



Youth Mentorship 2019

CBCR: Our Neighborhood – A Safe and Beautiful Place

Submit Application to: <mailto:cddapplications@cityofmadison.com>

Deadline: 12:00 pm CST (noon) on February 11th, 2019

Please limit your proposal and responses spaces provided in this form. Any materials submitted in addition to this application form will not be considered in the evaluation of the proposal. *Do not attempt to unlock or alter this form.*

If you need assistance with this proposal or are unclear about how to respond to any questions listed below, please contact CDD staff at 266-6520.

Agency or Group:	Intentional Mentoring Incorporated	Amount Requested:	\$80,000
Title of Proposal:	IM 2019 Project: West Madison Initiative		
EIN and DUNS #	EIN: 81-1759496 DUNS: 116981123		
Brief Project Description:	IM 2019 Project: West Madison Youth Initiative will strengthen preventative youth programming in the grant-targeted area of West Madison. 20+ youth between 4th and 8th grade will be paired with an adult mentor. The mentorship will be provided training, coaching and support for mentor, mentee and family. Through mentorship, mentees will strengthen social-emotional development and communication as they pursue interests and increase engagement within the community.		
Program Type	Individual		
# of Participant youth to be served	20		

Contact Person:	Katie Mae Imhoff-Smith	Email	katiemae@intentionalmentoringmadison.org
Address:	4236 Warwick Way Madison, WI 53711	Telephone:	262-366-0030
Fiscal Agent (if Applicable)			
Contact Person:		Email	
Address:		Telephone:	

All narrative answers allow for 2000 characters, which includes spaces.

1. **Applicant Organization or Group:** Briefly describe the history and structure of your organization and board. Describe your administrative infrastructure and experience working with federal funds. Include information about recruitment and use of volunteers, and history providing youth mentoring services.

Intentional Mentoring (IM) is a Madison based non-profit organization focused on reaching the needs of at-risk youth within the Madison area school district. IM pairs mentors with mentees identified and expressing desire to be mentored in order to improve their social and emotional skills, and communication. IM has over 20 active mentorships within the Madison Metropolitan School District that are positively impacting the lives of the mentors, mentees, families, school staff, and communities. IM works under the following mission statement: *With guidance from coaches, mentors interact with school staff, community members, and families in order to strengthen the support network for students facing adversity.*

IM was founded following years of research examining structures of successful mentoring programs across the country. Research of existing programs and the needs of surrounding communities identified gaps in coverage within current Madison based mentoring programs. IM was created to bridge these gaps. One strength of IM is its active and ongoing partnerships with the Madison schools, the mentee's families, and community organizations. IM has a formal partnership with the MMSD through an active memorandum of agreement, which allows for shared mentee and family data, and a direct line of communication with principals, teachers, and school staff members. Intentional Mentoring is well suited to contribute to Madison's overarching grant. IM's mission is consistent with its purpose and IM programming already implements key functions that work toward meeting the overarching grant objectives. These include IMs features that:

1. Work exclusively to meet the unique needs for youth within Madison.
2. Communicate through families and school liaisons.
3. Use integrated school-community mentoring.
4. Require consistent communication and goal setting.
5. Provides consistent communication for accountability and support.
6. Identify, encourage and run regular community events.

2. Project Description and Strategies:

- a. Targeted neighborhoods and collaborations: Describe the organizations experience working in the targeted west side neighborhoods; describe existing active partnerships and collaborations with community stakeholders on the West side of Madison.

IM currently targets students from East, South and West Madison who attend Orchard Ridge Elementary, Toki Middle, Sennett Middle, Badger Rock Middle, Cherokee Middle, Memorial High, Capital High and La Follette High schools. If a mentee moves to a new school within the Madison Metropolitan School District (MMSD), the pairing continues and IM notifies the new school of the mentorship. IM's formal partnership and active memorandum of agreement with MMSD allows IM to work in close alignment with the district and connect directly with the school principals, teachers and staff. The partnership involves a data-sharing agreement which supports communication and program evaluation and improvement. IM also intentionally collaborates with community organizations such as local libraries, community centers, the Madison Police Department, YMCA and other youth oriented programs. In addition, IM works with Hannah Nerenhausen in the Family, Youth, and Community Engagement Department at MMSD on program design and implementation plan.

