



# CRISIS INTERVENTION AND PREVENTION SERVICES

## 2025 REQUEST FOR PROPOSAL (RFP) APPLICATION

### Part 1 – Organization Narrative Form

Submit Application to: [cddapplications@cityofmadison.com](mailto:cddapplications@cityofmadison.com)

**Deadline: 4:30pm September 22<sup>nd</sup>, 2025**

*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 Crisis Intervention and Prevention (CIP) Service Area in the Community Resources Unit. There are two priority areas in the CIP RFP: *Crisis Intervention Support Services & Prevention Services and Activities*, each of which has two program types. Program types include 24/7 Helpline, Shelter Services, Community-based Individual/Family Support, and Building Community & Stabilization. Organizations can apply for each program type. Please refer to the guidelines for full program type descriptions 1.1.

Priority Areas	Crisis Intervention Support Services	Prevention Services and Activities
Program Types	<u>24/7 Helpline</u> – Organizations who provide gender-based violence crisis assistance via phone, text, online, in person, etc. Programs need to focus on youth and adults experiencing domestic violence, sexual assault, intimate partner violence, and/or human trafficking. Organizations are expected to have established policies and protocols for shelter operations, provide ongoing staff training, and promote practices that support staff well-being and self-care.	<u>Community-Based Individual &amp; Family Support</u> - Organizations who provide trauma-informed, coordinated support that assists individuals and families in meeting short-term basic needs and access services as they recover and work to improve overall personal and family well-being. These services aim to educate, inform, connect, and assist in system navigation.
	<u>Shelter Services</u> - Organizations must operate an existing shelter that serves individuals or households experiencing domestic violence or, in the case of youth, those without safe housing alternatives. Organizations are expected to have established policies and protocols for shelter operations, provide ongoing staff training, and promote practices that support staff well-being and self-care.	<u>Building Community &amp; Stabilization</u> – Organizations who provide community-wide or group-based activities that increase protective factors and reduce the likelihood of crisis, especially for communities disproportionately impacted by poverty and systemic inequity. These services aim to create spaces, educate, inform, and connect individuals to their neighbors and the district they live in.

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: Nancy Saíz, Community Development Specialist [nsaiz@cityofmadison.com](mailto:nsaiz@cityofmadison.com) or Yolanda Shelton-Morris, Community Resources Manager [yshelton-morris@cityofmadison.com](mailto:yshelton-morris@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 Nancy Saíz, [nsaiz@cityofmadison.com](mailto:nsaiz@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 1.1 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:	Literacy Network	Total Amount Requested:	\$ 100,000
All program(s) connected to your organization:	Program Name: Community English Amount Requested: \$ 100,000 Applicant Type: Single Agency Application Program Type: Building Community & Stabilization: ADULTS & FAMILY List Program Partner(s) (if applicable): Madison Public Library, Bayview Foundation		
	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):		
	Program Name:		Amount Requested: \$
	Applicant Type: Choose an item.		
	Program Type: Choose an item.		
	List Program Partner(s) (if applicable):		
	<b><i>If you are applying for more than four programs, please contact Nancy Saiz nsaiz@cityofmadison.com</i></b>		
Contact Person for application (Joint Applications - <b>Lead Org</b> ):	Autumn Jackson		Email: autumn@litnetwork.org
Organization Address:	701 Dane St., Madison, WI 53713	Telephone:	608-244-3911
501 (c) 3 Status:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Fiscal Agent <i>(if no)</i>	

**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.

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

Literacy Network has provided free personalized adult education services in Dane County for over 50 years. Our agency offers programs for literacy skill development, English as a Second Language (ESL), digital literacy, citizenship, and GED/HSED. We serve more than 1,500 adults and young adults from low-income households each year. Through one-on-one tutoring and group instruction, participants build their basic skills, increase employability, improve communication, and feel more at home in our community. Students at Literacy Network come from diverse backgrounds; they are united in their dreams of advancing their skills so that they can achieve their goals.

Our education services and wraparound support provide a unique opportunity for long-term skill development, which is crucial for individuals to build stability and find success in our community. Students at Literacy Network face the challenges of living with low income, as well as many systemic barriers. Still, they persevere in programs, advancing their English language and literacy skills so that they can transform their lives. We provide goal-based instruction and personalized wraparound support systems to help them succeed. Across programs, including in Community English, Literacy Network tailors classes and services to address participants' unique needs so that they are well-equipped to reach their goals, support their families, gain the confidence to

navigate our community, and experience a stronger sense of belonging. Our programs help participants get on a pathway to long-term stability, safety, and connection.

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

Literacy Network has many years of demonstrated success providing this program to adults in partnership with the City of Madison. Community English has been part of the City's Crisis Intervention and Prevention programming since the inception of this service area in 2022. Prior to that, Community English was funded by the City for nearly two decades as the programs English in the Schools and Family Literacy.

Over the last four years of our current grant cycle, Community English has surpassed the target for number served by more than double each year! In 2024, we served 369 people in the program, 295% of our target of 125. The program has consistently exceeded outcome target numbers as well. Demand for the program continues to be high; in the first half of 2025, Community English has already surpassed targets in total participants served and outcomes!

Community English program participants benefit from our targeted language instruction, the opportunity to connect with classmates, and the holistic impact on their well-being. They notice the impact and are proud of their accomplishments. After a semester of classes, Zujandri shared, "I have more confidence communicating." Dulce noted, "I can help my children more." Marybel is excited to advance her education: "I feel so motivated to continue learning and to grow." Liubov called the program "beautiful" and reflected on her advancing English skills: "I help my family to reach their goals. I help my kids grow up to be happy, confident and kind people."

Community English offers weekly classes in the neighborhoods where participants live and work, providing the opportunity for English-language-learning adults to advance their skills, make progress toward their long-term goals, and build community with classmates. Literacy Network has partnered with a variety of organizations over the last decade to offer these classes; partnerships include libraries, K-12 schools, and community centers in Madison and the greater Madison area. The Principal at longtime partner Nuestro Mundo Elementary School shared last year that the impact of Community English is clear: "I have seen families build relationships with others and find a support network. I have seen students develop the necessary English skills to broaden their employment options and gain access to higher paying jobs."

