



# School-Age Child and Youth Development Services

## PART 1 – ORGANIZATION NARRATIVE FORM

Submit Application to: [cddapplications@cityofmadison.com](mailto: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](mailto:yshelton-morris@cityofmadison.com) or Mary O'Donnell, Community Development Specialist [modonnell@cityofmadison.com](mailto: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](mailto:jstoiber@cityofmadison.com)

|  |  |                             |                           |
|--|--|-----------------------------|---------------------------|
| Legal Name of Organization:              | Youthful Savings   | Total Amount Requested:     | \$ 30,000                 |
| Program(s) included in this application: | Program Name: Youth Entrepreneurship for a More Inclusive Global Economy - Middle School Age   | Amount Requested: \$ 15,000 |                           |
|  | Program Type: Choose an item.  |                             |                           |
|  | Program Name: Youth Entrepreneurship for a More Inclusive Global Economy - High School Age   | Amount Requested: \$ 15,000 |                           |
|  | Program Type: Choose an item.  |                             |                           |
|  | Program Name:  | Amount Requested: \$        |                           |
|  | Program Type: Choose an item.  |                             |                           |
|  | Program Name:  | Amount Requested: \$        |                           |
|  | Program Type: Choose an item.  |                             |                           |
|  | <input type="checkbox"/> If you are applying for more than four programs please contact Jennifer Stoiber at <a href="mailto:jstoiber@cityofmadison.com">jstoiber@cityofmadison.com</a> |                             |                           |
| Contact Person:                          | Somya R. Munjal  | Email:                      | somya@youthfulsavings.com |

|                       |   |                               |                             |
|-----------------------|---|-------------------------------|-----------------------------|
| Organization Address: | 811 E. Washington Ave<br>Suite 400<br>Madison, WI 53703             | Telephone:                    | P: (929) 274 - 0086         |
| 501 (c) 3 Status:     | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | Fiscal Agent ( <i>if no</i> ) | Youthful Savings Foundation |

**Organizational Qualifications:**

1. Organization History and Mission Statement

Youthful Savings (YS is a tech-enabled learning ecosystem that is dedicated to teaching youth socioeconomic empowerment. We define this as mental wellbeing, economic empowerment, and community development.

Our mission is to help develop the human spirit - one educated, happy youth at a time. We are committed to empowering the next generation with heart-intelligent education and entrepreneurship training so they can lead the life that they want and create a better world for all.

We firmly believe in the power of collaboration. We want our youth to learn how to make money work for them and not allow money to overtake them. Together, we can find ways to share the world's resources and be happy, free, and peaceful.

Our premier custom program, [Youth Entrepreneurship for a More Inclusive Global Economy](#), off of our direct-to-youth learning platform, [The Learning Marketplace](#) (TLM), teaches youth how to start a business, necessary character development, and community-building skills that help youth become the next generation of world citizens.

YS has been in inception since 2013 and has constantly evolved to meet the ever-changing needs of youth and their communities worldwide. We are excited to open an office in Madison, WI, as of April 20, 2023, and hire local educators through our [Live Experience Instructor Program](#). YS is dedicated to building better communities through local economic development.

More information about YS can be found in our white paper [HERE](#).

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.

YS has implemented Live Experiences across the world since 2013. Live Experiences in when our learning content comes to life through live instruction. Please see a list of current and past programs:

February 2023 - Present  
Youthful Savings x Waubensee Community College  
Teach youth fundamental business skills and various The Learning Marketplace learning exercises.

July 2020 - Present  
Youthful Savings x City of New York  
Teach youth fundamental business skills and various The Learning Marketplace learning exercises.

March 2020- Present

Youthful Savings x City of Santa Monica

Teach youth fundamental business skills and various The Learning Marketplace learning exercises.

September 2019

Youthful Savings x JAMS

Teach youth fundamental business skills and various The Learning Marketplace learning exercises.

September 2019-October 2019

Youthful Savings x NAB

Teach youth fundamental business skills and The Learning Marketplace learning exercises. Please see the case study for more information.

June 2017 - August 2017

Youthful Savings x Virginia Park Teen Center

Teach youth fundamental business and finance skills. [LINK](#) for more information.

September 2016 - May 2018

Youthful Savings x Uncommon Schools NYC

My Own Business Challenge as part of the school enrichment program

August 2013

Youthful Savings x Martha's Table

Teach youth fundamental business and finance skills.

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".

YS is constantly evolving to meet the demands of community socioeconomic metrics. As such, we are always building new content on TLM to ensure that youth get the most up-to-date education. Furthermore, as we expand worldwide to meet our intention of [kind capitalism through bottom-up economics](#), we will continually implement YS' mission through our [Live Experience Instructor Program](#). This will require us to build strong relationships with both the community and the governance structure of each community we are in. We work closely with our board, consisting of current and former U.S. diplomats, a former superintendent, an economic advisor, a social worker, and the founder of YS. Together, we ensure that we are strategically positioned and meeting the needs of the communities we serve. Given that education is a highly personalized experience, we work closely with local stakeholders to customize our offering to meet and exceed the needs of the local community. We believe the stronger local communities are, the stronger the world will be.

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.

YS has been focused on eliminating poverty through socioeconomic education since 2013. Each year, we grow through the power of collaboration with cities and local stakeholders. We intend to build a new economic theory based on kind capitalism through bottom-up economics. We teach youth to start businesses with strong character development. Graduates of our program can create online global companies on [Youthful Savings Marketplace\(YSM\)](#). As youth buy and sell on YSM, they put 10% into the [Youthful Savings Foundation](#), which provides initial capital to start their business. Youth business owners are no longer in the debt economy but in a revenue-share economy that fosters equal economic growth. We work closely with [Civic Wellbeing Partners](#) out of Santa Monica, CA, to measure our socioeconomic metrics. More information about our work and continuous development can be found in our white paper [HERE](#).

YS grows through a train-the-teacher model that ensures local community members lead our education and economic growth efforts. We closely monitor their growth through our instruction team, consisting of a former principal and instruction facilitator in an urban setting and a former superintendent in a rural setting. YS believes that education deserves equality, and our team is designed to meet the needs of all youth. Our instructors must come from the community we serve and have a strong teaching background.

YS is an agile organization that believes in public and private partnerships to build strong communities. We learn with our youth daily and believe that the better the youth, the better the world!



# School-Age Child and Youth Development

## 2023 Request for Proposals

### PART 2 - Program Narrative Form

Submit Application to: [cddapplications@cityofmadison.com](mailto: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](mailto:yshelton-morris@cityofmadison.com) or Mary O'Donnell, Community Development Specialist [modonnell@cityofmadison.com](mailto: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:  | Youthful Savings   | Total Amount Requested for this Program: |  | \$ 15,000                  |
| Program Name:  | Youth Entrepreneurship for a More Inclusive Global Economy | Total Program Budget:                    |  | \$ 30,000                  |
| Program Contact:   | Somya R. Munjal  | Email:                                   | <a href="mailto:somya@youthfulsavings.com">somya@youthfulsavings.com</a> | Phone: P: (929) 274 - 0086 |
| AGE Group and Program TYPE: Select <u>ONE</u> Program Type under <u>ONE</u> 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 type="checkbox"/> Topical/ Skill/Population |

**Middle School**

- |   |   |
|---|---|
| <input type="checkbox"/> Multi-focus School Year Only | <input checked="" 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.

According to an assessment given to Dane County residents,<sup>1</sup> the majority of residents expressed the need for wellness and social-emotional programming. Our program, [Youth Entrepreneurship for a More Inclusive Economy](#) program addresses socioeconomic growth in a community by providing mental wellbeing, economic empowerment, and community development learning exercises and tools. On average our youth learners increase their confidence and community development skills by over 50% after a successful program (according to our pre and post-assessment surveys). The growth in our learners is due to an emphasis on learning exercises that encourages youth to self-reflect and build community.

- 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?

Youth that are selected will learn how their innate gifts can become successful businesses. A guided 8-week course of the [My Own Business Challenge](#)® (MOBC) will be the basis of this program. Youth will also learn how best to address mental health issues from our current technology-driven society along with necessary team building, communication, and web 3.0 skills. The skills taught in our custom program complement the learning inside schools and encourage youth to become the next generation of world citizens.

The scope defined in the RFP is looking for programs that address human capital and economic development issues w/in historically underserved communities. Our program addresses socioeconomic problems and delivers socioeconomic empowerment so youth and their communities can experience life-changing outcomes.

