



# Youth Mentorship 2019

## CBCR: Our Neighborhood – A Safe and Beautiful Place

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

Deadline: 12:00 pm CST (noon) on February 11<sup>th</sup>, 2019

*Late applications will not be accepted*

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

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

Agency or Group:	Asset Builders of America Inc.	Amount Requested:	\$60,000
Title of Proposal:	SIMS - Success in the Making Squad		
EIN and DUNS #	39-2005260 004787327		
Brief Project Description:	SIMS - Success In The Making Squad is a group mentoring program that Asset Builders has pioneered in Milwaukee as a "pre-entrepreneurship" training component of its highly regarded Go4it! Youth Entrepreneurship Program. The SIMS approach to youth development is to inspire, motivate and educate youth in ways that excite them about the world in which they live and help them to understand the potential of their future. Our specific goal is to guide each youth toward career and entrepreneurial objectives that fit their innate talents, areas of interest and their passion. The core developmental focus is on economic education, communication (and networking) skills, academic achievement and leadership. Asset Builders' staff has been trained on Social Learning Theories and Positive Youth Development as espoused by Benson, Scales and Leffert. And we incorporate PYD in our youth development practice.		
Program Type	Group <input checked="" type="checkbox"/> Individual <input type="checkbox"/>		
# of Participant youth to be served	15		
Contact Person:	Robert Wynn	Email	akamailc@gmail.com
Address:	P.O. Box 46202	Telephone:	608.332.4423
Fiscal Agent ( if Applicable)	N/A		
Contact Person:		Email	
Address:		Telephone:	

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

**Contact Us! CDD staff are committed to helping interested groups understand and work through program requirements. Call Hugh Wing or Laura Noel at 266-6520.**

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

Asset Builders of America Inc. is a 20 year old non profit organization which is based in Madison Wisconsin. Asset Builders mission is to enhance the quality of life of low and moderate income youth and families through financial education and wealth building strategies. Asset Builders coordinates five programs across the state of Wisconsin, all of which leverage the use of volunteers extensively. The common thread to all of these programs is that they heavily emphasize economic education, communication skills development and they promote academic achievement. The organization was founded by Robert Wynn in 1999 when he realized the need for a highly focused systemic approach to ameliorating wealth disparities and social inequities. The organization's co-founder is Richard Entenmann who serves as executive director. Both Mr. Wynn and Mr. Entenmann are uniquely qualified for championing Asset Builders' mission in that they are both attorneys and have extensive experience and credentials within the investment industry. Interestingly, they both have served as the leaders of the organization since its inception. As executive director Richard Entenmann is responsible for the fiscal administration and day to day oversight of the organization's operations. Asset Builders' board of directors is comprised of nine highly experienced professionals from the financial services and business sectors. Pam Anderson, a former manager at U.S. Bank is chair of the board and Susan Bulgrin, a Culvers' franchise owner is treasurer. Asset Builders has had experience in working with federal funds. Our organization has been a sub grantee of funds from the Federal Government's Affordable Healthcare Act through the component called PREP - Personal Responsibility Education Program. Through PREP, we have provided financial education to 650 youth per year in Milwaukee, Racine and Beloit for the past six years. We have mentored youth through the Millionaires club over the past 15 years.

- 2. Project Description and Strategies:**

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

Asset Builders has run its Millionaires Club, from time to time, in Southwest Madison and in South Madison. The Millionaires Club is a financial education and youth development program. We have held the program at the Lussier Community Center and on Gammon Road in conjunction with the Wisconsin Youth Company (several years ago). We actually pioneered the Millionaires club at the Boys and Girls Clubs of Dane County in the early 2000s at which time we alternated holding sessions on either Taft street or at their site on Allied Drive. After several semesters of meeting at the Southside Police Station, our Millionaires Club has more recently established a long standing presence at the UW Partnership Office in the Villager Mall. We have experience in hosting programs throughout Madison. We have hosted our signature Money Conference in venues such as the Boys and Girls Club on Allied Drive, at Wright Middle School (several times) and at Alliant Energy Center. And we have hosted our Youth Power Summer Academies mostly at Edgewood College, and we have held specially funded Youth Power Summer Academies in South Madison and on the Northside at Kennedy Heights. Robert Wynn who will lead this project is a long time resident on Madison's Southwest side and over the years he has built numerous relationships for Asset Builders in that area. Specific collaborations for this SIMS Group Mentoring proposal have already been planned with Madison's Westside Police Department (Lieutenant Hanson); B-Virtual which is run by Richard Brown, The Brotherhood youth group which is offered by Katy Feffens, and Old National Bank through Walter Segó. We also anticipate connecting our SIMS cohort to the Meadowridge Public Library, Meadowood Neighborhood Center, Culvers on Todd Drive, Summit Credit Union, UBS Securities, On Campus College Planning, just to

name a few of the resources that we know will work with the SIMS. Importantly we envision exposing these youth to other areas as well.

