



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

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

**Deadline: 4:30PM August 3<sup>rd</sup>, 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](mailto:yshelton-morris@cityofmadison.com) or Community Development Specialist Dominic Davis [ddavis2@cityofmadison.com](mailto: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](mailto: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<br>Amount Requested: \$ 120,000<br>Applicant Type: Single Agency Application<br>Program Type: Adult Employment- Programs & Services<br>List Program Partner(s) (if applicable):                     |                         |            |
|                                                | Program Name: High School Completion for Adults<br>Amount Requested: \$ 55,000<br>Applicant Type: Single Agency Application<br>Program Type: Adult Employment- Programs & Services<br>List Program Partner(s) (if applicable):            |                         |            |
|                                                | Program Name: High School Completion for Young Adults<br>Amount Requested: \$ 45,000<br>Applicant Type: Single Agency Application<br>Program Type: Young Adult Employment-Programs & Services<br>List Program Partner(s) (if applicable): |                         |            |
|                                                | Program Name:<br>Amount Requested: \$<br>Applicant Type: Choose an item.<br>Program Type: Choose an item.<br>List Program Partner(s) (if applicable):                                                                                     |                         |            |
|                                                | <i>If you are applying for more than four programs, please contact Dominic Davis<br/>         Ddavis2@cityofmadison.com</i>                                                                                                               |                         |            |
|                                                | Contact Person for application (Joint Applications - Lead Org):                                                                                                                                                                           |                         |            |
|                                                | Autumn Jackson<br>Email: autumn@litnetwork.org                                                                                                                                                                                            |                         |            |

|                       |                                                                     |                      |              |
|-----------------------|---------------------------------------------------------------------|----------------------|--------------|
| Organization Address: | 701 Dane St. Madison WI 53713                                       | Telephone:           | 608-244-3911 |
| 501 (c) 3 Status:     | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | Fiscal Agent (if no) |              |

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

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

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

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

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

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

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

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

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

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

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

In January 2025, Literacy Network acquired another local nonprofit, Omega School. Their longtime Executive Director retired at the end of 2024, and the compatibility of our education-focused missions and complementary high school completion programming made it a natural fit to merge. We have maintained Omega's services as a program of Literacy Network and have built on the acquisition by expanding support for adults and young adults in Dane County who aim to earn a GED or HSED. Omega School of Literacy Network offers individualized instruction and wraparound services in both English and Spanish, with a particular focus on supporting young adults.

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

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

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

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

No Changes

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

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

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

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

Classes under Literacy for Employment are taught by trained, paid instructors, including regular Literacy Network staff and LTE instructors hired on a semester-by-semester basis. Instructors have a relevant degree and/or significant instructional experience. Current ESL program instructors have an average of 8 years' experience in the field. They also receive an initial program orientation, professional development opportunities, and feedback on class observations. Literacy Network utilizes communicative methods for language instruction, and classes center on the topics students request to best support their goals.

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

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

Literacy Network supports all staff with professional development opportunities, which are determined by staff in collaboration with supervisors. An annual professional development budget allows each regular staff member to take advantage of local and online trainings. We also frequently share free relevant training opportunities internally. Literacy Network is a member of several state and national organizations which provide regular professional development relevant to adult education, including ProLiteracy, TESOL International, Wisconsin TESOL, the Coalition on Adult Basic Education, and Wisconsin Literacy. Staff, including LTE instructors and tutoring session interns, participate in a rich learning community with our staff to share relevant updates from the field, stay up-to-date with best practices, and benefit from a strong support network.

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

**Program name:**

**Program type:** Choose an item.

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

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



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

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**Deadline: 4:30PM August 3<sup>rd</sup>, 2026**

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

## **JOINT/MULTI-AGENCY APPLICANTS**

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

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

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

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## Part 2 - Program Narrative Form

|                                                                                                                                                                                                                                                                                                                                                                            |                                   |                                                  |                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|--------------------------------------------------|---------------------|
| Program Name:                                                                                                                                                                                                                                                                                                                                                              | High School Completion for Adults | Total Amount Requested for this Program:         | \$ 55,000           |
| Legal Name of Organization:                                                                                                                                                                                                                                                                                                                                                | Literacy Network                  | Total amount Requested for Lead/Single Applicant | \$ 220,000          |
| Legal Name of Partner(s) (Joint/Multi-Agency Applicants only):                                                                                                                                                                                                                                                                                                             |                                   | Total Amount Requested for Partner 1:            | \$                  |
|                                                                                                                                                                                                                                                                                                                                                                            |                                   | Total Amount Requested for Partner 2:            | \$                  |
|                                                                                                                                                                                                                                                                                                                                                                            |                                   | Total Amount Requested for Partner 3*:           | \$                  |
| Program Contact: Lead Organization Contact                                                                                                                                                                                                                                                                                                                                 | Autumn Jackson                    | Email: autumn@litnetwork.org                     | Phone: 608-244-3911 |
| Program Type: Select <b>ONE</b> Program Type for this form.                                                                                                                                                                                                                                                                                                                |                                   |                                                  |                     |
| <input type="checkbox"/> Youth Employment- Programs and Services<br><input type="checkbox"/> Youth Employment- Wanda Fullmore Internship<br><input type="checkbox"/> Young Adult Employment- Programs and Services<br><input checked="" type="checkbox"/> Adult Employment- Programs and Services<br><input type="checkbox"/> Southwest Madison Employment Center Operator |                                   |                                                  |                     |
| <p><b>PLEASE NOTE:</b> Separate applications are required for each distinct/stand-alone program. Programs are considered distinct/stand-alone if the participants, staff and program schedule are separate from other programs, rather than an activity or pull-out group.</p>                                                                                             |                                   |                                                  |                     |

### 1. PROGRAM OVERVIEW

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

Census data shows that about 4% of adults in our community do not have a high school diploma. There are marked disparities in this data for BIPOC residents: nearly 10% of Black residents and about 16% of Hispanic/Latino residents in Dane County lack a high school diploma.