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1

[https://www.cityofmadison.com/sites/default/files/city-of-madison/dpced/community-development/documents/CDD%20RFP%20Guidelines%20Child%20%26%20Youth%202023%205\\_8\\_23%20Updated.pdf](https://www.cityofmadison.com/sites/default/files/city-of-madison/dpced/community-development/documents/CDD%20RFP%20Guidelines%20Child%20%26%20Youth%202023%205_8_23%20Updated.pdf)

C. Program Summary (3-5 sentences):

Our award-winning program, [My Own Business Challenge](#), will be the focus of the custom program, [Youth Entrepreneurship for a More Inclusive Economy](#). Youth will also be able to complete weekly self-paced and instructor-led learning exercises in subject areas like dispute and conflict resolution, bitcoin/ blockchain education, NFTs, emotional intelligence, communication skills, and storytelling.

All future youth entrepreneurs can be global online business owners via [Youthful Savings Marketplace](#). [Youthful Savings Foundation](#) will be providing cash prizes. Successful program graduates will receive business investment – available on prepaid Mastercards!

**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.

We aim to serve up to 30 youth the community deems ready for our program. We plan on working with local schools to advertise our program and case manage with local leaders to find the youth that will most benefit. Ideally, we focus on those that can benefit the most from a program that helps their socioeconomic status. We have taught in other languages before and can always customize our program to fit the community's needs.

- B. 2022 Participant Demographics (if applicable):

We have not created a program in Madison, WI yet. However, most of our past participants in other cities have been historically underserved youth.

| Race                                   | # of Participants | % of Total Participants |
|--|-------------------|-------------------------|
| White/Caucasian                        |                   |                         |
| Black/African American                 |                   |                         |
| Asian                                  |                   |                         |
| American Indian/Alaskan Native         |                   |                         |
| Native Hawaiian/Other Pacific Islander |                   |                         |
| Multi-Racial                           |                   |                         |
| Balance/Other                          |                   |                         |
| Total:                                 |                   |                         |
| Ethnicity                              |                   |                         |
| Hispanic or Latino                     |                   |                         |
| Not Hispanic or Latino                 |                   |                         |
| Total:                                 |                   |                         |
| Gender                                 |                   |                         |
| Boy/Man                                |                   |                         |
| Girl/Woman                             |                   |                         |
| Non-binary/GenderQueer                 |                   |                         |
| Prefer Not to Say                      |                   |                         |
| Total:                                 |                   |                         |

- 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.

We offer our custom program in 12 different languages and aim to meet all community needs.

- 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.

We typically work with the local schools and community members to recruit through a joint marketing effort. We also create pre- and post-assessment tests with [Civic Wellbeing Partners](#) to measure our socioeconomic metrics. An example of a pre and post-assessment test is [HERE](#).

### 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.

Please see below of a sample customized scope and sequence. The links will go to our direct-to-youth EdTech platform that allows youth access to all of our content so they can continue their learning journey even when our eight-week program is over.

**Youth Entrepreneurship for a More Inclusive Global Economy:**  
*How Youth Can Empower Our World Economy at a Young Age*

**Learning Objectives:** Youth that are selected will learn how their innate gifts can become successful businesses. A guided 8-week course of the [My Own Business Challenge®](#) (MOBC) will be the basis of this camp. Youth will also learn how best to address mental health issues from our current technology-driven society along with necessary team building, communication, and web 3.0 skills.

**Skills:** Mental well-being, economic empowerment, and community development.

**Supplemental Learning;** [The Learning Marketplace](#) (TLM) subscriptions allow youth to have unlimited learning (both self-paced and live instruction). Youth receive bitcoin for attending monthly Live Experiences. Each youth will receive a one-year subscription!

**Dates:** Summer 2024

| Week / Date | TLM Supplemental Learning Exercise Assign via Class Announcement | MOBC (Tuesday)  | Learning Objective Addressed  |
|-------------|--|---|---|
| 1           | N/A  | Orientation<br><br>Collect roster information, explain Google Classroom, The Learning Marketplace, and overview of the program. | The joy of investing in yourself!<br><br>Skill: Mental well-being, economic empowerment, and community building |



|   |  |  |  |
|---|--|--|--|
| 2 | <a href="#">Technology and Mental Health</a>   | Go over MOBC introduction, navigate The Learning Marketplace, and learn how to download learning exercises.  | How technology can be used to create for you vs. be used as a way that causes you to give away your energy and thus be less productive and perhaps anxious.<br><br><b>Key Skill:</b> Mental well-being |
| 3 | <a href="#">Art of Journaling</a>              | Intro to MOBC. Review why it was created and discuss what businesses youth look up to and why? How can business be used as a force for good?<br><br>Pages: 1<br><br>Discuss how great business ideas come about. What businesses do you think you can start this summer? Or what business would you like to start if you had unlimited resources?<br><br>Pages: 2 and 3<br><br>Reflect on page 4 and be ready to present some ideas next week. | Reflecting on your ideas can create new things for the world that can solve problems.<br><br><b>Key Skill:</b> Mental well-being   |
| 4 | <a href="#">Bitcoin as an Agent for Change</a> | Present business ideas and pick an idea you may like to work on this summer. Discuss how this business can actually occur.<br><br>Pages: 5<br><br>Reflect on your top 10 business ideas (either now or in the future).   | Increase youth's ability to dream for a better future and achieve economic empowerment.<br><br><b>Key Skill:</b> Economic empowerment  |
| 5 | <a href="#">Youth and Investing</a>            | Learn about how businesses get started. They need capital. Have youth learn the basics of creating an investment pitch so they have business capital to start  | Increase youth's ability to raise capital.<br><br>Empower youth with the notion that the city is investing in them and that money can be   |

|   |   |   |  |
|---|---|---|--|
|   |   | <p>their business. Discuss how the capital can help your business. Successful pitches that are presented, receive capital from the Youthful Savings Foundation!</p> <p>Pages 6-8</p> <p>Reflect on your personal investment pitch</p>   | <p>used to create more economic opportunities for themselves and their community. When money is used as capital, it can create more opportunities. Have youth understand how becoming a creator vs. just a consumer can shift their economic well-being.</p> <p><b>Skill:</b> Economic empowerment</p> |
| 6 | <a href="#">Power of Acknowledgement</a>  | <p>Share your investment pitches. Acknowledge the staff and mentors that have helped you and each other with their hard work.</p> <p>Acknowledge what an economy is - people, behavior, and how money flows. How can youth create a more inclusive economy that is kind to all?</p> | <p>Increase the youth community through positive communication skills. Currently, 42% of the world's population is under the age of 25. How can your generation work together to be the best generation yet?</p> <p><b>Skill:</b> Community development</p>  |
| 7 | <a href="#">The Art of NFTs</a>   | <p>Learn how to make NFTs as a business.</p>  | <p>Increase ability to buy and sell on new technology.</p> <p>Skill: Economic Empowerment and Community Building</p>   |
| 8 | <a href="#">Dispute and Conflict Resolution</a>   | <p>Celebrate the success of youth business owners. Explain how capital works and how those that successfully graduated receive added capital in inventory grants from the <a href="#">Youthful Savings Foundation</a>.</p>  | <p>The joy of investing in yourself!</p> <p>Skill: Mental well-being, economic empowerment, and community building</p>   |
| 8 | <p>Youth, Art and Good Vibes event at Spaces - Capital East District. Celebration with the community!</p> |   |  |

**Key metrics:**

| <b>Metrics</b>               |   |   |
|------------------------------|---|---|
| <b>Mental Well-Being</b>     |   |   |
| Personal mental health       | Personal agency                         | Personal safety                               |
| <b>Economic Empowerment</b>  |   |   |
| Personal income              | Personal savings                        | Ability to create and sustain a business      |
| <b>Community Development</b> |   |   |
| Sense of belonging           | Getting involved in the local community | Ease in making friends in the local community |

Sample pre-assessment [HERE](#)

Sample post-assessment [HERE](#)

- 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**

| <b>Location(s):</b> 811 E Washington St. Madison, WI 53703 |                     |                   |                 |
|--|---------------------|-------------------|-----------------|
| <b>Day of the Week</b>                                     | <b>Time of Year</b> | <b>Start Time</b> | <b>End Time</b> |
| Monday   | School Year         |                   |                 |
|  | Summer              | 3:30pm            | 5pm             |
| Tuesday  | School Year         |                   |                 |
|  | Summer              | 3:30pm            | 5pm             |
| Wednesday  | School Year         |                   |                 |
|  | Summer              | 3:30pm            | 5pm             |
| Thursday   | School Year         |                   |                 |
|  | Summer              | 3:30pm            | 5pm             |
| Friday   | School Year         |                   |                 |
|  | Summer              |                   |                 |
| Saturday   | School Year         |                   |                 |
|  | Summer              |                   |                 |
| Sunday   | School Year         |                   |                 |
|  | Summer              |                   |                 |

We would also like to provide office hours with instructors between 12pm and 3:30pm so youth can spend time brainstorming their business ideas and forming teams/partnerships. We believe this “learning lab” time is helpful for critical thinking and 1:1 mentorship.