- 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 January 2025, Literacy Network acquired local nonprofit Omega School. The longtime Executive Director of that agency retired at the end of 2024, and the compatibility of our education-focused missions and complementary high school completion programming made it a natural fit to merge. We have maintained Omega's services as a program of Literacy Network and are expanding support for adults and young adults in Dane County who aim to earn a GED or HSED.

This expansion will expand opportunities, providing a supported internal pathway for Community English participants to more easily transition into high school completion programming if a GED or HSED is among their

goals. Omega School of Literacy Network offers individualized instruction and wraparound services in both English and Spanish.

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."

No Changes

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, Adverse Childhood Experiences [ACEs], culturally responsive services, etc.).

The Community English program is overseen by our Director of ESL Group Instruction. The current Director has a Master's in Linguistics, a Peace Corps TEFL certificate, and 13 years of experience in the ESL field, as well as seven years' experience directly managing the Community English program. Classes in the program are taught by trained, paid instructors, including both regular Literacy Network staff and LTE instructors hired on a semester-by-semester basis. Community English instructors have a Bachelor's or Master's degree in ESL, EFL, Applied Linguistics, Bilingual Education, or a related field, or have significant instructional experience. Current program instructors have an average of 8 years' experience in the ESL teaching field. All instructors receive an initial program orientation, professional development opportunities, and feedback on class observations. Literacy Network utilizes communicative methods for language instruction, and classes center on the topics students request to best support their goals related to family life, work, and community. Instructors participate in a rich learning community with our staff to share updates and methodologies, stay up-to-date with best practices, and benefit from a strong support network.

In addition to language and literacy instruction, Literacy Network offers culturally-responsive wraparound support services to participants via our Student Services department. Staff in this department share lived experience with our students and have an important role in building trust among our learning community. They are bilingual and bicultural, and many members of the team, including the current Manager, started their journeys with Literacy Network as students. This team oversees recruitment and new participant intake, provides wraparound support and resource connections, and advises and mentors students. Team members receive training on providing personalized referrals to community resources and culturally-competent responses to student needs requests.

Literacy Network supports all staff with professional development opportunities, which are determined by staff in collaboration with supervisors. An annual professional development budget allows each regular staff member to take advantage of local and online trainings. We also frequently share free relevant training opportunities internally. Literacy Network is a member of several state and national organizations which provide regular professional development relevant to adult education, including ProLiteracy, TESOL International, Wisconsin TESOL, the Coalition on Adult Basic Education, and Wisconsin Literacy.

**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 crisis intervention or prevention services for youth, individuals, or families at risk of or experiencing crisis due to gender-based violence.** What lessons or insights did you gain from those experiences and how will they inform you in your approach to the current partnership?



# CRISIS INTERVENTION AND PREVENTION SERVICES 2025 REQUEST FOR PROPOSAL (RFP) APPLICATION

## Part 2 - Program Narrative Form

Submit Application to: [cddapplications@cityofmadison.com](mailto:cddapplications@cityofmadison.com)

**Deadline: 4:30pm September 22, 2025**

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

---

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.**

**Do not attempt to unlock/alter this form. The front 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: Nancy Saíz, Community Development Specialist [nsaiz@cityofmadison.com](mailto:nsaiz@cityofmadison.com), or Yolanda Shelton-Morris, Community Resources Manager [yshelton-morris@cityofmadison.com](mailto:yshelton-morris@cityofmadison.com).

We are committed to assisting interested organizations understand and work through this application and funding process.

If you have any questions or concerns that are related to **technical aspects** of this document, including difficulties with text boxes or auto fill functions, please contact Nancy Saíz – [nsaiz@cityofmadison.com](mailto:nsaiz@cityofmadison.com)

## Part 2 - Program Narrative Form

Program Name:	Community English	Total Amount Requested for this Program:		\$ 100,000
Legal Name of Organization:	Literacy Network	Total amount Requested for Lead/Single Applicant		\$ 100,000
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	Autumn Jackson	Email:	autumn@li tnetwork.o rg	Phone: 608-244-3911
Program Type: Select <b>ONE</b> Program Type for this form.				
<input type="checkbox"/> <b>Crisis Intervention Support Services: 24/7 Helpline</b>  <input type="checkbox"/> <b>Crisis Intervention Support Services: Shelter Services</b>  <input type="checkbox"/> <b>Prevention Services and Activities: Community-Based Individual/Family Support</b>  <input checked="" type="checkbox"/> <b>Prevention Services and Activities: Building Community and Stabilization</b> <input checked="" type="checkbox"/> <b>Adults and Families</b> <input type="checkbox"/> <b>Youth ages 12-18 years old</b>				
<b>PLEASE NOTE:</b> 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.

Census data shows that at least one in seven adults in Dane County face challenges with reading, writing, and/or English language skills; data from the Program for the International Assessment of Adult Competencies shows that the need may actually be as high as one in four. These skills are directly linked to individual and family well-being, community connectedness, family health, children's educational success, and household income. The National Assessment of Adult Literacy has found that the lower an individual's literacy skills are, the more likely they are to live in poverty. Adult education is a catalyst for economic mobility and social improvement; a benchmark study by ProLiteracy shows that adults who participate in 100+ hours of education programs increase their annual incomes over time by an average of nearly \$10,000 over those who don't participate.

Literacy and language skills are tied to a wide variety of social factors and advancing those skills has a positive effect on strengthening communities and reducing overall risk factors for crises. Education also leads to healthier communities: per the Institute of Medicine, literacy skills are the strongest single predictor of an individual's health status.

Opportunities that lead to financial security and social well-being are especially crucial for women in our community. About two-thirds of Literacy Network and Community English participants each year are women. In Dane County, women earn on average \$17,000 less per year than their male counterparts. Latina women, who made up 40% of Community English participants last year, are the lowest-paid demographic in the county.

The immigrant and refugee communities served by Community English are the fastest-growing sectors in Dane County and Madison. With children of immigrants twice as likely to grow up in poverty, education opportunities for English-learning parents and caregivers help ensure a pathway to stability and create safer and more connected communities. Both low literacy and poverty



tend to recur in intergenerational cycles. The National Center for Families Learning shows that one way to break that cycle is to provide educational opportunities for parents as they support their children's education. Studies also show that a mother's literacy level is the single greatest determinant in a child's educational success, and that parental involvement influences a child's academic performance more than the quality of the school.

