



Employment and Career Development Services 2026 Request for Proposal (RFP) Organization Narrative Form

Submit Application to: cddapplications@cityofmadison.com

Deadline: 4:30PM August 3rd, 2026

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

The intent of this RFP application is for applicant organizations to have the opportunity to apply for funding towards programs/services under the umbrella of the Employment and Career Development Service Area in the Community Resources Unit. There are four priority areas in the Employment RFP, one of which has 2 sub-areas:

- Youth Employment
 - Programs and Services
 - Wanda Fullmore Internship
- Young Adult Employment- Programs and Services
- Adult Employment- Programs and Services
- Southwest Madison Employment Center Operator

Organizations can apply for each program type. Please refer to the RFP guidelines for full program type descriptions.

Responses to this RFP should be complete but succinct. Materials submitted in addition to **Part 1 - Organization Narrative, Part 2 - Program Narrative(s), and Part 3 - Budget Workbook** **will not be considered in the evaluation of this proposal.**

Do not attempt to unlock/alter this form. The font should be no less than 11 pt.

If you need assistance related to the content of the application or are unclear about how to respond to any questions, please contact CDD staff: Yolanda Shelton-Morris, Community Resources Manager yshelton-morris@cityofmadison.com or Community Development Specialist Dominic Davis ddavis2@cityofmadison.com. We are committed to assisting interested organizations in understanding and working through this application and funding process.

If you have any questions or concerns that are related to technical aspects of this document, including difficulties with text boxes or auto fill functions, please contact Madeline Bohrod – mbohrod@cityofmadison.com.

APPLICANT TYPES

Every organization applying for funding **must submit an organizational history narrative per program** detailing their organization's background, mission, and vision (Questions 1-4 below).

SINGLE APPLICANTS

If your organization is applying for multiple programs, **each program application must be submitted separately with all the required submission documents** (See RFP Guidelines, Required Information and Content of Proposals).

JOINT/MULTI-AGENCY APPLICANTS

For those choosing to submit a joint/multi-agency proposal, **only** the designated **LEAD Agency** is required to:

- 1) Complete and submit responses to questions 5-9 below pertaining to organizational history and mission statement, partnership history, rationale for partner selection, division of roles and responsibilities, anticipated challenges, and any previous collaborations or partnerships.
- 2) Submit the organizations' history partnership narrative per priority area or program type.

Part 1 - Organization Narrative Form

***Note: Please use the grey text boxes when completing this form**

Legal Name of Organization:	Latino Academy of Workforce Development, Inc	Total Amount Requested:	\$ 200,000
All program(s) connected to your organization:	Program Name: Education Pathways Amount Requested: \$ 40,000 Applicant Type: Single Agency Application Program Type: Adult Employment- Programs & Services List Program Partner(s) (if applicable):		
	Program Name: Workforce Pathways Amount Requested: \$ 160,000 Applicant Type: Single Agency Application Program Type: Adult Employment- Programs & Services List Program Partner(s) (if applicable):		
	Program Name: Amount Requested: \$ Applicant Type: Choose an item.		
	Program Type: Choose an item. List Program Partner(s) (if applicable):		
	Program Name: Amount Requested: \$ Applicant Type: Choose an item. Program Type: Choose an item. List Program Partner(s) (if applicable):		
	<i>If you are applying for more than four programs, please contact Dominic Davis Ddavis2@cityofmadison.com</i>		
Contact Person for application (Joint Applications - Lead Org):	Nydia Martinez	Email: Nydia@latinoacademywi.org	

Organization Address:	2909 Landmark Pl. Suite 203, Madison, WI 53713	Telephone:	(608) 310-4573
501 (c) 3 Status:	☒ Yes ☐ No	Fiscal Agent (if no)	

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

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

The Latino Academy of Workforce Development (LAWD) was founded in 2011 to address educational, workforce, and economic disparities affecting Latino and immigrant communities in Dane County. Originally established as a program of Vera Court Neighborhood Center under the leadership of Baltazar De Anda Santana, LAWD began by offering computer literacy, English as a Second Language (ESL), workforce readiness, and employment services before expanding to include GED/HSED preparation. A major milestone came in 2016 with the launch of a pilot Commercial Driver's License (CDL) training program in partnership with Dane County Executive Joe Parisi and the Urban League of Greater Madison. In 2022, LAWD became an independent 501(c)(3) nonprofit and relocated to its current facility at 2909 Landmark Place, expanding classroom space and educational offerings. The following year, U.S. Senator Tammy Baldwin secured \$2 million in federal funding to grow the organization's CDL program, allowing LAWD to expand its training fleet, hire additional instructors, and significantly increase capacity. Under the leadership of Executive Director Dr. Nydia Martinez, who joined the organization in 2024, LAWD has broadened its focus to include digital literacy, entrepreneurship, and stronger partnerships with employers, educational institutions, corporations, foundations, and community organizations.

Today, LAWD is the region's only Latino-led workforce development organization focused on the skilled trades and the only nonprofit operating a CDL training program. Serving more than 2,500 individuals annually, it provides culturally and linguistically responsive education, industry-recognized credentialing, career navigation, and entrepreneurship training that prepare participants for family-sustaining careers and business ownership. Through strong partnerships with employers, Madison College, workforce agencies, and community organizations, LAWD helps address critical workforce shortages in transportation, construction, manufacturing, hospitality, and other high-demand industries while expanding economic opportunity for Latino and immigrant residents. By strengthening talent pipelines, supporting entrepreneurship, and connecting underserved populations to education and employment, LAWD plays a vital role in advancing Madison's economic growth, workforce competitiveness, and long-term prosperity.

- 2. Describe your organization's experience implementing programming aligned with the Employment Services and Career Development RFP Guidelines.** Please include specific examples relevant to the programs proposed in this application. If applicable, list all the current Employment programs your organization operates, along with their inception dates.

Latino Academy's programming has operated for over a decade using a process that includes core components the RFP identifies as required for Adult Employment services: structured intake and assessment, asset-based curriculum tied to transferable skills, coordinated employer and community partnerships, and post-placement follow-up support.