**Table 2**

| <b>Location(s):</b>    |                     |                   |                 |
|------------------------|---------------------|-------------------|-----------------|
| <b>Day of the Week</b> | <b>Time of Year</b> | <b>Start Time</b> | <b>End Time</b> |
| 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 |
|--|--|---|-------------------|----------------------|--|
| <b>Location #1:</b> 811 E Washington St. Madison, WI 53703 |  |   |                   |                      |  |
| School Year  |  |   |                   |                      |  |
| Summer   | 4 times a week for 90 minutes + time to stay at the office to work with an instructor on business idea | 90 minutes is required + open office hours from 12pm-3:30pm | 8 weeks           | 1 to 15              | 30   |
| <b>Location #2 (if applicable):</b>                        |  |   |                   |                      |  |
| 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 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.

We invite youth families to our initial orientation to build trust. We also create a graduation ceremony called, Youth, Art and Good Vibes and invite local community members and families. Our program is designed to include both youth and families as building trust with the community helps foster higher engagement.



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.

The ultimate goal of our program is to create economic opportunities through successful youth business owners. In an ideal world, we could create a pop-up store for Madison, WI based businesses and encourage business activity off of the [Youthful Savings Marketplace](#). We have a similar storefront opening in Santa Monica, CA and have the ability to replicate efforts to Madison, WI. We also are a Google partner and aim to work with Google (in Madison, WI) on providing space for youth to continue building and selling their businesses all while increasing their technology skills.

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)? |
|----------------------|---|----------------|----------------------|
| Mastercard           | Guest speak to youth about financial wellness | Jimmy Chow     | Yes                  |



|           |  |                  |     |
|-----------|--|------------------|-----|
| Google    | Guest speak to youth about technology wellness             | Brooke Alexander | Yes |
| Virtual Q | Guest speak to youth about blockchain and machine learning | Victor Quinones  | Yes |
|           |  |                  |     |
|           |  |                  |     |
|           |  |                  |     |

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

We will continuously source other partners in Madison, WI and beyond as we learn community needs.

How do these partnerships enhance this proposal?

We want youth to not only learn entrepreneurship skills but also necessary workforce development skills. By bringing in our partners in the corporate world, we can help youth understand what it takes to earn well-paying jobs so they can thrive in the global economy. More information about this can be found [HERE](#).

What are the decision-making agreements with each partner?

We work closely to increase our corporate social responsibility fund, which helps cost share the cost of our program. We ultimately make all decisions related to our program and they do not influence the work we do with our stakeholders - city residents.

- 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?

The main resource we provide our learners is access to our EdTech, [The Learning Marketplace](#). A one-year subscription is included with our custom program, and youth can continue to learn via our in-person and virtual [Live Experiences](#) that are scheduled monthly. Youth also gain access to our private slack channel where they can communicate, build and learn with close to 1k learners worldwide. As youth graduate from our program, they can start global online businesses via [Youthful Savings Marketplace](#). There is no fee to get a business going, and we also provide capital to successful youth entrepreneurs through our [Community Investment Fund](#). We believe in a hybrid teaching model that includes both in-personal live instruction and continuous virtual learning and building. We believe the most underserved communities deserve tech equity, and our tech-enabled learning ecosystem provides access to technology careers through experiential learning.

## 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.

We believe in socioeconomic empowerment through mental wellbeing, economic empowerment, and community development. We contract with Civic Wellbeing Partners to build pre- and post-assessment surveys that help us with our programming and related innovation. We will include the seven basic elements outlined in MostMadison.org to improve our programming and related assessments further.

Regarding the building blocks and their alignment with our program, please see below:

1. **Intentional Program Design:** Our customized scope and sequence (sample provided in #3: Program Description and Structure) is designed to fit the community's and related stakeholders' needs. If provided funding from this RFP, we plan on working with local schools and community members before the summer to learn what materials will best fit the needs of the youth we enroll.
2. **Supportive Relationships with Youth:** Some youth do best in a group environment, and some do better one-on-one. In order to provide supportive relationships and successful program outputs, our program will incorporate both live teaching and office hours so youth can really get the education and experience they need to create a successful business and learn the necessary character development skills that lead to better community development.
3. **Youth Voice and Leadership:** We encourage youth to create business pitches and videos documenting their learning. Youth that feel comfortable with expressing their voice to the general public are encouraged to partake in our youtube channel. Examples of youth using their voice and becoming a youth leader for socioeconomic empowerment can be found on our YouTube channel [HERE](#).
4. **Racial and Cultural Inclusion:** Our leadership team is multi-cultural, and we always aim to be culturally sensitive. Our core values include the notion of "being yourself." No matter where you come from or how you look, we believe being authentic and receiving empowering education that increases your economic ability is the way to a more kind and inclusive world. Our entire organization's ethos is embedded in the values of equality through equity.
5. **Community and Family Engagement:** We embed the notice of community development into the key metrics that define our program. Therefore, every step of the way, we are mindful of the necessity to build trust and community with the families of the youth and the community that the families are a part of. We create events that include the community and families, like our Youth, Art, and Good Vibes events that celebrate the successful graduation of our youth. We also bring in local partners to guest speak in our programs. This allows the youth to dream about a better future and have access to necessary workforce development opportunities.
6. **Organizational Management and Staff Support:** We are only as good as our team, and YS is focused on continuous development for our team and youth. As such, we are honored to have experienced leaders like a former school superintendent and a former school principal lead our training and development for our Live Experience Instructor Program that allows YS to create local jobs in the communities we serve. We are not perfect humans, but with the right training and development, we can continuously evolve to meet the needs of the youth and families we serve.
7. **Environment and Safety:** This is a building block that will require us to assess the community we serve. In all of our customized programming, we case manage with local stakeholders. We will aim to do the same with the Madison community to adequately provide a safe environment for all the youth we hope to serve!

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

Total Annual Unduplicated Children or Youth participating in the proposed program: We can take up to 30 youth per summer program.

Total program hours annually: 1000 hours; these hours will consist of actual live instruction, training and development for in-person instructors, and office hours for youth.

**C. Program Outcomes**

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

Our program outcomes will be carefully created and monitored by our partners at [Civic Wellbeing Partners](#). Together, we created our socioeconomic metrics (mental wellbeing, economic empowerment, and community development), and we will continuously evolve our metric testing to measure our program outcomes adequately.

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.

|   |                                 |  |                        |    |
|---|---------------------------------|--|------------------------|----|
| <b>Outcome Objective #1:</b> Social-emotional competency and enhanced life skills   |                                 |  |                        |    |
| <b>Performance Standard</b>   | <b>Targeted Percent</b><br>100% |  | <b>Targeted Number</b> | 30 |
| <b>Measurement Tool(s) and Comments:</b><br><br>This outcome taps into our mental well-being initiative. As such, we will work on creating the right pre and post-assessment test measures and supplemental learning exercises to increase to meet this program objective. Our learning exercises are designed to increase life and workforce development skills. |                                 |  |                        |    |

|  |                                 |  |                        |    |
|--|---------------------------------|--|------------------------|----|
| <b>Outcome Objective #2:</b> Sense of belonging in the community or school.  |                                 |  |                        |    |
| <b>Performance Standard</b>  | <b>Targeted Percent</b><br>100% |  | <b>Targeted Number</b> | 30 |
| <b>Measurement Tool(s) and Comments:</b><br><br>This outcome taps into our community development initiative. As such, we will work on creating suitable pre and post-assessment test measures and supplemental learning exercises to increase this program objective. Our learning exercises are based on reflection-based learning so that youth can become self-actualized and build community together. |                                 |  |                        |    |

|  |                                 |  |                        |    |
|--|---------------------------------|--|------------------------|----|
| <b>Outcome Objective #3:</b> Academic achievement  |                                 |  |                        |    |
| <b>Performance Standard</b>  | <b>Targeted Percent</b><br>100% |  | <b>Targeted Number</b> | 30 |
| <b>Measurement Tool(s) and Comments:</b><br><br>This outcome requires youth to graduate from our eight-week program. If they can graduate from our program successfully, they can utilize those skills gained to become better academics. All of our learning exercises require writing and critical thinking skills. These skills are proven to help with academic achievement. |                                 |  |                        |    |

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?