In Literacy Network's Community English classes, English-language-learning adults create community and learn how to access family-stabilizing community resources. They advance the language and communication skills that lead to improved employment opportunities, thereby reducing the economic pressures that lead to instability and crises. The classes also foster critical thinking skills, connect and empower marginalized individuals and communities, encourage positive parenting and involvement in children's academic success, and reduce social isolation. One student recently commented, "I like this class because we are social with each other."

Many participants share the importance of belonging, and report that they experience an increased sense of connection and social acceptance in their Literacy Network program. In our 2025 student survey, student comments included, "I love the community," "[I like] the connections I make with others," and "Literacy Network is a good place that feels like being at home, like being part of something good (belonging)."

- 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?

Literacy Network's Community English program serves adults who want to improve their English language skills to reach goals such as supporting their children's education, understanding local resources, navigating the community more comfortably, and enhancing employment opportunities. By advancing their skills, participants are empowered and improve their long-term well-being and that of their family. Community English helps participants open doors to new opportunities and community connections.

The program is designed to advance adults' English language comprehension and skills through authentic materials and lessons that encourage them to engage more actively with the community, feel safer and more comfortable utilizing local resources, and address their specific needs and goals.

Community English is building community and stabilization in alignment with the City of Madison's Crisis and Intervention Services priorities by providing free classes that empower adults from communities disproportionately impacted by poverty and systemic inequities. The program gives participants an opportunity to build their skills so they can achieve life-changing goals and experience stability, a reduction in likelihood of crisis, and improved overall quality of life.

- 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.

In Community English, English-language-learning adults participate in free classes and build their language skills so that they can reach their goals. As a result of their increased skills, they are better prepared to advocate for themselves and their families. They also increase their familiarity with and ability to navigate important community resources, such as schools, libraries, and community centers.

Community English classes are designed to meet our students' needs and are offered at times and locations students can access with ease. We offer both leveled and multi-level class options at partnering agencies throughout the community as well as online; program partners include local schools, libraries, and community centers. Sessions are held weekly for 12-14 weeks at a time over three semesters per year.

All instruction is provided in Plain English following best practices in the field so that speakers of any language can join classes and advance their skills. Communication-based language instruction is delivered through real-life topics that are meaningful to participants and will help them reach their goals. Lesson plans and class curricula are tailored to the needs and goals of each group of participants and are culturally and linguistically responsive. Commonly-requested curriculum topics include making small talk in the community, navigating daily interactions, having conversations with teachers and doctors, and scheduling appointments.

Community English not only provides an opportunity for adults to advance their skills and work toward their goals, but also creates a sense of community. Program participant Andrea told her instructor that the classes "have become a cherished part of my week, providing some of the only adult face to face conversations in my life." Olha, an 80-year-old woman from Ukraine, created a special community with her young Senegalese classmates; the men, in their 20s, always sat with her to collaborate on activities. Olha was proud to tell her instructor at the end of the semester: "They are my grandchildren now."

At least 24 classes will be provided in 2026, over three semesters, at Literacy Network as well as at partner locations and via virtual platforms. Participants will advance their English communication skills, gain confidence participating in our community, and increase their sense of belonging in our community.

## 2. POPULATION SERVED

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

Community English serves English-learning adults whose goals relate to family support and community engagement: they are parents, caregivers, and adults who want to better support their children's education, understand local resources, find a sense of belonging, more confidently navigate the community, and feel empowered to improve their lives. Our students are immigrants and refugees; last year, program participants came from 62 home countries. Nearly all participants are in low-income households and have goals that will help them attain greater economic stability. About two-thirds of program participants are women and over 90% are from BIPOC communities. Of those who chose to share racial or ethnic identity last year, 64% of participants identified as Hispanic/Latino, 12% as Black or African, 11% as Asian, and 5% Middle Eastern/North African. The age ranges of CE students are similar to our agency-wide demographics: last year, 26% of participants were ages 18-29, 32% ages 30-39, 22% 40-49, 13% 50-59, and 7% age 60+. Participants in Community English include multiple generations and many different family structures: in the program, parents, guardians, and family members learn the English they need to support each other and succeed in our community.

This program has existed under different names at Literacy Network for more than two decades. We have reshaped the program structure, curricular focus, class locations, and schedules in response to participant and community feedback, which we elicit every semester.

We also seek student input in designing the lessons of each class. Because literacy, language, and digital skills impact every area of our lives, the needs and goals of our student population are wide-ranging. For instance, Alicia joined classes because she wants to be able to talk with her English-speaking grandson, while Judith recently opened her own childcare center and wants to improve her written communication with parents. Nancy wants "to be able to help my daughter with school and the doctor and to have better opportunities." Johanna has a master's degree in analytical chemistry from her home country but currently works in food service: "I want to change jobs but I need to speak, write and listen to English very well." Instructors look at the goals of participants in each class and design lessons that will help them work toward those goals.

- 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.

The data below is from our 2024 Community English program:

Race	# of Participants	% of Total Participants
White/Caucasian	26	7%
Black/African American	41	11%
Asian	37	10%
American Indian/Alaskan Native	1	0.2%
Native Hawaiian/Other Pacific Islander	0	0%
Multi-Racial	3	0.8%
Balance/Other	261	71%
Total:	369	
Ethnicity		
Hispanic or Latino	214	58%
Not Hispanic or Latino	155	42%
Total:	369	
Gender		
Man	115	31%
Woman	246	67%
Non-binary/GenderQueer	1	0.2%
Prefer Not to Say	7	1.8%

Total:	369	
--------	-----	--

Comments (optional): Many program participants who identify as Hispanic/Latino do not select an additional racial category; the majority of participants in the “Balance/Other” racial category identified only as Hispanic/Latino.

- 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.

Community English participants find community, support, and new opportunities as they build their language skills. Adults from diverse backgrounds come together in the program and make important connections. Last year, 62 different home countries were represented in the program, and 46 first languages were spoken by participants.

Linguistic and cultural responsiveness are essential to Literacy Network’s mission. Many of our staff are bilingual and/or bicultural, including speakers of Spanish, Arabic, Dutch, French, Mandarin, Persian, and Portuguese. Staff are trained to use Plain English, a written and spoken communication style that ensures all participants, including speakers of other languages and English speakers working to improve their literacy, can access organization information. Program registration, intake, and needs survey materials are offered in Plain English and Spanish, the most common second language among students. We also utilize phone-based interpretation services as needed.