These practices have produced measurable outcomes: a 95% program completion rate, 80% credential attainment rate, and 70–75% of participants reporting employment advancement following program engagement.

Our current adult employment programs are:

- HSED/GED preparation, including Spanish-language GED instruction, operating since 2011
- ESL and digital literacy instruction, operating since 2011
- Commercial Driver's License (CDL) training / Regional Transportation Training Center, launched XXXXXXX
- Bilingual construction and hospitality certification programs, operating since XXXXX
- Pre-apprenticeship construction training, expanded 2026
- Career coaching, job readiness, and job placement support, integrated since 2011.

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

In 2024, Nydia Martinez became Executive Director, succeeding founding leader Baltazar De Anda Santana, who led the organization's transition to independent 501(c)(3) status in 2022 and its move into a larger headquarters facility on Landmark Place. This leadership transition has coincided with continued organizational growth: we received Congressional support to scale our commercial driver's license training pathways, supporting a growing base across South-Central Wisconsin and we received a \$300,000 grant from Ascendium Education Group to expand state-certified pre-apprenticeship programming in construction, among other supports that bolster our operations and programming. Our board and administrative structure have remained substantially consistent and stable throughout, providing continuity in fiscal oversight and program delivery even as we've expanded capacity.

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

In May 2027, the Latino Academy will complete a \$2 million federal grant that expanded its Commercial Driver's License (CDL) training program. The loss of this funding will reduce the organization's annual budget by \$800,000. To prepare for this change, LAWD has been expanding partnerships with foundations, corporations, and individual donors while pursuing new public and private grant opportunities and diversifying its funding base.

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

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

Latino Academy does not require formal academic credentials for most direct-service roles, and takes a competency-based approach to hiring and promotion. Supervisors and program leadership are hired on the basis of demonstrated subject matter expertise and leadership skills. Where a role requires a specific technical qualification, such as CDL instruction or GED test administration, staff hold the applicable state or industry certification. Community-facing staff are hired for demonstrated ability to build trust and communicate effectively across the diverse backgrounds of the residents we serve. Program staff must be bilingual and bicultural, with the lived experience or professional background to engage authentically with immigrant, low-income, and multilingual adult learners navigating unfamiliar system. Many of our staff share the immigrant and English-language-learner experience of the participants they support. All new staff complete an in-house onboarding and training process before working independently with participants, covering our

intake and assessment procedures, program curricula, and organizational standards for culturally and linguistically responsive service delivery.

Joint/Multi-Agency Qualifications: *Fill out if you are **THE LEAD AGENCY** in the Joint/Multi-Agency Application **ONLY***

Program name:

Program type: Choose an item.

List all joint or partner applicants involved in this program and include their website links (for reference to their mission and vision statements)

- 6. Provide an overview of your organization's partnership history with the collaborating agency or agencies.**
When and how did the partnership(s) begin, and what collaborative initiatives or projects have you worked on together in the past?
- 7. Explain the rationale for partnering with the agency or agencies identified in this application.**
What unique strengths or resources does each organization contribute, and how do these assets complement one another in achieving the goals of the proposed program?
- 8. Describe how roles and responsibilities will be divided between your organization and the collaborating agency or agencies in the proposed program.** How will each partner contribute to program design, implementation, and evaluation?
- 9. Outline any anticipated challenges or barriers related to the partnership and describe how you plan to address them collaboratively.**
- 10. If applicable, describe any past collaborations your organization has had with agencies providing Employment Services.** What lessons or insights did you gain from those experiences and how will they inform you in your approach to the current partnership?



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Program Narrative Form **MUST be completed for EACH PROGRAM** for which you are asking for funds.

JOINT/MULTI-AGENCY APPLICANTS

Only the designated '**LEAD AGENCY**' is required to submit the Program Narrative form on behalf of each of the identified partners listed in the application.

Responses to this RFP should be complete but succinct. Materials submitted in addition to **Part 1 - Organization Narrative, Part 2 - Program Narrative(s), and Part 3 - Budget Workbook** **will not be considered in the evaluation of this proposal.**

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Part 2 - Program Narrative Form

Program Name:	Adult Education	Total Amount Requested for this Program:	\$ 40000
Legal Name of Organization:	Latino Academy of Workforce Development, Inc.	Total amount Requested for Lead/Single Applicant	\$ 200000
Legal Name of Partner(s) (Joint/Multi-Agency Applicants only):		Total Amount Requested for Partner 1:	\$
		Total Amount Requested for Partner 2:	\$
		Total Amount Requested for Partner 3*:	\$
Program Contact: Lead Organization Contact	Dr. Nydia Martinez	Email: nydia@latinoacademywi.org	Phone: 608-310-4573
Program Type: Select ONE Program Type for this form.			
☐ Youth Employment- Programs and Services ☐ Youth Employment- Wanda Fullmore Internship ☐ Young Adult Employment- Programs and Services ☒ Adult Employment- Programs and Services ☐ Southwest Madison Employment Center Operator PLEASE NOTE: Separate applications are required for each distinct/stand-alone program. Programs are considered distinct/stand-alone if the participants, staff and program schedule are separate from other programs, rather than an activity or pull-out group.			

1. PROGRAM OVERVIEW

- A. Need: What specific need(s) in the City of Madison does this program aim to address? Please cite the data or community input used to support your response.

Dane County employers report persistent difficulty filling positions across nearly every industry, while thousands of residents remain locked out of those same industries. In Dane County a family of two adults and two children needs an annual household income of \$92,557 to meet the Self-Sufficiency Standard for Wisconsin.

The Wisconsin Department of Workforce Development's 2025 Dane County Workforce Profile identifies reducing barriers to employment as one of the state's central strategies for closing this gap. Nearly 26,000 Dane County households include someone with limited English proficiency. Immigrant and Latino residents, who make up roughly 9% and 8% of the county's population respectively, are frequently navigating unfamiliar hiring systems, licensure requirements, and workplace norms in addition to language barriers.. The majority of the county's adult population depends on non-degree credentials and skills training to advance; only 53.9% of county residents 25 and older hold a bachelor's degree.