A high school equivalency diploma provides a crucial step to new opportunities and stability, helping adults secure meaningful employment with family-sustaining wages. The Bureau of Labor Statistics estimates that about 70% of jobs nationwide require at least a high school diploma. Jobs that do not require a diploma have lower wages; according to Working Wisconsin, the median hourly wage for a Wisconsinite without a diploma is \$15, compared to \$21.42 for an individual with a diploma, and over \$35 for someone with a bachelor's degree. Those who earn a GED or High School Equivalency Diploma (HSED) are also more likely to continue their education, per the National Center for Education Statistics, increasing their earning potential further! Literacy Network's High School Completion Program addresses gaps for adults in our community by providing personalized instruction and robust wraparound support, helping them earn their diplomas and opening doors to opportunities that lead to financial security and overall well-being.

Education levels are inextricably linked to adults' and their families' income, economic mobility, social connectedness, and health. In fact, the U.S. Department of Health and Human Services has found that those without diplomas face limited employment, low wages, and poverty, and are more likely to suffer from chronic health conditions; their report concludes that "earning a high school diploma decreases the risk of premature death and increases employment prospects and lifelong earning potential."



Literacy Network's High School Completion program is tailored to meet the needs of adults, most of whom are working and supporting families. They dream of earning their credential and finding meaningful jobs with family-sustaining wages.

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

Literacy Network's High School Completion for Adults supports community members who face barriers because they did not complete high school or because they do not have a credential that is recognized in the United States. By earning their GED or High School Equivalency Diploma (HSED), participants gain access to new opportunities and create a pathway to upward mobility.

The impact of earning a diploma is wide ranging. A GED or HSED improves employability, employment opportunities, and earning potential. For instance, Rhonda enrolled to earn her diploma after experiencing incarceration and homelessness. She said our program offered her "a chance to learn, grow, and change my life for the better." Rhonda earned her HSED last year and immediately enrolled in Madison College's Social Services program to earn a degree in social work; she said her goal is "to get the tools, skills, techniques, and education to help people in recovery and to be of service to individuals in the community." She also got a job at Madison College helping other students!

Our program also boosts confidence and encourages adults to engage with the community and with their children's education. Miracle, who earned her HSED in May this year, said that working with Literacy Network tutors was the key to success. She was excited to share that she not only built the skills needed to earn her diploma, but that she gained the confidence to help her 8-year-old daughter with reading too. "Now I'm eager to read a book," she said. "Now I'm eager to learn!"

Our program is designed to advance the skills adults need to earn their diplomas, and to encourage them toward their next steps. Programming is offered in English and Spanish and is flexible to meet the needs of busy adults; participants can choose how they study and set the schedule that works best for them. All instruction is tailored to help them advance the skills they need to pass GED tests and HSED subjects. At intake, we learn about each participant's unique long-term goals and set a learning plan to help them achieve those goals.

We also provide support for seamless transition into other programs after graduation, including our in-house programs and local career-training programs, as best fit a student's next goals. Literacy Network's other programming includes Literacy for Employment, English as a Second Language, and Citizenship – all of which help participants gain skills that help them continue to reach their goals and find success in our community, including obtaining, retaining, and advancing in employment. For many participants, a GED or HSED is one important step toward additional goals; our program is an important point in a continuum of support services.

In High School Completion programming, as in all Literacy Network programs, we shape services around what our participants want to achieve. Instruction is individualized, and our staff provide wraparound support to help mitigate barriers to participation. We help students identify challenges and connect them with a strong network of local resources to ensure that they have the support they need to succeed.

- 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.

This program, High School Completion for Adults, provides individualized instruction to help community members earn a GED or HSED. This segment of programming will serve adults ages 27 and older who want to earn a diploma in English or Spanish, while younger adults will be served through a separate program segment (see Literacy Network's application for High School Completion for Emerging Young Adults).

Each year in High School Completion for Adults, Literacy Network will serve at least 55 community members ages 27 and older. We provide a variety of instructional options to meet their needs, as well as holistic wraparound support to mitigate challenges and ensure persistence in programs. Each year, at least 80% of participants will make meaningful progress toward a diploma by passing a GED test or an HSED subject, or by mastering a competency necessary for those tests. We anticipate that at least 33% complete the program and attain a GED or HSED. Those who do not complete within the year are encouraged to continue studying to complete in a future year; as recognized in CDD's Informational Overview of Employment & Career Development Services, earning a diploma is often a multi-year process, as participants are making up for years of missed K-12 schooling a few hours per week at a time.

At intake, we work one-on-one with participants to understand their goals and needs and to create a Personalized Employment/Education Plan (PEP). Students also take a standardized assessment (the TABE 13/14 for English programming and Aztec for Spanish programming) to determine GED/HSED readiness. Participants whose assessment shows that they would benefit from building their literacy or English skills first are referred to one of our other programs for pre-GED skill-building. Those who are ready to start studying for their diploma work with staff to set a study plan.

Flexibility is key to success in adult education. Our program offers a variety of instructional options in English and Spanish to meet students' needs, and they may choose to meet in-person or virtually. Instructional options include: one-on-one instruction with a trained volunteer tutor or staff; small group instruction with staff; or independent study with guidance from a staff instructor. Participants can meet a Literacy Network tutor or staff on-site at our two learning centers, at a local library, virtually, or in Madison College's HSED classes. All lessons are tailored to each participant's skill level and learning style.

Most adults in our program opt to complete a 5.09 HSED, which is a competency-based diploma pathway offered as an alternative to the GED in Wisconsin. As a series of courses, the 5.09 is a good fit for participants for whom language or literacy barriers or learning difference make timed exams challenging. The 5.09 path is flexible, even allowing participants to combine previously-earned high school credits, already-passed GED tests, and HSED courses to meet diploma requirements.