As described above, class curricula and lessons are shaped by our students’ stated needs and goals. This ensures not only that the materials and information provided in class are most relevant to them and will have the strongest impact on their lives, but also that it is culturally relevant and accessible.

- D. Recruitment and Engagement Strategy:

a. **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.*

Literacy Network advertises Community English classes and our general program registration sessions before each new semester begins; we share class schedules and registration information with our community via social media, through a wide partnership network in Dane County, and via bilingual features on La Movida Radio. Community English site partners are also essential in recruitment, as they promote classes among their existing service communities and through connections they have with English-language-learning families in their neighborhoods.

We ask new enrollees how they learn about our services, and most Literacy Network students share that learn about us through word-of-mouth, a testament to the trust we have built with our students and their communities and the strong programs we deliver. Because of the strength of our reputation and the popularity of our programs, Literacy Network has not had to enhance or expand recruitment efforts to fill classes. Over the last four years, demand has consistently been high for all of Literacy Network’s English programming, including Community English; the program under the City’s Crisis Intervention and Prevention service area has surpassed target numbers and outcomes in this time.

b. **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?*

Literacy Network offers a variety of Community English classes each semester; we regularly survey current and potential students to learn when, where, and how they prefer to take classes, and adjust our schedules accordingly. In response to student preferences, most Community English classes are held weekday evenings and Saturday mornings. Classes are held at Literacy Network, via Zoom, and at partner locations throughout our community. Literacy Network is located on South Park St. within walking distance of the Madison Metro South Transfer Point, Madison College South Campus, Goodman Public Library, YWCA, Urban League of Greater Madison, Catholic Multicultural Center, and Centro Hispano. Partner sites provide additional access to programming in neighborhoods where our students live or work, or where their children attend school. Childcare is provided by partnering organizations at select sites to ensure that parents and

caregivers are also able to attend classes. We also offer select Community English classes online each semester, helping mitigate barriers such as transportation, childcare, and potential cultural discomfort with in-person classes.

Additionally, our team checks in with all new enrollees and continuing participants to assess barriers to participation and to make referrals to supportive community resources. We take a holistic approach to wraparound services, understanding that mitigating challenges faced by our students will help them be able to dedicate time to classes. Literacy Network has built a strong reputation in our community and is a trusted resource among English-language-learning adults in the Madison area.

**c. 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).*

New Community English participants are enrolled in the program either via our in-person registration sessions, by phone, or in class. Intake at registration sessions includes both informal and formal English proficiency tests to determine level; phone and in-class registrations utilize informal assessments. Staff also engage participants in personalized conversations to create a Personalized Education/Employment Plan (PEP). The PEP elicits information about the student's past educational experiences and helps them set goals around education, work, family, and community. Student goals are the foundation of our services; we work to make program experiences as culturally and individually relevant as possible, and regularly revise services, methodology, and materials based on participants' needs as well as their feedback.

During intake and throughout participation, Literacy Network checks in with students. We listen to their stories, understanding that many people in our community have experienced significant educational and professional setbacks throughout their lives due to poverty, racism, sexism, trauma, and negative experiences in public education. We approach our services by centering their courage in seeking out educational opportunities in the face of these challenges. Literacy Network respects participants' vulnerabilities and their strengths. We encourage them to persist in programs and provide connections to important community resources.

### **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.,).

Community English classes teach adults the English language skills they need to open doors to employment and training opportunities, support their and their families' well-being, and navigate resources in our community. We will hold at least 8 Community English group classes each semester, for three semesters per calendar year. Classes are free for participants and are held once or twice weekly for 1.5 or 2 hours at a time, on schedules based on feedback from our learning community and program partners. We will offer at least 575 program hours over the course of the year. Classes have a maximum capacity of 25 or 30, depending on the class level, classroom space constraints, and demand.

Language instruction is communicative and goal-based, meaning that lessons focus on practical applications. Every class is uniquely tailored to participants' goals, needs, challenges, and levels; instructors apply their training and experience to create individualized lessons. Topics addressed in class are meaningful to participants and relevant to their goals. For example, classes may deliver language instruction through lessons on topics such as: navigating everyday conversations in the community, communicating with a child's teacher or school staff, understanding health information or making appointments, and accessing local resources such as libraries and social services. Instructors have access to Literacy Network's extensive library of authentic, contextualized materials and vetted textbooks, as well as activities previously developed by the Program Director and instructors.

**B. Use of Evidence-Based or Promising Practices:**

Please identify any evidence-based or evidence-informed models, practices, or curricula used, including sources or documentation of their effectiveness. If your program does not use a formal evidence-based model, describe the rationale for your approach and how it aligns with the goals of crisis intervention and prevention.

Literacy Network has many years of demonstrated success providing English language instruction and related wraparound services to adults, in partnership with the City of Madison and other supporting entities. The Community English program has consistently surpassed outcomes for the last four years. Our approach to

language instruction is competency-based, meaning that participants work on skills they can immediately apply in the community and that examples and materials used in class are authentic. Literacy Network designs educational programming in accordance with best practices for adult language and literacy acquisition. For instance, research shows that language learning is most effective when participants inform their own goals and objectives. Goal-setting is an essential first step in our programs. We also value the backgrounds and experience our students bring. Research from CUNY advocates for a “whole person” approach to adult education in which it is key to “acknowledge students’ life experiences and prior knowledge.” Instructors and staff demonstrate cultural competence, respect, patience, and kindness. Additional research in the field from CUNY states that “the classroom should be an emotionally safe and sympathetic space for learning where adults students feel encouraged by the instructor and by each other.” When asked students what they like about Literacy Network in a recent survey, dozens of comments referred to our teachers, and to the atmosphere of kindness. This is key in Community English, where classes build an empowering community and create the opportunity for camaraderie and friendships. Wraparound supports are a crucial component of Literacy Network’s services, as personalized support is key to success in adult education. The American Council on Education has recognized that support services for adult learners help increase persistence and program completion, and the U.S. Department of Education has argued that such support systems are crucial for adults to transition from literacy and language programs into college or job training opportunities.

