



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:	Literacy Network	Total Amount Requested:	\$ 220,000
All program(s) connected to your organization:	Program Name: Literacy for Employment Amount Requested: \$ 120,000 Applicant Type: Single Agency Application Program Type: Adult Employment- Programs & Services List Program Partner(s) (if applicable):		
	Program Name: High School Completion for Adults Amount Requested: \$ 55,000 Applicant Type: Single Agency Application Program Type: Adult Employment- Programs & Services List Program Partner(s) (if applicable):		
	Program Name: High School Completion for Young Adults Amount Requested: \$ 45,000 Applicant Type: Single Agency Application Program Type: Young 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):		
	<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):	Autumn Jackson	Email: autumn@litnetwork.org	

Organization Address:	701 Dane St. Madison WI 53713	Telephone:	608-244-3911
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).

Literacy Network has provided free personalized adult education services in Dane County since 1974. Our agency offers programs focused on English as a Second Language (ESL), reading and writing skills, digital literacy, U.S. citizenship, and high school equivalency completion. We serve more than 1,700 adults and young adults (ages 17+) from low-income households each year. In one-on-one tutoring and group instruction, participants build their skills, increase employability, improve communication, and feel more confident navigating our community. Literacy Network students come from diverse backgrounds; in 2025, participants included U.S.-born individuals as well as immigrants and refugees from 80 countries. They enroll because they want to boost their skills so that they can achieve their goals.

Our education services and related wraparound supports provide the opportunity for long-term skill development, which is crucial for individuals to be able to build stability and find success in our community. Literacy Network students face challenges stemming from living with low income, as well as many systemic barriers. They persevere in programs, advancing their English language and literacy skills so that they can reach goals that will transform their lives. We provide goal-based instruction and personalized wraparound support systems to help participants succeed. Literacy Network tailors our services to address participants' unique needs so that they are well-equipped to reach their goals, enhance their employability, and achieve upward mobility. 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 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.

Literacy Network has many years of demonstrated success providing programming to adults and young adults in partnership with the City of Madison, including language and literacy instruction toward employment goals and high school equivalency completion.

The specific programs described in this application, our employment-focused programming and our high school completion programs, are currently supported by the City of Madison's Community Development Division. We have partnered with CDD on employment-focused literacy and language programming since 2013, and on high school completion programming since 2018. Our programs Literacy for Employment and High School Completion for Adults (formerly known as GED/HSED) have been funded in the current cycle under the Employment RFP since 2023, as has Omega School of Literacy Network's High School Completion for Young Adults.

Literacy Network programs consistently exceed outcome targets. Demand for the programs described in this application is high; in the first half of 2026, we have already surpassed target served and outcomes in Literacy for Employment, and 37 young adults and adults (42% more than the year target of 26) have already earned their GED or HSED this year!

Our programs focus on engaging community members, both adults and young adults, in education opportunities so that they can reach their employment goals. Our students want to earn a GED or HSED, establish career goals, and transition into employment trainings, and get on pathways to stable employment with family-sustaining wages. Amada worked from a basic English level to our most advanced class in her time in our Literacy for Employment program, earning a promotion at work thanks to her increased skills. She continually impressed us with her dedication to her goals, and focused on helping her daughter succeed in school. She was thrilled to share when her daughter was accepted into UW-Madison's PEOPLE pre-college program. Amada also enrolled in our Citizenship program and passed her naturalization test, becoming a U.S. citizen! She next decided to earn her high school equivalency diploma. She enrolled in our High School Completion for Adults program and earned her diploma last year, the same month her daughter graduated from high school!

When asked about their experience at Literacy Network, students tell us again and again how much they value the kindness and patience of staff, our wraparound support, and the flexible program options. They also like "The enrollment process, the classroom spaces, the way the staff treat us, and the tutors." One student told us: "I like the Literacy Network community and the free classes and the different classes that they offer. They also offer a lot of information about the different resources in the community." Another shared: "This support has helped me build more confidence in my learning. I feel more confident now when I read and write." Another student summed up the impact of our programs well: "I like Literacy Network because it helps adults improve their English and gain confidence. I think education gives people more opportunities for work and everyday life."v

- 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 another local nonprofit, Omega School. Their longtime Executive Director 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 have built on the acquisition by expanding support for adults and young adults in Dane County who aim to earn a GED or HSED. Omega School of Literacy Network offers individualized instruction and wraparound services in both English and Spanish, with a particular focus on supporting young adults.

Omega School was also a longtime partner of the City of Madison, most recently for Young Adult High School Completion under what is now known as Employment & Career Development Services. Literacy Network took over execution of that grant award in 2025. We have integrated our systems into Omega's services, including wraparound support, rigorous data collection and tracking, and regular program performance reviews.

Having Omega School as a program of Literacy Network has expanded opportunities for our community, including for current Literacy Network students. We offer a supported internal pathway for other program participants, including ESL and Citizenship students, to seamlessly transition into high school completion programming if a GED or HSED is among their goals.

Additionally, on June 30th, 2026, the state Department of Public Instruction approved Literacy Network's application to offer High School Equivalency Diploma (HSED) program under Wisconsin Administrative Code PI 5.09. The 5.09 HSED is an alternative to a GED. Under a 5.09 program, participants may earn a high school equivalency diploma by completing coursework and demonstrating competence in each required subject with a passing score. DPI's approval of Literacy Network's 5.09 HSED expands options for Madison community members working toward a high school equivalency diploma.

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, culturally responsive services, etc.).

As Literacy Network staff support and work directly with adult and young adult students, it is imperative that they demonstrate cultural competency, kindness, and patience. Our staff are highly-qualified, with experience ranging from backgrounds in education to shared lived experience with our students.

Program Directors include the Director of ESL Group Instruction (who oversees English as a Second Language group classes), the Director of ESL Tutoring (who oversees one-on-one ESL tutoring), the Director of ABE & GED Instruction (who oversees literacy tutoring and a segment of high school completion programming), and the Director of Omega School (who oversees high school completion under Omega School of Literacy Network). Directors have experience in adult education and have shown deep aptitude in working with Literacy Network students. They have program management and leadership experience, and all receive in-house managerial training and ongoing support for program development skills. All programming is overseen by our Associate Director, who has extensive experience working in the field of adult education and has led Literacy Network programs for 14 years.