LAWD serves adults whose greatest barriers to self-sustaining employment are language access and credential gaps. All of LAWD's training have improvement of employment outcomes in mind and all of our trainings and support services are interconnected to achieve this goal of improvement the income and long-term career prospects of our participants.

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

Latino Academy's Adult Education exists to help adults facing language, credential, and systemic barriers move into stable, family-sustaining employment. Our goal is to increase participants' work readiness, credential attainment, and job placement outcomes through linguistically and culturally responsive instruction paired with direct employer connections. This goal aligns directly with the RFP's Adult Employment priority area, which calls for programming that supports "advancement and retention" toward family-sustaining wages, and with the RFP's broader upward mobility framework by combining literacy, credentialing, and job placement into a single continuum rather than treating them as separate services. All of our participants are connected to employment placement services and LAWD has also developed a self-guided employment program for students to create their own CVs and learn skills off a successful job search.

- C. Program Summary Briefly summarize your proposed program, including the population served, core services or activities, where and how services will be delivered, and key expected outcomes. This should provide a high-level snapshot of the program.

Latino Academy proposes to deliver Adult Education services to Madison adults facing barriers to employment, including limited English proficiency, low literacy, and disconnection from traditional hiring systems. Our Education programming also allows the participants to connect with further resources and training, so they become a stepping stone into future career and personal advancement. Program components include HSED/GED preparation (including basic literacy, bridge programming to have participants ready to succeed in the HSED classroom and Spanish-language GED/HSED instruction), instruction, tutoring and testing. LAWD services are delivered at our Landmark Place facility. Based on FY2025 programming levels, we expect to serve approximately 110 HSED/GED students. Our ESL program (120 participants) offers instruction online and in-person to accommodate the needs of our communities. Classes are focused on WIOA curriculum and the skills that will foster participant's job readiness. All of our classes follow AEFLA guidelines of instruction and testing. Digital Literacy (70 participants) is the third component of our Education pathway. We offer basic computer skills and industry specific trainings. Beyond the actual knowledge gained, the main goal of our classes is to develop confidence and independence in the students to address their digital needs personally. We offer training in the Microsoft and Google suites with all its programs. One of the focus of this program is going to be a series of workshops around digital needs for entrepreneurs to be able to use accounting and marketing tools that will foster the growth of their business no matter their stage.

2. POPULATION SERVED

- A. Proposed Participant Population: Describe the intended service population that will be impacted by this program (e.g., location, ages, race/ethnicities, income ranges, English language proficiency, if applicable etc.) AND how has your org/agency engaged members of this population in designing, informing, developing, implementing the proposed program?

This program serves adults age 18 and older across Greater Madison who face barriers to stable, family-sustaining employment as a result of limited English proficiency (LEP), low literacy, immigration-related barriers, and unfamiliarity with U.S. hiring and credentialing systems. The program is open to and serves adults from any background who face these barriers, though LAWD developed specific strategies and expertise rooted in past work with Spanish-speaking, Latino and immigrant communities.

Latino Academy's program design is informed by continuous, direct engagement with this population rather than a one-time needs assessment. Staff and instructors are embedded in the community daily and regularly gather informal qualitative feedback from students, employers, and job seekers. Classroom observations, survey notes, and instructor debriefs translate directly into continuous program improvement and new programming design. When larger shifts in curriculum or services are being considered, LAWD convenes community members to discuss needs directly. This ongoing feedback loop has directly shaped the Adult Education program proposed here in connection with employment goals, from curriculum content to service delivery, it reflects what students and employers are actually seeking. All the Latino Academy programming is derived from the community needs and requests for training. Projects emanate from the connection and engagement of our students with the staff and the nimble approach to react to those needs of training and credentialing in the economy and the workers.

- B. 2024 Participant Demographics: If your organization has offered similar or related programming in 2024, please provide available demographic data for participants served. This can include data collected through formal

programs, pilot efforts, or community-based work—even if it was not funded by the City. If exact numbers are not available, please provide your best estimates and briefly note how the data was gathered (e.g., intake forms, surveys, observations). If you are a new applicant and do not yet have demographic data, please indicate that below.

Race	# of Participants	% of Total Participants
White/Caucasian	268	89%
Black/African American	30	10%
Asian	2	1%
American Indian/Alaskan Native		
Native Hawaiian/Other Pacific Islander		
Multi-Racial		
Balance/Other		
Total:	300	
Ethnicity		
Hispanic or Latino	298	99%
Not Hispanic or Latino	2	1%
Total:		
Gender		
Man	122	41%
Woman	172	57%
Non-binary/GenderQueer	6	2%
Prefer Not to Say		
Total:	300	

Comments (optional):

- C. Language Access, Cultural Relevance: Please describe how the proposed program will serve non-English speaking youth, individuals, and families. Describe how the proposed program builds and sustains adequate access and cultural relevance needs.

Core LAWD programming is offered bilingually in English and Spanish by staff who are themselves bilingual and bicultural, most with lived experience as immigrants and English language learners. This includes HSED/GED preparation, ESL instruction, Digital Literacy, career coaching, and industry certification training. Our model allows participants to engage in instruction, coaching, and job placement support in the language in which they are most confident, removing a barrier that often prevents adults from accessing workforce services at all. Our Spanish-language GED/HSED preparation remains the only program available in Madison that offers regular classroom instruction in a cohort model. This is one of the main assets of the program as creates a sense of community that supports peers through moments of doubt or struggle to start the classes and group to also graduate together in unity. Staff working directly in the programs have an ample educational experience which allows them to adapt the support to the individual needs of the students. Program materials, intake processes, and employer-facing coaching are culturally responsive to the workplace norms and expectations participants are navigating as newcomers to this workforce.

D. Recruitment and Engagement Strategy:

i. **Recruitment & Outreach:**

How does your program plan to recruit and reach members of the identified service population? Please describe any community outreach strategies, partnerships, or referral pathways you will use.