The IM 2019 Project: West Madison Initiative will expand IM's ability to collaborate with Orchard Ridge Elementary, Toki Middle, Cherokee Middle, Memorial High and Capital High in order to pair 20 additional mentees within the targeted community. IM will partner with MMSD to consider expansion into Falk Elementary and Huegel Elementary in order to support mentees from the surrounding neighborhoods. IM will utilize staff to focus on strengthening collaborations and partnerships within the targeted neighborhoods.

- b. Recruitment, Engagement, Intake and Assessment: Describe your plan to recruit, engage and address barriers to participation for the **mentees**; Explain the intake and assessment procedure you will use to ensure youth meet the eligibility criteria and are likely to benefit from and stay with the program.

The current IM program designates a school liaison for all target schools. The liaison helps identify students as potential candidates for the IM program. Liaisons are provided with criteria to help them identify the type of students that will benefit from a mentorship program and these students are placed on a list of potential participants.

With the IM 2019 Project: West Madison Initiative, IM will add staff to increase its presence in current schools, to inform teachers of the program, and to target new schools. IM will be able to collaborate more actively with these schools throughout the mentorships. This will allow IM to collect feedback, assess and modify the program to best fit the needs of schools, mentees and families. Since IM has an active MOA with the school district, there is a unique opportunity to pair any mentee at any school in the district as long as there is a liaison to notify IM of potential candidates.

Once mentees are identified, IM will reach out to the mentee and family to assess interest, discuss the program and its benefits, and work through any potential participation barriers. If a mentee's family does not have access to a personal vehicle, the mentor works with the family to set up pre-arranged times and locations to pick up and drop off their mentee. Additionally, mentors are encouraged to meet with their mentee during school hours to further reduce the transportation barrier and support the work in schools.

Additionally, the IM 2019 Project: West Madison Initiative will solidify IM's ability to communicate with the school, mentee and family in order to ensure they meet eligibility criteria and will benefit from the time. The funds will help allow mentors access to community events that support mentee

interests and goals. Mentee engagement in the program will increase with access to community events and activities that meet their interests.

- c. Recruitment, Engagement, Screening: Describe your plan to recruit, engage and retain **mentors** that have connections to the geographic area targeted by the RFP; Explain the screening and selection processes you will use for this program.

IM recruits through active partnerships with local churches, advertisements in local schools, colleges and workplaces, social media, and word of mouth. The mentor screening process consists of the completion of an application, an interview, background checks and a meeting with the mentor coach for initial training.

IM pairs a mentor with a coach with whom they meet monthly to provide mentor support. Whenever there is a need, mentors can contact their coach via text, phone, or email. The coach and the mentor work together to solve any problems encountered in the pairing. Coaches help mentors to work through communication breakdowns and differing program expectations. They also help identify possible new goals, and develop fresh ideas to help accomplish existing goals. This mentor-coach relationship increases mentor retention and a healthy and effective mentor-mentee relationship.

The IM 2019 Project: West Madison Initiative will allow IM to extend its reach into other partnerships for mentor recruiting. IM will add staff time to focus time and energy on recruitment of mentors within the targeted region. This project will also allow IM the staff to coach and support the mentors recruited through this process.

- d. Training: Describe program orientation and training that mentees and their families will receive.

In the current program, before the mentoring relationship begins, mentees, mentors, their families and a representative from the program have an introductory meeting. During this time, the program representative explains what the mentoring relationship will look like including the type of communication and available supports. The mentor and family exchange contact information and the program representative helps the family and mentee share initial S.M.A.R.T. (specific, reassurance, attainable, reasonable, and timely) goals for the mentor to support. There is also time for families, mentees and mentors to ask any questions they may have.

Through the IM 2019 Project: West Madison Initiative IM will extend staff time to provide this support and training for the 20 mentees and families who enter the program in the targeted area.

Describe curriculum and process for orienting and training mentors.

Currently, to orient new mentors to the IM program, mentor coaches set up a one-on-one, in-person meeting with each mentor. During this meeting, coaches go through the program based Introduction Training Slideshow. These slides cover the IM program values, what IM does and why IM does it. They also cover specifics about the role of a mentor, IM program's expectations for them as a mentor, IM's process for connecting mentors and mentees, supports provided, confidentiality and mandated reporting expectations and guides for building a successful mentoring relationship. IM also provides each mentor with a binder with this same information so they have access to it throughout their mentoring relationship and during coaching meetings.