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

**Recruitment:**We will develop a flyer describing the mission and purpose of the SIMS-Success in the Making Squad. We will describe the program as a club or group project more so than a "program". We will work with Alex Fralin & Tremayne Clardy at MMSD to connect with the appropriate staff at our target middle and high schools - Toki, Jefferson, West, Memorial. We will also consult with the Madison West Police District Office and / or the court system as appropriate to determine if there are select individuals that might benefit from being a member of SIMS. We will also share our flyers with staff at the Medowood Library, Neighborhood centers and the Urban League which serves the area. Ideally, our SIMS cohort will consist of approximately 10 middle school youth and 5 high school youth who are residents of Southwest Madison. We would like for there to be a mix of youth with promise and youth "at risk". The key denominator is that the individual or their parents should have a strong ambition and orientation toward wanting more out of life than they currently project for themselves. **Engagement:** Our initial emphasis will be on exposure, through introductions and local field trips, knowing that youth are inspired by having interesting experiences and learning about new opportunities. We will also work with the youth to develop team projects that will help them to establish goals, develop team-working skills and provide them with a sense of accomplishment and personal efficacy

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

We have identified mentors for our initiative. Along with Mr. Wynn our mentors will include a parent who is already involved with youth programming and development, a former police officer, a young adult community advocate, and an entrepreneur whose base of operations is in Southwest Madison. We have also developed connections with existing local and national mentoring organizations and resources which we can call upon as needed. We will work with the Police department and the school district to ensure that all mentors are properly screened for the required background checks. We will draw upon best practices from research, including the Guide for Effective Practice for Mentoring from the National Mentoring Partnership as we build a team approach to shared learning and developing our skills as mentors.

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

We will host an informational session for parents and SIMS applicants before final admission into the mentoring group. At this session we will introduce ourselves, explain the objectives and key elements of SIMS, and we will answer questions. We will want to set clear expectations for participants and their parents before they commit to being part of the group. Once the participants have been identified and invited into the group, we will host an orientation session to provide more details and facilitate the youth getting to know the mentors and one another. While this will be a group mentoring project, we anticipate working with the youth to identify one of the mentors as their primary mentor. Early on in the process we will facilitate the youth selecting the club leadership team (modeling the investment club organizational structure) and we will guide the youth group in identifying team projects that they will pursue as a cohort or as teams. As part of the orientation, we will educate the SIMS on the consensus building process (which is a method of conflict resolution) in establishing organizational guidelines and core values, communication expectations, performance expectations, attendance requirements and the importance of relying upon and respecting one another. We will communicate these expectations to the parents and encourage them to work with the youth in adhering to these guidelines. We will also discuss our expected outcomes relating to the youth developing personal goals, learning basic financial principles, performing well in school and participating in a capstone

experience at the end of the program. We will administer a pre test and intake inventory so that we can have tools to measure the participants' progress at the end of the program.

Describe curriculum and process for orienting and training mentors.

The SIMS curriculum includes: 1) lessons in financial literacy relating to saving, budgeting and investing; 2) orientation to entrepreneurship relating to ideation, business planning, team work, business finances and meeting various entrepreneurs; 3) academic achievement which will include monitoring the youth's grades, having a presentation on post secondary planning and taking the ACT; 4) communication skills and networking which will be incorporated into every meeting; 5) a project which will enable the members to apply what they learn and give them a sense of accomplishment. The project ideas might include competing in the simulated stock market game; painting a wall mural (a project proposed by our collaborator, Richard Brown Jr.); an entrepreneurial endeavor; a special skit or presentation, etc. We have already had experience working with our mentors and they understand the philosophy and ethos of our approach to working with youth. At the mentors' orientation which will occur prior to meeting with the SIMS, we'll re-emphasize our approach - set high expectations, be unfailingly reliable, treat the word "educate" as a verb, be accurate and truthful in information that you provide to the youth, be helpful while encouraging autonomy and efficacy within the youth. All mentors will read and jointly review "Elements of Effective Practice for Mentoring" from the National Mentoring Partnership.