Latino Academy has built an extensive, organic network of community referrals and supports, rooted in over 15 years of presence and performance as a trusted partner for our communities. Referrals flow from partnerships with Madison College, United Way, the Urban League of Greater Madison, Centro Hispano, the African Community and Cultural Center, the Workforce Development Board of South-Central Wisconsin, the Dane County Highway Department, Operation Fresh Start, Literacy Network, and others agencies who share our mission. LAWD also conducts direct outreach through Spanish-language media, including La Movida (Spanish radio station in South-Central Wisconsin) and social media, as well as its most significant recruitment tool: word of mouth. As LAWD is embedded in the community and it has been established as the main hub for workforce training and employment services, many participants arrive through referrals from friends, family, and program alumni rather than formal recruitment campaigns.

ii. **Addressing Barriers to Participation:**

What specific barriers to participation (e.g., transportation, scheduling, language, trust) might the population face, and how does your program plan to address them?

Participants commonly face transportation barriers, inflexible work schedules, juggling more than one job at a time, negative past experience with or lack of trust in institutional systems, unfamiliarity navigating bureaucracy in a non-native language. We are part of a network of agencies we can directly refer students, so that barriers outside our direct scope don't prevent participants from completing the program. Our bilingual, bicultural staffing model plays a central role in building the trust needed for participants to engage fully, and specific coaching in navigating unfamiliar processes.

iii. **Enrollment & Engagement Approach:**

Describe how participants will be enrolled and engaged in the program. Include any tools, processes, or approaches you will use that are responsive to the needs and preferences of the population served (e.g., Individual Service Plan (ISP), intake forms, assessment tools, culturally responsive practices).

Intake and enrollment begins with an individual assessment of training needs as well as needs for wrap-around services. Our Personal Educational Plan collect a solid assesment of student needs, strengths, and goals in order to develop an individualised plan of learning and support, and identifies the opportunities (within Latino Academy's offerings and referrals to partner agencies) that best support the student's identified career pathway. Students then typically route to career-based ESL, HSED/GED preparation, Digital Literacy, industry certification, or job placement support, and receive a referral for wraparound support services, if needed (transportation, childcare, food access, healthcare). LAWD has a strength-based lens on differences and a long history of meeting our students where they are and providing culturally competent, linguistically appropriate, and culturally relevant services.

3. PROGRAM LOCATION, DESCRIPTION, AND STRUCTURE

A. Activities: Describe your proposed program activities. Please be sure to specify your program type, i.e. shelter services, workshops, helplines, classes, etc.,).

Latino Academy's Adult Education, Employment, and Career Development program delivers a combination of classroom instruction, workshops, and one-on-one coaching. Core activities include:

- HSED/GED preparation classes, including Spanish-language instruction
- Career-Based ESL instruction
- Digital literacy courses and workshops

- Industry certification training (OSHA 10, Forklift Operation, CPR, Fall Protection, ServSafe)
- Commercial Driver's License (CDL) training through the Regional Transportation Training Center
- Soft skills training in workforce readiness
- Employment services, including résumé and interview preparation workshops, career coaching, career fairs, and job placement support with follow-up case management through 12 months post-placement
- Entrepreneurship trainings and individual guidance

All activities are available bilingually and coordinated so participants can progress through multiple programs (for example, from ESL or GED into industry certification or CDL training) based on student career goals.

- B. Employment and Career Development Equity Areas: Describe your agency's ability to serve one or more of the equity areas highlighted in [Appendix A: Employment and Career Development Equity Area Map](#). Your agency does NOT need to be located within an equity priority area however you should address and how you will serve individuals in the areas. Please include the general location (use a nearby landmark like a school, streets, neighborhood name, etc.). How will residents in these areas access transportation if needed?

Latino Academy is located at 2909 Landmark Place, near the South Towne/Fish Hatchery Road corridor in Madison, directly adjacent to several Low High School Graduation Priority Areas (green) south of Lake Monona and near the Fitchburg border, and within reach of Combined and Core Priority Areas elsewhere in the county. Our location places us within or immediately bordering multiple designated equity priority areas, and we are accessible by primary roads and bus routes serving the South Towne and Fish Hatchery corridors.

Beyond physical proximity, LAWD serves participants from across Dane County and beyond, many of whom travel specifically to access linguistically and culturally appropriate training not available elsewhere. Equity priority areas on this map are geographic, but the communities LAWD serves are often best understood as close-knit and relational rather than strictly bound by neighborhood lines. Trust, language access, and shared experience create access in ways that complement geographic proximity. HSED and ESL courses are accessible online and in person to accommodate transportation needs and areas in the North and East side of Madison, as our population extends to areas beyond the South due to the pressures of housing availability. LAWD's reach into all designated equity areas is achieved by physical location, by trusted networks, and via direct support to overcome barriers to participation.

- C. Program/Service Schedule and Location: Please fill out the charts below to describe the schedule for your proposed program or service, including days and hours that services, classes, workshops, or other activities will be operating (if your staff operates during varied hours, please give your best overview of when your staff are interacting with clients).
- If your program operates at **multiple locations** with the **same schedule**, please list all locations TOGETHER in **TABLE 1** and include the schedule of operation
 - If your program operates at **multiple locations** with **different schedules**, use **TABLE 2** in addition to table 1 to detail each location's unique schedule
 - If you are submitting a JOINT/MULTI-AGENCY application:
 - Use **TABLE 1**, if the service operates at **multiple locations** with the **same hours** (Please list all locations)
 - Use **TABLE 2**, in addition to table 1, if the service is operating at **multiple locations** with **different hours**

Table 1:

PROGRAM LOCATION(s):		
Day of the Week	Start Time	End Time
Monday	9:00 AM	5:00 PM
Tuesday	9:00 AM	5:00 PM
Wednesday	9:00 AM	5:00 PM
Thursday	9:00 AM	5:00 PM
Friday	9:00 AM	5:00 PM
Saturday	9:00 AM	1:00 PM
Sunday	Choose an item.	Choose an item.