We have a web app tool called [MOBC Tracker](#). This tool helps youth stay accountable for their business, their savings, the capital they receive, and the business goals they create. We will use this to track the growth of our program and youth successfully.

Internally, we keep attendance, assessments, and a program budget. We aim for trust and transparency every step of the way. Our number one core value is accountability. We strive for that in our team and in the youth we serve!

**6. PROGRAM LOCATION**

A. Address(es) of the site where programs will occur:

811 East Washington St. Unit 400 Madison, WI 53703

**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 |
|--|--------------------------------------|--------------|--|--------------|-----------------|
| Lead Instructor  | TLM Live Instructor Certificate      | Madison      | <input type="checkbox"/> SY, <input checked="" type="checkbox"/> SU or YR <input type="checkbox"/> |              | Summer only FTE |
| Lead Instructor  | TLM Live Instructor Certificate      | Madison      | <input type="checkbox"/> SY, <input checked="" type="checkbox"/> SU or YR <input type="checkbox"/> |              | Summer only FTE |
| Lead Instructor Trainer                                      | Former Superintendent                | Chicago      | <input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/> | FTE          |                 |
| Instructor Trainer   | Former Bronx Public School principal | NYC          | <input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/> | FTE          |                 |
|  |                                      |              | <input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" 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"/>            |              |                 |
|  |                                      |              | <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: |  |              |                 |
|  |                                      | Year-Round   |  | 100          |                 |
|  |                                      | Summer       |  |              | 100             |

\*Use one line per individual employee

Volunteers: If volunteers will have direct contact with program participants, how are they vetted, trained and supervised? We fundamentally believe in paying all people that are working with YS.

- B. Other program Resources/Inputs (such as program space, transportation or other resources necessary for the success of your program): We will work with local Google offices to see if a field trip is possible during this program! We are located close to their offices.

## 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.

We did a project with Linda Vakunta (Deputy Mayor of Madison). More information on this can be found [HERE](#). This is how we got introductions to the city of Madison, and it inspired us to expand to the city and open up a small office!

- B. Disclosure of Contract Failures, Litigations  
Disclose any alleged significant prior or ongoing contract failures, contract breaches, any civil or criminal litigation.

N/A



# School-Age Child and Youth Development

## 2023 Request for Proposals

### PART 2 - Program Narrative Form

Submit Application to: [cddapplications@cityofmadison.com](mailto: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](mailto:yshelton-morris@cityofmadison.com) or Mary O'Donnell, Community Development Specialist [modonnell@cityofmadison.com](mailto: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](mailto:jstoiber@cityofmadison.com)

|                             |  |  |  |                            |
|-----------------------------|--|--|--|----------------------------|
| Legal Name of Organization: | Youthful Savings   | Total Amount Requested for this Program: |  | \$ 15,000                  |
| Program Name:               | Youth Entrepreneurship for a More Inclusive Global Economy | Total Program Budget:                    |  | \$ 30,000                  |
| Program Contact:            | Somya R. Munjal  | Email:                                   | <a href="mailto:somya@youthfulsavings.com">somya@youthfulsavings.com</a> | Phone: P: (929) 274 - 0086 |

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 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 checked="" 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.

According to an assessment given to Dane County residents,<sup>1</sup> the majority of residents expressed the need for wellness and social-emotional programming. Our program, [Youth Entrepreneurship for a More Inclusive Economy](#) program addresses socioeconomic growth in a community by providing mental wellbeing, economic empowerment, and community development learning exercises and tools. On average our youth learners increase their confidence and community development skills by over 50% after a successful program (according to our pre and post-assessment surveys). The growth in our learners is due to an emphasis on learning exercises that encourages youth to self-reflect and build community.

- 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?

Youth that are selected will learn how their innate gifts can become successful businesses. A guided 8-week course of the [My Own Business Challenge](#)® (MOBC) will be the basis of this program. Youth will also learn how best to address mental health issues from our current technology-driven society along with necessary team building, communication, and web 3.0 skills. The skills taught in our custom program complement the learning inside schools and encourage youth to become the next generation of world citizens.

The scope defined in the RFP is looking for programs that address human capital and economic development issues w/in historically underserved communities. Our program addresses socioeconomic problems and delivers socioeconomic empowerment so youth and their communities can experience life-changing outcomes.

---

1

[https://www.cityofmadison.com/sites/default/files/city-of-madison/dpced/community-development/documents/CDD%20RFP%20Guidelines%20Child%20%26%20Youth%202023%205\\_8\\_23%20Updated.pdf](https://www.cityofmadison.com/sites/default/files/city-of-madison/dpced/community-development/documents/CDD%20RFP%20Guidelines%20Child%20%26%20Youth%202023%205_8_23%20Updated.pdf)

C. Program Summary (3-5 sentences):

Our award-winning program, [My Own Business Challenge](#), will be the focus of the custom program, [Youth Entrepreneurship for a More Inclusive Economy](#). Youth will also be able to complete weekly self-paced and instructor-led learning exercises in subject areas like dispute and conflict resolution, bitcoin/ blockchain education, NFTs, emotional intelligence, communication skills, and storytelling.

All future youth entrepreneurs can be global online business owners via [Youthful Savings Marketplace](#). [Youthful Savings Foundation](#) will be providing cash prizes. Successful program graduates will receive business investment – available on prepaid Mastercards!

**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.

We aim to serve up to 30 youth the community deems ready for our program. We plan on working with local schools to advertise our program and case manage with local leaders to find the youth that will most benefit. Ideally, we focus on those that can benefit the most from a program that helps their socioeconomic status. We have taught in other languages before and can always customize our program to fit the community's needs.

- B. 2022 Participant Demographics (if applicable):

We have not created a program in Madison, WI yet. However, most of our past participants in other cities have been historically underserved youth.

| Race                                   | # of Participants | % of Total Participants |
|--|-------------------|-------------------------|
| White/Caucasian                        |                   |                         |
| Black/African American                 |                   |                         |
| Asian                                  |                   |                         |
| American Indian/Alaskan Native         |                   |                         |
| Native Hawaiian/Other Pacific Islander |                   |                         |
| Multi-Racial                           |                   |                         |
| Balance/Other                          |                   |                         |
| Total:                                 |                   |                         |
| Ethnicity                              |                   |                         |
| Hispanic or Latino                     |                   |                         |
| Not Hispanic or Latino                 |                   |                         |
| Total:                                 |                   |                         |
| Gender                                 |                   |                         |
| Boy/Man                                |                   |                         |
| Girl/Woman                             |                   |                         |
| Non-binary/GenderQueer                 |                   |                         |
| Prefer Not to Say                      |                   |                         |
| Total:                                 |                   |                         |

- 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.

We offer our custom program in 12 different languages and aim to meet all community needs.

- 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.

We typically work with the local schools and community members to recruit through a joint marketing effort. We also create pre- and post-assessment tests with [Civic Wellbeing Partners](#) to measure our socioeconomic metrics. An example of a pre and post-assessment test is [HERE](#).

### 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.

Please see below of a sample customized scope and sequence. The links will go to our direct-to-youth EdTech platform that allows youth access to all of our content so they can continue their learning journey even when our eight-week program is over.

**Youth Entrepreneurship for a More Inclusive Global Economy:**  
*How Youth Can Empower Our World Economy at a Young Age*

**Learning Objectives:** Youth that are selected will learn how their innate gifts can become successful businesses. A guided 8-week course of the [My Own Business Challenge®](#) (MOBC) will be the basis of this camp. Youth will also learn how best to address mental health issues from our current technology-driven society along with necessary team building, communication, and web 3.0 skills.

**Skills:** Mental well-being, economic empowerment, and community development.

**Supplemental Learning;** [The Learning Marketplace](#) (TLM) subscriptions allow youth to have unlimited learning (both self-paced and live instruction). Youth receive bitcoin for attending monthly Live Experiences. Each youth will receive a one-year subscription!