Long-time partner Madison College offers a 5.09 HSED program, serving participants in English in group classes, most of which are virtual. The College's 5.09 program meets the needs of some, but not all, community members who want to earn an HSED. Literacy Network students have often shared that past school experiences have left them uncomfortable in traditional classes or in online programming, but that our one-on-one format provides a safe and supportive space for them to build the skills and confidence needed to earn a diploma. To address their needs, we are launching our own in-house 5.09 HSED program, which was approved by the Wisconsin Department of Public Instruction in June 2026. This new segment of programming will offer individualized instruction, flexible modalities, and personalized schedule. It will complement current local programming by filling in service gaps: providing in-person one-on-one instruction, small group programming, and guided self-study, in both English and Spanish.

Literacy Network will also continue to offer tutors through our partnership with Madison College and provide instruction to participants who prefer to earn a GED. In the coming year, our new 5.09 program will expand opportunities for the most vulnerable Madison adults to earn a diploma!

## 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?

Participants in our High School Completion for Adults Program do not yet have a high school or equivalency diploma, or they have a foreign high school credential that is not recognized in the United States. This program specifically serves adults ages 27 and older; younger adults will be served through another segment of Literacy Network programming.

Participants are native English speakers, high-level English learners, or Spanish speakers. They are in low-income households and have long-term goals beyond a diploma that will help them achieve economic mobility. Demographics vary from year-to-year, but on average, around two-thirds of program participants are women, and over 85% are from BIPOC communities. So far this year, in 2026, about 64% of participants who would be served under this program identify as Black or African, 18% as Hispanic/Latino, and 4% as Asian.

Literacy Network has offered GED/HSED support for our students since our founding more than 50 years ago, and has had a standalone High School Completion program for nearly a decade. We expanded instruction significantly in the last year with the acquisition of Omega School and the development of our own 5.09 program. Each of these expansions started with student need; we assessed what current and potential participants most wanted and needed from our programming. We regularly reshape program structures, curricula and materials, and schedules in response to participant and community feedback, which we elicit every semester. Additionally, each year we administer an organization-wide survey to understand broader needs and new common goals, which we use to inform long-term programmatic changes.

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

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

| Race                                   | # of Participants | % of Total Participants |
|----------------------------------------|-------------------|-------------------------|
| White/Caucasian                        | 9                 | 13%                     |
| Black/African American                 | 30                | 43.5%                   |
| Asian                                  | 3                 | 4%                      |
| American Indian/Alaskan Native         | 0                 | 0%                      |
| Native Hawaiian/Other Pacific Islander | 2                 | 3%                      |
| Multi-Racial                           | 4                 | 6%                      |
| Balance/Other                          | 21                | 30.5%                   |
| Total:                                 | 69                |                         |
| Ethnicity                              |                   |                         |
| Hispanic or Latino                     | 21                | 30%                     |
| Not Hispanic or Latino                 | 48                | 70%                     |
| Total:                                 | 69                |                         |
| Gender                                 |                   |                         |
| Man                                    | 21                | 30%                     |
| Woman                                  | 48                | 70%                     |
| Non-binary/GenderQueer                 | 0                 | 0%                      |
| Prefer Not to Say                      | 0                 | 0%                      |
| Total:                                 | 69                |                         |

Comments (optional): The data above is combined from Literacy Network and Omega School programs in 2024, focusing on adults ages 27 and above. The data is based on Literacy Network’s actual reports and information available from Omega School during that period; Literacy Network did not administer Omega School as a Literacy Network program until January 2025.

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

Linguistic responsiveness is at the heart of Literacy Network’s services. Our students come from diverse backgrounds and countries all over the world. In 2025, Literacy Network participants across programming came from 81 countries and spoke 66 unique languages at home.

We offer High School Completion services in both English and Spanish. Of adults ages 27+ who are studying for a GED or HSED this year, 67% are native English speakers and 16% are native Spanish speakers. The remaining 17% speak another first language and are studying for their diplomas in English.

Many staff are multilingual and share linguistic and/or cultural backgrounds with our students; staff includes speakers of Spanish, Arabic, Dutch, French, Mandarin, Persian, and Portuguese. All staff members 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 second language among our students. We also utilize phone-based interpretation services as needed to ensure further accessibility of information.

All 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.*

Literacy Network regularly conducts outreach to ensure that community members without a high school diploma are aware of our services, and we maintain strong partnerships with other local organizations to facilitate referrals. The majority of new enrollees 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.

Participants may be referred to the program through our intentionally-built relationships with area organizations, including the Dane County Job Center, Forward Services Corporation, Vera Court Neighborhood Center, Operation Fresh Start, and Allied Wellness Center. Our broader partnership network for programming and outreach also includes the Madison, Middleton-Cross Plains, and Sun Prairie School Districts, as well as Madison Public Libraries. We have also created internal pathways between programs to help adults studying in our English as a Second Language, basic literacy, and Citizenship programs transition into High School Completion programming if a diploma is among their goals.

Literacy Network is active on the social media outlets most used among our learning community, according to our surveys: Facebook, Instagram, and YouTube. Our agency also regularly participates in local news stories to share program offerings and impact. In the past year, we have had multiple stories on local television networks, as well as in The Cap Times, Isthmus, Madison 365, and the Wisconsin State Journal. We also advertise program services on La Movida, and we publish information about our programs and impact in monthly e-newsletters and paper newsletters delivered to our community three times per year. With the launch of our competency-based 5.09 component in late 2026, we plan to conduct targeted outreach to community members who would benefit from this instructional option; our outreach will focus on high-need areas neighborhoods, as identified in the City's Employment & Career Development Equity Priority Area map.

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

**ii. Addressing Barriers to Participation:**

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

Most Literacy Network participants are in low-income households and face barriers to consistent attendance and graduation. Challenges include transportation and childcare, as well as busy schedules of work (sometimes multiple jobs to make ends meet) and family responsibilities.

Literacy Network provides wraparound support to help identify barriers to participation and personalized referrals to help mitigate them. Staff check in throughout students' participation to understand their needs and learn about any new challenges. We maintain a broad, up-to-date network of community partnerships and connections to refer participants so that they can access the resources they most need.