****If hours are different than those listed, please use rows below drop-down list***

Table 2: (Optional/if needed)

PROGRAM LOCATION(s):		
Day of the Week	Start Time	End Time
Monday	Choose an item.	Choose an item.
Tuesday	Choose an item.	Choose an item.
Wednesday	Choose an item.	Choose an item.
Thursday	Choose an item.	Choose an item.
Friday	Choose an item.	Choose an item.
Saturday	Choose an item.	Choose an item.
Sunday	Choose an item.	Choose an item.

****If hours are different than those listed, please use rows below drop-down list***

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

4. ENGAGEMENT COORDINATION AND COLLABORATION

- A. Family Engagement: Describe how your program engaged youth, individuals, and families in the development of this proposal, and how they will be involved in the implementation and assessment of the program activities.

LAWD's student body is comprised of adult workers, but family engagement informs program development, wrap-around support offerings, and hours and format of service delivery. Program design draws directly on continuous, informal input from students and their families gathered through classroom observation, instructor feedback, and periodic community conversations. Family members of enrolled participants are indirect beneficiaries of our training programs, and occasionally participate in community info sessions or outreach events. Feedback from all formal and informal channels shapes ongoing program adjustments. It is actually quite common that members of the same family attend our HSED and ESL classes together: spouses, siblings, cousins... find the motivation to enroll and persevere through the program in that shared family commitment, often appearing together on camera on Zoom. As LAWD has been a staple in our community for over 15 years, we reconnect with old students that are bringing their children to participate in a workforce training or explore career opportunities after High School. As mentioned above, our participants inform which training programs to implement and as children grow they become part of the conversation, sharing goals, struggles and options for the adults and their children.

- B. Neighborhood/Community Engagement: Describe how your program engaged neighborhood residents or other relevant community stakeholders in the development of this proposal, and how they will be involved in the implementation and assessment of the program activities.

LAWD's community engagement is built into daily operations rather than treated as a discrete proposal-development step. Staff are embedded in the neighborhoods and communities we serve, and regularly engage community members in conversations about needs when considering programmatic changes. This same embedded presence, reinforced by referral relationships with mission-aligned organizations, means community stakeholders inform program implementation and evaluation as part of continuous improvement strategies.

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

Note:

- Single applicants **MUST** list all partners/collaborators below and include a letter of commitment/support from the agency partner highlighting the ways in which the agency will support the program.
- Joint Lead applicants **MUST** include the program partners list, their role & responsibilities, contact person, and attach a Memorandum of Understanding MOU.

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
Wisconsin Technical Colleges System	Latino Academy has been a grantee of WTCS AEFLA and IELCE grants for over 7 years. LAWD needs to report participants in the WTCS portal and account for pre and post-tests, hours of service and goals achieved. Latino Academy also benefits from professional development opportunities as part of the WTCS	Cristina Parente	Yes

	grantee network to benefit staff and instructors.		
Wisconsin Literacy	Latino Academy has been a part of the Wisconsin Literacy network for over 10 years. LAWD receives a TANF grant from them to provide literacy training in Basic literacy, HSED, and ESL.	Kimberly Wild	Yes
Madison College	Latino Academy partners with Madison College to provide recruitment and support to participants in HSED programs and industry specific ESL classes. Latino Academy has taken all the responsibilities to do student intakes and bridge programming for students to be computer ready to perform the tasks needed for HSED; as well as reintegrate students to a classroom environment and test and pass several subjects before formally joining the official class.	Alex Fernandez	Yes
United Way of Dane County	United Way of Dane County has supported many of the efforts of the Latino Academy. In particular, they have supported the GED/HSED program for over 10 years. As part of their network, our participants have access to their employer network to improve their employment options.	Angela Jones	Yes

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

Literacy Network has been a partner agency to Latino Academy under United Way's HIRE Initiative. We are in constant communication to share resources and opportunities for our participants and to refer students to each other so they benefit from all the Madison Community has to offer.

How do these partnerships enhance this proposal?

Latino Academy always prides itself in being part of an ecosystem that supports all of the communities in the Greater Madison Area. All these partnerships go beyond a document that controls our relationship to an active commitment to have the best options for our participants in mind, no matter who provides those opportunities. All these partners know the Latino Academy is ready to jump into any project that may benefit the Madison community and our participants, beyond any funded commitments. This nimble approach to the work we do has allowed us to bring innovative trainings to our students through the connections built in the last 15 years.

What are the decision-making agreements with each partner?

All of our agreements include measurable outcomes regarding any training we provide, be it number of GED/HSED graduates, NRSs levels of English achieved, training completion and attendance... but beyond that Latino Academy always has open lines of communication to improve the outcomes based on the students feedback and needs and the possibilities of all these partner agencies. We like it to be a shared decision making in which every part of it has the participants in mind. ç

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

Beyond direct program services, LAWD connects participants to wraparound supports through its community partner network. Our students often need connections to childcare, food access, and healthcare resources, and connection with resources supports student ability to fully commit to programming for career advancement. LAWD also coordinates directly with employer partners across construction, transportation, and hospitality sectors to connect program graduates to job openings, and we maintain post-placement contact with participants as well as employers to support retention strategies.

5. PROGRAM QUALITY, OUTPUTS, OUTCOMES AND MEASUREMENT

- A. Program Outputs – Please tell us how you are measuring your output data such as: unduplicated participants, program hours, program completion etc. Please see Guidelines for more examples.

Output measures and targets include:

- Number of participants in Adult Education programming, with a target of approximately 300 unduplicated adults served annually across GED/HSED (110), ESL (120), and Digital Literacy (70)
- Number of participants who complete programming, tracked by program track
- Hours of programming delivered
- Number of recognized certificates gained, including ESL NRS level advancement (60), Digital Literacy completion and improvement (52) and HSED/GED credential completion (40).

- B. Program Outcomes

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

Data on improvement education outcomes is directly connected to WIOA objectives and the needs of the employers that are part of our networks, which inform us about the state of the field and the requirements for participants to join different industries and income levels.