- 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	Choose an item.	Choose an item.
Tuesday	Choose an item.	Choose an item.
Wednesday	Choose an item.	Choose an item.
Thursday	<b>6:00 PM</b>	<b>7:30 PM</b>
	Meadowridge Library (Madison Public Library)	Meadowridge Library (Madison Public Library)
Friday	Choose an item.	Choose an item.
Saturday	<b>10:00 AM</b>	<b>12:00 PM</b>
	Goodman South Madison Library (Madison Public Library)	Goodman South Madison Library (Madison Public Library)

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	6:00 PM	7:30 PM
	Bayview Community Center	Bayview Community Center
Tuesday	Choose an item.	Choose an item.
Wednesday	6:00 PM	7:30 PM
	Bayview Community Center	Bayview Community Center
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:

The tables above represent schedules for partnerships with Madison Public Library and Bayview Community Center; the locked text does not allow us to edit the "Program Location" line.

Literacy Network's Community English Program offers at least eight unique classes each semester at our learning center, online, and in partnership with local organizations. The partners listed above (Madison Public Libraries and Bayview) each host two separate classes.

In 2026, we plan to offer Community English classes at Literacy Network, virtually, and in partnership with MPL and Bayview. Additional likely partnerships include Nuestro Mundo Elementary School, Reach Dane, Vera Court Community Center, as well as other local libraries and schools. The schedule for each will vary based on the needs identified by the partner sites, though classes are typically in the early evenings Monday through Thursday, or Saturday mornings.

#### **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.

Literacy Network programs are built on what students need and want. We regularly gather participant feedback on program direction, curricula, topics, formats, and schedules. Community English participants are invited to provide input and feedback to help shape and improve the program. Surveys at the beginning of the semester inform skill focus, topics, and pace of instruction, and regular post-unit surveys help determine future lesson plans and materials. End-of-semester surveys reflect on the effectiveness of the curricula, the quality of

the instruction, relevance to their goals, the learning atmosphere, and any suggestions for improvement. Survey results and participant feedback are compiled and reviewed by program staff and shared with site partners. All information gathered is used to guide program and curricula improvements. Additionally, Literacy Network conducts an annual agency-wide survey to ensure we are aware of shifting trends in what our students want and need.

Our Student Leadership Council, a group of current and former Literacy Network students, also meets monthly to guide our agency, develop messaging, and represent our student body in major agency decisions. This group provides regular feedback as well on program structures and effectiveness.

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.

Partnerships are key to the Community English program. Literacy Network works with local partners like libraries, schools, and community centers to identify high-need neighborhoods for service. As important stakeholders, program partners not only collaborate to ensure the success of the classes, but provide feedback on program structure, schedules, efficacy, and impact. Regular meetings are scheduled with site partners to review the program in the middle of and at the end of each semester, giving us the opportunity to synthesize partner, participant, and instructor feedback, analyze, and suggest adjustments to the classes so that we can ensure the program meets the needs of our community.

Partnering sites also recruit new program participants from their neighborhoods and their service communities, leveraging existing warm relationships to encourage adults in need of language support to enroll in Community English classes.

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)?
Madison Public Library	Madison Public Library will host weekly classes on-site at local library branches, help recruit participants for the classes, and collaborate with Literacy Network instructors regarding class activities.  Madison Public Library also provides a small amount of funding toward the cost of instruction.	Tana Elias	No Not yet - forthcoming for 2026
Bayview Foundation (Bayview Community Center)	Bayview Foundation will host weekly classes on-site at their community center, help recruit participants for the classes, and collaborate with Literacy Network instructors regarding class activities.	Nate Schorr	No Not yet - forthcoming for 2026

	Bayview Foundation also provides free concurrent childcare and a small amount of funding toward the cost of instruction.		

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

Additional program partners will be determined each semester based on student and neighborhood needs. Recent site partners who will also be approached about continuing programming into the coming year include Nuestro Mundo Elementary, Reach Dane, and Vera Court Community Center. MOUs have not yet been created for 2026 partnerships but are forthcoming.

How do these partnerships enhance this proposal?

The Community English program is greatly enhanced by partnerships; together with other entities, we can serve community members more effectively. Site partners host classes, expanding the reach of the program and ensuring that instruction is available in high-need neighborhoods. Partners also assist with recruitment for the classes, leveraging their existing relationships with English language learners and their families, and provide authentic learning materials to supplement class curricula. Select sites also offer free concurrent childcare to ensure accessibility to parents.

On-site classes ensure accessibility to people who live and work in various neighborhoods, and help facilitate access to important local resources, such as libraries, K-12 schools, and community centers. Program partners often provide tours and presentations during classes; for instance, partnering Madison Public Library branches give an overview of services to participants and assist students in signing up for library cards.

Program partners also provide a small amount of funding each semester to help offset program and instruction costs. These contributions account for approximately 13% of the program budget.

What are the decision-making agreements with each partner?

Partnerships in Community English are mutually beneficial and focused on serving our community. New partnerships form when local organizations identify a need in their community and contact our staff, or occasionally when Literacy Network assesses a high need in a specific neighborhood.

Our staff work with each site partner to review the Letter of Agreement ahead of each semester of programming, ensuring that both parties are fully aware of our responsibilities. We work in tandem to determine the class schedule that would best suit potential participants, as well as relevant curriculum topics.

- 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?

In addition to Community English site partners, Literacy Network maintains a variety of additional partnerships to create a robust support network for participants. Our staff regularly check in with students to learn about their and their families' needs, and we maintain an extensive referral network to connect them with supportive community resources. Our collaborations include: other local adult education services, including Madison College and Latino Academy; career training opportunities such as those at Centro, YWCA, and Urban League; community centers with family programming, including NewBridge and Vera Court; and local libraries, school districts, and other nonprofit agencies.

Literacy Network staff ask participants about barriers, challenges, and family needs at program enrollment and offer connections to helpful community resources, including agencies offering support with housing, jobs,



childcare, transportation, healthcare, mental health, food assistance, legal services, and basic supplies needs. Staff also check in throughout the semester and at program exit or re-enrollment. Our Student Services department provides regular wraparound support, twice-a-year needs surveys, and resource connections.