Our agency administers annual surveys to understand when, where, and how participants prefer to study; we adjust programming in response to ensure accessibility to more community members. Participants in this program can study on-site when our offices are open, including during evening hours. Those who meet with a volunteer tutor may study on other schedules at local libraries, at Madison College, or online.

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

Our wraparound support is holistic and our understanding of adult education is grounded in the reality of the challenges our students may face. We work to help them dedicate time to study each week so that they can reach their goals.

iii. **Enrollment & Engagement Approach:**

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

Literacy Network provides individualized intake for High School Completion programming on an ongoing basis throughout the year, as participants are seeking services. New interested community members have a one-on-one intake with staff, during which we learn about their education history and goals and create a Personal Employment/Education Plan, or PEP, in our secure database. These conversations may take place in English or Spanish. Students' goals are the foundation of our services, and PEPs act as individual service plans as well as the base for aggregate data across the program to understand participants' common goals and needs. We guide participants to set goals around further education and employment, and we update their database records as they develop their goals or celebrate achievements!

During intake, participants also take a placement test to assess skill level and readiness for GED/HSED programming; students planning to study in English take the TABE 13/14 for reading and math, while those planning to study in Spanish take the Aztec reading and math placement tests. Participants may be referred to our other programming if they speak a first language other than English or Spanish and assessments show that they would benefit from advancing their English skills before enrolling, or if they are English speakers who would benefit from advancing their basic literacy skills.

We work with individuals to understand their learning needs and schedules, and set a study plan that will work best for them. Participants may opt to study one-on-one with a trained tutor, work through a guided study plan with instructional staff, or study with a Literacy Network tutor in their Madison College HSED class. We support students' persistence in the program and adjust their study plans as necessary to meet new needs.

### **3. PROGRAM LOCATION, DESCRIPTION, AND STRUCTURE**

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

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

Participants are set up with a study plan that responds to their learning styles, skills assessment, and scheduling needs. Students can choose to: meet a trained tutor weekly at a time and location convenient to them (including online, if preferred); study in small groups with staff instructors; study with one-on-one guidance from instructional staff; or meet with a Literacy Network within their Madison College HSED class. They can also combine these modalities – students in a Madison College class often also work with a Literacy Network tutor outside of class.

Similarly, participants can have a scheduled weekly tutoring session in addition to their instructor-supported self-study sessions.

Literacy Network was recently approved as an HSED provider by the Wisconsin Department of Public Instruction; our in-house 5.09 HSED component will be offered in English and Spanish, on our students' preferred schedules, as part of our High School Completion options. Literacy Network will deliver course instruction, determine subject mastery, and submit students' portfolios to DPI for approval for their HSED. This addition to our services expands opportunities for participants.

Our learning centers are open year-round for services, with short breaks between program semesters. As we provide services, we keep in mind that learning takes time, especially for busy adults who are juggling multiple responsibilities including work, raising children, or taking care of family members. Nearly 90% of adults in this program last year were working or actively looking for work. According to the GED Testing Service, it takes an average of 3 to 8 months for adults to finish the GED. It is not uncommon for students with barriers or many adult responsibilities to take longer (e.g. up to two years). Those pursuing an HSED in Wisconsin often take one subject class per semester, working to complete eight subjects as they balance other life responsibilities. Many students in this program work with Literacy Network for multiple semesters; we are glad to encourage their persistence!

- 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?

In this program, Literacy Network serves adults who do not yet have a high school or equivalency diploma, nearly all of whom are in low-income households and most of whom are BIPOC individuals. We offer High School Completion programming at our two learning centers in South Madison; Literacy Network is located on the corner of Dane St. and Park St. while Omega School of Literacy Network is located on Badger Rd. Both locations are in a Low High School Priority Area as identified by the City of Madison, and are accessible by public transportation.

When we seek new program partnerships to expand location options for students to meet tutors or to recruit participants, we focus on the high-need areas identified by our students, which align with the City of Madison's Employment & Career Development Equity Areas. For instance, Literacy Network is slated to have 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 and we finalize our MOU, Literacy Network will utilize library space to conduct community outreach and intake services for this program.

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

**Table 1:**

| PROGRAM LOCATION(s): |                            |                 |
|----------------------|----------------------------|-----------------|
| Day of the Week      | Start Time                 | End Time        |
| Monday               | 9:00 AM                    | 8:00 PM         |
|                      | Location: Literacy Network |                 |
| Tuesday              | 9:00 AM                    | 8:00 PM         |
|                      |                            |                 |
| Wednesday            | 9:00 AM                    | 8:00 PM         |
|                      |                            |                 |
| Thursday             | 9:00 AM                    | 8:00 PM         |
|                      |                            |                 |
| Friday               | Choose an item.            | Choose an item. |
|                      |                            |                 |
| Saturday             | Choose an item.            | Choose an item. |
|                      |                            |                 |
| Sunday               | Choose an item.            | Choose an item. |
|                      |                            |                 |

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

**Table 2: (Optional/if needed)**

| PROGRAM LOCATION(s): |                                            |                 |
|----------------------|--------------------------------------------|-----------------|
| Day of the Week      | Start Time                                 | End Time        |
| Monday               | 9:00 AM                                    | 7:30 PM         |
|                      | Location: Omega School of Literacy Network |                 |
| Tuesday              | 9:00 AM                                    | 7:30 PM         |
|                      |                                            |                 |
| Wednesday            | 9:00 AM                                    | 7:30 PM         |
|                      |                                            |                 |
| Thursday             | 9:00 AM                                    | 7:30 PM         |
|                      |                                            |                 |
| Friday               | Choose an item.                            | Choose an item. |
|                      |                                            |                 |
| Saturday             | Choose an item.                            | Choose an item. |
|                      |                                            |                 |
| Sunday               | Choose an item.                            | Choose an item. |
|                      |                                            |                 |

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

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

The location in Table 1 is Literacy Network, while the location for Table 2 is Omega School of Literacy Network. (The application settings do not permit text after "Location" above.)

