WI, Inc. (dba Rooted) is committed to collaborations in food, land, and learning so that people can grow and thrive in healthy, equitable, and sustainable neighborhoods. We are committed to building racial equity and inclusion, and dismantling racism in our communities and in our education and food systems. Among our many programs, we operate the Badger Rock Neighborhood Center on Madison's South Side, where we offer programming including gardening/culinary education, community garden spaces, and opportunities for youth employment. Rooted's work is driven by our community-based collaborations and partnerships. Our programs represent the needs, interests, and ideas of the people, organizations, and institutions working alongside us.

Rooted at Badger Rock Neighborhood Center (BRNC) began partnering with CEOs of Tomorrow in 2017 by hosting summer camp field trips to BRNC focused on the topic of food justice. During the 2021-22 and 2022-23 school years, we collaborated on two semester-long classes on entrepreneurial skills development for Badger Rock Middle School students who were participating in the Gardening and Culinary Arts class we offer at the school. CEOs of Tomorrow led the entrepreneurial skills part of the class, while Rooted led the product development and culminating product sales.

The students' first project was "Badgerizzas Pizza Kits," using produce youth grew, harvested, cooked, canned, and dried. A second project, "Pesto Peeps," involved building sub-irrigated, water-conserving planters out of repurposed materials in which to grow basil, and included all of the ingredients needed to make pesto at home. In fall 2022, youth created "Souplicious" instant soup kits from produce they had grown, harvested, and dehydrated. This spring semester, 8th graders who participated in the fall semester class have an opportunity to build on what they've previously learned, working in small groups to dream up and create their own individual planting kit projects from start to finish. Each project provides plants, recipes and unique add-ons, such as "Zen Tea" (stress relief tea), "Edible Sunshine" (edible/medicinal flowers), "Dragon Breath Salsa," "MSM Mejor Salsa Mundial" (salsa-making kits), and "F.G.B Fried Green Bean" (fried green bean kit).

Rooted commits to partnering with CEOs of Tomorrow in the following ways:

- Lead the product development and culminating sales part of the entrepreneurial skills class offered each semester to Badger Rock Middle School students
- Support students in creating garden-based products that utilize seeds, plants and produce that they cultivate on site



- Engage community through our Badger Rock Neighborhood Center to highlight student projects and promote product sales

We are excited to continue to deepen our partnership with CEOs of Tomorrow to support youth in our community.

Sincerely yours,

Marcia Caton Campbell, PhD
Executive Director
marcia@rootedwi.org



May 9, 2023

Dear City of Madison Building Human Capital Grant members:

Summit Credit Union and CEOs of Tomorrow have a long history of working together toward growing and enabling youth, as well as our entrepreneurial community, through collaborative efforts. Our most recent collaboration resulted in the development of a youth financial empowerment curriculum guide that can be utilized by community-based organizations in the area. This guide meets current education learning standards and empowers CBOs to navigate conversations & activities around money. Summit Credit Union is committed to our work with CEOs of Tomorrow on financial empowerment education and training, and offering safe & affordable banking services, for any of their current and future programs.

Summit has a desire to help students understand the benefits of using a financial institution for banking services, including information on how to understand terms, services, account options, potential charges associated with banking, and how to navigate opening an account on your own for the first time. Our commitment to financial empowerment can be seen through our many community partnerships with youth focused organizations across South Central Wisconsin.

As students understand the importance of using banking services, Summit Credit Union will provide students the opportunity to open non-custodial accounts at Summit Credit Union during scheduled programming. Students will have the continued support of Summit Credit Union staff as they begin their banking journey, including a field trip to the branch to familiarize students with branch operations. Financial Empowerment at this stage will also include information on how to set and reach savings goals setting the participants up to make strong decisions throughout the program and beyond. We also love to join in on the end of year celebration, taking time to celebrate students' accomplishments, discuss their financial goals, celebrate their financial badges, and play some fun review games.

We look forward to working with CEOs of Tomorrow to further the development of skills for these students. We are excited to continue our work in creating financially empowered youth.

Thank you,

A handwritten signature in cursive script that reads 'Sarah Campagna'.

Sarah Campagna
VP Financial Empowerment
Summit Credit Union



May 11, 2023

Letter of Commitment

To Whom It May Concern,

One City Schools would be interested in participating with CEOs of Tomorrow in the 2023 School-Age Child and Youth Development RFP. We are looking to develop entrepreneurial and financial wellness education programs for our middle school scholars and would like to partner with CEOs of Tomorrow to build this program in our school.

Regards,

Natalia Navarro-Albaladejo

Director of Teaching & Learning
One City Schools
1707 E. Broadway, Madison, 53713