**Dates:** Summer 2024

| Week / Date | TLM Supplemental Learning Exercise Assign via Class Announcement | MOBC (Tuesday)  | Learning Objective Addressed  |
|-------------|--|---|---|
| 1           | N/A  | Orientation<br><br>Collect roster information, explain Google Classroom, The Learning Marketplace, and overview of the program. | The joy of investing in yourself!<br><br>Skill: Mental well-being, economic empowerment, and community building |

|   |  |  |  |
|---|--|--|--|
| 2 | <a href="#">Technology and Mental Health</a>   | Go over MOBC introduction, navigate The Learning Marketplace, and learn how to download learning exercises.  | How technology can be used to create for you vs. be used as a way that causes you to give away your energy and thus be less productive and perhaps anxious.<br><br><b>Key Skill:</b> Mental well-being |
| 3 | <a href="#">Art of Journaling</a>              | Intro to MOBC. Review why it was created and discuss what businesses youth look up to and why? How can business be used as a force for good?<br><br>Pages: 1<br><br>Discuss how great business ideas come about. What businesses do you think you can start this summer? Or what business would you like to start if you had unlimited resources?<br><br>Pages: 2 and 3<br><br>Reflect on page 4 and be ready to present some ideas next week. | Reflecting on your ideas can create new things for the world that can solve problems.<br><br><b>Key Skill:</b> Mental well-being   |
| 4 | <a href="#">Bitcoin as an Agent for Change</a> | Present business ideas and pick an idea you may like to work on this summer. Discuss how this business can actually occur.<br><br>Pages: 5<br><br>Reflect on your top 10 business ideas (either now or in the future).   | Increase youth's ability to dream for a better future and achieve economic empowerment.<br><br><b>Key Skill:</b> Economic empowerment  |
| 5 | <a href="#">Youth and Investing</a>            | Learn about how businesses get started. They need capital. Have youth learn the basics of creating an investment pitch so they have business capital to start  | Increase youth's ability to raise capital.<br><br>Empower youth with the notion that the city is investing in them and that money can be   |

|   |   |   |  |
|---|---|---|--|
|   |   | <p>their business. Discuss how the capital can help your business. Successful pitches that are presented, receive capital from the Youthful Savings Foundation!</p> <p>Pages 6-8</p> <p>Reflect on your personal investment pitch</p>   | <p>used to create more economic opportunities for themselves and their community. When money is used as capital, it can create more opportunities. Have youth understand how becoming a creator vs. just a consumer can shift their economic well-being.</p> <p><b>Skill:</b> Economic empowerment</p> |
| 6 | <a href="#">Power of Acknowledgement</a>  | <p>Share your investment pitches. Acknowledge the staff and mentors that have helped you and each other with their hard work.</p> <p>Acknowledge what an economy is - people, behavior, and how money flows. How can youth create a more inclusive economy that is kind to all?</p> | <p>Increase the youth community through positive communication skills. Currently, 42% of the world's population is under the age of 25. How can your generation work together to be the best generation yet?</p> <p><b>Skill:</b> Community development</p>  |
| 7 | <a href="#">The Art of NFTs</a>   | <p>Learn how to make NFTs as a business.</p>  | <p>Increase ability to buy and sell on new technology.</p> <p>Skill: Economic Empowerment and Community Building</p>   |
| 8 | <a href="#">Dispute and Conflict Resolution</a>   | <p>Celebrate the success of youth business owners. Explain how capital works and how those that successfully graduated receive added capital in inventory grants from the <a href="#">Youthful Savings Foundation</a>.</p>  | <p>The joy of investing in yourself!</p> <p>Skill: Mental well-being, economic empowerment, and community building</p>   |
| 8 | <p>Youth, Art and Good Vibes event at Spaces - Capital East District. Celebration with the community!</p> |   |  |



**Key metrics:**

| <b>Metrics</b>               |   |   |
|------------------------------|---|---|
| <b>Mental Well-Being</b>     |   |   |
| Personal mental health       | Personal agency                         | Personal safety                               |
| <b>Economic Empowerment</b>  |   |   |
| Personal income              | Personal savings                        | Ability to create and sustain a business      |
| <b>Community Development</b> |   |   |
| Sense of belonging           | Getting involved in the local community | Ease in making friends in the local community |

Sample pre-assessment [HERE](#)

Sample post-assessment [HERE](#)

- 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

| <b>Location(s):</b> 811 E Washington St. Madison, WI 53703 |                     |                   |                 |
|--|---------------------|-------------------|-----------------|
| <b>Day of the Week</b>                                     | <b>Time of Year</b> | <b>Start Time</b> | <b>End Time</b> |
| Monday   | School Year         |                   |                 |
|  | Summer              | 3:30pm            | 5pm             |
| Tuesday  | School Year         |                   |                 |
|  | Summer              | 3:30pm            | 5pm             |
| Wednesday  | School Year         |                   |                 |
|  | Summer              | 3:30pm            | 5pm             |
| Thursday   | School Year         |                   |                 |
|  | Summer              | 3:30pm            | 5pm             |
| Friday   | School Year         |                   |                 |
|  | Summer              |                   |                 |
| Saturday   | School Year         |                   |                 |
|  | Summer              |                   |                 |
| Sunday   | School Year         |                   |                 |
|  | Summer              |                   |                 |

We would also like to provide office hours with instructors between 12pm and 3:30pm so youth can spend time brainstorming their business ideas and forming teams/partnerships. We believe this “learning lab” time is helpful for critical thinking and 1:1 mentorship.

Table 2

| <b>Location(s):</b>    |                     |                   |                 |
|------------------------|---------------------|-------------------|-----------------|
| <b>Day of the Week</b> | <b>Time of Year</b> | <b>Start Time</b> | <b>End Time</b> |
| 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 |
|--|--|---|-------------------|----------------------|--|
| <b>Location #1:</b> 811 E Washington St. Madison, WI 53703 |  |   |                   |                      |  |
| School Year  |  |   |                   |                      |  |
| Summer   | 4 times a week for 90 minutes + time to stay at the office to work with an instructor on business idea | 90 minutes is required + open office hours from 12pm-3:30pm | 8 weeks           | 1 to 15              | 30   |
| <b>Location #2 (if applicable):</b>                        |  |   |                   |                      |  |
| 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 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.

We invite youth families to our initial orientation to build trust. We also create a graduation ceremony called, Youth, Art and Good Vibes and invite local community members and families. Our program is designed to include both youth and families as building trust with the community helps foster higher engagement.



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.

The ultimate goal of our program is to create economic opportunities through successful youth business owners. In an ideal world, we could create a pop-up store for Madison, WI based businesses and encourage business activity off of the [Youthful Savings Marketplace](#). We have a similar storefront opening in Santa Monica, CA and have the ability to replicate efforts to Madison, WI. We also are a Google partner and aim to work with Google (in Madison, WI) on providing space for youth to continue building and selling their businesses all while increasing their technology skills.

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)? |
|----------------------|---|----------------|----------------------|
| Mastercard           | Guest speak to youth about financial wellness | Jimmy Chow     | Yes                  |

|           |  |                  |     |
|-----------|--|------------------|-----|
| Google    | Guest speak to youth about technology wellness             | Brooke Alexander | Yes |
| Virtual Q | Guest speak to youth about blockchain and machine learning | Victor Quinones  | Yes |
|           |  |                  |     |
|           |  |                  |     |
|           |  |                  |     |

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

We will continuously source other partners in Madison, WI and beyond as we learn community needs.

How do these partnerships enhance this proposal?

We want youth to not only learn entrepreneurship skills but also necessary workforce development skills. By bringing in our partners in the corporate world, we can help youth understand what it takes to earn well-paying jobs so they can thrive in the global economy. More information about this can be found [HERE](#).

What are the decision-making agreements with each partner?

We work closely to increase our corporate social responsibility fund, which helps cost share the cost of our program. We ultimately make all decisions related to our program and they do not influence the work we do with our stakeholders - city residents.

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?

The main resource we provide our learners is access to our EdTech, [The Learning Marketplace](#). A one-year subscription is included with our custom program, and youth can continue to learn via our in-person and virtual [Live Experiences](#) that are scheduled monthly. Youth also gain access to our private slack channel where they can communicate, build and learn with close to 1k learners worldwide. As youth graduate from our program, they can start global online businesses via [Youthful Savings Marketplace](#). There is no fee to get a business going, and we also provide capital to successful youth entrepreneurs through our [Community Investment Fund](#). We believe in a hybrid teaching model that includes both in-personal live instruction and continuous virtual learning and building. We believe the most underserved communities deserve tech equity, and our tech-enabled learning ecosystem provides access to technology careers through experiential learning.

**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.

We believe in socioeconomic empowerment through mental wellbeing, economic empowerment, and community development. We contract with Civic Wellbeing Partners to build pre- and post-assessment surveys that help us with our programming and related innovation. We will include the seven basic elements outlined in MostMadison.org to improve our programming and related assessments further.

