



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?



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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.

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Part 2 - Program Narrative Form

Program Name:	Literacy for Employment	Total Amount Requested for this Program:	\$ 120,000
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@litnetw ork.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.

Although Madison is one of the mostly highly-educated cities in the U.S., one in seven adults in Dane County faces challenges with reading, writing, and/or English language skills, per census data – and that may be as many as one in four, according to recent data from the Program for the International Assessment of Adult Competencies. The lower a person's literacy skills, the more likely they are to live in poverty (National Assessment of Adult Literacy). English and literacy skills are directly linked to individual and family well-being, employability and advancement opportunities, household income, family health, and sense of community. 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. Limited English proficiency and low literacy skills are linked to low wages and limited economic success. Adult education is a catalyst for economic mobility and social improvement. A benchmark study by ProLiteracy showed that adults who participate in 100 or more hours of education programs like Literacy Network's increase their annual incomes by an average of \$10,000 more than those who don't participate.

Our Literacy for Employment programming offers free classes and tutoring to support adults living with low income as they develop the language, literacy, and digital skills they need to secure and maintain meaningful, family-sustaining employment. Opportunities that lead to financial security and social well-being are especially crucial for women in our community, who make up about two-thirds of our program participants. According to Working Wisconsin, women in our state earn 15% less than their male counterparts. Latina women, who make up 45% of Literacy for Employment participants this year, are the lowest-paid demographic in our state and county.

The adult students who enroll in Literacy for Employment live in low-income households and have goals related to economic mobility; they hope to gain meaningful jobs with family-sustaining wages. Although the majority of Literacy for Employment participants are already employed while they study, most are underemployed, earning low wages, working less than full-time, or juggling multiple jobs to make ends meet. United Way of Dane County recently showed that a family of 3 needs to earn above 200% of the federal poverty level (FPL) to afford housing in our area; over 20% of local residents live below that threshold. Over 80% of Literacy for Employment participants are living below 200% of the FPL, many of whom are supporting families. Per MIT's Living Wage Calculator, for a Dane County family of four with two adults working full-time, each adult needs to earn at least \$31.64 "to meet all their families' basic needs." This year, 99% of Literacy for Employment students are earning wages below this level.[AJ1.1] Literacy Network's programs help adults develop the skills they need take the next steps in their employment journeys and get on pathways out of poverty.

- 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 for Employment serves adults who want to improve their English language and basic literacy skills to reach goals such as getting new jobs, earning promotions, retaining their jobs, and moving into career training programs. Our program is designed to advance adults' English language and literacy skills through lessons that are relevant to their lives and that help them retain jobs or advance in their careers. Building their skills will allow them to achieve family-sustaining wages and long-term financial stability. Participants choose group classes or one-on-one tutoring sessions, both of which are tailored to help them advance their skills and reach their goals. At intake, we learn about each participant's unique career and education goals and set a learning plan to help them achieve those goals.

We encourage participants to re-enroll in programming for multiple semesters and persist toward their goals, as our education program provide a unique opportunity for long-term skill development, which is crucial to economic and civic success. It takes, on average, between 100 and 150 hours of instruction to advance one language or literacy level, according to the National Reporting System for Adult Education, and for many participants who enroll with little prior experience with education, it may take years to advance the six levels toward fluency as they balance class time with full work and family lives.

Over 40% of current participants in these programs set the goal of getting a new job after building their skills, about 12% are aiming to get a promotion, and almost half, about 45%, want to improve their language or literacy skills so that they are able to retain their current jobs. We work with participants to create Personal Employment/Education Plans (PEPs), which are updated each semester to reflect achievements and new goals. As they advance their skills and reach milestones, many students then set new goals, moving in phases toward family-sustaining wages and advancement opportunities. For instance, B.D. was a tailor in Burundi before being resettled to Madison, and had been working in laundry services for two years. After advancing her skills in our programs, she got a new job as a seamstress, with hourly wages nearly double what she had been earning before. She is continuing to study, determined now to find an even better position with more stability.

In Literacy for Employment, participants' goals and needs shape all services. In addition to individualized instruction, we provide support beyond the classroom to help students overcome barriers to participation. The wraparound support provided by our Student Services team helps identify challenges students are facing and connect them with important local resources. We explore a network of support to help participants reach their goals, and help ensure a continuum of services in the community.