The IM 2019 Project: West Madison Initiative will expand IM's ability to provide introductory training and support to additional mentors.

- e. Matching: Outline tools, processes and strategies that will be utilized to implement effective matching of mentees with their mentors.

Today, both mentors and mentees fill out applications that share interests, hobbies and the reason each wants to be a mentor or mentee. During mentor interviews, IM staff gather additional information and ask more open-ended questions. IM staff then compile a mentor profile using the information and sends this to the school. When the school liaison receives information on the

mentor, they cross-check it with information they have about the mentee and family to see if it seems to be a good fit. After a potential match is selected, IM reviews the information on the mentor and the mentee. IM communicates with the mentee's family to confirm and select a time for the pairing. The pairing is held at a location chosen by the family, most often at their place of residence. IM facilitates the pairing meeting to help mentor, mentee and family get to know one another, answer questions and determine future meeting locations. IM staff also share the importance of goals within the mentorship and asks the family and mentee to share academic, behavioral and personal goals. These goals help launch the mentorship and help connect the pair based on the goals.

While IM has this matching system in place, the IM 2019 Project: West Madison Initiative will provide the staff needed to extend this deliberate matching process that enables our careful pairing to create more mentors, mentee and family teams specifically within the targeted area.

- f. Monitoring and Support: Describe system of ongoing training and support that will be utilized to support mentee/mentor relationships, and monitor and document movement toward desired outcomes.

With our current process before the mentorship begins, each of the IM mentors is set up with a mentor coach with whom they meet on a monthly basis to discuss and receive feedback on the strengths and challenges of their personal mentoring relationship. During these monthly coaching meetings, mentors also have the chance to meet with other mentors in the program and, together, they share insights, troubleshoot problems, and brainstorm ideas to improve and maintain effective mentoring relationships. Mentors have 24/7 access to their coaches via phone/text and/or email. Mentors have emergency numbers connecting them directly to IM's social worker and the president of the organization should a need arise.

As a means of continued support, IM staff send out weekly Mentor Updates via email that provide themed challenges for building a stronger mentoring relationship and links to local activities happening in the community. Reminders about upcoming program events and coaching meetings are also provided in these emails.

To monitor and encourage progress toward desired outcomes, IM sends out a bi-annual mentor/mentee survey. Each mentor and each mentee is asked to complete the survey as a means to check-in on the progress, strength and effectiveness of the mentoring relationship. Due to IM's relationship with the Madison Public Schools, IM is also able to bi-annually check behavior and academic data on each of its mentees. During monthly coaching meetings, mentor coaches monitor the action steps and work being done toward our mentee self-identified S.M.A.R.T. goals.

The IM 2019 Project: West Madison Initiative, will expand IM's ability to support new mentors with 24/7 support. The 2019 project will fund four coaches to monitor and support our mentors, and a lead mentor coach to supply mentors with consistent resources, weekly updates, and stronger community connections. This project will extend IM's ability to measure effectiveness through implementation of surveys.

- g. Family Engagement and Support: How will the program facilitate the engagement of mentees families in the program? How will the program work with families to improve outcomes for the mentees?

IM is currently set-up with parents or guardians being involved in the matching process. They are allowed to give feedback about the selected mentor before the pairing becomes official, and then participate in the pairing meeting. Parents or guardians are given contact information for program staff and mentor and are encouraged to give feedback. Mentors are in close communication with parents or guardians and keep them updated on the time and location of meetings with the child. Program staff check in with parents or guardians annually via phone communication to elicit feedback about the program. Mentors, mentees and families are invited to fundraising events and other activities throughout the year. In order to provide resources to families in need of assistance, IM has a social worker on the Board of Directors to make referrals as needed. Relevant resources

have included referrals to food pantries, connections to services in the wider Madison community, and even financial assistance to help pay for a mentee's birthday celebration.

IM 2019 Project: West Madison Initiative will strengthen IM's ability to initiate family communication. IM will be able to maintain this structure of family engagement and communication for all of the 20 pairings in the targeted area. Supported additional staff hours will expand the ability for IM to communicate with families and open up availability for pairings.

h. Program Activities: Describe activities that will be provided to help build youth skill development and community connectedness for mentees and their families.