Please complete the table(s) with your selected outcome objectives. Applicants must choose from the measurable outcomes listed in the RFP that correspond to the priority area for which they are applying. Please see the “Measures of Success” section of the RFP guidelines for a list. Applicants may propose additional program-specific outcomes they plan to track and evaluate. **Note: Outcome EXAMPLE Objective is not required and is ONLY meant to serve as an example outcome to reference as you complete the other tables**

Outcome EXAMPLE Objective: 75% of program participants obtained an industry recognized certificate by end of program.				
Performance Standard	Targeted Percent	75%	Targeted Number	90 of 120 clients
	Actual Percent	78%	Actual Number	94 out of 120 clients

Measurement Tool(s) and Comments: Client exit survey				
Methodology: The primary measurement tool was an exit survey that used open-ended and multiple-choice prompts to allow participants to elaborate on their experiences. Surveys were distributed to all program participants at time of exit from services/at the point of program completion, surveys are voluntary and anonymous.				
Outcome Objective #1: Participants demonstrate an improvement of an ESL level as measured by TABE CLAS-E NRS testing.				
Performance Standard	Targeted Percent	50	Targeted Number	60 of 120
	Actual Percent		Actual Number	
Measurement Tool(s) and Comments: Entry test and Post-test through TABE CLAS-E				
Methodology: Standardized testing following AEFLA guidelines				

Outcome Objective #2: HSED/GED students obtain a diploma.				
Performance Standard	Targeted Percent	36	Targeted Number	40 of 110
	Actual Percent		Actual Number	
Measurement Tool(s) and Comments: Students that obtain an HSED or GED, as confirmed by academic records at Madison College				
Methodology: Credential attainment				

Outcome Objective #3: Digital Literacy participants complete trainings and show increased confidence in their technical skills				
Performance Standard	Targeted Percent	75	Targeted Number	52 of 70
	Actual Percent		Actual Number	
Measurement Tool(s) and Comments: Attendance records and pre and post-training surveys				
Methodology: Survey designed to measure confidence gained towards the course goals.				

To add additional outcome objectives, please copy and paste the table below as needed.

- C. **Data Tracking:** What data tracking systems are in place or will be in place to capture the information needed to document demographics, program activities, outcome measures, and expenses?

Latino Academy uses Apricot, a case management and outcomes-tracking database, to record participant intake information, service delivery, demographic data, and progress toward program outcomes. This system tracks individual student from intake and assessment through credential attainment, job placement, and post-placement follow-up. Reports for outcome measures and expenditures can be generated on-demand.

6. PROGRAM STAFFING AND RESOURCES:

- A. **Program Staffing:** Full-Time Equivalent (FTE) – Include employees, with direct program implementation responsibilities. **Please be sure to list all required certifications and training.** FTE = % of 40 hours per week. Use chart below and use one line per individual employee.

Position Title	FTE	Required Certifications and Training	Location(s)
Executive Director		BA or above and program management experience.	2909 Landmark Place
Education Director		BA or above in Education related field.	2909 Landmark Place
ESL Instructors		TESOL	2909 Landmark Place
			2909 Landmark Place
			2909 Landmark Place

HSED/GED Coordinator/Instructor		BA in Education or related field	2909 Landmark Place
Digital Literacy Coordinator		BA in Education or related field.	2909 Landmark Place
ESL Coordinator		BA in Education or related field. TESOL	2909 Landmark Place

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

Latino Academy utilized 42 volunteers in 2024 to support program activities such as career fairs, community events, and informational sessions. Volunteers are screened prior to any direct participant contact and are supervised by program staff throughout their involvement

- C. Other Program Resources Please list any other program resources or inputs (e.g., program space, transportation, equipment, or other supports) that are necessary for the success of your program. Are these resources currently in place? If not, describe your plan and timeline for securing them.

Program delivery requires: classroom and training space at LAWD's Landmark Place facility, computer and digital literacy equipment, instructional technology, and curriculum licenses. Resources are consistently supported through a combination of City funding, Wisconsin Technical Colleges System, United Way of Dane County, Dane County CDBG, federal Department of Labor and Ascendium Education Group grants, and other philanthropic sources described in the program budget.

7. BUDGET

- A. The budget workbook should be submitted with the proposal using the template provided in an Excel document or as a PDF. There are six tabs within the Excel spreadsheet: Cover Page, Board & Staff Demographics, Revenue, Expenses, Personnel, and Program Summary. **The Cover Page, Program Summary, and relevant Program Budgets must be submitted with this document for a proposal to be complete.**

Joint/Multi-Agency Applications

- B. The Lead Applicant will be responsible for submitting the Budget Workbook and Budget Narrative(s) alongside all required materials.
- a. The budget template and budget narrative can be found on the [CDD Funding Opportunities Website](#).

8. If applicable, please complete the following:

A. Disclosure of Conflict of Interest

Disclose any potential conflict of interest due to any other clients, contracts, or property interests, e.g. direct connections to other funders, City funders, or potentially funded organizations, or with the City of Madison.

None

B. Disclosure of Contract Failures, Litigations

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

None

APPLICATION FOR 2026 EMPLOYMENT AND CAREER DEVELOPMENT SERVICES PROGRAMS

1. ORGANIZATION CONTACT INFORMATION

Legal Name of Organization	Latino Academy Of Workforce Development
Mailing Address	2909 Landmark Pl, Suite 203, Madison, WI 53713
Telephone	608-310-4573
FAX	
Director	Nydia Martinez
Email Address	nydia@latinoacademywi.org
Additional Contact	Julio Garcia
Email Address	julio@latinoacademywi.org
Legal Status	Private: Non-Profit
Federal EIN:	872679293

2. PROPOSED PROGRAMS

		2027	If currently City funded	
Program Name:	Letter	Amount Requested	2026 Allocation	Joint/Multi Application - SELECT Y/N
Education Pathways	A	\$40,000		
Contact:				
Workforce Pathways	B	\$160,000		
Contact:				
Workforce	C		\$45,000	
Contact:				
Education	D		\$35,000	
Contact:				
Outreach	E		\$80,000	
Contact:				
TOTAL REQUEST		\$200,000		

DEFINITION OF ACCOUNT CATEGORIES:

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

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

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

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

3. SIGNATURE PAGE**AFFIRMATIVE ACTION**

If funded, applicant hereby agrees to comply with City of Madison Ordinance 39.02 and file either an exemption or an affirmative action plan with the Department of Civil Rights. A Model Affirmative Action Plan and instructions are available at cityofmadison.com/civil-rights/contract-compliance.