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

#### 4. ENGAGEMENT COORDINATION AND COLLABORATION

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

Literacy Network programs are shaped around what our learning community needs and wants. Participant feedback and needs inform program direction and formats, curricula, lesson topics, instructional modalities, and schedules. We regularly adjust programming based on the feedback of our students. In fact, the development of our in-house 5.09 component of programming was in direct response to the needs of our students and an identified gap in services in our community. Students wanted a 5.09 HSED option that could be highly personalized, with one-on-one instruction and a flexible schedule – particularly for in-person evening study hours – and they wanted to be able to complete their diploma in English or Spanish.

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

Our agency also benefits from our Student Leadership Council, a group of current and former students who meet monthly to guide organizational decision-making, develop messaging, and represent our student body. This group provides regular feedback on program structures and effectiveness.

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

Literacy Network works with dozens of partner and peer agencies to ensure that our services are relevant to the needs of community members and are working in tandem with other education providers in the area. Strong partnerships ensure warm referral processes, both to and from our programs, and help create a true network of agencies that provide whole-person support for the adults in our community who want to earn a high school equivalency diploma. Our robust wraparound support systems help mitigate barriers to participation and success, so that participants can make meaningful progress toward their goals.

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

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

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



**Note:**

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

| Partner Organization | Role & Responsibilities                                                                                                                                                                                                         | Contact Person                  | Signed MOU (Yes/No)?                  |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|---------------------------------------|
| Madison College      | Literacy Network places our trained tutors in Madison College's HSED classes. College staff will coordinate with Literacy Network to identify schedules, connect with students, and share details on tests and subjects passed. | Alex Fernandez and Jen Grandone | No, not required for this partnership |
|                      |                                                                                                                                                                                                                                 |                                 |                                       |
|                      |                                                                                                                                                                                                                                 |                                 |                                       |
|                      |                                                                                                                                                                                                                                 |                                 |                                       |
|                      |                                                                                                                                                                                                                                 |                                 |                                       |
|                      |                                                                                                                                                                                                                                 |                                 |                                       |

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

N/A

How do these partnerships enhance this proposal?

Literacy Network's long-standing partnership with Madison College helps ensure that local adults have all the support they need to earn their diplomas! Since 2019, we have supported students in the College's HSED program, offering in-class one-on-one tutoring support to help participants study the class material and work through challenging assignments. Participants appreciate the individualized assistance, and College instructors are glad to have the additional support! One HSED class instructor shared last year: "I am completely convinced that LitNet tutors are such a game changer."

Our new in-house 5.09 option will supplement our partnership with Madison College. Literacy Network will continue to provide in-class tutors to ensure that all area adults have personalized support to help them earn their diplomas!

What are the decision-making agreements with each partner?

Literacy Network works with the Madison College School of Academic Advancement staff and class instructors each semester to identify classes in which our tutors should be placed. Madison College's HSED classes are virtual, in-person, or hybrid; our tutors may be placed in any of the classes where support is needed.

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

As described earlier in this application, Literacy Network maintains a strong network of community partnerships to help students access supportive resources. Staff stay connected with participants throughout their studies to understand 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 and offer connections to helpful community resources, including agencies offering support with housing, jobs, childcare, transportation, healthcare, mental health, food assistance, legal services, and basic supplies needs. For instance, staff recently connected a High School Completion program participant with a housing fund resource from the YWCA, which helped her make rent for the month and ensure she and her family could remain housed while she worked toward her diploma.

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

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

Program participants are adults ages 27 and older who are working toward a GED or HSED. They study on a schedule that works best for them, typically once or twice a week, and usually for 1.5 or 2 hours at a time. Most participants stay enrolled for multiple semesters until they meet their goal. Participants complete the program when they earn their GED or HSED.

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

- B. Program Outcomes

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

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

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

In addition to tracking program outcomes data, Literacy Network is thoughtful about truly listening to students' stories: participants set their own goals and identify their learning priorities, and success is unique for each person. Although we do not set specific outcomes for continued education and employment after program graduation, as the focus of this program is the attainment of a GED or HSED, many of our graduates go on to get jobs, apply for college, or start career training programs! For instance, recent graduate Liz enrolled in a degree program to support her childcare business, and T-Juana has started a college accounting program now that she has her diploma!

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.

|                             |                         |     |                        |                       |
|-----------------------------|-------------------------|-----|------------------------|-----------------------|
| <b>Performance Standard</b> | <b>Targeted Percent</b> | 75% | <b>Targeted Number</b> | 90 of 120 clients     |
|                             | <b>Actual Percent</b>   | 78% | <b>Actual Number</b>   | 94 out of 120 clients |

**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 skill proficiency and make meaningful progress toward a diploma by passing a GED test or HSED subject, or by mastering a necessary competency.

|                             |                         |     |                        |          |
|-----------------------------|-------------------------|-----|------------------------|----------|
| <b>Performance Standard</b> | <b>Targeted Percent</b> | 80% | <b>Targeted Number</b> | 44 of 55 |
|                             | <b>Actual Percent</b>   |     | <b>Actual Number</b>   |          |

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

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

|                                                                                                                                                                                                   |                         |     |                        |          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-----|------------------------|----------|
| <b>Outcome Objective #2:</b> Participants complete the program and attain a GED or HSED.                                                                                                          |                         |     |                        |          |
| <b>Performance Standard</b>                                                                                                                                                                       | <b>Targeted Percent</b> | 33% | <b>Targeted Number</b> | 18 of 55 |
|                                                                                                                                                                                                   | <b>Actual Percent</b>   |     | <b>Actual Number</b>   |          |
| <b>Measurement Tool(s) and Comments:</b> Completion of all required GED tests or HSED subjects.                                                                                                   |                         |     |                        |          |
| <b>Methodology:</b> Literacy Network tracks individual GED tests and HSED subjects passed as well as completion of all requirements to fulfill a diploma and the date a GED or HSED is conferred. |                         |     |                        |          |

|                                          |                         |  |                        |  |
|------------------------------------------|-------------------------|--|------------------------|--|
| <b>Outcome Objective #3:</b>             |                         |  |                        |  |
| <b>Performance Standard</b>              | <b>Targeted Percent</b> |  | <b>Targeted Number</b> |  |
|                                          | <b>Actual Percent</b>   |  | <b>Actual Number</b>   |  |
| <b>Measurement Tool(s) and Comments:</b> |                         |  |                        |  |
| <b>Methodology:</b>                      |                         |  |                        |  |

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

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

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

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

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

Program expenses, the majority of which are in staffing costs, are tracked by Literacy Network's Grants Manager in coordination with our Financial & Administrative Specialist and our contracted accountant.