IM has held several group activities over the past 3 years. Building community connectedness has been important to the program and IM hosts annual events to bring its mentors and mentees together as a large group. As mentioned previously, some past events have been held at area bowling alleys, Mallards games, and cookouts. All events are free of charge to mentors and the mentees families.

IM continues to partner with the West and East side YMCAs in order to provide free and healthy activities for IM pairings and encourage positive lifestyle choices. Should a mentor/mentee desire to attend a Y event or meet there for an activity, the mentor coach provides them with free vouchers for both mentor and mentee donated by the YMCA.

Several area libraries and community centers have also offered IM pairings access to their services, such as summer reading programs, cooking classes and various monthly teen events. Tickets to UW and local sports games are sometimes donated by members of the community allowing pairings to attend these events for free.

Mentors often find other events and activities to share with others in coaching sessions. Examples include connections with programs such as Mindfulness for Middle Schoolers.

Through the IM 2019 Project: West Madison Initiative, IM will be able to solidify partnerships and increase communication with current partners in order to provide consistent opportunities for activities to build skill development and community connectedness for mentees.

i. Transitions/Terminations: How will the program encourage positive connection and engagement during key transitional periods for youth? (for example 5th grade – 6th grade or 8th grade – 9th grade)

IM intentionally pairs mentees between 4th and 8th grades because of the key educational shifts and great brain development during those years.

Through IM 2019 Project: West Madison Initiative, IM will support positive adult connections for 20 additional mentees in grades 4-8 and within the targeted area. As mentees identify interests, IM will support engagement in the community through mentor supported community connections and activities.

How will the mentees and mentors be supported around transitions/closure/termination phases of their relationships?

If a mentoring relationship needs to end for any reason such as an anticipated residential move or by request, IM's first step is to communicate with all involved parties. If a relationship is ending per the mentor's request, the mentor is asked to communicate with the mentee and their family to explain the reason for terminating the relationship. During this conversation, it is important that the mentor ask the mentee and their family if they would like to be re-paired with a new mentor and to ask for any feedback they have about the program. In addition, before a mentor leaves the program, they are asked to share any positive experiences they have had and to provide any feedback they have for the program. If a mentee should wish to end the relationship, they are asked to

communicate their desire directly to their mentor or to ask their family to do so. If the family does not feel comfortable with this, all families have been given contact information for the IM program director and have permission to call or email to communicate their wishes. The same feedback loop is applied in this circumstance as is applied when it is the mentor requesting termination of the relationship.

Through IM 2019 Project: West Madison Initiative, IM will continue to implement this termination and transition procedure for mentorships paired throughout the initiative.

3. Staffing and Scale:

- a. Proposed service numbers: Include number of unduplicated participants to be served, adult to youth ratio, number of services hours to be provided and/or number of activities or meetings.

Through IM 2019 Project: West Madison Initiative, IM will serve 20 mentees within the grant designated/targeted area. Each mentee will be matched 1:1 with an adult mentor. Each mentor pair will communicate 3 times a week, and will have at least one weekly in-person meet-up. These meet-ups usually last around 2 hours, but can be adjusted as the pair needs. Additionally, IM will provide

opportunities for large group community activities (bi-annually). IM will hold a mandatory, monthly coaching meeting for mentors. IM also has coaching services available 24/7 in case other situations arise.

b. Personnel: List all paid staff that will be working on the proposed program/project.

Staff Position and Duties	F.T.E. * IN Program	Proposed Hourly Wage*
1 Mentor Recruiter: Recruit and interview potential mentors -7 months (May 1, 2019-November 30, 2019) -4 hours/day (M-F) -August 1, 2019= Finish recruiting 15 of 20 mentors -November 1, 2019= Finish recruiting of 20 mentors -Continue recruiting for the program	0.5	\$25/hour \$14,000
1 Pairing Coordinator: Learn the system in order to complete pairings through communication with families, schools and mentees. -6 months (July 1, 2019-December 31, 2019) -3 hours/day (M-F) -October 1, 2019= Finish initial pairings of 15-20 mentees -November 1, 2019= Finish final pairings -August 2019-December 2019= Solidify communication with families -Continue Communication with pairings and complete additional pairings	0.38	\$25/hour \$9,000
1 Program Coordinator: Track metrics, coordinate efforts with community organizations, work with the recruiter and pairing coordinator to streamline process. -18 months (April 1, 2019- September 30, 2019) -2 hours/day (M-F)	0.25	\$25/hour \$18,000
4 Mentor Coaches: Learn the system to provide coaching sessions and training to mentors once per month. -18 months (April 1, 2019-September 30, 2019) -3 hours/month	0.02	\$15/hour \$3,240 total \$810 each
1 Lead Mentor Coach: Learn the system and help organize and coach the coaches. Help with metrics and providing accountability. Be the link between mentors, coaches and admin. -18 months (April 1, 2019-September 30, 2019) -2 hour/week	0.05	\$25/hour \$3,600