Literacy for Employment participants advance their English and literacy skills and are empowered to improve their long-term well-being and that of their family.

- 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 for Employment consists of leveled group English as a Second Language (ESL) classes, as well as supported one-on-one tutoring for both ESL and basic literacy. Staff design lessons which build English language, reading, writing, and digital skills and help participants master workplace competencies so that they can reach their employment goals. Language and literacy skills support employment, career advancement, and long-term financial stability.

Each adult student works one-on-one with staff during intake to set their goals and identify needs. We create a Personalized Education/Employment Plan (PEP) in our secure database, which helps guide our lessons and support services and helps staff match them with internal and external opportunities that support their goals. PEPs are updated throughout each student's participation, helping to track gains, celebrate successes, identify new challenges, and set new goals.

Based on their goals and needs, participants are enrolled in supported one-on-one tutoring sessions or group classes across six English levels. We offer a wide variety of scheduling options throughout the week, especially evening and Saturday hours when most adults want to study. Most programming takes place at Literacy Network's learning center in the heart of South Madison, but we also maintain partnerships throughout the county to offer programming in other locations convenient to our students. In response to the preferences of our learning community, we also continue to offer select sessions online via Zoom, and loan laptops and Wi-Fi hotspots to those who need them to participate.

Leveled ESL classes follow a curriculum guide and textbook series, with flexibility built into each class to adapt curricula and lessons to students' stated goals. All lessons for one-on-one tutoring sessions are designed for each individual student on a weekly basis. Literacy Network staff build off years of experience of program, curricula, and lesson design to ensure that instruction is rigorous and relevant to our students. For instance, Literacy Network recently developed a specific Life in the U.S. curriculum to address topics about life in Madison, Wisconsin our ESL students say they need to understand better, including health insurance, housing options, and who to call in an emergency. (During the initial curriculum planning, our Student Leadership Council had many lively discussions about what to do if involved in a fender bender!) Other topics include financial literacy and where to bank. With this curriculum, financial literacy lessons will be integrated into Literacy for Employment, focusing on understanding everyday finances, debt, major purchases, and budgeting and managing money, and leading to financial empowerment.

Twice a year, our instructors deliver a Student Need Survey, and our Student Services team provides additional wraparound supports through resource connections and participation barrier mitigation, peer persistence support, advising and mentoring. Staff help students overcome barriers from food, housing, childcare, transportation or legal challenges so that they can focus on building their skills and achieving their goals.

We anticipate serving at least 300 participants each year in Literacy for Employment. At least 80% will demonstrate improved English language or literacy skills. At least 80% will also advance their employment goals by getting a new job, promotion, raise, or increased hours, or by maintaining their current jobs if that is their goal. We regularly elicit feedback from participants to ensure programming is meeting their needs; at least 80% will report that the program contributes positively to their desired quality of life.

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 for Employment participants are English-learning adults as well as native English speakers who want to improve their literacy and digital skills. Our students are in low-income households and want to advance their language and literacy skills so they can reach their employment and employability goals.

So far in 2026, around 60% of program participants are women and 95% are from BIPOC communities. About 76% identify as Hispanic/Latino, 12% Black or African, 5% Asian, and 2% Middle Eastern/North African. The program serves adults of any age; so far this year, 17% of participants were ages 18-29, 26% ages 30-39, 29% ages 40-49, 19% ages 50-59, and 9% age 60+.

Literacy Network has offered our group classes and individualized tutoring sessions for many decades, with a focus in the last fifteen years on curricula and wraparound support that helps participants reach employment goals. We have regularly reshaped program structures, curricula and materials, class locations, and schedules in response to participant and community feedback, which we elicit every semester. Students' goals shape the lessons of each class and tutoring session. Our Student Leadership Council, made up of current Literacy Network students from multiple programs, gives input on program offerings and instructional topics, and we administer an organization-wide student survey to understand broader needs and new common goals, which inform our 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	14	10%
Black/African American	22	15%
Asian	8	6%
American Indian/Alaskan Native	0	0%
Native Hawaiian/Other Pacific Islander	0	0%
Multi-Racial	0	0%
Balance/Other	99	69%
Total:	143	
Ethnicity		
Hispanic or Latino	96	67%
Not Hispanic or Latino	47	33%
Total:	143	
Gender		
Man	41	28.7%
Woman	101	70.6%
Non-binary/GenderQueer	0	0%
Prefer Not to Say	1	0.7%
Total:	143	

Comments (optional): The data above reflects actual 2024 Literacy for Employment program data, as reported to CDD, limited to tutoring programs and not including group classes as written in this application. We served 143 participants that year. Though expanded capacity as outlined in this application would increase our total served in future years, we anticipate that student demographics will be similar.

