



School-Age Child and Youth Development Services

PART 1 – ORGANIZATION NARRATIVE FORM

Submit Application to: cddapplications@cityofmadison.com

Deadline: 4:30 pm CDT, MAY 15, 2023

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 application and subsequent contract is for all organizations to present a set of opportunities within the umbrella of one contracted program for each age group, i.e. elementary, middle and high school. Only programs that involve different participants for that age group, separate staff, a different schedule and are not an activity occurring during or as part of another program should be considered a stand-alone program with a separate 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 Narrative will not be considered in the evaluation of this proposal. *Do not attempt to unlock/alter this form.* Font should be no less than 11 pt.

If you need assistance related to the **content of the application** or are unclear about how to respond to any questions, please contact CDD staff: Yolanda Shelton-Morris, Community Resources Manager yshelton-morris@cityofmadison.com or Mary O'Donnell, Community Development Specialist modonnell@cityofmadison.com. We are committed to assisting interested organizations understand and work through this application and funding process.

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

Legal Name of Organization:	The Hmong Institute, Inc.	Total Amount Requested:	\$ 43,860
Program(s) included in this application:	Program Name: Hmong Language and Culture Enrichme Program Elem school	Amount Requested: \$ 21,930	
	Program Type: Elementary Summer Multi-Focus		
	Program Name: Hmong Language and Culture Enrichme Program Middle school	Amount Requested: \$ 21,930	
	Program Type: Middle School Summer Multi-Focus		
	Program Name:	Amount Requested: \$	
	Program Type: Choose an item.		
	Program Name:	Amount Requested: \$	
	Program Type: Choose an item.		
	➤ <i>If you are applying for more than four programs please contact Jennifer Stoiber at jstoiber@cityofmadison.com</i>		
Contact Person:	Peng Her	Email:	peng.her@thehmonginstitute.org

Organization Address:	4402 Femrite Drive Madison, WI 53716	Telephone:	608-692-8918
501 (c) 3 Status:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Fiscal Agent (if no)	

Organizational Qualifications:

1. Organization History and Mission Statement

The Hmong Institute's mission is empowering community through education, health, and preservation of Hmong heritage. The Hmong Institute was founded in 2018. However, the Hmong Language and Culture Enrichment Program (HLCEP) was started in 2013. In 2012, a survey was conducted in which Hmong parents identified they wanted to provide academic support for their children because so many of them were doing poorly in school and parents felt they could no longer wait for MMSD to address this need. A group of 20 parents met to develop HLCEP, a program grounded in culturally and linguistically relevant teaching. The goal was to create a safe and supportive learning environment for students to enhance their academic skills and prepare them for college and career through learning the Hmong language and culture. As a grassroots effort created by the Hmong community, HLCEP is still lead by the Hmong community.

2. Describe your organization’s experience implementing programming described in the School-Age Child and Youth Development Service Continuum and relevant to the programs you propose in this application. List all current school-age child and youth programs with their inception date.

The Hmong Institute started as a grassroots effort by the Hmong community in 2012 to address the needs of the community in particular the low proficiency of Hmong students in MMSD. The community launched HLCEP in the summer of 2013 for elem and middle school Hmong students. Parents, Hmong high school students, and former graduates of HLCEP volunteer as classroom assistants, lead gardening activity, and help prepare lunch and snacks. Hmong community members also volunteer to come in and talk about their career and provide technical support. HLCEP has grown from 31 students in 2013 to 59 in 2019 before Covid. This will be the 10th year of HLCEP. HLCEP was awarded the 2021 National Education Association's Ellison S. Onizuka Memorial Award. The award recognizes HCLEP for it's significant impact in education and the achievement of equal opportunity for Asians and Pacific Islanders

Additionally, in 2019, The Hmong Institute launched Kuv Au Tao family strengthening program for Hmong high school students for afterschool, weekend, and summer. This program allowed students to participate in group activites with their peers as well as family strenghtening activities with their parents. Currently the program has expanded to include academic tutoring, career exploration, financial literacy, and mental health support. We have also expanded program for the Cambodian community starting in 2023. The Hmong Institute leadership have over 40 years of combined community advocacy, nonprofit leadership, and administrative experience and are well respected community leaders. Finally, The Hmong Institute has strong partnerships with UW School of Education, MMSD, UW Dane County Extension and other educational partners to implement school age and youth programs.

3. Describe any significant changes or shifts at your agency since 2019 or anticipated changes in the next two years. For example changes in leadership, turnover of management positions, strategic planning processes, expansion or loss of funding. What, if any affects have or will these changes make regarding the agency’s ability to provide proposed services? If there are no changes, write “No changes”.