CITY OF MADISON CONTRACTS

If funded, applicant agrees to comply with all applicable local, State and Federal provisions. A sample contract that includes standard provisions may be obtained by contacting the Community Development Division at 266-6520. If funded, the City of Madison reserves the right to negotiate the final terms of a contract with the selected agency.

INSURANCE

If funded, applicant agrees to secure insurance coverage in the following areas to the extent required by the City Office of Risk Management: Commercial General Liability, Automobile Liability, Worker's Compensation, and Professional Liability. The cost of this coverage can be considered in the request for funding.

4. SIGNATURE

Enter name:

By entering your initials in the box you are electronically signing your name and agreeing to the terms listed above.

DATE

INITIALS:

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5. BOARD-STAFF DEMOGRAPHICS

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

DESCRIPTOR	BOARD		STAFF		MADISON*		
	Number	Percent	Number	Percent	GENERAL Percent	POVERTY Percent	R/POV** Percent
TOTAL	9	100%	20	100%			
GENDER							
MAN	4	44%	8	40%			
WOMAN	5	56%	12	60%			
NON-BINARY/GENDERQUEER		0%		0%			
PREFER NOT TO SAY		0%		0%			
TOTAL GENDER	9	100%	20	100%			
AGE							
LESS THAN 18 YRS		0%		0%			
18-59 YRS	8	89%	19	95%			
60 AND OLDER	1	11%	1	5%			
TOTAL AGE	9	100%	20	100%			
RACE							
WHITE/CAUCASIAN	4	44%	3	15%	80%	67%	16%
BLACK/AFRICAN AMERICAN		0%		0%	7%	15%	39%
ASIAN		0%	3	15%	8%	11%	28%
AMERICAN INDIAN/ALASKAN NATIVE		0%		0%	<1%	<1%	32%
NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER		0%		0%	0%	0%	0%
MULTI-RACIAL	5	56%	14	70%	3%	4%	26%
BALANCE/OTHER		0%		0%	1%	2%	28%
TOTAL RACE	9	100%	20	100%			
ETHNICITY							
HISPANIC OR LATINO	5	56%	15	75%	7%	9%	26%
NOT HISPANIC OR LATINO	4	44%	5	25%	93%	81%	74%
TOTAL ETHNICITY	9	100%	20	100%			
PERSONS WITH DISABILITIES		0%		0%			

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

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

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

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

7. AGENCY GOVERNING BODY

How many Board meetings were held in 2025

12

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

12

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

twelve

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

Name	Saul Castillo			
Home Address	4633 LiUNA Way, Suite 100, DeForest, WI 53532			
Occupation	Director of Outreach and Equity			
Representing	Board President			
Term of Office		From:	01/2026	To: 12/2029
Name	Zoraida Salcedo			
Home Address	6114 Jeffers Dr. Madison, WI 53719			
Occupation	VP-Technical Services Manager			
Representing	Board Vice-President			
Term of Office		From:	11/2025	To: 12/2029
Name	Anya Helena Piotrowski			
Home Address	842 Spaight St., Apt 2, Madison, WI 53703			
Occupation	Director Team of Operation & Advancement Systems			
Representing	Board Tresurer			
Term of Office		From:	09/2025	To: 12/2028
Name	Elizabeth Rody			
Home Address	1604 Commonwealth Dr. #8, Fort Atkinson, WI 53538			
Occupation	Director of Workforce Outreach			
Representing	Board Secretary			
Term of Office		From:	07/2021	To: 12/2027
Name	Salvador Carranza			
Home Address	301 Harbour Town Dr #225, Madison, WI			
Occupation	Retired			
Representing	Board Member			
Term of Office		From:	08/2021	To: 12/2027
Name	Amparo Moreno			
Home Address	1 Park Heights Ct, Madison, WI 53711			
Occupation	Educator			
Representing				
Term of Office		From:	07/2021	To: 12/2027
Name	Alyssa Marie Schuter			
Home Address	1608 State Rd 19, Marshall, WI 53559			
Occupation	Corporate Recruiter			
Representing	Board Member			
Term of Office		From:	10/2025	To: 12/2028
Name	Kevin Foley			
Home Address	6100 Midwood Ave, Monona, WI 53716			
Occupation	Education Administrator			
Representing	Board Member			
Term of Office		From:	08/2021	To: 12/2028

AGENCY GOVERNING BODY cont.

Name	Christopher Schmidt				
Home Address	1 S Pickney, Suite 410, PO Box 927, Madison, WI 53701				
Occupation	Lawyer				
Representing	Board Member				
Term of Office		From:	08/2021	To:	12/2028
Name					
Home Address					
Occupation					
Representing					
Term of Office		From:	mm/yyyy	To:	mm/yyyy
Name					
Home Address					
Occupation					
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Term of Office		From:	mm/yyyy	To:	mm/yyyy
Name					
Home Address					
Occupation					
Representing					
Term of Office		From:	mm/yyyy	To:	mm/yyyy

****Instructions: Complete this workbook in tab order, so the numbers will autofill correctly. Only fill in the yellow cells.**
Only use whole numbers, if using formulas or amounts with cents, convert to whole number before submitting to CDD.

Please fill out all expected revenues for the programs you are requesting funding for in this application.
 All programs not requesting funding in this application, should be combined and entered under NON APP PGMS
 (last column)

REVENUE SOURCE	AGENCY 2027	PROGRAM A	PROGRAM B	PROGRAM C	PROGRAM D	PROGRAM E	NON APP PGMS
DANE CO HUMAN SVCS	130,250	32,750	97,500				
UNITED WAY DANE CO	100,000	40,000	60,000				
CITY CDD (This Application)	200,000	40,000	160,000				
City CDD (Not this Application)	0						
OTHER GOVT*	967,687	146,490	821,197				
FUNDRAISING DONATIONS**	30,000	15,000	15,000				
USER FEES	15,000	7,500	7,500				
TOTAL REVENUE	1,442,937	281,740	1,161,197	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.