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.

Linguistic responsiveness is essential to Literacy Network’s services, as our students come from diverse backgrounds and countries all over the world. Adults from many different backgrounds and with a wide variety of life experiences come together in our programming. In 2025, Literacy Network participants came from 81 countries and spoke 66 unique languages at home. ESL programming is immersive; that is, all instruction is delivered in English at a level appropriate to participants. Students are placed in a class level at entry based on National Reporting System levels as determined by a formal TABE CLAS-E assessment.

Many of our staff are multilingual and share linguistic and/or cultural backgrounds with our students; our staff 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, the most common home language among our students. We also utilize phone-based interpretation services as needed to ensure further accessibility of information.

As described above, program curricula and lessons are shaped by our students' stated needs and goals. This ensures not only that instruction and materials are relevant to our students and will have the strongest impact on their lives, but also that it 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.

Although Literacy Network regularly conducts community outreach, the majority of new students share that they 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. In our most recent organization-wide student survey, 99% of respondents said they would recommend Literacy Network to a friend!

Other new participants are referred via our cultivated relationships with area organizations, including Madison College, Centro, Latino Academy, Urban League, Just Dane, and YWCA, as well as local libraries, and area K-12 schools. Partner agencies promote classes among their existing service communities and through the connections they have with adults in their neighborhoods. We promote our programs on La Movida radio and other news outlets. Literacy Network is also active on Facebook, Instagram, and YouTube (the most-used social media outlets among our learning community, according to our student surveys).

Literacy Network advertises program registration sessions before each new semester begins. We share class schedules and registration information with our community via social media, through our wide partnership network in Dane County, and via bilingual feature spots on La Movida Radio.

Additionally, our staff also provide support for a seamless transition into Literacy Network's other programs if they meet a students' needs and goals; we refer students between Literacy for Employment, our Citizenship Program, and our English and Spanish High School Completion Programming (described in our other applications under this RFP). All Literacy Network programming acts as a continuum of support, helping participants gain skills that help them continue to reach their goals and find success in our community, including obtaining, retaining, and advancing in employment.

We ask all new enrollees how they learn 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, our agency has not needed to enhance or expand recruitment efforts to fill classes and tutoring sessions. Over the last three years of our current funding cycle, demand has been consistently high for Literacy for Employment; the program has surpassed target numbers and outcomes, and regularly sees waitlists!

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?

Most of our students are in low-income households and have the goal of obtaining meaningful, family-sustaining jobs. To reach their goals, they need to persist in programs and advance their skills. Poverty creates or exacerbates barriers to learning and consistent attendance. Our students may face challenges because of their schedules, lack of transportation, unreliable or expensive childcare, physical or mental health issues, and more generally, lack of confidence because of past educational experiences. We offer wraparound support and referrals to help identify and mitigate these barriers. Our Student Services team regularly surveys participants about needs and new barriers, and personally connects them with vetted community resources. We maintain a broad, up-to-date network of community partnerships and connections so participants can access the resources they need.

Literacy Network also administers regular surveys to learn when, where, and how participants prefer to take classes, and then adjust our program schedules accordingly to ensure accessibility. In response to student preferences, most classes and tutoring sessions are held on weekday evenings and Saturday mornings, with some other morning and daytime options. Programming is offered at Literacy Network, via Zoom, and at partner

locations throughout our community. Literacy Network is located on South Park St. on Madison Metro bus lines, including the planned North-South Bus Rapid Transit Line, and within walking distance of Madison College South Campus, Goodman Public Library, YWCA, Urban League of Greater Madison, Catholic Multicultural Center, African Center for Community Development, Centro, and Mt. Zion Baptist Church. Partner sites who host programming, such as the new Imagination Center Library, provide additional access to programming in neighborhoods where our students live or work. Offering select sessions of programming online also helps mitigate barriers such as transportation, childcare, and potential cultural discomfort with in-person classes.

All programming is free to participants. Students may purchase textbooks used in class, though Literacy Network provides scholarships for free textbooks when any financial barrier is expressed.