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

Currently our approach is to be informal with the matching process. We will be intentional about holding activities that allow the youth to get to know the mentors and one another. The mentees' intake form will include information regarding their talents, skills and interests and mentors will complete a biographical form which the mentees can review. This will help the coordinators in facilitating initial mentee - mentor matches. However since we are opting for the group mentoring model, we will establish that we are a group of mentors mentoring a group of mentees. Even though we will work with the mentee to establish a primary mentor, we will keep the relationships fluid so that mentees can be reassigned if we determine a better fit between a given mentor and mentee.

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

The primary monitoring and training will occur during the course of our meetings, which will begin as weekly and be reduced to bi-monthly after the first two months. As we have done with similar groups, we will establish an email or Whats App loop so that we can all communicate together as needed. We will also reach consensus on key educational websites or YouTube subject matter that we want all members to access as part of our development assignments. We are aware of a number of mentoring website platforms and we may invite a subset of our group to experiment with one or more of these mentoring platforms. One such platform is SkoolAide which is owned and operated by an Asset Builders' collaborator. We will hold quarterly update meetings with the mentees and their parents so that the parents and mentees can report on their perceptions of the progress that is being made by the individuals within the cohort. The mentors will also be expected to share their impressions and insights during these meetings or separately with individual parents as warranted. We will need to assess the resources available to the SIMS as part of our intake. It will be optimal for each youth to have a smart phone, access to a computer, and transportation support. We will assess these things as part of our intake and orientation process.

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

The family engagement component is an essential element of our Millionaires Club, and we will want a similar level of high family (especially parent) engagement with the SIMS. The parents and siblings will attend the informational and orientation sessions with the SIMS applicants and members. We will obtain contact information for the parents and we will stress our expectations and desired outcomes with the parents,

including letting them know the role that we expect them to play in their child's success within the program. We will also schedule at least one check meeting per calendar quarter where parents are invited to meet jointly with the SIMS and the mentors. And the parents will be included in the exit interviews and focus groups that we will conduct as part of our evaluation process.

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

SIMS Productivity Pledge and Personal Plan - We will develop a SIMS pledge that will serve as "an outlook on life" philosophy and we will guide the members through an exercise to establish a "game plan" for how each cohort member plans to live out the principles of the pledge. The members will update their personal plans quarterly and at the end of the 18 months and they will compare how their attitudes and plans changed over the course of their SIMS experience. Saving and budgeting - Each member will learn how to establish a personal budget and they all will open a savings account if they don't already have one. We have working relationships with Summit Credit Union and we have already spoken to the branch manager at Old National Bank on Raymond road regarding this objective. Investment education and or the Stock Market Game - SIMS members will learn how to follow stock prices on the stock exchanges. Connecting through field trips and networking - SIMS activities will include field trips and guest presenters. One of the hallmarks of SIMS is exposure. The options for field trips are too numerous to list. Examples include visiting a stock brokerage firm, visiting the mayor's office, State Capitol, area colleges, tour of Epic, visit to Exact Sciences, attend a corporate annual meeting, Dane County Airport and Jet Port, American Players Theater, Overture, UW, Mallards or Forward games, etc. We have specific contacts and access to all of these venues and many more. Other activities - understanding positive youth development, we know that we have to allow the youth to decide some of the activities that will be undertaken. We will offer them other ideas such as learning chess (which we like), learning to play the Cash Flow Game, setting up an edutainment, media channel on YouTube, designing apparel, painting a mural, hosting a symposium, producing an event, etc. We will highlight teachable moments and networking and connecting opportunities at each turn.

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

We will understand and anticipate the transitions that these youth will be facing and we will talk about them with the youth and find out what concerns or trepidations they may have. We can also help them to understand what to expect and how to plan and prepare for these transitions. Indeed one life lesson that we'd want to get across is that life itself is a series of never ending transitions, and each one is actually an opportunity. And, while we will recognize possible trauma or challenges they may have experienced already in life, we will work to build their marketable and coping skills which will boost their confidence and self esteem. We know that resilience is a personal resource that everyone needs and we will help these youth to develop their emotional intelligence, cognitive and negotiating skills which will go a long way in putting these youth onto a path of resilience, success and prosperity.

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

Mostly, we will endeavor to anticipate these transitions and provide support through our mentoring team to mentees and their family during times of transition. We know that some transitions or terminations may be complex and that there may be the need for more professional expertise to be brought into a given situation. Our job will be to recognize those more complex challenges and understand where to turn to get more expertise to handle these challenges. Our mentors are very long time residents of Madison and well acquainted with its ample resource base. We will call upon those resources as needed. As far as the formal end of the city funded group mentoring program, we will anticipate that from the beginning. One of the outcomes that we will strive to achieve is that the participants identify the potential for strengthening the relationships with positive individuals

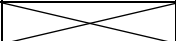
who will be in the youths' lives for the long term. We are confident that we will improve the youths' networking and interactive skills which are qualities that will empower them to develop more and deeper quality relationships.