## 5. PROGRAM QUALITY, OUTPUTS, OUTCOMES AND MEASUREMENT

### A. Program Outputs – Please tell us how you are measuring your output data such as: Unduplicated Youth, Individuals, Families, Community Events, Program Hours, etc. Please see Guidelines 1.1

Participants are adult English language learners who attend Community English classes. Class attendees are considered participants and included in outcome data once they have reached six hours of instruction (having attended 3 or 4 classes, depending on the length of the class). Participants are counted once annually, no matter how many semesters they attend; many participants re-enroll for multiple semesters to continue making progress toward their goals. Literacy Network also tracks the number of Personalized Education/Employment Plans (PEPs), which are individualized service plans.

Program hours include all class hours offered throughout the year. Most classes run 1.5 or 2 hours per week for three semesters per year. Instructional hours count all individual participants' attendance in classes.

### B. Program Outcomes

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

Participant data is collected at program entry, through one-on-one intake interviews. This data is stored in Literacy Network's secure cloud-based database and is updated throughout participation, including at program re-enrollment or exit, and through individual advising conversations. At semester re-enrollment or at program exit, participants are asked about their experiences in the program and given the opportunity to reflect on recent achievements they have had as a result of improved language and literacy skills. All relevant outcome and achievement data is tracked on each individual student record.

Common examples of achievements shared include: connecting more with neighbors or other community members, improving daily English communication, making an appointment, improving employment, connecting with children's teachers, getting a library card, or increasing civic engagement.

In Community English, we also track mastery of class competencies and self-reported data on improved or increased communication with schools and in the community. Instructors and the program manager use class activities, self-assessments, and comparison of initial skills to progress made to determine competency completion.

In addition to tracking program outcomes data, Literacy Network is always thoughtful about truly listening to students' stories so that we can celebrate and share their achievements. Participants set their own goals and identify their learning priorities, and so success is unique for each person. For instance, Jennifer joined the program when her son started middle school; she set the goal of getting comfortable communicating with school staff. After participating in the class, she shared that she felt more confident using English to discuss her son's academic progress with his teachers!

These outcomes set below double the targets in the program over previous years. The Community English program has consistently surpassed outcomes in the last four years, with high enrollment, participation, and impact!

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. Youth-specific programs are **required** to report on the youth outcomes identified in the RFP. In addition to these required outcomes, 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 clients report services were accessible, inclusive, and responsive to their individual identities and experiences ( this is an EXAMPLE ONLY and is NOT REQUIRED).

<b>Performance Standard</b>	<b>Targeted Percent</b>	75%	<b>Targeted Number</b>	90 of 120 clients
	<b>Actual Percent</b>	78%	<b>Actual Number</b>	94 out of 120 clients
<b>Measurement Tool(s) and Comments:</b> Client exit survey and open-ended feedback forms				
<b>Methodology:</b> 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.				

<b>Outcome Objective #1:</b> At least 80% of participants will report improved social relationships, English communication skills, and confidence participating in community activities and events.				
<b>Performance Standard</b>	<b>Targeted Percent</b>	80%	<b>Targeted Number</b>	200 of 250
	<b>Actual Percent</b>		<b>Actual Number</b>	
<b>Measurement Tool(s) and Comments:</b> Participation in classes, end-of-semester survey forms, and/or feedback provided to staff in end of semester interviews				
<b>Methodology:</b> A primary measurement tool is the end-of-semester survey, which may be completed as a form or in a one-on-one conversation with Literacy Network staff. Participants are also frequently asked for feedback during their class participation.				

<b>Outcome Objective #2:</b> At least 80% of participants will report an increased sense of trust, connection, and belonging within their communities as a result of program participation.				
<b>Performance Standard</b>	<b>Targeted Percent</b>	80%	<b>Targeted Number</b>	200 of 250
	<b>Actual Percent</b>		<b>Actual Number</b>	
<b>Measurement Tool(s) and Comments:</b> End-of-semester survey forms and/or feedback provided to staff in end-of-semester conversations.				
<b>Methodology:</b> A primary measurement tool is the end-of-semester survey, which may be completed as a form or in a one-on-one conversation with Literacy Network staff. Participants are also frequently asked for feedback during their class participation.				

<b>Outcome Objective #3:</b> At least 80% of surveyed participants report that services were accessible, inclusive, and responsive to their individual identities and lived experiences.				
<b>Performance Standard</b>	<b>Targeted Percent</b>	80%	<b>Targeted Number</b>	80 out of 100 surveyed
	<b>Actual Percent</b>		<b>Actual Number</b>	
<b>Measurement Tool(s) and Comments:</b> Annual student survey, conducted in the summer, as well as end-of-semester survey forms, and/or feedback provided to staff in end-of-semester conversations.				
<b>Methodology:</b> A primary measurement tool is the annual student survey Literacy Network conducts to gather feedback to help improve services. We may also use end-of-semester program surveys, completed as a form or in a one-on-one conversation with Literacy Network staff. Feedback is also regularly invited from participants.				

*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?  
 Literacy Network collects demographic data from all program participants via a culturally-competent intake process at program entry. We update this information throughout participation. Personal data gathered

includes contact, demographic, family, income, and education history information, permissions to share writing and photos, placement test scores, and long- and short-term goals. All data is stored in our secure cloud-based database. Staff also note student outcomes, achievement, and feedback in this database, which allows us to create reports to compile, aggregate, and analyze results.

Program activities are tracked through instructor reports and regular check-ins with supervisors and the program director. Literacy Network staff maintain regular communication with program partners to share class progress and program impact. Outcome measurement data is gathered via one-on-one conversations, in-class surveys, and end-of-semester forms. Instructors evaluate progress and assess language gains by reviewing students' PEPs and initial English assessments, class participation, and mastery of content. Program expenses, most of which are in staffing costs, are tracked by Literacy Network's Grants Manager in coordination with our Financial & Administrative Specialist and our contract accountant.