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 adults in the Madison area.

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 at three multi-day registration sessions each year, before each semester of programming. Potential participants sign up to attend a registration session, where they take a placement test (TABE CLAS-E or TABE 13/14) to assess their language or literacy level and have a warm, welcoming conversation one-on-one with a staff member about their goals, background, and needs. During this conversation, we create a Personalized Education/Employment Plan (PEP) which all staff can reference to help guide the student's learning journey. Potential participants who contact Literacy Network outside of our set registration periods will have a one-on-one intake scheduled, or will be added to the next upcoming registration session.

Students' goals are the foundation of our services, and PEPs act as individual service plans as well as the base for aggregating data across programs to understand common goals and needs. The initial PEP conversation guides participants to set goals around work (we ask questions eliciting goals on workplace literacy and communication, soft skills, job training programs, and resume and interview skills) and education (including goals around English language and literacy, high school completion, and postsecondary and training programs).

Throughout the semester, staff provide personalized support to encourage persistence in the program. 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 move through basic skills programs and eventually into college or vocational training. Outside of the classroom, our staff contact participants on a weekly basis to encourage attendance and address any 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.,).

Literacy for Employment delivers language and literacy instruction in group class and one-on-one tutoring sessions. We offer a variety of session options to meet the needs of our learning community; as of summer 2026, we offer 13 sessions of ESL classes across six levels and 13 one-on-one tutoring groups for ESL and basic literacy, in which up to 8 students per group meet with tutors in each supported weekly session.

In each class or tutoring session, instruction incorporates level-appropriate workplace communication modules on topics relevant to our students. For instance, a lesson may focus on communicating with guests, clients, or customers or on interviewing for a new job – all while developing the relevant English or literacy skills needed to achieve these objectives in real life. Across the program, we use authentic, contextualized materials.

In group ESL classes, we principally utilize the Ventures English series for adults, a highly regarded skill-based text series that contextualizes language and literacy instruction in workplace and life situations. Students are asked to purchase textbooks for their program, but Literacy Network provides a scholarship to cover the cost of the book when a student cannot afford it. We supplement the textbook curricula with a wide variety of materials, including from other quality textbooks, worksheets created in-house by experienced teachers, and real-life materials (such as newspapers, job postings, or websites for local companies). Classes are held once or twice a week, for 2 or 1.5 hours at a time for a total of 2 to 3 hours per week.

In Literacy for Employment tutoring classes, which are offered once per week at 2 hours per session, all instruction is tailored to the individual student's goals and uses a broad range of materials, similar to the variety of materials used in group classes. For tutoring students who are native speakers of English, topics include reading, writing, numeracy, and digital literacy for the workplace. A students' progress and feedback each week inform and shape the next lessons.

Literacy Network provides programming for 3 semesters per year, with each semester lasting 12-14 weeks. We strongly support re-enrollment in multiple semesters as most adult learners' goals are long-term; it takes between 100 and 150 hours of instruction to move up a language or literacy level, according to the National Reporting System for Adult Education! Students receive persistence support and advising from Literacy Network throughout their participation. Students who stop attending programs get a support call from Student Services staff so that we can understand the barrier to participation and help make a connection to the appropriate resource. We understand that adults sometimes need to "stop out" of school, and ensure that there is no shame in sharing this fact; embarrassment surrounding low skills and poverty-related challenges creates its own barrier. Literacy Network participants who need to take a break know that they are welcome to re-enroll when they are ready and able, and we help them make a plan for how they will overcome life's challenges and return to their program. As described above, Student Services maintains an extensive, vetted, up-to-date referral network to connect students with services they might need.

- 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 low-income adults, most of whom are BIPOC and many of whom do not yet have a high school or equivalency diploma. Our learning center is located on Dane St. and Park St. in South Madison, in a Low High School Priority Area as identified by the City of Madison, and on Madison Metro bus lines.

When we seek new program partnerships to expand class location options for students, we focus on high-need areas identified by our students, which align with the City of Madison's Employment & Career Development Equity Areas. For instance, Literacy is in the process of finalizing an MOU which will grant us a dedicated office in Madison Public Library's new Reindahl Imagination Center, located in a Combined Priority Area. When the library opens in Fall 2026, we will use this dedicated space to provide services and conduct community outreach.