Classes under Literacy for Employment are taught by trained, paid instructors, including regular Literacy Network staff and LTE instructors hired on a semester-by-semester basis. Instructors have a relevant degree and/or significant instructional experience. Current ESL program instructors have an average of 8 years' experience in the field. They also 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.

Staff in our High School Completion programs have a relevant degrees and/or significant experience in the education field. Current staff have an average of 7 years of experience providing GED and HSED instructional support. The GED/HSED Program Manager also has a Wisconsin high school teaching certification.

Literacy Network also 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 multilingual, 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.

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. Staff, including LTE instructors and tutoring session interns, participate in a rich learning community with our staff to share relevant updates from the field, stay up-to-date with best practices, and benefit from a strong support network.

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?



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

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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:	High School Completion for Young Adults	Total Amount Requested for this Program:	\$ 45,000
Legal Name of Organization:	Literacy Network	Total amount Requested for Lead/Single Applicant	\$ 220,000
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@litnetwork.org	Phone: 608-244-3911
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 has some of the best high school completion rates in the state, but our community faces startling disparities in educational attainment for school-age students. Although Madison-area graduation rates have increased in recent years, the rate for BIPOC students is still significantly lower than the overall rate. In the most recent available data from Madison Metropolitan School District (MMSD) that shares demographic breakdowns (2023), 79% of Black students graduated, compared to 88% of all district students. Per the City of Madison's RFP for this funding process, "Approximately one in five Black and Hispanic students does not graduate from high school within five years, compared with approximately one in twelve White students." Additionally, MMSD students are behind the state average on key indicators like third grade reading and eighth grade math scores, and as of the last school year, only 88% of students are on track to graduate, compared to 92% across the state.

A diploma is an essential step for emerging young adults to enter the workforce, find stable employment with sustainable wages, and get on a pathway to upward mobility. The sooner young adults earn their diplomas, the better their lifetime earning potential. The Bureau of Labor Statistics estimates that people with a diploma earn about \$10,000 more per year than non-graduates. It has also found that about 70% of jobs nationwide require a high school diploma or higher education. Jobs that do not require a diploma earn lower wages; Working Wisconsin shows that the median hourly wage for a Wisconsinite without a diploma is \$15, compared to \$21.42 for an individual with a diploma, and over \$35 with a bachelor's degree.

According to the National Center for Education Statistics, those who earn an equivalency diploma are also more likely to continue their education, increasing their earning potential even further! A 2011 publication in the National Library of Medicine suggests

that younger adults who earn an equivalency diploma are able to reach the same higher education goals as their high-school-graduate peers: “Although GED recipients are less likely to enter college in their late teens, they catch up to traditional graduates in their 20s.”

Research from the National Academies shows that young adults aged 18-26 are in a “critical development period” and that during this time, “successes or failures could strongly affect the trajectories of their lives.” The education opportunities and wraparound supports provided by Literacy Network are crucial to help young adults reach their goals and achieve well-being as adults.

- 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 programming provides an important option for young adults who have faced barriers to attaining a high school diploma or who are not finding success in a traditional high school setting. A GED or High School Equivalency Diploma (HSED) provides a strong foundation for young adults, leading to economic mobility and civic engagement. The young adults in our program have become disconnected from school and employment, or are underemployed and on a pathway of low-wage jobs and low economic mobility. Many of the young people in the program also have family responsibilities, taking care of their own children or older adult family members. A high school equivalency diploma is empowering, setting them on a path to higher earning potential, additional training opportunities, and a wider variety of career options with family-sustaining wages.

Individualized instruction and holistic support help young adults succeed. Literacy Network’s High School Completion for Young Adults provides tailored instruction and wraparound support specialized to re-engage this population and help them earn a diploma so that they have access to meaningful employment that leads to stable, long-term opportunities.

Gabriel arrived to Madison as a refugee from Nicaragua when he was 19 years old. He enrolled at Literacy Network to advance his English skills, and quickly set the goal of earning an equivalency diploma. He found success with our individualized programming and earned his GED! He immediately went on to enroll in a local finance program. “When I got my GED, it was like a different feeling I’d never had before. It was like finally, after all the work I’d done, I had it. I’d finally left a stage behind and that many good things were coming my way. It was an incredible feeling.” Gabriel got a part-time job at a local bank, which soon led to a better, full-time position in the sector. He next plans to enroll at Madison College to pursue a career in finance.

- 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.

Literacy Network’s High School Completion for Young Adults programming provides individualized support to young adults ages 18 to 26. We offer GED and HSED instruction in English or Spanish, in-person or virtually. Instructional options include: one-on-one study with a staff instructor or tutor, small group instruction with staff, and independent study with guidance from staff instructors. Participants study on a schedule and at a location that works best for them, choosing to meet at once of our two learning centers, a local library, or in Madison College’s HSED classes. Last year, we acquired Omega School and integrated their GED and HSED programming into ours, enhancing support for local young adults.

Each year, Literacy Network will serve at least 40 young adults in this program. We provide a variety of instructional options to meet the varied needs of participants, as well as holistic wraparound support to mitigate challenges and ensure persistence. Each year, at least 80% of participants will make meaningful progress toward a diploma by passing a GED test or an HSED subject, or by mastering a competency necessary for those tests. We anticipate that at least 33% complete the program and attain a GED or HSED. Those who do not complete within the year are encouraged to continue in programming and complete in a future year; as recognized in CDD’s Informational Overview of Employment & Career Development Services, earning a diploma is often a multi-year process, as participants are making up for regular high school attendance a few hours a week at a time. Individualized, flexible support helps them succeed on the schedule that works best for them.

Participants in our program earn their equivalency diplomas in English or Spanish. They may choose to earn: a GED, by taking four core GED tests, plus a civics component; a 5.05 HSED with 4 core GED tests, plus civics, health, and employability; or a 5.09 HSED, a competency-based path with courses approved by the Department of Public Instruction (DPI). The 5.09 also allows participants to combine previously-earned high school credits, GED tests, and courses to meet the requirements. The majority of Literacy Network participants opt to complete a 5.09 HSED, as it is a good fit for participants for whom language or literacy barriers or learning difference make timed exams challenging.