## 6. PROGRAM STAFFING AND RESOURCES:

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

| Position Title | FTE | Required Certifications and Training | Location(s) |
|----------------|-----|--------------------------------------|-------------|
|----------------|-----|--------------------------------------|-------------|

|                                              |  |                                                                                                           |                                                    |
|----------------------------------------------|--|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------|
| Director of ABE & GED Instruction - FTE: 40% |  | Degree in adult education or relevant field, and extensive program management experience                  | Literacy Network                                   |
| Director of Omega School - FTE: 20%          |  | Degree in adult education or relevant field, and extensive program management experience                  | Omega School of Literacy Network                   |
| GED/HSED Program Manager - FTE: 30%          |  | Degree in education and relevant program management and instructional experience                          | Omega School of Literacy Network                   |
| GED/HSED Instructors - FTE: 50%              |  | Fluency in English or Spanish, relevant instructional experience                                          | Literacy Network, Omega School of Literacy Network |
| Volunteer Manager - FTE: 10%                 |  | Degree or relevant work experience, and program management experience                                     | Literacy Network                                   |
| Associate Director - FTE: 5%                 |  | Degree in education, language instruction, or relevant field, and extensive program management experience | Literacy Network                                   |
| Director of Program Impact - FTE: 3%         |  | Degree in education, linguistics, or relevant field, and extensive database management experience         | Literacy Network                                   |
| Grants Manager - FTE: 3%                     |  | Degree in education or relevant field, and extensive grant management experience                          | Literacy Network                                   |

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

Volunteer tutors work one-on-one with participants who choose tutoring as their preferred study modality. Tutors deliver lessons individualized to students' needs and built a positive and encouraging rapport with students. In our High School Completion program, we work with about 50 volunteer tutors each year who have an in-kind impact equivalent to 1 FTE staff!

We seek volunteer tutors who are reliable, professional, patient, and kind. Program Directors and staff provide initial and ongoing training, support and direction to volunteer tutors. Volunteers are trained in cultural competence as well as instructional techniques, and have opportunities for ongoing trainings each semester. Because weekly lessons are created by staff, volunteers do not need to have previous instructional experience.

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 (or Spanish if they will tutor in that mode), 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 volunteer applicants, and all volunteers who are in contact with students or handle student data must sign a confidentiality agreement.

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

Most adult High School Completion participants study on-site at Literacy Network or Omega School of Literacy Network. Those working one-on-one with a tutor may also choose to meet at an approved community site (we recommend local libraries) on the schedule of their choice, or on Zoom. Students may also work with our tutors in Madison College's HSED classes, which have both online and in-person sessions.

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

## 7. BUDGET

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

### Joint/Multi-Agency Applications

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

## 8. If applicable, please complete the following:

### A. Disclosure of Conflict of Interest

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

Literacy Network's current Board of Directors President is Tana Elias, Director of Madison Public Library, who serves in this role on her personal time. She is also the signatory for any programmatic MOUs between Literacy Network and Madison Public Library, as the libraries may host sections of our classes and tutoring sessions. Our staff coordinate directly with staff at each of the partnering branches to determine class and schedule details.

### B. Disclosure of Contract Failures, Litigations

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

N/A

## APPLICATION FOR 2026 EMPLOYMENT AND CAREER DEVELOPMENT SERVICES PROGRAMS

## 1. ORGANIZATION CONTACT INFORMATION

|                            |                               |
|----------------------------|-------------------------------|
| Legal Name of Organization | Literacy Network              |
| Mailing Address            | 701 Dane St. Madison WI 53713 |
| Telephone                  | 608-999-4124                  |
| FAX                        | N/A                           |
| Director                   | Robin Ryan                    |
| Email Address              | robin@litnetwork.org          |
| Additional Contact         | Autumn Jackson                |
| Email Address              | autumn@litnetwork.org         |
| Legal Status               | Private: Non-Profit           |
| Federal EIN:               | 51-0180488                    |

## 2. PROPOSED PROGRAMS

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

## DEFINITION OF ACCOUNT CATEGORIES:

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

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

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

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

**3. SIGNATURE PAGE**

**AFFIRMATIVE ACTION**

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

**CITY OF MADISON CONTRACTS**

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

**INSURANCE**

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

**4. SIGNATURE**

Enter name:

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

DATE  INITIALS:

If costs.

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**5. BOARD-STAFF DEMOGRAPHICS**

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

| DESCRIPTOR                             |        |         |        |         | MADISON* |         |         |
|----------------------------------------|--------|---------|--------|---------|----------|---------|---------|
|                                        | BOARD  |         | STAFF  |         | GENERAL  | POVERTY | R/POV** |
|                                        | Number | Percent | Number | Percent | Percent  | Percent | Percent |
| <b>TOTAL</b>                           | 18     | 100%    | 40     | 100%    |          |         |         |
| <b>GENDER</b>                          |        |         |        |         |          |         |         |
| 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%    |          |         |         |
| <b>AGE</b>                             |        |         |        |         |          |         |         |
| 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%    |          |         |         |
| <b>RACE</b>                            |        |         |        |         |          |         |         |
| 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%    |          |         |         |
| <b>ETHNICITY</b>                       |        |         |        |         |          |         |         |
| 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%    |          |         |         |
| <b>PERSONS WITH DISABILITIES</b>       | 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.