- 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	9:00 AM	12:00 PM
Sunday	Choose an item.	Choose an item.

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

Table 2: (Optional/if needed)

PROGRAM LOCATION(s):		
Day of the Week	Start Time	End Time
Monday	6:00 PM	8:00 PM
	Location: Imagination Center Library at Reindahl Park	
Tuesday	Choose an item.	Choose an item.
Wednesday	Choose an item.	Choose an item.
Thursday	Choose an item.	Choose an item.
Friday	Choose an item.	Choose an item.
Saturday	Choose an item.	Choose an item.
	Choose an item.	Choose an item.

Sunday		
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****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 the Imagination Center Library at Reindahl Park in Fall 2026 (with more classes coming in the future). (The application settings do not permit text after "Location" above.)

4. ENGAGEMENT COORDINATION AND COLLABORATION

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

Literacy Network programs are built on what our learning community needs and wants. We regularly gather participant feedback on program direction, curricula, topics, formats, and schedules.

Literacy Network surveys students in each program at the end of each semester, during PEP updates. We ask students about 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 are 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. We also gather feedback from volunteer tutors in the program to understand what additional support and training we can provide.

Participants share that it is important to them to have welcoming interactions with staff, instructors, and tutors. In our most recent student survey in July 2026, 99% of participants said that they were happy with their teacher or tutor. One respondent summed this up by sharing: "What I liked about Literacy Network first and foremost the people are nice and I love being around people that love helping you to become a better version of you." Literacy Network has built robust support and training for staff, instructors, and tutors to ensure that we continue to provide the best learning environment for participants. Our students also frequently express that they appreciate that our services are personalized to their needs: "They adapt to my necessities."

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, instructional topics, 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 offers services in high-need Madison neighborhoods, including in South Madison and at many partner sites. Across programming, we work with local partners including area libraries, K-12 schools, community centers, workforce training agencies, other community-based organizations, and the Madison College South Goodman Campus. We also welcome referrals from partners, who leverage existing relationships to encourage adults in need of language or literacy support to enroll at Literacy Network. Strong partnerships with Madison organizations providing basic needs services allow us to connect participants with those resources.

In Literacy for Employment, we have strengthened partnerships to help participants access other local workforce training and support programs. Literacy Network has been one of six agencies in United Way's HIRE Initiative since 2013, which has worked to help area adults prepare for, obtain, and retain meaningful jobs with family-sustaining wages. Although the initiative is sunsetting as of 2026, the collaboration that agencies built has created a strong base for continued partnership. Each agency offers unique services, and we will continue to make referrals and share program information for the benefit of the adults we serve.

Literacy Network staff also stay up-to-date on area workforce needs, both to share information with students, and to analyze trends that may guide programming and curricula. We have built strong relationships with area employers, particularly through our Workplace English program (a separate program under which local employers contract us to provide English services); these partnerships give us insight into shifting local needs.

Finally, our Literacy for Employment programming would not be possible without the support of hundreds of volunteer tutors each year! Tutors come from a wide range of backgrounds, from students to working adults to retirees, and give feedback that shapes their programs every semester. Literacy Network is a unique hub of interpersonal and intercultural exchange between residents who might not have otherwise crossed paths; we hear over and over from students and volunteers how much those relationships mean to them. Those connections are special and make people feel more at home in our city – whether they have lived here 40 years or 4 months.

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 (MPL) will provide classroom space at the new Imagination Center Library for programming, as well as office space for outreach and student intake. MPL will also collaborate with Literacy Network staff to make referrals to our program.	Tana Elias	In progress July 2026

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

How do these partnerships enhance this proposal?

Literacy Network maintains programmatic partnerships that are mutually beneficial and focused on serving our community. Together with partnership, we can reach our community more effectively. The collaboration with the Imagination Center at Reindahl Park (Madison Public Library) will enhance access to programming for area residents. We have long identified the need for services, especially literacy tutoring, in the northeast area of Madison, and are excited to offer programming once the new library opens[RR36.1]. Madison Public Library will

provide classroom space to Literacy Network for scheduled programming. We also anticipate being able to use office space for staff to conduct intakes and outreach. Additionally, the Library will refer community members to our programming.

Program partners also often provide tours or presentations during Literacy Network's classes; for instance, in the past, partnering Madison Public Library branches have visited classes to give an overview of services and assist students in signing up for library cards.