Literacy Network partners with a variety of local organizations to ensure we are well-connected to young adults and can provide them with the support they need to reach their goals. Among our partnerships, we work with MMSD to provide intensive one-on-one support and instruction to students who are significantly off-track to graduate so that they can earn an equivalency diploma. We also partner with Madison College's 5.09 program, which serves participants in English in group classes, most of which are offered online.

Literacy Network students have shared that they tend to prefer in-person one-on-one programming on a flexible schedule, and want to choose to study in English or Spanish. To address these needs, we are launching our own in-house 5.09 HSED option, which was recently approved by DPI. This new segment of our High School Completion program will complement current local programming by filling in service gaps. We will also continue our tutoring partnership with Madison College. In the coming year, our expanded High School Completion program will enhance opportunities for the most vulnerable Madison adults to earn a diploma!

Intake at Literacy Network begins with a warm one-on-one conversation so that we can establish a trusting relationship and learn about each participants' goals and needs. This conversation is the base for a Personalized Employment/Education Plan (PEP). Students also take a standardized assessment to determine GED/HSED readiness; those enrolling in English programming take the TABE 13/14, while those enrolling in Spanish programming take the Aztec reading and math placement tests. Participants whose assessments show that they would benefit from building their literacy or English skills first are referred to one of Literacy Network's other relevant programs for pre-GED skill-building. Those who are ready to start studying for their diploma work with staff to set a study plan!

Participants meet a Literacy Network tutor or staff on-site at one of our two learning centers in dedicated study spaces, at a local library, in Madison College's classes, or virtually. All lessons and study plans are tailored to each participant's skill level and learning style. Wraparound support ensures that participants have opportunities to mitigate barriers to success and are connected with training and career opportunities after graduation.

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?

Literacy Network's High School Completion for Young Adults program serves young adults, ages 18 to 26 who do not yet have a high school or equivalency diploma or whose credential is not recognized in the United States. Adults ages 27 and older who want to earn a diploma in English or Spanish will be served through a separate program segment (see Literacy Network's application for High School Completion for Adults).

Participants in this program include those who did not have the opportunity to finish high school, those who dropped out of school, young adults with emerging English skills, young adults significantly off-track to graduate high school, and others without a diploma who would benefit from personalized support. They want to earn a GED/HSED to gain access to new employment opportunities, career-training programs, or higher education programs. Students include native English speakers, high-level English learners, or Spanish speakers; they may opt to study in English or Spanish.

Our students are in low-income households; earning a diploma will help them work toward meaningful careers with family-sustaining wages. The demographic table below illustrates 2024 participants. So far in 2026, about 37% of young adult program participants identify as women and 5% as non-binary or "other." Over 70% are from BIPOC communities; about 40% identify as Black or African and 31% as Hispanic/Latino.

Literacy Network has offered High School Completion services for nearly a decade and has expanded instruction significantly in the last year with the acquisition of Omega School and the development of our own 5.09 program. Each expansion started directly with student needs; we assessed what current and potential participants most wanted and needed from our programming. We regularly reshape program structures, curricula and materials, and schedules in response to participant and community feedback, which we elicit every semester. Additionally, each year we administer an organization-wide survey to understand broader needs and new common goals, which we use to inform long-term programmatic changes.

- 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	11	22%
Black/African American	12	24%
Asian	0	0%
American Indian/Alaskan Native	1	2%
Native Hawaiian/Other Pacific Islander	1	2%
Multi-Racial	4	8%
Balance/Other	21	42%
Total:	50	
Ethnicity		
Hispanic or Latino	27	54%
Not Hispanic or Latino	23	46%
Total:	50	
Gender		
Man	23	46%
Woman	27	54%
Non-binary/GenderQueer	0	0%
Prefer Not to Say	0	0%
Total:	50	

Comments (optional): The data above is combined from Literacy Network and Omega School programs in 2024, focusing on young adults ages 18 to 26. The data is estimated based on Literacy Network's actual reports and information available from Omega School during that period; Literacy Network started administering Omega School as a Literacy Network program in January 2025.

- 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.

Literacy Network's High School Completion Programming services are provided in English and Spanish, the most common second language among participants across our programming. Linguistic responsiveness is at the heart of our work. Our students come from diverse backgrounds and countries all over the world. Last year, participants from across Literacy Network programs came from 81 countries and spoke 66 unique home languages.

Of the young adults studying for a GED or HSED this year, 78% are native English speakers and 14% are native Spanish speakers. The remaining 8% speak another first language and are studying for their diplomas in English. The number of participants choosing each language of study in this program varies year-to-year, depending on the needs of our community and recent immigration trends; our 2025 data from the same age group pursuing a diploma shows that about 64% spoke English as a first language and 31% spoke Spanish as a first language.

Many Literacy Network staff are multilingual and share linguistic and/or cultural backgrounds with our students; our staff currently includes speakers of Spanish, Arabic, Dutch, French, Mandarin, Persian, and Portuguese. All staff are trained to use Plain English, a written and spoken communication style that ensures information is accessible to any participant, including speakers of other languages and English speakers working to improve

their literacy. Program registration, intake, and needs survey materials are offered in Plain English and Spanish. We also utilize phone-based interpretation services as needed to ensure further accessibility of information.

All services and materials are shaped by students' stated needs and goals. This ensures that instruction and materials are relevant to their lives, and that programming is culturally relevant and accessible.

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.

Literacy Network regularly conducts outreach to ensure that young adults without a high school diploma are familiar with our services. We maintain strong partnerships with other local organizations to facilitate referrals. Most participants learn about our services through word-of-mouth, a testament to the trust we have built with our students and their communities and to the strong programs we deliver.

Participants may be referred to our program through partnerships with the Dane County Job Center, Forward Services Corporation, Vera Court Neighborhood Center, Briarpatch Youth Services, Operation Fresh Start, and Allied Wellness Center. Our broader partnership network for programming and outreach also includes the Madison, Middleton-Cross Plains, and Sun Prairie School Districts, as well as Madison Public Libraries. Literacy Network is active on social media as well to engage with our learning community.