In 2021 the board of directors approved a 5-year strategic plan that included programming for early childhood education programing. We recently received a \$50,000 grant from WI Dept of Children and Families to establish an intergenerational Hmong childcare center, survey the community to discover the number of Hmong speaking childcare providers, establish a coalition of Hmong providers, and partner with Madison College to develop bilingual curriculum to assist Hmong providers become license childcare providers. Funding is for 2023-2024. Partners include

4. Describe your organization's experience, education and training requirements for management and school-age child and youth program staff. Include how you support these requirements and other professional development opportunities.

A core volunteer Committee consisting of community leaders, parents, and volunteers help provide administrative leadership, curriculum development, staff training, and fundraising. Committee members consist of MMSD school teachers and educators, a linguist, a PhD candidate in education, and Hmong elders with knowledge about the Hmong culture. Teachers and Hmong linguist work together to coordinate curriculum instruction in Hmong and classroom management, PhD candidate helps gather data and program analysis, Hmong elders advise teachers on traditional Hmong culture. We partner with UW Extension to provide professional development to youth program staff on emotional coaching and how to teach students to problem solve and think for themselves. Staff complete a week of professional development.



School-Age Child and Youth Development 2023 Request for Proposals PART 2 - Program Narrative Form

Submit Application to: cddapplications@cityofmadison.com

Deadline: 4:30 p.m. (CDT) on **May 15, 2023**

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

Part 2 – Program Narrative Form MUST be completed for EACH PROGRAM for which you are asking for funds.

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 Narrative will not be considered in the evaluation of this proposal. *Do not attempt to unlock/alter this form.* Font should be no less than 11 pt.

If you need assistance related to the **content of the application** or are unclear about how to respond to any questions, please contact CDD staff: Yolanda Shelton-Morris, Community Resources Manager yshelton-morris@cityofmadison.com or Mary O'Donnell, Community Development Specialist modonnell@cityofmadison.com. We are committed to assisting interested organizations understand and work through this application and funding process.

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Legal Name of Organization:	The Hmong Institute, Inc.	Total Amount Requested for this Program:		\$ 43,860
Program Name:	Hmong Language and Culture Enrichment Elem Program	Total Program Budget:		\$ 21930
Program Contact:	Peng Her	Email:	peng.her@thehmonginstitute.org	Phone: 608-692-6380
AGE Group and Program TYPE: Select <u>ONE</u> Program Type under <u>ONE</u> Age Group for this form.				

Elementary

- | | |
|---|---|
| <input type="checkbox"/> Multi-focus School Year Only | <input checked="" type="checkbox"/> Multi-focus Summer Only |
| <input type="checkbox"/> Multi-focused Year Round | <input type="checkbox"/> Topical/ Skill/Population |

Middle School

- | | |
|---|--|
| <input type="checkbox"/> Multi-focus School Year Only | <input type="checkbox"/> Multi-focus Summer Only |
| <input type="checkbox"/> Multi-focused Year Round | <input type="checkbox"/> Topical/ Skill/Population |

High School

- | | |
|---|--|
| <input type="checkbox"/> Multi-focus School Year Only | <input type="checkbox"/> Multi-focus Summer Only |
| <input type="checkbox"/> Multi-focused Year Round | <input type="checkbox"/> Topical/ Skill/Population |

PLEASE NOTE: Separate applications are required for each age group and distinct/stand-alone program. Programs are considered distinct/stand-alone if the participants, staff and program schedule are separate from other programs, rather than an activity or pull-out group.

1. PROGRAM OVERVIEW

A. **Need:** Briefly describe the need in the City of Madison for the programs included in this application, including the source of the data used in your response.

The 2018-2019 MMSD student data showed that there were 866 Hmong students in MMSD. 80% of Hmong students were ELL and 72% recieved free and reduced lunch. The data also showed that 77% of Hmong students were not proficient in reading and 64% were not proficient in math. The high number of Hmong students not proficient in reading or math is what prompted the Hmong community in developing the Hmong Language and Culture Enrichment Program that lead to the creation of The Hmong Institute. We also provide tutoring in reading and math in HLCEP to increase student's proficiency. Additionally, we give students a pre and post-test. On average, students increase their knowledge in reading and writing in Hmong by 24%. Over 90% of students increase their Hmong proficiency. Similarly, over 90% of students indicated they have a more positive self-identity and an increase in self-confidence as a result of learning about their history, culture, and being able to read, write, and speak Hmong. Our post test data indicates that HLCEP and culturally and linguistically relevant teaching does work. If you create a safe and supportive environment that uses a child's home language and culture to build self-esteem, self-confidence, and self-pride students will succeed.

B. **Goal Statement:** What is the goal of your program and how does it align with the scope of work described in the RFP guidelines?