|                |                                                              |       |         |     |         |
|----------------|--------------------------------------------------------------|-------|---------|-----|---------|
| <b>Name</b>    | <b>Tana Elias</b>                                            |       |         |     |         |
| 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 |
| <b>Name</b>    | <b>Douglas Keillor</b>                                       |       |         |     |         |
| Home Address   | 5521 Forge Dr. Madison WI 53716                              |       |         |     |         |
| Occupation     | Retired; former Executive Director of Madison Teachers, Inc. |       |         |     |         |
| Representing   | Vice President                                               |       |         |     |         |
| Term of Office | 2 year                                                       | From: | 05/2025 | To: | 05/2027 |
| <b>Name</b>    | <b>Ryan Smith</b>                                            |       |         |     |         |
| 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 |
| <b>Name</b>    | <b>Melissa Burchell-Dogra</b>                                |       |         |     |         |
| 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 |
| <b>Name</b>    | <b>J. Corkey Custer</b>                                      |       |         |     |         |
| Home Address   | 14 Pinehurst Circle, Madison WI 53717                        |       |         |     |         |
| Occupation     | Managing Partner, Custer Burish Financial Services           |       |         |     |         |
| Representing   | Member                                                       |       |         |     |         |
| Term of Office | 2 year                                                       | From: | 06/2026 | To: | 05/2028 |
| <b>Name</b>    | <b>Cecilia Gillhouse</b>                                     |       |         |     |         |
| 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 |
| <b>Name</b>    | <b>Shannon Krueger</b>                                       |       |         |     |         |
| Home Address   | 306 Breckenridge Rd. Verona WI 53593                         |       |         |     |         |
| Occupation     | Senior Manager of Legal Operations, Trustage                 |       |         |     |         |
| Representing   | Member                                                       |       |         |     |         |
| Term of Office | 2 year                                                       | From: | 06/2025 | To: | 05/2027 |
| <b>Name</b>    | <b>Stephanie Le</b>                                          |       |         |     |         |
| Home Address   | 4202 Tomscot Trail, Madison WI 53704                         |       |         |     |         |
| Occupation     | Restaurateur, Little Palace and Ha Long Bay                  |       |         |     |         |
| Representing   | Member                                                       |       |         |     |         |
| Term of Office | 2 year                                                       | From: | 06/2025 | To: | 05/2027 |



AGENCY GOVERNING BODY cont.

|                |                                                                        |       |         |     |         |
|----------------|------------------------------------------------------------------------|-------|---------|-----|---------|
| <b>Name</b>    | <b>Mark Pilarski</b>                                                   |       |         |     |         |
| 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 |
| <b>Name</b>    | <b>Quentin Riser</b>                                                   |       |         |     |         |
| Home Address   | 4605 Pawnee Pass, Fitchburg WI 53711                                   |       |         |     |         |
| Occupation     | Assistant Professor, Human Development & Family Studies, UW-Madison    |       |         |     |         |
| Representing   | Member                                                                 |       |         |     |         |
| Term of Office | 2 year                                                                 | From: | 06/2025 | To: | 05/2027 |
| <b>Name</b>    | <b>Kate Rohach</b>                                                     |       |         |     |         |
| Home Address   | 8301 Flagstone Dr. Apt. 209, Madison WI 53719                          |       |         |     |         |
| Occupation     | Chemist, Wisconsin State Laboratory of Hygiene                         |       |         |     |         |
| Representing   | Member                                                                 |       |         |     |         |
| Term of Office | 2 year                                                                 | From: | 06/2025 | To: | 05/2027 |
| <b>Name</b>    | <b>Maritza Sanabria</b>                                                |       |         |     |         |
| 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 |
| <b>Name</b>    | <b>Lucas Sczygelski</b>                                                |       |         |     |         |
| Home Address   | 1 S. Pinckney St. Suite 410, Madison WI 53701                          |       |         |     |         |
| Occupation     | Associate Attorney, Boardman Clark                                     |       |         |     |         |
| Representing   | Member                                                                 |       |         |     |         |
| Term of Office | Member                                                                 | From: | 06/2025 | To: | 05/2027 |
| <b>Name</b>    | <b>Lynn Silverman</b>                                                  |       |         |     |         |
| 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 |
| <b>Name</b>    | <b>Lindsay Stephan</b>                                                 |       |         |     |         |
| 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 |
| <b>Name</b>    | <b>Jeff Stoltman</b>                                                   |       |         |     |         |
| 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 |
| <b>Name</b>    | <b>Seynabou Youm</b>                                                   |       |         |     |         |
| Home Address   | 2024 Tennyson Ln, Apt. 405, Madison WI 53704                           |       |         |     |         |
| Occupation     | Legal Counsel, Nelnet                                                  |       |         |     |         |
| Representing   | Member                                                                 |       |         |     |         |
| Term of Office | 2 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<br>2027 | PROGRAM<br>A | PROGRAM<br>B | PROGRAM<br>C | PROGRAM<br>D | PROGRAM<br>E | NON APP<br>PGMS |
|---------------------------------|----------------|--------------|--------------|--------------|--------------|--------------|-----------------|
| DANE CO HUMAN SVCS              | 53,479         | 0            | 10,000       | 43,479       |              |              |                 |
| UNITED WAY DANE CO              | 126,437        | 84,437       | 42,000       | 0            |              |              |                 |
| CITY CDD (This Application)     | 220,000        | 120,000      | 55,000       | 45,000       |              |              |                 |
| City CDD (Not this Application) | 0              | 0            | 0            | 0            |              |              |                 |
| OTHER GOVT*                     | 0              | 0            | 0            | 0            |              |              |                 |
| FUNDRAISING DONATIONS**         | 192,339        | 163,355      | 10,043       | 18,941       |              |              |                 |
| USER FEES                       | 0              |              |              |              |              |              |                 |
| TOTAL REVENUE                   | 592,255        | 367,792      | 117,043      | 107,420      | 0            | 0            | 0               |