We have also created internal pathways between programs to help adults studying in our English as a Second Language, basic literacy, and Citizenship programs transition into High School Completion programming if a diploma is among their goals. For instance, Yamane first enrolled at Literacy Network to improve his English skills. He only had the opportunity to study up to 5th grade in Eritrea and is determined to earn his high school equivalency diploma. With staff's encouragement, he co-enrolled in our High School Completion for Young Adults. While he studies this year, he is also working full-time, continuing in English classes, and joined Literacy Network's Student Leadership Council!

Literacy Network regularly participates in local news stories to ensure the community is aware of our program offerings and impact. In the past year, we have worked with local television networks, The Cap Times, Isthmus, Madison 365, and the Wisconsin State Journal. We also advertise program services on La Movida. With the launch of our competency-based 5.09 component in late 2026, we plan to conduct targeted outreach (via media content, enhanced referral relationships with partner organizations, and presence at community events) to young adults who would benefit from this instructional option; our outreach will focus on high-need neighborhoods, as identified in the City's Employment & Career Development Equity Priority Area map.

We ask all participants how they learned about our services and regularly assess this data for trends and gaps. Because of the strength of our reputation and the popularity of our programs, Literacy Network has not needed to enhance or expand recruitment efforts in recent years to ensure that we are at capacity in our High School Completion for Young Adults programming.

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 in this program are in low-income households and face barriers that have made education a challenge. Our students juggle housing insecurity, unreliable transportation, childcare needs, family responsibilities, and employment (sometimes more than one job to make ends meet).

Literacy Network provides wraparound support to help identify barriers to participation and personalized referrals to help mitigate them. Especially important for young adults, we establish a rapport to ensure that they feel safe and comfortable sharing their needs. Staff regularly check in with participants to make referrals to supportive resources and learn about any new challenges. We maintain a broad, up-to-date network of community partnerships and connections so participants can access community resources that help them mitigate

barriers. Literacy Network also administers annual surveys to understand when, where, and how participants prefer to study; we adjust programming in response to ensure accessibility to more community members.

A variety of instructional options help meet individual needs. Students may study at Literacy Network or Omega School of Literacy Network, via Zoom, in Madison College's classes, or with a tutor at partner locations throughout our community, such as local libraries. Literacy Network is located on South Park St. and Omega School of Literacy Network is on Badger Rd; both locations are located on Madison Metro bus lines and within walking distance of resources including Madison College South Campus, Goodman Public Library, YWCA, Urban League of Greater Madison, Catholic Multicultural Center, and Centro. The option of virtual study also helps mitigate barriers such as transportation, childcare, and discomfort with in-person study.

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).

Literacy Network provides individualized intake for High School Completion programming on an ongoing basis throughout the year, as young adults seek services. New participants have a one-on-one intake with staff, in English or Spanish, during which we learn about their education history and goals and establish a study plan. We create Personal Employment/Education Plans (PEPs) in our secure database, which act as individual service plans and allow us to aggregate data across the program to understand common goals and needs. We guide participants to set goals around further education and employment, and we update their records as they develop their goals or celebrate achievements!

Placement tests during intake assess skill level and readiness for a GED or HSED. Students planning to study in English take the TABE 13/14 for reading and math, while those planning to study in Spanish take the Aztec reading and math tests. If participants speak a first language other than English or Spanish and assessments show that they would benefit from advancing their English skills before enrolling, or if they are English speakers would could advance their basic literacy skills first, they may be referred to Literacy Network's other programming.

Study plans are developed based on each individual's learning needs and schedules. Participants may opt to study one-on-one with a trained tutor, work on a guided study plan with staff, or study with a Literacy Network tutor in their Madison College HSED class. We support the young adults in the program throughout their participation to understand how their needs may change; we encourage persistence and adjust study plans as necessary to meet new needs.

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.,).

Young adults who are interested in high school completion at Literacy Network will complete a one-on-one intake process with staff to learn about the possible paths to completion, and will do an initial skills assessment. The student will share their goals, schedule, and learning needs, and choose between a competency-based diploma (HSED) or test-based diploma (GED), and whether they want to complete it in English or Spanish. The flexible study options of our High School Completion programming mean that each participant's experience is highly personalized, and that more young adults have more opportunities to succeed and graduate.

We set a study plan for each participant that responds to their learning styles, skill levels, and scheduling needs. Participants can: meet a trained tutor weekly at a time and location convenient to them (including online, if preferred); study one-on-one with guidance from staff instructors; study in small groups with staff instructors; or meet with a Literacy Network within their Madison College HSED class. Literacy Network was recently approved as an HSED provider by the Wisconsin Department of Public Instruction; our in-house 5.09 HSED option will be offered in English and Spanish, on our students' preferred schedules, as part of our High School Completion options. Literacy Network will deliver course instruction, determine subject mastery, and submit students' portfolios to DPI for approval for their HSED. Literacy Network's 5.09 will be the only individualized, bilingual, community-based, competency based high school completion option in the state.

Staff check in with students throughout their participation, ensuring they are on track to complete each test or subject, and adjusting their learning plans as needed. Students may opt to study via more than one modality (for instance, meeting a Literacy Network tutor each week and studying on-site with staff guidance). Our two learning

centers are open year-round for services, with short breaks between program semesters. Learning takes time, and many students in this program work with Literacy Network for multiple semesters; we are glad to encourage their persistence until they can reach their goal of earning a diploma!

- 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?

Literacy Network serves young adults seeking a high school equivalency diploma. Nearly all participants are in low-income households and most of whom are BIPOC individuals. We offer programming at our two learning centers in South Madison; Literacy Network is located on the corner of Dane St. and Park St. while Omega School of Literacy Network is located on Badger Rd. Both are in a Low High School Priority Area as identified by the City of Madison, and accessible by public transportation.

When we seek new program partnerships to expand location options for students to meet tutors or to recruit participants, we focus on the high-need areas identified by our students, which align with the City of Madison's Employment & Career Development Equity Areas. For instance, Literacy Network plans to use office space in Madison Public Library's new Reindahl Imagination Center, located in a Combined Priority Area. When the library opens in Fall 2026 and we finalize our MOU, Literacy Network will utilize library space to conduct community outreach and intake services for this program.