**3. Staffing and Scale:**

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

Asset Builders' SIMS group will serve 15 youth, mostly middle schoolers with a few high school youth. We have identified five mentees that will work with our program. Our adult - to - youth ratio will therefore be 1 to 3. This SIMS group mentoring project will deliver a minum of 100 direct service hours to each mentee through 50 activities or meetings. This time will be augmented by an estimated additional 72 hours per mentee as they spend additional time on their own or within their groups reading, journaling, conducting research, informational interviews, working on projects and viewing recommended webinars.

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

Staff Position and Duties	F.T.E.* IN Program	Proposed Hourly Wage*
Richard Entenmann executive director and fiscal manager	.03	\$75
Robert Wynn program coordinator and mentor	.12	\$75
Brinsen Wynn assistant program coordinator and mentor	.10	\$25
Pierre Manns, mentor	.10	\$20
Richard Brown Sr., mentor	.05	\$35
Wayne Strong mentor	.05	\$35
Donald Dantzler, evaluator	.02	\$75
	.	\$
		\$
<b>TOTAL</b>	<b>.47</b>	

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

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

The principals of Asset Builders have planned, coordinated and implmented youth education and development programs for twenty years. These programs include developing curriculae, planning activities, coordinating field trips, evaluating programs, and writing reports. The pricipals have experience serving as mentors for youth and many former mentees and their parents serve as references for Asset Builders' good work. The principals have also attended training and reviewed research relating to social learning theories, positive youth development and resiliency. They have also studied the City of Milwaukee's Blue Print for Violence Prevention. The associate mentors have worked with Asset Builders' programs in the past and they undertand the philosophy and ethos of Asset Builders' overarching mission which is to teach youth the "economic way of thinking" and how to build construtive pathways for their future.

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

Volunteers will augment our mentoring as guest speakers and hosting field trips. We already know that we can count on presentations from or field trips on the southwest side to Old National Bank, Culvers, Westside Police Station, Meadowood Library, area athletics organizations, local brokerages, real estate firms, selected restaurants, businesses, etc. Further afield, we can arrange visits through volunteers and colleagues at Overture, American Players Theater, Dane County Airport, area colleges, the Madison Mallards, The Dream Bank, Starting Block, 100 State, etc.

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

<b>Outcome Objective of Interest</b>	Improve Financial Literacy Knowledge and Financial Behavior			
<b>Performance Standard</b>	<b>Targeted Percent</b>	87%	<b>Targeted Number</b>	13
<b>Measurement Tool(s) and Data Collection Plan:</b>				
<p>Financial Literacy Knowledge - Conduct a pre and post test. Maintain a budget during the program. Open or add deposits to a savings account. Track at least one stock. Prepare and present at least one finance related presentation.</p> <p>Reduce Youth Citations - Collect beginning and ending aggregate data (to the extent allowed) on the number of citations the SIMS youth had collected at the beginning of the program compared to the number during and after the program. Also consider school absentee records and grades if that data is accessible.</p> <p>Promote Positive Youth Development and Wellbeing - Compare the youths' intake personal development plan to their plan at the end of the program. Compare interview and survey data from parents and participants before and after the program. Document observations along the way. Capture and record the youths capstone presentations.</p> <p>Connect Youth in Positive ways to school and community resources - As youth to list their connections to these resources at the beginning of the program and compare it to their list they compile at the end of the program. Ensure that the youth exit the program with at least 3 positive connections that they will maintain once the program is over.</p>				

**4. Cultural Relevance and Language Access**

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

We anticipate serving African American youth in this program. We therefore have identified mentors from the same racial demographic. All of our mentors either live or have worked on the westside of Madison. One of our mentors will be a very young adult and he will be able to easily communicate on the level of the mentees in as much as he himself is part of today's youth culture. We will expose the youth to entrepreneurs and professionals who are also from their demographic. And, by allowing the members to participate in determining their team projects, they will select project activities that are relevant and interesting from their own perspective.

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

Yes. The staffing of the program does reflect the expected racial and cultural make up of the program participants.