Staff Position and Duties	F.T.E. * IN Program	Proposed Hourly Wage*
1 Media Specialist: Learn IM and use media platforms to promote and recruit. -18 months (May 1, 2019-September 30, 2019) -4 hours/week	0.1	\$25/hour \$7,200
TOTAL	1.3	\$55,040

*FTE = Full Time Equivalent (1.00, .75, .50, etc.) 2080 hours = 1.00 FTE

c. Staff: Describe staff training and experience that is relevant to this program.

The IM staff is currently all volunteer. IM has intentionally developed job descriptions to find volunteers who have background, training and experience in the areas that will best help provide insight and expertise to the program. Following lists mini-biosketches for the lead staff, and some general description of experiences:

Katie Mae Imhoff-Smith (President, Director, Founder):

15+ years coaching, teaching, instructing middle school mentees
10 years in the Madison Metropolitan School District (MMSD)
7 years teaching 8th grade at Toki Middle School (in the area)
BA in Psychology and Communication Arts
MA in K-8 Education (Curriculum, Assessment and Instruction)
14+ years experience in out-of-school Middle School programming
10 years in the Madison Metropolitan School District (MMSD)
7 years teaching 8th grade at Toki Middle School (in the area)

Dana Finne (Director, Mentor Coaching Lead)

13+ years teaching middle school
BA in Psychology
MA in Education

5 years experience coaching middle school athletics

John McCluskey (Vice President, Director, Outreach Lead and Management)

9+ years working in executive leadership and management
MSM in Business
4+ years experience in out of school Middle School programming
Experience mentoring Madison youth

Franny Rosing (Director, Social Work and Family Connection)

8 years experience in out-of-school mentee programming
3 years running youth programming
BA in Psychology
BSW and MSW in Social Work
8 years experience in out-of-school mentee programming

- 3 years running youth programming
- Multiple hours of training in trauma/foster care/adoption/mental health
- Experience mentoring in 3 long term pairings
- TBA Mentor/Mentee Recruiter
- Strengths in networking
- Experience in recruiting
- Enthusiasm for youth programming

d. Volunteers: Describe how volunteers will be utilized in this program.

Currently, IM works using the following volunteer roles and descriptions:

- Mentor Coaches
 - Experience in mentoring, teaching or coaching
 - Experience in psychology, counseling or mental health
 - Experience with middle school mentees
 - Trained in IM system, process and documents
 - Quarterly Mentor Coaching Meetings/Trainings
- School Liaison
 - Works in MMSD
 - Connected to schools where mentees are paired
 - Trained in IM system, process and documents
- Spanish Resource Connector
 - Spanish speaking
 - Experience working with Hispanic/Latino families in Madison
 - Training in communication
 - Experience working with middle school mentees

Mentors will be recruited and paired. Within the mentorship, mentors will work with mentees to encourage their identity, to make and attain (academic, behavioral and personal) goals, to explore career options, and to engage in the community.

In the IM 2019 Project: West Madison Initiative, mentors will be paired within the targeted area and be required to meet current program expectations.

e. Outcomes: Funded programs will be required to collect data and report on three outcome measures identified in the RFP guidelines. Programs are encouraged to identify an additional outcome measure of interest. In the box below, describe the outcome measure and measurement tools and data collection processes you might use to document and report the impact of your program.

- IM has the ability and willingness to work with an evaluator to develop metrics.

- IM will commit to measuring the outcomes outlined below, and expect to hold other positive and measurable outcomes.