- 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).
- i. 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
 - ii. 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
 - iii. If you are submitting a JOINT/MULTI-AGENCY application:
 - a) Use **TABLE 1**, if the service operates at **multiple locations** with the **same hours** (Please list all locations)
 - b) 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	8:00 PM
	Location: Literacy Network	
Tuesday	9:00 AM	8:00 PM
Wednesday	9:00 AM	8:00 PM

Thursday	9:00 AM	8:00 PM
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***

Table 2: (Optional/if needed)

PROGRAM LOCATION(s):		
Day of the Week	Start Time	End Time
Monday	9:00 AM	7:30 PM
	Location: Omega School of Literacy Network	
Tuesday	9:00 AM	7:30 PM
Wednesday	9:00 AM	7:30 PM
Thursday	9:00 AM	7:30 PM
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 location in Table 1 is Literacy Network, while the location for Table 2 is Omega School of Literacy Network. (The application settings do not permit text after "Location" above.)

Participants are also able to meet one-on-one with tutors on weekends in approved public spaces, such as local libraries, when our learning centers are closed.

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 shaped around what students need and want. Their feedback and goals inform our program direction, instructional modalities, curricula, lesson topics, and schedules. We regularly adjust

programming in response to student feedback. In fact, our in-house 5.09 component was developed in direct response to the needs of students: they shared that they wanted a 5.09 HSED option that could be highly personalized, with one-on-one instruction and a flexible schedule – particularly for in-person evening study hours – and they wanted to be able to complete their diploma in English or Spanish. We identified a gap in services in our community to address this need, and so developed our 5.09 curriculum.

Literacy Network surveys participants at the end of each semester to assess progress toward their goals, help them set new goals, and gather feedback. We ask about the effectiveness of curricula, the quality of instruction, the program’s relevance to their goals, the comfort of the learning atmosphere, and if they have any suggestions for improvement. Program staff use feedback to guide program and curricula improvements. Literacy Network also conducts an annual agency-wide survey to ensure we are aware of shifting trends in what our adult students want and need.

Our Student Leadership Council, a group of current and former students, meets monthly to guide organizational decision-making, develop messaging, and represent our student body. They also provide regular feedback 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.

Literacy Network works with dozens of partner and peer agencies to ensure that services are relevant to the needs of community members and are working in tandem with other area education providers. Strong partnerships ensure warm referral processes, both to and from our programs, and create a true network of agencies that provide whole-person support for the young adults in our community who do not yet have a diploma. Robust wraparound support systems help mitigate barriers to participation and success, so that participants can make meaningful progress toward their goals.

In addition to gathering input from participants, as described above, Literacy Network also regularly surveys volunteer tutors who participate in the program to gather their perspectives and feedback. We use this information to get a broader picture of student needs, and to understand what additional support and training we can provide tutors.

Literacy Network developed our new competency-based 5.09 component in response to our community’s needs. We worked with DPI’s Alternative Education Consultant and GED/HSED Administrator to understand programmatic requirements and assess our capacity to add this element. Our agency also consulted Wisconsin Literacy, a statewide advocacy agency, and Milwaukee-based Literacy Services of Wisconsin, a community-based organization which also runs their own 5.09 HSED program.

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 Metropolitan School District	School District staff refer eligible MMSD students to our program for	Tina Geier	Yes

	instruction leading to the completion of a GED or HSED.		
Madison College	Literacy Network places our trained tutors in Madison College's HSED classes. College staff will coordinate with Literacy Network to identify schedules, connect with students, and share details on tests and subjects passed.	Alex Fernandez and Jen Grandone	No, not required for this partnership

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

N/A

How do these partnerships enhance this proposal?

Literacy Network benefits from a strong partnership with our local community college to support students in their HSED program. We offer in-class tutoring at Madison College to support students one-on-one in their 5.09 High School Equivalency Diploma courses. Tutors trained and supported by Literacy Network are placed in the classes to provide individualized assistance. Additionally, we partner with our local school district, Madison Metropolitan School District, to provide one-on-one instruction and support to 17- and 18-year-old MMSD students who are not on track to graduate.

What are the decision-making agreements with each partner?

Literacy Network works with MMSD staff to receive referrals of students ages 17 to 18.5 who are off track to graduate and would benefit from our High School Completion programming. Because of the specific age range served via the partnership with MMSD, not all participants overlap with this proposed program to the City of Madison, but we have described our partnership here to illustrate one more avenue for connection for young adults in our community.

We also work with staff and instructors at the Madison College School of Academic Advancement each semester to identify classes in which our tutors should be placed. Madison College's HSED classes are virtual, in-person, or hybrid; our tutors may be placed in any of the classes where their staff and instructors identify that one-on-one support is needed.

- 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?

As described above, Literacy Network maintains a strong network of community partnerships in order to facilitate referrals and help students access supportive resources. Staff regularly check in with participants about their needs and connect them with supportive community resources which assist with housing, jobs, childcare, transportation, healthcare, mental health, food assistance, legal services, and basic supplies needs. Partners we regularly refer to 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 and other community-based organizations.

We also frequently make internal referrals between Literacy Network’s various programs to help participants meet their high school completion, citizenship, and language and literacy goals. Participants have many goals or set new ones as they advance through our programs. For instance, K. initially enrolled at Literacy Network to help build her English skills. She had completed one semester of college in Mexico and set the goal of continuing her studies in Madison to become a technical engineer. Given that she was unable to transfer her Mexican high school diploma, she first set the goal of getting a GED. Staff shared the option to earn her GED in Spanish and encouraged K. to take advantage of the opportunity to do so while concurrently continuing with her English classes. K. worked hard in both programs, advanced an English level, and earned her GED in November!

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.

Program participants are young adults between the ages of 18 and 26 who want to earn a GED or HSED. We work with each individual to set a study schedule that works best for them, typically weekly, and usually for 1 or 2 hours at a time. Most participants stay enrolled for multiple semesters until they meet their goal. Participants complete the program when they earn their GED or HSED.

Students are counted once annually in our data, no matter how many semesters they attend. Literacy Network also tracks and counts the Personalized Education/Employment Plans (PEPs), or individualized service plans, that are created with participants, as well of hours of instruction.