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

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

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

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

| ACCOUNT CATEGORY              | AGENCY<br>2025 | TTL CITY<br>REQUEST | PGM<br>A | CITY<br>SHARE | PGM<br>B | CITY<br>SHARE | PGM<br>C | CITY<br>SHARE | PGM<br>D | CITY<br>SHARE | PGM<br>E | CITY<br>SHARE | NON APP<br>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         |          |               |          |               |                 |
| <b>Subtotal A.</b>            | 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                   |          |               |          |               |          |               |          |               |          |               |                 |
| <b>Subtotal B.</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                   |          |               |          |               |          |               |          |               |          |               |                 |
| <b>Subtotal C.</b>            | 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                   |          |               |          |               |          |               |          |               |          |               |                 |
| <b>Subtotal D.</b>            | 0              | 0                   | 0        | 0             | 0        | 0             | 0        | 0             | 0        | 0             | 0        | 0             | 0               |
| <b>TOTAL (A.-D.)</b>          | 592,255        | 220,000             | 367,792  | 120,000       | 117,043  | 55,000        | 107,420  | 45,000        | 0        | 0             | 0        | 0             | 0               |

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

| Title of Staff Position*           | 2027<br>Program A<br>FTE** | 2027<br>Program B<br>FTE** | 2027<br>Program C<br>FTE** | 2027<br>Program D<br>FTE** | 2027<br>Program E<br>FTE** | 2027<br>Total FTE | 2027<br>Annualized<br>Salary | 2027<br>Payroll<br>Taxes and<br>Fringe<br>Benefits | 2027<br>Total<br>Amount | 2027<br>Hourly<br>Wage*** | 2027<br>Amount<br>Requested<br>from the City<br>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                                                          |
| <b>SUBTOTAL/TOTAL:</b>             | 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<br>FTE** | Program B<br>FTE** | Program C<br>FTE** | Program D<br>FTE** | Program E<br>FTE** | Total FTE | Annualized<br>Salary | 2026<br>Payroll<br>Taxes and<br>Fringe<br>Benefits | Total<br>Amount | Hourly<br>Wage*** | 2026<br>Amount<br>Requested<br>from the City<br>of Madison |
|                          |                    |                    |                    |                    |                    | 0.00      |                      |                                                    | 0               | 0.00              | 0                                                          |
|                          |                    |                    |                    |                    |                    | 0.00      |                      |                                                    | 0               | 0.00              | 0                                                          |
|                          |                    |                    |                    |                    |                    | 0.00      |                      |                                                    | 0               | 0.00              | 0                                                          |
|                          |                    |                    |                    |                    |                    | 0.00      |                      |                                                    | 0               | 0.00              | 0                                                          |
|                          |                    |                    |                    |                    |                    | 0.00      |                      |                                                    | 0               | 0.00              | 0                                                          |
|                          |                    |                    |                    |                    |                    | 0.00      |                      |                                                    | 0               | 0.00              | 0                                                          |
|                          |                    |                    |                    |                    |                    | 0.00      |                      |                                                    | 0               | 0.00              | 0                                                          |
|                          |                    |                    |                    |                    |                    | 0.00      |                      |                                                    | 0               | 0.00              | 0                                                          |
|                          |                    |                    |                    |                    |                    | 0.00      |                      |                                                    | 0               | 0.00              | 0                                                          |
|                          |                    |                    |                    |                    |                    | 0.00      |                      |                                                    | 0               | 0.00              | 0                                                          |
|                          |                    |                    |                    |                    |                    | 0.00      |                      |                                                    | 0               | 0.00              | 0                                                          |
|                          |                    |                    |                    |                    |                    | 0.00      |                      |                                                    | 0               | 0.00              | 0                                                          |
|                          |                    |                    |                    |                    |                    | 0.00      |                      |                                                    | 0               | 0.00              | 0                                                          |
|                          |                    |                    |                    |                    |                    | 0.00      |                      |                                                    | 0               | 0.00              | 0                                                          |
|                          |                    |                    |                    |                    |                    | 0.00      |                      |                                                    | 0               | 0.00              | 0                                                          |
|                          |                    |                    |                    |                    |                    | 0.00      |                      |                                                    | 0               | 0.00              | 0                                                          |
|                          |                    |                    |                    |                    |                    | 0.00      |                      |                                                    | 0               | 0.00              | 0                                                          |
|                          |                    |                    |                    |                    |                    | 0.00      |                      |                                                    | 0               | 0.00              | 0                                                          |
|                          |                    |                    |                    |                    |                    | 0.00      |                      |                                                    | 0               | 0.00              | 0                                                          |
|                          |                    |                    |                    |                    |                    | 0.00      |                      |                                                    | 0               | 0.00              | 0                                                          |
|                          |                    |                    |                    |                    |                    | 0.00      |                      |                                                    | 0               | 0.00              | 0                                                          |
|                          |                    |                    |                    |                    |                    | 0.00      |                      |                                                    | 0               | 0.00              | 0                                                          |
|                          |                    |                    |                    |                    |                    | 0.00      |                      |                                                    | 0               | 0.00              | 0                                                          |
|                          |                    |                    |                    |                    |                    | 0.00      |                      |                                                    | 0               | 0.00              | 0                                                          |
|                          |                    |                    |                    |                    |                    | 0.00      |                      |                                                    | 0               | 0.00              | 0                                                          |
|                          |                    |                    |                    |                    |                    | 0.00      |                      |                                                    | 0               | 0.00              | 0                                                          |
|                          |                    |                    |                    |                    |                    | 0.00      |                      |                                                    | 0               | 0.00              | 0                                                          |
|                          |                    |                    |                    |                    |                    | 0.00      |                      |                                                    | 0               | 0.00              | 0                                                          |
|                          |                    |                    |                    |                    |                    | 0.00      |                      |                                                    | 0               | 0.00              | 0                                                          |
| TOTAL:                   | 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           |