Regarding the building blocks and their alignment with our program, please see below:

1. **Intentional Program Design:** Our customized scope and sequence (sample provided in #3: Program Description and Structure) is designed to fit the community's and related stakeholders' needs. If provided funding from this RFP, we plan on working with local schools and community members before the summer to learn what materials will best fit the needs of the youth we enroll.
2. **Supportive Relationships with Youth:** Some youth do best in a group environment, and some do better one-on-one. In order to provide supportive relationships and successful program outputs, our program will incorporate both live teaching and office hours so youth can really get the education and experience they need to create a successful business and learn the necessary character development skills that lead to better community development.
3. **Youth Voice and Leadership:** We encourage youth to create business pitches and videos documenting their learning. Youth that feel comfortable with expressing their voice to the general public are encouraged to partake in our youtube channel. Examples of youth using their voice and becoming a youth leader for socioeconomic empowerment can be found on our YouTube channel [HERE](#).
4. **Racial and Cultural Inclusion:** Our leadership team is multi-cultural, and we always aim to be culturally sensitive. Our core values include the notion of "being yourself." No matter where you come from or how you look, we believe being authentic and receiving empowering education that increases your economic ability is the way to a more kind and inclusive world. Our entire organization's ethos is embedded in the values of equality through equity.
5. **Community and Family Engagement:** We embed the notice of community development into the key metrics that define our program. Therefore, every step of the way, we are mindful of the necessity to build trust and community with the families of the youth and the community that the families are a part of. We create events that include the community and families, like our Youth, Art, and Good Vibes events that celebrate the successful graduation of our youth. We also bring in local partners to guest speak in our programs. This allows the youth to dream about a better future and have access to necessary workforce development opportunities.
6. **Organizational Management and Staff Support:** We are only as good as our team, and YS is focused on continuous development for our team and youth. As such, we are honored to have experienced leaders like a former school superintendent and a former school principal lead our training and development for our Live Experience Instructor Program that allows YS to create local jobs in the communities we serve. We are not perfect humans, but with the right training and development, we can continuously evolve to meet the needs of the youth and families we serve.
7. **Environment and Safety:** This is a building block that will require us to assess the community we serve. In all of our customized programming, we case manage with local stakeholders. We will aim to do the same with the Madison community to adequately provide a safe environment for all the youth we hope to serve!

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

Total Annual Unduplicated Children or Youth Participating in the proposed program: We can take up to 30 youth per summer program.

Total program hours annually: 1,000 hours; these hours will consist of actual live instruction, training and development for in-person instructors, and office hours for youth.



**C. Program Outcomes**

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

Our program outcomes will be carefully created and monitored by our partners at [Civic Wellbeing Partners](#). Together, we created our socioeconomic metrics (mental wellbeing, economic empowerment, and community development), and we will continuously evolve our metric testing to measure our program outcomes adequately.

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.

|   |                         |  |                        |    |
|---|-------------------------|--|------------------------|----|
| <b>Outcome Objective #1:</b> Social-emotional competency and enhanced life skills   |                         |  |                        |    |
| <b>Performance Standard</b>   | <b>Targeted Percent</b> |  | <b>Targeted Number</b> | 30 |
|   | 100%                    |  |                        |    |
| <b>Measurement Tool(s) and Comments:</b>  |                         |  |                        |    |
| This outcome taps into our mental well-being initiative. As such, we will work on creating the right pre and post-assessment test measures and supplemental learning exercises to increase to meet this program objective. Our learning exercises are designed to increase life and workforce development skills. |                         |  |                        |    |

|  |                         |  |                        |    |
|--|-------------------------|--|------------------------|----|
| <b>Outcome Objective #2:</b> Sense of belonging in the community or school.  |                         |  |                        |    |
| <b>Performance Standard</b>  | <b>Targeted Percent</b> |  | <b>Targeted Number</b> | 30 |
|  | 100%                    |  |                        |    |
| <b>Measurement Tool(s) and Comments:</b>   |                         |  |                        |    |
| This outcome taps into our community development initiative. As such, we will work on creating suitable pre and post-assessment test measures and supplemental learning exercises to increase this program objective. Our learning exercises are based on reflection-based learning so that youth can become self-actualized and build community together. |                         |  |                        |    |

|  |                         |  |                        |    |
|--|-------------------------|--|------------------------|----|
| <b>Outcome Objective #3:</b> Academic achievement  |                         |  |                        |    |
| <b>Performance Standard</b>  | <b>Targeted Percent</b> |  | <b>Targeted Number</b> | 30 |
|  | 100%                    |  |                        |    |
| <b>Measurement Tool(s) and Comments:</b>   |                         |  |                        |    |
| This outcome requires youth to graduate from our eight-week program. If they can graduate from our program successfully, they can utilize those skills gained to become better academics. All of our learning exercises require writing and critical thinking skills. These skills are proven to help with academic achievement. |                         |  |                        |    |

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?

We have a web app tool called [MOBC Tracker](#). This tool helps youth stay accountable for their business, their savings, the capital they receive, and the business goals they create. We will use this to track the growth of our program and youth successfully.

Internally, we keep attendance, assessments, and a program budget. We aim for trust and transparency every step of the way. Our number one core value is accountability. We strive for that in our team and in the youth we serve!

**6. PROGRAM LOCATION**

A. Address(es) of the site where programs will occur:

811 East Washington St. Unit 400 Madison, WI 53703

**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 |
|--|--------------------------------------|--------------|--|--------------|-----------------|
| Lead Instructor  | TLM Live Instructor Certificate      | Madison      | <input type="checkbox"/> SY, <input checked="" type="checkbox"/> SU or YR <input type="checkbox"/> |              | Summer only FTE |
| Lead Instructor  | TLM Live Instructor Certificate      | Madison      | <input type="checkbox"/> SY, <input checked="" type="checkbox"/> SU or YR <input type="checkbox"/> |              | Summer only FTE |
| Lead Instructor Trainer                                      | Former Superintendent                | Chicago      | <input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/> | FTE          |                 |
| Instructor Trainer   | Former Bronx Public School principal | NYC          | <input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" type="checkbox"/> | FTE          |                 |
|  |                                      |              | <input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input checked="" 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"/>            |              |                 |
|  |                                      |              | <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: |  |              |                 |
|  |                                      | Year-Round   |  | 100          |                 |
|  |                                      | Summer       |  |              | 100             |

\*Use one line per individual employee

Volunteers: If volunteers will have direct contact with program participants, how are they vetted, trained and supervised? We fundamentally believe in paying all people that are working with YS.

- B. Other program Resources/Inputs (such as program space, transportation or other resources necessary for the success of your program): We will work with local Google offices to see if a field trip is possible during this program! We are located close to their offices.

## 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.

We did a project with Linda Vakunta (Deputy Mayor of Madison). More information on this can be found [HERE](#). This is how we got introductions to the city of Madison, and it inspired us to expand to the city and open up a small office!

- B. Disclosure of Contract Failures, Litigations  
Disclose any alleged significant prior or ongoing contract failures, contract breaches, any civil or criminal litigation.

N/A



**APPLICATION FOR 2023 SCHOOL-AGE CHILD AND YOUTH PROGRAMS**

1. ORGANIZATION CONTACT INFORMATION

|                            |  |  |  |
|----------------------------|--|--|--|
| Legal Name of Organization | Youthful LLC and Youthful Savings Foundation - social enterprise           |  |  |
| Mailing Address            | Madison location: 811 E Washington Ave Suite 400 Madison, WI 53703         |  |  |
| Telephone                  | 929 274 0086   |  |  |
| FAX                        |  |  |  |
| Director                   | Somya R. Munjal  |  |  |
| Email Address              | Somya@youthfulsavings.com  |  |  |
| Additional Contact         | Kiran B. Munjal  |  |  |
| Email Address              | Admin@youthfulsavings.com  |  |  |
| Legal Status               | Select Status from Drop-Down   |  |  |
| Federal EIN:               | 46-3487361 for Youthful LLC and 83-1210964 for Youthful Savings Foundation |  |  |