- 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 during the PEP process. All data is stored in Literacy Network’s secure cloud-based database, where it can be accessed by staff and updated throughout students’ participation to reflect achievements, progress, and notes. In addition to demographic data, we track short- and long-term goals, education history, GED tests and HSED subjects attempted or passed, and program completion details.

At semester re-enrollment or program exit, participants are also asked about their experiences in the program and given the opportunity to reflect on other recent achievements they have had as a result of their studies and advanced skills. Participants may share employment information, newly-adopted study skills, other educational achievements, and increases in civic or family engagement.

In addition to tracking program outcomes data, Literacy Network is thoughtful about truly listening to students’ stories so that we can celebrate their achievements. Participants set their own goals and identify their learning priorities; success is unique for each person. Although we do not set specific outcomes for continued education and employment after program graduation, as the focus of this program is the attainment of a GED or HSED, many of our graduates go on to get jobs, apply for college, or start career training programs! For instance, Cynthia earned her HSED last year. She knew when she enrolled in our program that she eventually wanted to study nursing. After she graduated, she enrolled in Madison College’s CNA program!

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: Young adult participants will make meaningful progress toward a diploma by demonstrating skill proficiency or passing a GED test or HSED subject.

Performance Standard	Targeted Percent	80%	Targeted Number	32 of 40
	Actual Percent		Actual Number	

Measurement Tool(s) and Comments: GED tests and HSED subjects passed, and competencies completed, as tracked in our internal database.

Methodology: “Meaningful progress” will be measured by students passing a GED test or HSED subject, or mastering the necessary competencies to pass a test (e.g. the algebra skills needed for the math test/subject). All GED tests, HSED subjects, and competencies will be tracked in our internal database.

Outcome Objective #2: Participants complete the program and attain a GED or HSED.				
Performance Standard	Targeted Percent	33%	Targeted Number	13 of 40
	Actual Percent		Actual Number	
Measurement Tool(s) and Comments: Completion of all required GED tests or HSED subjects.				
Methodology: In our database, Literacy Network tracks individual GED tests and HSED subjects passed as well as completion of all requirements to fulfill a diploma and the data a GED or HSED is conferred.				

Outcome Objective #3:				
Performance Standard	Targeted Percent		Targeted Number	
	Actual Percent		Actual Number	
Measurement Tool(s) and Comments:				
Methodology:				

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 program participants via a culturally-competent intake process. We maintain up-to-date information for each student throughout their participation. Personal data gathered includes contact details, demographic, family, income, and education history information, consent to share writing and photos, placement test scores, and long- and short-term goals. All data is stored in our secure cloud-based database.

Student records in our database, including their PEPs, help guide study plans and wraparound support services. PEPs are updated throughout each student's participation, helping to track gains, celebrate successes, identify new challenges, and set new goals. Student records also note outcomes, achievement, and feedback. The database allows us to easily create reports to compile, aggregate, and analyze programs, demographics, and outcomes.

Program activities are monitored through staff reports, weekly tutoring session feedback, and regular check-ins with supervisors and program directors. Outcome measurement data is gathered via one-on-one conversations, student surveys, and end-of-semester forms. Instructors, tutors, and program manager evaluate progress and assess content mastery against the skills required for GED tests and HSED subjects.

Program expenses, the majority of which are in staffing costs, are tracked by Literacy Network's Grants Manager in coordination with our Financial & Administrative Specialist and our contracted 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 ABE & GED Instruction - FTE: 20%		Degree in adult education or relevant field, and extensive program management experience	Literacy Network
Director of Omega School - FTE: 30%		Degree in adult education or relevant field, and extensive program management experience	Omega School of Literacy Network
GED/HSED Program Manager - FTE: 30%		Degree in education and relevant program management and instructional experience	Omega School of Literacy Network
GED/HSED Instructors - FTE: 50%		Fluency in English or Spanish, relevant instructional experience	Literacy Network, Omega School of Literacy Network
Volunteer Manager - FTE: 5%		Degree or relevant work experience, and program management experience	Literacy Network
Associate Director - FTE: 5%		Degree in education, language instruction, or relevant field, and extensive program management experience	Literacy Network
Director of Program Impact - FTE: 3%		Degree in education, linguistics, or relevant field, and extensive database management experience	Literacy Network
Grants Manager - FTE: 3%		Degree in education or relevant field, and extensive grant management experience	Literacy Network

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

Volunteer tutors work one-on-one with participants who choose tutoring as their preferred study modality. Tutors deliver lessons that are individualized to students' needs; they also build a positive and encouraging rapport with students.

We seek volunteer tutors who are reliable, professional, patient, and kind. Program Directors and staff provide initial and ongoing training, support and direction to volunteer tutors. Volunteers are trained in cultural competence as well as instructional techniques, and have optional professional development opportunities each semester. Because weekly lessons are created by staff, volunteers do not need to have previous instructional experience. We work with about 35 volunteer tutors each year in this program, who have an in-kind impact equivalent to 0.7 FTE staff!

Like our students, volunteers have diverse and varying backgrounds. They hear about the opportunity to tutor through family or friends in the program, our community partners, and/or through our targeted recruitment. Volunteers apply to Literacy Network on an ongoing basis; our Volunteer Manager screens applications to determine the best fit for each applicant's skills and goals. Those interested in tutoring must demonstrate fluency in English, cultural competency, and patience and kindness. They are asked to commit to weekly sessions for at least one full semester (4 months); many tutors continue with the program for many years. Literacy Network runs background checks on applicants, and all volunteers who are in contact with students or handle student data must sign a confidentiality agreement.

Literacy Network staff provide all initial program training.

- 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.

Most young adults participating in our High School Completion programming choose to study on-site at Literacy Network or Omega School of Literacy Network. Those working with a tutor may also choose to meet at an approved community site (we recommend local libraries) on the schedule of their choice, or on Zoom.

Materials provided to our students include activities created in-house as well as lessons and activities drawn from Literacy Network's extensive resource libraries of textbooks. We currently have a wide range of GED and HSED study materials available, including Steck-Vaughn, Aztec, Essential Education GED Academy, and Northstar Online Learning. We assess the need for updating resources on an annual basis.