## 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)
Director of ESL Group Instruction 0.4 FTE in program; 1.0 FTE total		Bachelor's or Master's degree in ESL, EFL, Applied Linguistics, Bilingual Education, or a related field	Literacy Network
Regular staff instructors 0.35 FTE		Bachelor's or Master's degree in ESL, EFL, Applied Linguistics, Bilingual Education, or a related field	Literacy Network and various partner sites throughout community
LTE (limited-term) instructors 2.0 FTE		Bachelor's or Master's degree in ESL, EFL, Applied Linguistics, Bilingual Education, or a related field, or significant relevant instructional experience	Literacy Network and various partner sites throughout community
Student Services Coordinators 0.45 FTE		Fluency in English and Spanish Internal Plain English training	Literacy Network
Associate Director 0.1 FTE		Bachelor's or Master's degree in language instruction and extensive program management experience	Literacy Network

- B. Volunteers: Describe your process for screening, training, and supervising volunteers who will have direct contact with program participants.  
Community English classes are taught by skilled, paid instructors. Occasionally volunteer teaching assistants (TAs) provide additional support in classes, especially when classes are multi-level or large. Volunteer TAs are recruited from among skilled current or previous Literacy Network tutors, receive initial training from Literacy Network staff and follow the guidance of the class instructor during each lesson.  
All Literacy Network volunteers who are in contact with students or handle student data sign a confidentiality agreement.
- 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.  
Site partners provide in-kind space for classes offered at their location. Literacy Network provides classroom space for any Community English classes at our office, as well as a host Zoom subscription for virtual classes.  
Materials used in classroom include activities created in-house as well as lessons and activities drawn from Literacy Network's extensive resource libraries of textbooks, authentic materials (such as newspapers), and realia (tangible objects used as teaching aids). Printing and copying constitute the major supply expenses for the Community English program, as reflected in the 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. Literacy Network's current Board of Directors President is Tana Elias, Director of Madison Public Library, who serves in this role on her personal time. She is also the signatory for Community English MOUs between Literacy Network and Madison Public Library, though our staff coordinate directly with staff at each of the partnering branches to determine class and schedule details.

### B. Disclosure of Contract Failures, Litigations

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

N/A

## APPLICATION FOR 2025 CRISIS INTERVENTION AND PREVENTION SERVICES PROGRAMS

## 1. ORGANIZATION CONTACT INFORMATION

Legal Name of Organization	Literacy Network
Mailing Address	701 Dane St., Madison, WI 53713
Telephone	608-244-3911
FAX	N/A
Director	Robin Ryan
Email Address	robin@litnetwork.org
Additional Contact	Autumn Jackson
Email Address	autumn@litnetwork.org
Legal Status	Private: Non-Profit
Federal EIN:	51-0180488

## 2. PROPOSED PROGRAMS

		2026	If currently City funded	
Program Name:	Letter	Amount Requested	2025 Allocation	Joint/Multi Application - SELECT Y/N
Community English	A	\$100,000	\$44,310	No
Contact:				
	B			
Contact:				
	C			
Contact:				
	D			
Contact:				
	E			
Contact:				
TOTAL REQUEST		\$100,000		

## 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](http://cityofmadison.com/civil-rights/contract-compliance).

**CITY OF MADISON CONTRACTS**

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

**INSURANCE**

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

**4. SIGNATURE**

Enter name:

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

DATE

INITIALS:

If costs.

t,

s.

ng  
ies.

**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	POVERTY	R/POV**
					Percent	Percent	Percent
<b>TOTAL</b>	18	100%	47	100%			
<b>GENDER</b>							
MAN	8	44%	4	9%			
WOMAN	10	56%	43	91%			
NON-BINARY/GENDERQUEER	0	0%	0	0%			
PREFER NOT TO SAY	0	0%	0	0%			
TOTAL GENDER	18	100%	47	100%			
<b>AGE</b>							
LESS THAN 18 YRS	0	0%	0	0%			
18-59 YRS	14	78%	43	91%			
60 AND OLDER	4	22%	4	9%			
TOTAL AGE	18	100%	47	100%			
<b>RACE</b>							
WHITE/CAUCASIAN	14	78%	34	72%	80%	67%	16%
BLACK/AFRICAN AMERICAN	2	11%	1	2%	7%	15%	39%
ASIAN	1	6%	2	4%	8%	11%	28%
AMERICAN INDIAN/ALASKAN NATIVE	0	0%	0	0%	<1%	<1%	32%
NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	0	0%	0	0%	0%	0%	0%
MULTI-RACIAL	0	0%	2	4%	3%	4%	26%
BALANCE/OTHER	1	6%	8	17%	1%	2%	28%
TOTAL RACE	18	100%	47	100%			
<b>ETHNICITY</b>							
HISPANIC OR LATINO	1	6%	8	17%	7%	9%	26%
NOT HISPANIC OR LATINO	17	94%	39	83%	93%	81%	74%
TOTAL ETHNICITY	18	100%	47	100%			
<b>PERSONS WITH DISABILITIES</b>	1	6%	1	2%			

\*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)**

Literacy Network currently has 18 Board members; one person is not listed here (Seth Umbaugh), given that there are only 17 spaces. Board members are united by their belief in Literacy Network's mission and in their desire to inform our organization's work. They bring diverse experience, backgrounds, and perspectives. Our Board includes former Literacy Network students, family members of former students, Literacy Network tutors, and people who share lived experience with our students.

Like our student body, the majority of our Board and staff are women. Our staff includes immigrants, bicultural individuals, and current and former students. About a third of current staff members shared lived experience with our students.

Our agency strives to continually improve our approach to advancing equity and inclusion, and to ensure our staff and Board are representative of and inclusive to the communities we serve. Literacy Network is actively working to increase representation of students and those with shared lived experiences on our Board of Directors and staff. These efforts include thoughtful recruitment for hiring, including encouraging current and former students to apply. We have also built a direct pathway from our Student Leadership Council to the Board of Directors; this year, we welcomed our first Board member from this path.





## 7. AGENCY GOVERNING BODY

How many Board meetings were held in 2024

8

How many Board meetings has your governing body or Board of Directors scheduled for 2024?