2. PROPOSED PROGRAMS

| Program Name:   | 2024   |                  | If currently City funded |
|---|--------|------------------|--------------------------|
|   | Letter | Amount Requested | 2023 Allocation          |
| Youth Entrepreneurship for a More   | A      | \$15,000         |                          |
| Contact: <a href="mailto:somya@youthfulsavings.com">somya@youthfulsavings.com</a> |        |                  |                          |
| Youth Entrepreneurship for a More   | B      | \$15,000         |                          |
| Contact: <a href="mailto:somya@youthfulsavings.com">somya@youthfulsavings.com</a> |        |                  |                          |
|   | C      |                  |                          |
| Contact:  |        |                  |                          |
|   | D      |                  |                          |
| Contact:  |        |                  |                          |
|   | E      |                  |                          |
| Contact:  |        |                  |                          |
| <b>TOTAL REQUEST</b>  |        | \$30,000         |                          |

**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](http://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  | POVERTY | R/POV** |
|  |        |             |              |           | Percent  | Percent | Percent |
| <b>TOTAL</b>                           |        | <b>100%</b> | <b>ERROR</b> | <b>0%</b> |          |         |         |
| <b>GENDER</b>                          |        |             |              |           |          |         |         |
| MAN                                    | 4      | 67%         | 5            | 63%       |          |         |         |
| WOMAN                                  | 2      | 33%         | 3            | 38%       |          |         |         |
| NON-BINARY/GENDERQUEER                 |        | 0%          |              | 0%        |          |         |         |
| PREFER NOT TO SAY                      |        | 0%          |              | 0%        |          |         |         |
| TOTAL GENDER                           | 6      | 100%        | 8            | 100%      |          |         |         |
| <b>AGE</b>                             |        |             |              |           |          |         |         |
| LESS THAN 18 YRS                       | 0      | 0%          | 2            | 25%       |          |         |         |
| 18-59 YRS                              | 4      | 67%         | 5            | 63%       |          |         |         |
| 60 AND OLDER                           | 2      | 33%         | 1            | 13%       |          |         |         |
| TOTAL AGE                              | 6      | 100%        | 8            | 100%      |          |         |         |
| <b>RACE</b>                            |        |             |              |           |          |         |         |
| WHITE/CAUCASIAN                        | 1      | 17%         | 1            | 17%       | 80%      | 67%     | 16%     |
| BLACK/AFRICAN AMERICAN                 | 1      | 17%         | 1            | 17%       | 7%       | 15%     | 39%     |
| ASIAN                                  | 2      | 33%         | 1            | 17%       | 8%       | 11%     | 28%     |
| AMERICAN INDIAN/ALASKAN NATIVE         |        | 0%          |              | 0%        | <1%      | <1%     | 32%     |
| NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER | 1      | 17%         |              | 0%        | 0%       | 0%      | 0%      |
| MULTI-RACIAL                           | 1      | 17%         | 3            | 50%       | 3%       | 4%      | 26%     |
| BALANCE/OTHER                          |        | 0%          |              | 0%        | 1%       | 2%      | 28%     |
| TOTAL RACE                             | 6      | 100%        | 6            | 100%      |          |         |         |
| <b>ETHNICITY</b>                       |        |             |              |           |          |         |         |
| HISPANIC OR LATINO                     | 2      | 33%         | 4            | 50%       | 7%       | 9%      | 26%     |
| NOT HISPANIC OR LATINO                 | 4      | 67%         | 4            | 50%       | 93%      | 81%     | 74%     |
| TOTAL ETHNICITY                        | 6      | 100%        | 8            | 100%      |          |         |         |
| <b>PERSONS WITH DISABILITIES</b>       | 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)

Yes!

Our social enterprise consists of an LLC and 501c3. The LLC is based in NY and the 501c3 is based in California. All board members are on

8. AGENCY GOVERNING BODY\*\*\*

|   |    |
|---|----|
| How many Board meetings were held in 2022   | 12 |
| How many Board meetings has your governing body or Board of Directors scheduled for 2023? | 12 |
| How many Board seats are indicated in your agency by-laws?                                | 6  |

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

|                |   |       |         |             |
|----------------|---|-------|---------|-------------|
| <b>Name</b>    | <b>Roger Sanders</b>  |       |         |             |
| Home Address   | Prefer not to provide for privacy measures                                  |       |         |             |
| Occupation     | Retired Superintendent  |       |         |             |
| Representing   |   |       |         |             |
| Term of Office |   | From: | mm/yyyy | To: mm/yyyy |
| <b>Name</b>    | <b>Rey Santella</b>   |       |         |             |
| Home Address   | Prefer not to provide for privacy measures                                  |       |         |             |
| Occupation     | USDA Diplomat   |       |         |             |
| Representing   |   |       |         |             |
| Term of Office |   | From: | mm/yyyy | To: mm/yyyy |
| <b>Name</b>    | <b>Michael Durant</b>   |       |         |             |
| Home Address   | Prefer not to provide for privacy measures                                  |       |         |             |
| Occupation     | CPA / economic advisor  |       |         |             |
| Representing   |   |       |         |             |
| Term of Office |   | From: | mm/yyyy | To: mm/yyyy |
| <b>Name</b>    | <b>Rick Cruz</b>  |       |         |             |
| Home Address   | Prefer not to provide for privacy measures                                  |       |         |             |
| Occupation     | Retired US Diplomat   |       |         |             |
| Representing   |   |       |         |             |
| Term of Office |   | From: | mm/yyyy | To: mm/yyyy |
| <b>Name</b>    | <b>Somya Munjal</b>   |       |         |             |
| Home Address   | Prefer not to provide for privacy measures                                  |       |         |             |
| Occupation     | Founder of Youthful Savings and CPA   |       |         |             |
| Representing   |   |       |         |             |
| Term of Office |   | From: | mm/yyyy | To: mm/yyyy |
| <b>Name</b>    | <b>Kiran Munjal</b>   |       |         |             |
| Home Address   | Prefer not to provide for privacy measures                                  |       |         |             |
| Occupation     | Retired social worker and Executive Director of Youthful Savings Foundation |       |         |             |
| Representing   |   |       |         |             |
| Term of Office |   | From: | mm/yyyy | To: mm/yyyy |
| <b>Name</b>    |   |       |         |             |
| Home Address   |   |       |         |             |
| Occupation     |   |       |         |             |
| Representing   |   |       |         |             |
| Term of Office |   | From: | mm/yyyy | To: mm/yyyy |
| <b>Name</b>    |   |       |         |             |
| Home Address   |   |       |         |             |
| Occupation     |   |       |         |             |
| Representing   |   |       |         |             |
| Term of Office |   | From: | mm/yyyy | To: mm/yyyy |

perpetual terms.