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 any programmatic MOUs between Literacy Network and Madison Public Library, as the libraries may host sections of our classes and tutoring sessions. 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 2026 EMPLOYMENT AND CAREER DEVELOPMENT SERVICES PROGRAMS

1. ORGANIZATION CONTACT INFORMATION

Legal Name of Organization	Literacy Network
Mailing Address	701 Dane St. Madison WI 53713
Telephone	608-999-4124
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

	2027		If currently City funded	
Program Name:	Letter	Amount Requested	2026 Allocation	Joint/Multi Application - SELECT Y/N
Literacy for Employment	A	\$120,000	\$45,000	No
Contact:	Autumn Jackson, autumn@litnetwork.org			
High School Completion for Adults	B	\$55,000	\$30,000	No
Contact:	Autumn Jackson, autumn@litnetwork.org			
High School Completion for Young Adults	C	\$45,000	\$30,000	No
Contact:	Autumn Jackson, autumn@litnetwork.org			
	D			
Contact:				
	E			
Contact:				
TOTAL REQUEST		\$220,000		

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:

If costs.

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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					MADISON*		
	BOARD		STAFF		GENERAL	POVERTY	R/POV**
	Number	Percent	Number	Percent	Percent	Percent	Percent
TOTAL	18	100%	40	100%			
GENDER							
MAN	8	44%	3	8%			
WOMAN	10	56%	37	93%			
NON-BINARY/GENDERQUEER	0	0%	0	0%			
PREFER NOT TO SAY	0	0%	0	0%			
TOTAL GENDER	18	100%	40	100%			
AGE							
LESS THAN 18 YRS	0	0%	0	0%			
18-59 YRS	13	72%	38	95%			
60 AND OLDER	5	28%	2	5%			
TOTAL AGE	18	100%	40	100%			
RACE							
WHITE/CAUCASIAN	15	83%	27	68%	80%	67%	16%
BLACK/AFRICAN AMERICAN	2	11%	1	3%	7%	15%	39%
ASIAN	1	6%	2	5%	8%	11%	28%
AMERICAN INDIAN/ALASKAN NATIVE	0	0%	1	3%	<1%	<1%	32%
NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	0	0%	0	0%	0%	0%	0%
MULTI-RACIAL	0	0%	1	3%	3%	4%	26%
BALANCE/OTHER	0	0%	8	20%	1%	2%	28%
TOTAL RACE	18	100%	40	100%			
ETHNICITY							
HISPANIC OR LATINO	2	11%	8	20%	7%	9%	26%
NOT HISPANIC OR LATINO	16	89%	32	80%	93%	81%	74%
TOTAL ETHNICITY	18	100%	40	100%			
PERSONS WITH DISABILITIES	0	0%	1	3%			

*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; last year, we welcomed our first Board member from this path.

7. AGENCY GOVERNING BODY

How many Board meetings were held in 2025

9

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

9 (in 2026)

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

18

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

Name	Tana Elias				
Home Address	1832 August Moon Dr. Madison WI 53718				
Occupation	Director, Madison Public Library				
Representing	President				
Term of Office	2 year	From:	06/2026	To:	05/2028
Name	Douglas Keillor				
Home Address	5521 Forge Dr. Madison WI 53716				
Occupation	Retired; former Executive Director of Madison Teachers, Inc.				
Representing	Vice President				
Term of Office	2 year	From:	05/2025	To:	05/2027
Name	Ryan Smith				
Home Address	1218 Manor Dr. Mt. Horeb WI 53572				
Occupation	VP, Business Banking, Park Bank				
Representing	Treasurer				
Term of Office	2 year	From:	06/2026	To:	05/2028
Name	Melissa Burchell-Dogra				
Home Address	4218 Sprecher Rd. Madison WI 53718				
Occupation	Corporate Attorney, Hy Cite Enterprises				
Representing	Secretary				
Term of Office	2 year	From:	06/2026	To:	05/2028
Name	J. Corkey Custer				
Home Address	14 Pinehurst Circle, Madison WI 53717				
Occupation	Managing Partner, Custer Burish Financial Services				
Representing	Member				
Term of Office	2 year	From:	06/2026	To:	05/2028
Name	Cecilia Gillhouse				
Home Address	1774 Post Rd. Beloit WI 53511				
Occupation	Owner/COO, MMG Law				
Representing	Member				
Term of Office	2 year	From:	05/2026	To:	05/2028
Name	Shannon Krueger				
Home Address	306 Breckenridge Rd. Verona WI 53593				
Occupation	Senior Manager of Legal Operations, Trustage				
Representing	Member				
Term of Office	2 year	From:	06/2025	To:	05/2027
Name	Stephanie Le				
Home Address	4202 Tomscot Trail, Madison WI 53704				
Occupation	Restaurateur, Little Palace and Ha Long Bay				
Representing	Member				
Term of Office	2 year	From:	06/2025	To:	05/2027

AGENCY GOVERNING BODY cont.

Name	Mark Pilarski				
Home Address	3513 Cross Hills Dr. Apt. 112, Madison WI 53718				
Occupation	Retired, former market researcher				
Representing	Member				
Term of Office	2 year	From:	06/2026	To:	06/2028
Name	Quentin Riser				
Home Address	4605 Pawnee Pass, Fitchburg WI 53711				
Occupation	Assistant Professor, Human Development & Family Studies, UW-Madison				
Representing	Member				
Term of Office	2 year	From:	06/2025	To:	05/2027
Name	Kate Rohach				
Home Address	8301 Flagstone Dr. Apt. 209, Madison WI 53719				
Occupation	Chemist, Wisconsin State Laboratory of Hygiene				
Representing	Member				
Term of Office	2 year	From:	06/2025	To:	05/2027
Name	Maritza Sanabria				
Home Address	361 Integrity Dr. Madison WI 53717				
Occupation	Manager, Digital Health, Navitus Health Solutions				
Representing	Member				
Term of Office	2 year	From:	06/2026	To:	05/2028
Name	Lucas Sczygelski				
Home Address	1 S. Pinckney St. Suite 410, Madison WI 53701				
Occupation	Associate Attorney, Boardman Clark				
Representing	Member				
Term of Office	Member	From:	06/2025	To:	05/2027
Name	Lynn Silverman				
Home Address	7518 Fox Point Circle, Madison WI 53717				
Occupation	Retired, psychotherapist/social worker				
Representing	Member				
Term of Office	2 year	From:	06/2025	To:	05/2027
Name	Lindsay Stephan				
Home Address	427 E. Gorham St. Unit 101, Madison WI 53703				
Occupation	Senior Vice President of Development, Boys & Girls Club of Dane County				
Representing	Member				
Term of Office	2 year	From:	06/2025	To:	05/2027
Name	Jeff Stoltman				
Home Address	2 Little Bear Circle, Middleton WI 53562				
Occupation	Retired, computer engineer and technical marketing director				
Representing	Member				
Term of Office	2 year	From:	06/2026	To:	05/2028
Name	Seynabou Youm				
Home Address	2024 Tennyson Ln, Apt. 405, Madison WI 53704				
Occupation	Legal Counsel, Nelnet				
Representing	Member				
Term of Office	2 year	From:	06/2026	To:	05/2028