8

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

18

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

<b>Name</b>	<b>Tana Elias</b>				
Home Address	3087 Edenberry St, Fitchburg WI 53711				
Occupation	Director, Madison Public Library				
Representing	President				
Term of Office	4 year	From:	05/2022	To:	05/2026
<b>Name</b>	<b>Douglas Keillor</b>				
Home Address	5521 Forge Dr, Madison WI 53716				
Occupation	Retired; former Executive Director of Madison Teachers, Inc.				
Representing	Vice President				
Term of Office	3 year	From:	05/2023	To:	05/2026
<b>Name</b>	<b>Ryan Smith</b>				
Home Address	1218 Manor Dr, Mt. Horeb WI 53572				
Occupation	AVP, Business Banking, Park Bank				
Representing	Treasurer				
Term of Office	2 year	From:	06/2024	To:	05/2026
<b>Name</b>	<b>Anne Karch</b>				
Home Address	1915 Adams St, Madison WI 53711				
Occupation	Retired; former reading specialist				
Representing	Secretary				
Term of Office	4 year	From:	05/2022	To:	05/2026
<b>Name</b>	<b>Jeff Boudreau</b>				
Home Address	23 W. Main St, Madison WI 53703				
Occupation	VP Community Banking Market Manager, Old National Bank				
Representing	Member				
Term of Office	2 year	From:	06/2024	To:	05/2026
<b>Name</b>	<b>Lindsay Broms</b>				
Home Address	5564 Colleen Circle, Fitchburg WI 53711				
Occupation	Senior VP of Development, Boys & Girls Club of Dane County				
Representing	Member				
Term of Office	3 year	From:	05/2023	To:	05/2026
<b>Name</b>	<b>Melissa Burchell-Dogra</b>				
Home Address	4218 Sprecher Rd, Madison WI 53718				
Occupation	Corporate Attorney, Hy Cite Enterprises				
Representing	Member				
Term of Office	2 year	From:	06/2024	To:	05/2026
<b>Name</b>	<b>J. Corkey Custer</b>				
Home Address	14 Pinehurst Circle, Madison WI 53717				
Occupation	Managing Partner, Custer Burish Financial Services				
Representing	Member				
Term of Office	4 year	From:	05/2022	To:	05/2026



## AGENCY GOVERNING BODY cont.

<b>Name</b>	<b>Becky Funk</b>				
Home Address	713 Gannon Ave, Madison WI 53714				
Occupation	Real Estate Agent, First Weber				
Representing	Member				
Term of Office	2 years	From:	01/2024	To:	05/2026
<b>Name</b>	<b>Shannon Krueger</b>				
Home Address	306 Breckenridge Rd, Verona WI 53593				
Occupation	Senior Manager of Legal Operations, Trustage				
Representing	Member				
Term of Office	3 years	From:	05/2023	To:	05/2026
<b>Name</b>	<b>Stephanie Le</b>				
Home Address	4202 Tomscot Trail, Madison WI 53704				
Occupation	Restaurateur, Little Palace and Ha Long Bay				
Representing	Member				
Term of Office	3 years	From:	05/2023	To:	05/2026
<b>Name</b>	<b>Quentin Riser</b>				
Home Address	4605 Pawnee Pass, Fitchburg WI 53711				
Occupation	Assistant Professor, Human Development & Family Studies, UW-Madison				
Representing	Member				
Term of Office	2 years	From:	05/2025	To:	05/2027
<b>Name</b>	<b>Kate Rohach</b>				
Home Address	8301 Flagstone Dr, Apt 209, Madison WI 53719				
Occupation	Chemist, Wisconsin State Laboratory of Hygiene				
Representing	Member				
Term of Office	2 years	From:	05/2025	To:	05/2027
<b>Name</b>	<b>Lucas Sczygelski</b>				
Home Address	1 S. Pinckney St, Suite 410, Madison WI 53701				
Occupation	Associate Attorney, Boardman Clark				
Representing	Member				
Term of Office	2 years	From:	05/2025	To:	05/2027
<b>Name</b>	<b>Lynn Silverman</b>				
Home Address	7518 Fox Point Circle, Madison WI 53717				
Occupation	Retired; former social worker				
Representing	Member				
Term of Office	3 years	From:	05/2023	To:	05/2026
<b>Name</b>	<b>Francisco Soza</b>				
Home Address	5 Hoff Ct, Madison WI 53711				
Occupation	Merchandise Planning Analyst, Hy Cite Enterprises				
Representing	Member				
Term of Office	2 years	From:	01/2024	To:	05/2026
<b>Name</b>	<b>Seynabou Youm</b>				
Home Address	2024 Tennyson Ln, Apt 405, Madison WI 53704				
Occupation	Legal Counsel, Nelnet				
Representing	Member				
Term of Office	2 years	From:	06/2024	To:	05/2026

**\*\*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 2026	PROGRAM A	PROGRAM B	PROGRAM C	PROGRAM D	PROGRAM E	NON APP PGMS
DANE CO HUMAN SVCS	44,000	0					44,000
UNITED WAY DANE CO	188,100	24,300					163,800
CITY CDD (This Application)	100,000	100,000					
City CDD (Not this Application)	105,000	0					105,000
OTHER GOVT*	241,003	20,000					221,003
FUNDRAISING DONATIONS**	1,934,204	57,100					1,877,104
USER FEES	7,000	0					7,000
TOTAL REVENUE	2,619,307	201,400	0	0	0	0	2,417,907

\*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.**

[illegible]

**\*\*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***	2026 Amount Requested from the City of Madison
Director of ESL Group Instruction	0.40					0.40	61,971	11,155	73,126	32.65	18,750
Regular staff instructors	0.35					0.35	47,546	8,558	56,104	25.05	12,900
LTE instructors (PT)	2.00					2.00	83,512	7,516	91,028	22.00	51,550
Associate Director	0.10					0.10	90,896	16,361	107,257	47.89	5,000
Student Services Coordinator (P	0.45					0.45	17,509	3,151	20,660	20.50	10,300
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
SUBTOTAL/TOTAL:	3.30	0.00	0.00	0.00	0.00	3.30	301434.00	46741.00	348175.00	148.09	98500.00

**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.**

	2025	2025	2025	2025	2025	2025	2025	2025 Payroll Taxes and Fringe Benefits	2025	2025	2025 Amount Requested from the City of Madison
Title of Staff Position*	Program A FTE**	Program B FTE**	Program C FTE**	Program D FTE**	Program E FTE**	Total FTE	Annualized Salary		Total Amount	Hourly Wage***	
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
TOTAL:	3.30	0.00	0.00	0.00	0.00	3.30	301434.00	46741.00	348175.00	148.09	98500.00

\*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	Community English	PERSONNEL	98,500
		OTHER OPERATING	1,500
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	100,000
B	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	0
C	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	0
D	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	0
E	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	0
TOTAL FOR ALL PROGRAMS			100,000