**\*\*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)     | 30,000      | 15,000    | 15,000    |           |           |           |              |
| City CDD (Not this Application) | 0           |           |           |           |           |           |              |
| OTHER GOVT*                     | 0           |           |           |           |           |           |              |
| FUNDRAISING DONATIONS**         | 30,000      | 15,000    | 15,000    |           |           |           |              |
| USER FEES                       | 0           |           |           |           |           |           |              |
| TOTAL REVENUE                   | 60,000      | 30,000    | 30,000    | 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<br>2024 | TTL CITY<br>REQUEST | PGM<br>A | CITY<br>SHARE | PGM<br>B | CITY<br>SHARE | PGM<br>C | CITY<br>SHARE | PGM<br>D | CITY<br>SHARE | PGM<br>E | CITY<br>SHARE | NON APP<br>PGMS |
|-----------------------------|----------------|---------------------|----------|---------------|----------|---------------|----------|---------------|----------|---------------|----------|---------------|-----------------|
| <b>A. PERSONNEL</b>         |                |                     |          |               |          |               |          |               |          |               |          |               |                 |
| Salary                      | 25,600         | 12,800              | 12,800   | 6,400         | 12,800   | 6,400         |          |               |          |               |          |               |                 |
| Taxes/Benefits              | 2,000          | 1,000               | 1,000    | 500           | 1,000    | 500           |          |               |          |               |          |               |                 |
| <b>Subtotal A.</b>          | 27,600         | 13,800              | 13,800   | 6,900         | 13,800   | 6,900         | 0        | 0             | 0        | 0             | 0        | 0             | 0               |
| <b>B. OTHER OPERATING</b>   |                |                     |          |               |          |               |          |               |          |               |          |               |                 |
| Insurance                   | 1,000          | 500                 | 500      | 250           | 500      | 250           |          |               |          |               |          |               |                 |
| Professional Fees/Audit     | 0              | 0                   |          |               |          |               |          |               |          |               |          |               |                 |
| Postage/Office & Program    | 0              | 0                   |          |               |          |               |          |               |          |               |          |               |                 |
| Supplies/Printing/Photocopy | 3,000          | 1,500               | 1,500    | 750           | 1,500    | 750           |          |               |          |               |          |               |                 |
| Equipment/Furnishings/Depr. | 0              | 0                   |          |               |          |               |          |               |          |               |          |               |                 |
| Telephone                   | 0              | 0                   |          |               |          |               |          |               |          |               |          |               |                 |
| Training/Conferences        | 4,000          | 2,000               | 2,000    | 1,000         | 2,000    | 1,000         |          |               |          |               |          |               |                 |
| Food/Household Supplies     | 0              | 0                   |          |               |          |               |          |               |          |               |          |               |                 |
| Travel                      | 2,000          | 1,000               | 1,000    | 500           | 1,000    | 500           |          |               |          |               |          |               |                 |
| Vehicle Costs/Depreciation  | 0              | 0                   |          |               |          |               |          |               |          |               |          |               |                 |
| Other - Technology costs    | 20,000         | 10,000              | 10,000   | 5,000         | 10,000   | 5,000         |          |               |          |               |          |               |                 |
| <b>Subtotal B.</b>          | 30,000         | 15,000              | 15,000   | 7,500         | 15,000   | 7,500         | 0        | 0             | 0        | 0             | 0        | 0             | 0               |
| <b>C. SPACE</b>             |                |                     |          |               |          |               |          |               |          |               |          |               |                 |
| Rent/Utilities/Maintenance  | 2,400          | 1,200               | 1,200    | 600           | 1,200    | 600           |          |               |          |               |          |               |                 |
| Mortgage Principal/Interest | 0              | 0                   |          |               |          |               |          |               |          |               |          |               |                 |
| Depreciation/Taxes          | 0              | 0                   |          |               |          |               |          |               |          |               |          |               |                 |
| <b>Subtotal C.</b>          | 2,400          | 1,200               | 1,200    | 600           | 1,200    | 600           | 0        | 0             | 0        | 0             | 0        | 0             | 0               |
| <b>D. SPECIAL COSTS</b>     |                |                     |          |               |          |               |          |               |          |               |          |               |                 |
| Assistance to Individuals   | 0              | 0                   |          |               |          |               |          |               |          |               |          |               |                 |
| Contractors/Subcontractors  | 0              | 0                   |          |               |          |               |          |               |          |               |          |               |                 |
| Pymt to Affiliate Orgs      | 0              | 0                   |          |               |          |               |          |               |          |               |          |               |                 |
| Other                       | 0              | 0                   |          |               |          |               |          |               |          |               |          |               |                 |
| <b>Subtotal D.</b>          | 0              | 0                   | 0        | 0             | 0        | 0             | 0        | 0             | 0        | 0             | 0        | 0             | 0               |
| <b>TOTAL (A.-D.)</b>        | 60,000         | 30,000              | 30,000   | 15,000        | 30,000   | 15,000        | 0        | 0             | 0        | 0             | 0        | 0             | 0               |

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

|                          | 2024            | 2024            | 2024            | 2024            | 2024            | 2024      | 2024              | 2024                              | 2024         | 2024          | 2024                                      |
|--------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------|-------------------|-----------------------------------|--------------|---------------|---|
| Title of Staff Position* | Program A FTE** | Program B FTE** | Program C FTE** | Program D FTE** | Program E FTE** | Total FTE | Annualized Salary | Payroll Taxes and Fringe Benefits | Total Amount | Hourly Wage** | Amount Requested from the City of Madison |
| Lead Instructor          | 320.00          | 320.00          |                 |                 |                 | 640.00    | 37,440            | 3,744                             | 41,184       | 18.00         | 3,000                                     |
| Assistant Instructor     | 320.00          | 320.00          |                 |                 |                 | 640.00    | 30,000            | 3,000                             | 33,000       | 17.00         | 1,200                                     |
| Lead Instructor Trainer  | 230.00          | 230.00          |                 |                 |                 | 460.00    | 60,000            | 6,000                             | 66,000       | 28.00         | 1,300                                     |
| Assistant Trainer        | 230.00          | 230.00          |                 |                 |                 | 460.00    | 50,000            | 5,000                             | 55,000       | 24.00         | 900                                       |
|                          |                 |                 |                 |                 |                 | 0.00      |                   |                                   | 0            | 0.00          | 0   |
|                          |                 |                 |                 |                 |                 | 0.00      |                   |                                   | 0            | 0.00          | 0   |
|                          |                 |                 |                 |                 |                 | 0.00      |                   |                                   | 0            | 0.00          | 0   |
|                          |                 |                 |                 |                 |                 | 0.00      |                   |                                   | 0            | 0.00          | 0   |
|                          |                 |                 |                 |                 |                 | 0.00      |                   |                                   | 0            | 0.00          | 0   |
|                          |                 |                 |                 |                 |                 | 0.00      |                   |                                   | 0            | 0.00          | 0   |
|                          |                 |                 |                 |                 |                 | 0.00      |                   |                                   | 0            | 0.00          | 0   |
|                          |                 |                 |                 |                 |                 | 0.00      |                   |                                   | 0            | 0.00          | 0   |
|                          |                 |                 |                 |                 |                 | 0.00      |                   |                                   | 0            | 0.00          | 0   |
|                          |                 |                 |                 |                 |                 | 0.00      |                   |                                   | 0            | 0.00          | 0   |
|                          |                 |                 |                 |                 |                 | 0.00      |                   |                                   | 0            | 0.00          | 0   |
|                          |                 |                 |                 |                 |                 | 0.00      |                   |                                   | 0            | 0.00          | 0   |
|                          |                 |                 |                 |                 |                 | 0.00      |                   |                                   | 0            | 0.00          | 0   |
|                          |                 |                 |                 |                 |                 | 0.00      |                   |                                   | 0            | 0.00          | 0   |
|                          |                 |                 |                 |                 |                 | 0.00      |                   |                                   | 0            | 0.00          | 0   |
|                          |                 |                 |                 |                 |                 | 0.00      |                   |                                   | 0            | 0.00          | 0   |
|                          |                 |                 |                 |                 |                 | 0.00      |                   |                                   | 0            | 0.00          | 0   |
|                          |                 |                 |                 |                 |                 | 0.00      |                   |                                   | 0            | 0.00          | 0   |
|                          |                 |                 |                 |                 |                 | 0.00      |                   |                                   | 0            | 0.00          | 0   |
|                          |                 |                 |                 |                 |                 | 0.00      |                   |                                   | 0            | 0.00          | 0   |
| <b>SUBTOTAL/TOTAL:</b>   | 1100.00         | 1100.00         | 0.00            | 0.00            | 0.00            | 2200.00   | 177440.00         | 17744.00                          | 195184.00    | 87.00         | 6400.00                                   |

**CONTINUE BELOW IF YOU NEED MORE ROOM FOR STAFF POSITIONS**

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

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

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





## Program Summary

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

| Pgm Letter                    | Program Name   | Program Expenses | 2024 City Request |
|-------------------------------|--|------------------|-------------------|
| A                             | Youth Entrepreneurship for a More Inclusive Global Economy - Middle School | PERSONNEL        | 6,900             |
|                               |  | OTHER OPERATING  | 7,500             |
|                               |  | SPACE            | 600               |
|                               |  | SPECIAL COSTS    | 0                 |
|                               |  | <b>TOTAL</b>     | <b>15,000</b>     |
| B                             | Youth Entrepreneurship for a More Inclusive Global Economy - High School   | PERSONNEL        | 6,900             |
|                               |  | OTHER OPERATING  | 7,500             |
|                               |  | SPACE            | 600               |
|                               |  | SPECIAL COSTS    | 0                 |
|                               |  | <b>TOTAL</b>     | <b>15,000</b>     |
| C                             | 0  | PERSONNEL        | 0                 |
|                               |  | OTHER OPERATING  | 0                 |
|                               |  | SPACE            | 0                 |
|                               |  | SPECIAL COSTS    | 0                 |
|                               |  | <b>TOTAL</b>     | <b>0</b>          |
| D                             | 0  | PERSONNEL        | 0                 |
|                               |  | OTHER OPERATING  | 0                 |
|                               |  | SPACE            | 0                 |
|                               |  | SPECIAL COSTS    | 0                 |
|                               |  | <b>TOTAL</b>     | <b>0</b>          |
| E                             | 0  | PERSONNEL        | 0                 |
|                               |  | OTHER OPERATING  | 0                 |
|                               |  | SPACE            | 0                 |
|                               |  | SPECIAL COSTS    | 0                 |
|                               |  | <b>TOTAL</b>     | <b>0</b>          |
| <b>TOTAL FOR ALL PROGRAMS</b> |  |                  | <b>30,000</b>     |