Outcome Objective of Interest	Social and emotional skill development for youth			
Performance Standard	Target ed Percen t	85%	Target ed Numbe r	20 mentees
Measurement Tool(s) and Data Collection Plan:				
85% of participants will build social & emotional skills and knowledge as shown by improvement on a pre/post measurement tool and through teacher, parent/guardian and mentor reports.				
Outcome Objective of Interest	Improved communication between youth and their parents or guardians			
Performance Standard	Target ed Percen t	85%	Target ed Numbe r	20 mentees
Measurement Tool(s) and Data Collection Plan:				
85% of parent(s), custodial adults or other significant adult family members will report improved communication with youth as show by data in pre/post interviews with adults and through teacher, parent/guardian and mentor reports.				
Outcome Objective of Interest	Youth risk behaviors decrease for youth: For those with prior formal municipal violations or juvenile justice involvement			
Performance Standard	Target ed Percen t	85%	Target ed Numbe r	20 mentees
Measurement Tool(s) and Data Collection Plan:				
85% of youth will have no further municipal violations or juvenile justice involvement during the time of program participation. Data will be collected through city data.				

Outcome Objective of Interest	Positive Youth Development: Youth will be able to identify at least two new career or personal interests they intend to pursue in the next 2 years.			
Performance Standard	Target ed Percent	85%	Target ed Number	20 mentees
Measurement Tool(s) and Data Collection Plan:				
-Mentee survey: bi-annually (information collected by the school liaison) -SMART goals: worked on weekly with mentors -85% of youth will identify at least 2 new career or personal interests they would like to pursue during mentee interviews (pre/post) and through teacher, parent/guardian and mentor reports.				

4. Cultural Relevance and Language Access

- a. Capacity and Strategies: Describe your organization's capacity and strategies to ensure language access and cultural relevance for your target population.

Intentional Mentoring works directly with the Madison school district, so the organization has a unique opportunity to identify any and all mentees in our area who would benefit from a mentor regardless of race, gender, religious affiliation, sexual orientation, or socioeconomic status. Each mentee is paired with a mentor who is specifically coached to meet their mentee where the mentee's needs are greatest.

IM recognizes that there are many Spanish speaking families within the school district. IM has a Spanish Resource Connector if families have a need. IM also has several mentors and a mentor coach that speak, read and write in Spanish. School liaisons and pairings currently take advantage of this opportunity.

This is one of the advantages of the IM agreement with MMSD.

The IM 2019 Project: West Madison Initiative will expand IM's ability to work with its Spanish Resource Connector and other community organizations in order to continue our ability to ensure language support for Spanish speaking families. IM will also continue to support time and resource needs of its families and pairings.

- b. Staff Demographics: Does the staffing of the program reflect the racial and cultural diversity of the program participants? If not, what plans do you have to address this?

Currently, there are no salaried staff members at IM; every person is an unsalaried volunteer. IM has been successful in matching male mentees with male mentors and female mentees with female mentors. While IM has non-white board members and mentors, the organization is predominantly Caucasian while the mentee population is predominantly non-white. Through collaboration with multiple area churches and by reaching out to UW mentees, IM is gaining more diversity in its volunteers.

With the IM 2019 Project: West Madison Initiative, there are many other organizations in the Madison area which are a potential resource for IM to aid in continued volunteer diversity. The

staff provided through this project will help recruitment efforts to support greater diversity in our program. With this grant, IM hopes to continue to diversify its volunteer pool.

Through the hiring of new staff with the 2019 project we will specifically extend our staff search and recruitment efforts to encourage the identification of staff with more diverse backgrounds and experiences.

5. Budget and Funding:

You may be asked to submit additional information on agency finances and/or your most recent audit statement.

a. Project Budget:

BUDGET EXPENDITURES	TOTAL PROJE CT COSTS	AMOUNT OF CITY \$ REQUEST ED	AMOUN T OF NON- CITY REVENU ES	SOUR CE OF NON- CITY FUNDE D PORTI ON
A. Personnel Costs (Complete Personnel chart below)				
1. Salaries/Wages (show detail above -HR= \$16,000	\$71,040	\$71,040		
2. Fringe Benefits and Payroll Taxes	\$2,000	\$2,000		
B. Program/Project Costs				
1. Program/Project supplies and equipment -Mentorship community activities	\$3,880	\$3,880		
2. Office Supplies	\$2,080	\$1,580	\$500	Private Donations
3. Transportation	\$1,500	\$1,500		
4. Food	\$1,000		\$1,000	Private Donations
5. Other (explain)				
C. Space Costs				
1. Rent/Utilities/Telephone	\$900		\$900	In Kind + Private Donations
2. Other (explain)				
D. Special Costs				
1. Other (explain):				
2. Other (explain):				
D. TOTAL (A + B + C +D)	\$82,400	\$80,000	\$2,400	

b. Additional Information on Budget (if needed):

Human Resources (outsourced)= \$16,000 (about 20% of the requested funds)

-May 2019-October 2020 +

Program Resources= \$3,880

-Support mentor activities and community activity

-Support interests of mentees involved in the program

c. What percentage of your total Agency Budget is this project?

This project would make up 97% of the total Agency Budget.

d. Other Funding: What other funding do you anticipate pursuing if the project is expected to continue?

IM has identified multiple federal and community grants that connect with the IM program. IM anticipates increased opportunity for grant acceptance following this project. Since IM is young and works in a very specific area, sometimes it is difficult to prove its worth to other grant opportunities. Since this grant fits almost every aspect and mission of the programming for IM, it would be a great way to grow and prove it's sustainability in the Madison area.

e. Proposed Timeline for Implementation

Activity	Estimated Start and Completion Dates
HR position filled	April 1-May 1, 2019
Other Positions filled	April 1-May 1, 2019
15 of 20 mentor's recruited and interviews completed	May 1-July 1, 2019
Pairing meetings completed	June 1-October 1, 2019
Finalize all 20 pairings for this project	November 1, 2019
Identify areas of collaboration with community organizations to share/offer pairings	May 1-November 1, 2019

-SIGNATURE PAGE-

Note: Potential applicants are required to attend a 2019 Youth Mentoring RFP Application Workshop or schedule a conversation with City Staff (Hugh Wing at 266-6520) on their proposal prior to 4:00 January 25, 2019 to be eligible to apply. Applications will not be accepted from entities that have not attended a workshop or consulted with staff on their proposals.

City of Madison Contracts:

The following information is provided in order to outline city requirements that will apply if your proposal is funded. All allocated funds will be administered through contracts with the City of Madison, Community Development Division. If funded, the City of Madison reserves the right to negotiate the final terms of a contract with the selected organization. If funded, applicants will be required to attend a **mandatory meeting** on contracting requirements in March 2019. City purchase of service contracts include requirements regarding non-discrimination, consideration of vulnerable populations along with specific requirements in the following three areas:

1. Affirmative Action:

If funded, applicant hereby agrees to comply with City of Madison Ordinance 39.02, an Affirmative Action Plan with the City Department of Civil Rights (DCR) or an exemption if allowed by City DCR. A model Affirmative Action Plan and instructions are available at:

<https://www.cityofmadison.com/civil-rights/contract-compliance/community-based-organizations/forms>

2. 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 Comp
- Professional Liability

The cost of this coverage can be considered in the request for funding. The Certificate of Insurance that will be required at the time of contracting is available on the City of [Madison Risk Management website](#).

A sample contract that includes standard provisions is available on the [CDD Funding Process website](#)

Reporting Requirements:

The source of funds for this RFP are federal Funds awarded through the US Department of Justice to the City of Madison and Common Wealth Development as part of the "CBCR: Our Neighborhood – A Safe and Beautiful Place" grant. There are federal regulations and requirements above and beyond the City's standard contract requirements that will apply to the administration of these funds both for the City and for organizations receiving funds under this grant. These requirements apply to multiple facets of grant administration for funded programs including access to funded activities, specific guidelines regarding cost allocations, employee management, budgeting and expense reporting, data collection

and reporting on funded activities. It is expected that funded projects will work closely with city staff to develop systems and processes to address these requirements. These requirements can be found on our website under [Resources](#).

Signature: Katie Mae Imhoff-Smith

Any applications submitted without a signature will be considered incomplete and will not be considered for funding.

Applicant Signature:

Enter
Name: Katie Mae Imhoff-Smith

Date:

By entering your
initials in the box,

KL S

You are electronically signing your
name and agreeing to the terms
above.