****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	53,479	0	10,000	43,479			
UNITED WAY DANE CO	126,437	84,437	42,000	0			
CITY CDD (This Application)	220,000	120,000	55,000	45,000			
City CDD (Not this Application)	0	0	0	0			
OTHER GOVT*	0	0	0	0			
FUNDRAISING DONATIONS**	192,339	163,355	10,043	18,941			
USER FEES	0						
TOTAL REVENUE	592,255	367,792	117,043	107,420	0	0	0

*OTHER GOVERNMENT: Includes all Federal and State funds, as well as funds from other counties, other Dane County Departments, and all other Dane County cities, villages, and townships.

**FUNDRAISING: Includes funds received from foundations, corporations, churches, and individuals, as well as those raised from fundraising events.

Enter all expenses for the programs in this application under the PGM A-E columns. Enter the amount you would like the City to pay for with this funding under the CITY SHARE

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

ACCOUNT CATEGORY	AGENCY 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	500,410	187,160	315,441	103,826	96,286	45,834	88,683	37,500					
Taxes/Benefits	85,845	32,840	48,851	16,174	19,257	9,166	17,737	7,500					
Subtotal A.	586,255	220,000	364,292	120,000	115,543	55,000	106,420	45,000	0	0	0	0	0
B. OTHER OPERATING													
Insurance	0	0											
Professional Fees/Audit	0	0											
Postage/Office & Program	0	0											
Supplies/Printing/Photocopy	6,000	0	3,500		1,500		1,000						
Equipment/Furnishings/Depr.	0	0											
Telephone	0	0											
Training/Conferences	0	0											
Food/Household Supplies	0	0											
Travel	0	0											
Vehicle Costs/Depreciation	0	0											
Other	0	0											
Subtotal B.	6,000	0	3,500	0	1,500	0	1,000	0	0	0	0	0	0
C. SPACE													
Rent/Utilities/Maintenance	0	0											
Mortgage Principal/Interest	0	0											
Depreciation/Taxes	0	0											
Subtotal C.	0	0	0	0	0	0	0	0	0	0	0	0	0
D. SPECIAL COSTS													
Assistance to Individuals	0	0											
Partner/Joint Agency/Agencies	0	0											
Contractors/Subcontractors	0	0											
Pymt to Affiliate Orgs	0	0											
Other	0	0											
Subtotal D.	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL (A.-D.)	592,255	220,000	367,792	120,000	117,043	55,000	107,420	45,000	0	0	0	0	0

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

Title of Staff Position*	2027 Program A FTE**	2027 Program B FTE**	2027 Program C FTE**	2027 Program D FTE**	2027 Program E FTE**	2027 Total FTE	2027 Annualized Salary	2027 Payroll Taxes and Fringe Benefits	2027 Total Amount	2027 Hourly Wage***	2027 Amount Requested from the City of Madison
Associate Director	0.05	0.05	0.05			0.15	91,790	18,358	110,148	48.36	3,000
Director of ESL Group Instruction	0.30					0.30	62,275	12,455	74,730	32.81	10,000
Director of ABE & GED Instruction	0.10	0.40	0.20			0.70	62,403	12,481	74,884	32.88	17,500
Director of ESL Tutoring	0.70					0.70	60,000	12,000	72,000	31.61	20,500
Director of Omega School		0.20	0.30			0.50	75,190	15,038	90,228	39.62	8,000
GED/HSED Program Manager		0.30	0.30			0.60	60,414	12,083	72,497	31.83	29,500
Essential Literacy Program Manager	0.70					0.70	48,400	9,680	58,080	25.50	10,000
Volunteer Manager	0.60	0.10	0.05			0.75	52,822	10,564	63,386	27.83	13,000
Student Services Manager	0.20					0.20	51,816	10,363	62,179	27.30	2,500
Student Services Coordinators	0.20					0.20	41,750	3,758	45,508	22.00	5,500
ESL Instructors (regular staff)	0.60					0.60	52,500	10,500	63,000	27.66	17,000
ESL Instructors (LTE staff)	1.40					1.40	41,750	3,758	45,508	22.00	25,000
GED/HSED Instructors		0.50	0.50			1.00	48,112	9,622	57,734	25.35	40,000
Tutoring Group Interns	2.20					2.20	28,470	2,562	31,032	15.00	15,000
Director of Program Impact	0.05	0.03	0.03			0.11	69,180	13,836	83,016	36.45	1,500
Grants Manager	0.05	0.03	0.03			0.11	72,000	14,400	86,400	37.93	2,000
						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:	7.15	1.61	1.46	0.00	0.00	10.22	918872.00	171458.00	1090330.00	484.13	220000.00

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	2026 Payroll Taxes and Fringe Benefits	Total Amount	Hourly Wage***	2026 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
						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:	7.15	1.61	1.46	0.00	0.00	10.22	918872.00	171458.00	1090330.00	484.13	220000.00

*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	Literacy for Employment	PERSONNEL	120,000
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	120,000
B	High School Completion for Adults	PERSONNEL	55,000
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	55,000
C	High School Completion for Young Adults	PERSONNEL	45,000
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	45,000
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			220,000