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

ACCOUNT CATEGORY	AGENCY 2025	TTL CITY REQUEST	PGM A	CITY SHARE	PGM B	CITY SHARE	PGM C	CITY SHARE	PGM D	CITY SHARE	PGM E	CITY SHARE	NON APP PGMS
A. PERSONNEL													
Salary	878,574	67,340	172,098	25,440	706,476	41,900							
Taxes/Benefits	279,779	13,820	63,293	5,280	216,486	8,540							
Subtotal A.	1,158,353	81,160	235,391	30,720	922,962	50,440	0	0	0	0	0	0	0
B. OTHER OPERATING													
Insurance	50,772	4,960	1,300	800	49,472	4,160							
Professional Fees/Audit	32,918	39,520	2,449	4,960	30,469	34,560							
Postage/Office & Program	67,603	1,480	19,056	680	48,547	800							
Supplies/Printing/Photocopy	17,619	6,630	2,679	630	14,940	6,000							
Equipment/Furnishings/Depr.	64,000	6,290	576		63,424	6,290							
Telephone	6,715	520	1,734	200	4,981	320							
Training/Conferences	588	250	0		588	250							
Food/Household Supplies	4,222	1,000	1,113		3,109	1,000							
Travel	1,280	1,000	0		1,280	1,000							
Vehicle Costs/Depreciation	35,000	3,280	0		35,000	3,280							
Other	1,140	0			1,140								
Subtotal B.	281,857	64,930	28,907	7,270	252,950	57,660	0	0	0	0	0	0	0
C. SPACE													
Rent/Utilities/Maintenance	105,901	12,010	5,310	2,010	100,591	10,000							
Mortgage Principal/Interest	0	0	0										
Depreciation/Taxes	0	0	0										
Subtotal C.	105,901	12,010	5,310	2,010	100,591	10,000	0	0	0	0	0	0	0
D. SPECIAL COSTS													
Assistance to Individuals	0	0											
Partner/Joint Agency/Agencies	0	0											
Contractors/Subcontractors	292,686	41,900	30,525		262,161	41,900							
Pymt to Affiliate Orgs	0	0											
Other	190,000	0	0		190,000	0							
Subtotal D.	482,686	41,900	30,525	0	452,161	41,900	0	0	0	0	0	0	0
TOTAL (A.-D.)	2,028,797	200,000	300,133	40,000	1,728,664	160,000	0	0	0	0	0	0	0

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

	2027	2027	2027	2027	2027	2027	2027	2027	2027	2027	2027
Title of Staff Position*	Program A FTE**	Program B FTE**	Program C FTE**	Program D FTE**	Program E FTE**	Total FTE	Annualized Salary	Payroll Taxes and Fringe Benefits	Total Amount	Hourly Wage***	Amount Requested from the City of Madison
Director of Education	1.00					1.00	52,684	26,066	78,750	37.86	14,633
ESL Coordinator	1.00					1.00	41,513	12,567	54,080	26.00	10,049
GED Coordinator	1.00					1.00	48,086	12,026	60,112	28.90	11,170
Coordinator	1.00					1.00	39,936	9,984	49,920	24.00	9,276
Director of Transportation		1.00				1.00	54,679	18,821	73,500	35.34	13,657
Transportation Manager		1.00				1.00	54,775	15,945	70,720	34.00	13,141
CDL Coordinator		1.00				1.00	39,936	9,984	49,920	24.00	9,276
Marketing & Community Engagement Dir (Tra		1.00				1.00	41,513	12,567	54,080	26.00	10,049
CDL Instructor		1.00				1.00	49,920	12,480	62,400	30.00	11,594
CDL Instructor		1.00				1.00	43,638	14,602	58,240	28.00	10,822
CDL Instructor		0.50				0.50	26,856	4,664	31,520	33.00	5,857
CDL Assistant Instructor		0.50				0.50	30,552	5,848	36,400	25.00	6,763
Manager of Workforce		1.00				1.00	52,008	12,992	65,000	31.25	12,077
Workforce Development Coordinator		1.00				1.00	40,500	11,500	52,000	25.00	9,662
Workforce Development Coordinator		1.00				1.00	40,500	11,500	52,000	25.00	9,662
Employment Coordinator		1.00				1.00	41,513	12,567	54,080	26.00	10,048
CEO	0.25	0.75				1.00	77,155	37,505	114,660	55.13	21,304
Finance & Grant Coordinator	0.25	0.50				0.75	42,696	9,798	52,494	33.65	9,753
ESL Instructor	0.13					0.13	6,000	500	6,500	25.00	1,207
						0.00	0		0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
SUBTOTAL/TOTAL:	4.63	12.25	0.00	0.00	0.00	16.88	824460.00	251916.00	1076376.00	573.13	200000.00

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.**

	2026	2026	2026	2026	2026	2026	2026	2026	2026	2026	2026
Title of Staff Position*	Program A FTE**	Program B FTE**	Program C FTE**	Program D FTE**	Program E FTE**	Total FTE	Annualized Salary	Payroll Taxes and Fringe Benefits	Total Amount	Hourly Wage***	Amount Requested from the City of Madison
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
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						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
TOTAL:	4.63	12.25	0.00	0.00	0.00	16.88	824460.00	251916.00	1076376.00	573.13	200000.00

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

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

Program Summary

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

Pgm Letter	Program Name	Program Expenses	2026 City Request
A	Education Pathways	PERSONNEL	30,720
		OTHER OPERATING	7,270
		SPACE	2,010
		SPECIAL COSTS	0
		TOTAL	40,000
B	Workforce Pathways	PERSONNEL	50,440
		OTHER OPERATING	57,660
		SPACE	10,000
		SPECIAL COSTS	41,900
		TOTAL	160,000
C	Workforce	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	0
D	Education	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	0
E	Outreach	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	0
TOTAL FOR ALL PROGRAMS			200,000