**5. Budget and Funding:**

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

a. Project Budget:

BUDGET EXPENDITURES	TOTAL PROJECT COSTS	AMOUNT OF CITY \$ REQUESTED	AMOUNT OF NON-CITY REVENUES	SOURCE OF NON-CITY FUNDED PORTION
<b>A. Personnel Costs (Complete Personnel chart below)</b>				
1. Salaries/Wages (show detail above)	4680	4680	TBD	TBD
2. Fringe Benefits and Payroll Taxes	1170	1170		
<b>B. Program/Project Costs</b>				
1. Program/Project supplies and equipment	1400	1400		
2. Office Supplies	520	520		
3. Transportation	2150	2150		
4. Food	TBD	<del>                    </del>		
5. Other (explain) Incentives for Youth	3000	3000		
<b>C. Space Costs</b>				
1. Rent/Utilities/Telephone	900	900		
2. Other (explain) Workstation Access	2700	2700		
<b>D. Special Costs</b>				
1. Other (explain): Contract Mentors	38480	38480		
2. Other (explain): Field Experiences, Projects and Administrative Costs	5000	5000		
<b>D. TOTAL (A + B + C +D)</b>	60000	60000		<del>                    </del>

b. Additional Information on Budget (if needed):

This budget does not show the considerable financial leverage that we will generate through volunteers, in kind services, staff time of collaborators and donated food.

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

17 percent

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

While we do not have additional funding sources committed, we have begun to explore supplemental funding and in kind services from Old National Bank, Local Brokerage Firms, Culvers and our Athletes' Network.



e. Proposed Timeline for Implementation

Activity	Estimated Start and Completion Dates
Qtr 1 - Planning and coordination with collaborators. Develop curriculum, SIMS Pledge, intake and marketing materials. Connect with community collaborators, explore supplemental funding. Begin marketing and host informational session	April 1 - June 30, 2019
Qtr 2 - Finalize SIMS cohort selections. Host orientations. Process intake and pre-test materials. Conduct parent interviews with professional evaluator. Establish baseline assessment metrics with project evaluator. Confirm mentor pool, conduct screenings and host mentor orientation session. Hold initial SIMS meetings, administer financial literacy pre-test, establish a youth leadership team, assign primary mentor contacts and explore project ideas. Complete individual SIMS Pledge Implementation Plans. Decide whether to pilot an electronic mentoring platform.	July 1 - September 30, 2019
Qtr 3 - Continue meetings and educational sessions. Engage participants through journaling, webinars, stock tracking, controlled social media posts and reading synthesis exercises. Host first field trip. Establish team projects and begin to explore capstone ideas. Hold check in meeting with parents	October 1 - December 31, 2019
Qtr 4 - Continue meetings and educational sessions. Host 2 <sup>nd</sup> and 3 <sup>rd</sup> field trips. Invite guest speakers to meetings. Continue work on team projects. Establish depository (bank or credit union) relationship for each mentee. Host an evaluator check-in., including parents.	January 1 - March 31, 2019
Qtr 5 - Continue meetings and educational sessions. Host 4 <sup>th</sup> and 5 <sup>th</sup> field trips. Continue to connect youth to entrepreneurs and other professionals. Practice communications skills. Begin to hone core financial literacy knowledge. Continue work on team projects.	April 1 - June 30, 2020
Qtr 6 - Begin program transition. Seek funding to extend program. Finalize team projects. Plan and host capstone event. Host a 6 <sup>th</sup> field trip. Conduct post test (financial literacy). Update SIMS Pledge Implementation Plan, including assurance that each mentee has a mentor follow up plan. Conduct post program interviews. Conduct focus group with parents with professional evaluator. File final report.	July 1 - September 30, 2020

**-SIGNATURE PAGE-**

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

City of Madison Contracts:

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

**1. Affirmative Action:**

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

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

**2. Insurance**

If funded, applicant agrees to secure insurance coverage in the following areas to the extent required by the City Office of Risk Management:

- Commercial General Liability
- Automobile Liability
- Worker's Comp
- Professional Liability

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

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

Reporting Requirements:

The source of funds for this RFP are federal Funds awarded through the US Department of Justice to the City of Madison and Common Wealth Development as part of the "CBCR: Our Neighborhood – A Safe and Beautiful Place" grant. There are federal regulations and requirements above and beyond the City's standard contract requirements that will apply to the administration of these funds both for the City and for organizations receiving funds under this grant. These requirements apply to multiple facets of grant administration for funded programs including access to funded activities, specific guidelines regarding cost allocations, employee management, budgeting and expense reporting, data collection and reporting on funded activities. It is expected that funded projects will work closely with city staff to develop systems and processes to address these requirements. These requirements can be found on our website under [Resources](#).

Signature:

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

Applicant Signature:

Enter  
Name: Richard Entenmann

Date: 2/11/19

By entering your initials  
in the box,

RE

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