What are the decision-making agreements with each partner?

Our staff have worked with Madison Public Library to create a Memorandum of Understanding ahead of the library's official opening and the start of programming, ensuring that both parties are fully aware of our responsibilities. Madison Public Library will provide office and classroom space, while Literacy Network will provide weekly programming in accordance with our usual schedules. We work in tandem to share information with the community and recruit suit potential participants.

- 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 to benefit students. Our staff regularly check in with participants to learn about their and their families' needs, and 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 connect them to community agencies providing resources like housing, jobs, childcare, transportation, healthcare, mental health, food assistance, legal services, and basic supplies needs. We share job postings from trusted local employers with participants who may be interested.

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.

Adult students who are learning English or advancing their reading and writing skills enroll in Literacy for Employment group classes and one-on-one tutoring. 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). Many participants re-enroll for multiple semesters to continue making progress toward their goals; participants are counted once annually in our data, no matter how many semesters they attend. Literacy Network tracks and counts the Personalized Education/Employment Plans (PEPs), or individualized service plans, that are created with participants.

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

Participants are considered as having completed Literacy Network programming when they reach a proficient language or literacy level (Level 6, per National Reporting System guidelines) and/or when they achieve all of their personal goals (for instance, completing a career training program and securing a stable job in their target field).

- 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 and is updated throughout participation, including at program re-enrollment or exit, and through individual advising conversations. At semester re-enrollment or 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: getting a new job, a promotion, a raise, or moving from part-time to full-time work; improving daily English communication; communicating more confidently with healthcare providers or children’s teachers; or increasing civic engagement and connection to neighbors. In Literacy for Employment, we also track mastery of class competencies and self-reported data on improved or increased communication at work. 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 thoughtful about truly listening to students’ stories so that we can celebrate their achievements. Participants set their own goals and identify their learning priorities, and success is unique for each person. For instance, Arcelia initially enrolled at Literacy Network to improve communication with her child’s teachers. She was working in hotel housekeeping and said she wanted a new job, but she wasn’t sure what she wanted to do. Arcelia worked one-on-one with a tutor to build her skills and define her goals. After shifting to work in food service, she found her calling. In 2023, she started a food truck to build experience and a clientele base, and last spring, she opened her own restaurant!

These outcomes set below more than triple the targets in the program over previous years. Literacy for Employment has consistently surpassed outcomes in the last three 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. Please see the “Measures of Success” section of the RFP guidelines for a list. Applicants may propose additional program-specific outcomes they plan to track and evaluate. **Note: Outcome EXAMPLE Objective is not required and is ONLY meant to serve as an example outcome to reference as you complete the other tables**

Outcome EXAMPLE Objective: 75% of program participants obtained an industry recognized certificate by end of program.				
Performance Standard	Targeted Percent	75%	Targeted Number	90 of 120 clients
	Actual Percent	78%	Actual Number	94 out of 120 clients
Measurement Tool(s) and Comments: Client exit survey				
Methodology: The primary measurement tool was an exit survey that used open-ended and multiple-choice prompts to allow participants to elaborate on their experiences. Surveys were distributed to all program participants at time of exit from services/at the point of program completion, surveys are voluntary and anonymous.				

Outcome Objective #1: Participants demonstrate improved English language or literacy skills.				
Performance Standard	Targeted Percent	80%	Targeted Number	240 of 300
	Actual Percent		Actual Number	
Measurement Tool(s) and Comments: Participation in classes; instructor, tutor, tutor group leader assessment; end-of-semester survey forms, and/or feedback provided to staff in end-of-semester interviews.				

Methodology: Instructors, tutors, and tutoring session group leaders will assess and report competency mastery each semester. Information will also be gathered during one-on-one interviews with students, conducted by staff at semester re-enrollment, and/or program exit.

Outcome Objective #2: Participants maintain or improve their employment through a new job or promotion, according to their goals.				
Performance Standard	Targeted Percent	80%	Targeted Number	240 of 300
	Actual Percent		Actual Number	
Measurement Tool(s) and Comments: End-of-semester survey forms and/or feedback students provide to staff throughout semester or in one-on-one interviews.				
Methodology: Information will be gathered during one-on-one interviews with students, conducted by staff at semester re-enrollment, and/or program exit. Additional employment information which may be provided to instructors or tutors throughout participation will also be recorded.				

Outcome Objective #3: Participants report that this programming contributes positively to their desired quality of life.				
Performance Standard	Targeted Percent	80%	Targeted Number	240 of 300
	Actual Percent		Actual Number	
Measurement Tool(s) and Comments: Annual student survey, conducted in the summer, as well as end-of-semester survey forms, and/or quantitatively tracked satisfaction feedback provided to staff in end-of-semester conversations.				
Methodology: One-on-one interviews with students are conducted by staff at program intake, semester re-enrollment, and/or program exit. A once-yearly agency-wide survey is also conducted to determine, among other things, student satisfaction with programming.				

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 at enrollment. 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. Staff also create PEPs in this database and note student 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 instructor reports, weekly tutoring session feedback, and regular check-ins with supervisors and program directors. Outcome measurement data is gathered via one-on-one conversations, in-class surveys, and end-of-semester forms. Instructors and tutoring group leaders evaluate progress and assess language gains by reviewing students' PEPs and initial English or literacy 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 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: 10%		Degree in adult education or relevant field and extensive program management experience	Literacy Network
Director of ESL Group Instruction - FTE: 30%		Degree in education or relevant field and extensive program management experience	Literacy Network
Director of ESL Tutoring - FTE: 70%		Degree in language instruction or relevant field and extensive program management experience	Literacy Network
Essential Literacy Program Manager - FTE: 70%		Degree in adult education or relevant field and experience in program administration	Literacy Network, Imagination Center Library
Volunteer Manager - FTE: 60%		Degree or relevant work experience and program management experience	Literacy Network
Student Services Manager - FTE: 20%		Fluency in English and Spanish, Plain English training	Literacy Network
Student Services Coordinators - FTE: 20%		Fluency in English and Spanish, Plain English training	Literacy Network
ESL Instructors (regular staff) - FTE: 60% ----- ESL Instructors (Limited-term staff) - FTE: 140% (1.4 equivalent) ----- Tutoring Group Interns - FTE: 220% (2.2 equivalent) -----		Instructors: Bachelor's or higher degree in ESL, EFL, Applied Linguistics, Bilingual Education, or a related field, or significant relevant instructional experience Interns: Fluency in spoken and written English; at least one year of college or relevant work and life experience	Literacy Network (all positions in this section)

Associate Director - FTE: 5%		Associate Director: Degree in education, language instruction, or relevant field and extensive program management experience	

Director of Program Impact - FTE: 5%		Director of Program Impact: Degree in education, linguistics, or relevant field and extensive database management experience	

Grants Manager - FTE: 5%		Grants Manager: Degree in education or relevant field and extensive grant management experience	

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

Volunteer tutors in Literacy for Employment work one-on-one with participants to deliver customized lesson plans on a weekly basis. We work with at least 100 volunteer tutors each year who have an in-kind impact equivalent to 4.5 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 tutor 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, which includes cultural competence information as well as instructional techniques. We also provide optional professional development opportunities each semester, available to all volunteers. Because weekly lessons are created by staff with detailed instructions on how to deliver them, volunteers do not need to have previous instructional experience.

- 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 Literacy for Employment programming takes place at Literacy Network. When a partner sites hosts a class or tutoring session, space is typically provided in-kind. Literacy Network also maintains host Zoom subscriptions 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). We currently have a wide range of materials available, and assess the need for updating these on an annual basis. Printing and copying materials for use in class constitutes an important supply expenses for the 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 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	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:

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5. BOARD-STAFF DEMOGRAPHICS

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

DESCRIPTOR	BOARD		STAFF		MADISON*		
	Number	Percent	Number	Percent	GENERAL Percent	POVERTY Percent	R/POV** Percent
TOTAL	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	Restauateur, 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 column

****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 requestong funding in this application, and the amount of time they will spend in each program.**

	2027	2027	2027	2027	2027	2027	2027	2027	2027	2027	2027
Title of Staff Position*	Program A FTE**	Program B FTE**	Program C FTE**	Program D FTE**	Program E FTE**	Total FTE	Annualized Salary	Payroll Taxes and Fringe Benefits	Total Amount	Hourly Wage***	Amount Requested from the City of Madison
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	Payroll Taxes and Fringe Benefits	Total Amount	Hourly Wage***	Amount Requested from the City of Madison
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						0.00			0	0.00	0
						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