To create a stable, affordable, community based, safe and supportive learning environment for students to enhance their academic skills and prepare them for college and career through learning about their home language and culture. Youth have access to comprehensive, high-quality, out-of-school time program that support positive youth development, educational achievement, and college, career and community readiness. Youth will exhibit developmentally-appropriate social, emotional and academic skills and gain leadership development, self-confidence, positive self-esteem, and pride to improve academic performance.

C. **Program Summary** (3-5 sentences):

HLCEP provides culturally and linguistically responsive learning through validation and affirmation of home language and home culture for the purpose of building and bridging the student to success in academia. Research shows that students who are conversant in their home language and culture score higher in academia. Students attend a 5-week, full-day, full immersion summer program (Jun

26 -Jul 28). The program include in its curriculum classes on Hmong language (reading and writing), Hmong history, Hmong culture, art, math, science, career exploration and educational field trips.

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 this population was involved in the development of this program proposal.

The target population is elementary school age ELL Hmong students in the Madison Metropolitan School District. The 2018-2019 MMSD school data estimates a total of 866 Hmong students of which 80% are identified as ELL students and 72% of Hmong students received free/reduced lunch. In other words, 693 students are ELL and 624 Hmong students are low-income. 77% of Hmong student read below grade level and 64% perform math below grade level. 14% of Hmong students are considered Special Education Students. The 2020 American Community Survey showed that 6,000 Hmong people live in Dane County. 17% live in poverty and median income of \$45,625. There are pockets of areas in Madison with large Hmong residents: Bayview, Kennedy Heights, Northport Apartments, Truax Apartments, and near W. Badger Rd/Fish Hatchery Rd. Elementary school with highest number of Hmong student is Lakeview Elementary school.

Parents are part of the Core Committee that created the program and continue to be a vital part of program development. Additionally, students provide feedback on the program. The feedbacks are continually used in the development of the program.

- B. 2022 Participant Demographics (if applicable):

Race	# of Participants	% of Total Participants
White/Caucasian		
Black/African American		
Asian	18	90
American Indian/Alaskan Native		
Native Hawaiian/Other Pacific Islander		
Multi-Racial	2	10
Balance/Other		
Total:	20	
Ethnicity		
Hispanic or Latino		
Not Hispanic or Latino	20	100
Total:		
Gender		
Boy/Man	10	50
Girl/Woman	10	50
Non-binary/GenderQueer		
Prefer Not to Say		
Total:	20	

- C. Language Access and Cultural Relevance: Please describe how the proposed program will serve non-English speaking youth and/or their families. Describe how the proposed program will be culturally relevant to the population served.

The mission of The Hmong Institute is empowering community through educate, health, and promoting the Hmong heritage. HLCEP is culturally relevant to the community because it is the only multi focus summer program in Madison that teaches students to read, write, speak Hmong as identified as a need by the Hmong community. It also teaches about Hmong history, culture, tradition, and heritage in a safe and supportive environment with Hmong food, Hmong staff, and incorporates Hmong elders into learning activities. Staff are bilingual and bicultural in Hmong and English therefore, able to served non-English speaking youth and/or families. HLCEP uses the culturally and linguistically relevant teaching pedagogy in the Hmong language.

- D. Recruitment, Engagement, Intake and Assessment: Describe your plan to recruit, engage and address barriers to participation for the identified service population. Explain the intake and assessment procedure you will use for this program.

HLCEP has built a strong base and support from the Hmong community over the past 9 years growing from 31 students the first year to 59 students in 2019. We plan to recruit from families who already send students or had siblings in the program. Current and former families are our best advocate for the program and often refer their friends or other family. Additionally, HLCEP will go on to WORT Hmong show, work with WI Hmong Association, work with Hmong churches, and go to community events such as Hmong New Year to recruit and engage families. Barriers to participate include parents not being could get off work to pick up students during the day if programing was only half day. HLCEP is a full day starting at 8 am until 4 pm which allows parents to drop students off before work and pick up students after work. Addition barrier include the lack of culturally relevant programs for Hmong youth. With the City's support for HLCEP Hmong students are guaranteed at least one city wide program that supports Hmong students during the summer.

Intake and assessment procedure include parents filling out registration form. Registration form include information on parents and student. Student information include medical history, information about his/her behavior, physical, emotional or mental health about which we should be aware. These may include shyness, socialization difficulties, issues with stress, and learning style. We also ask parents to list strategies used to manage the concern and/or to enhance your child's ability to be more successful and happier while at the program. We also ask areas student would like to improve on such as reading, math, or science. Parents then come for orientation day in which HLCEP staff goes over registration form developing goals and expectations for parents and students as well as goals of HLCEP. Once orientation and registration form are complete then student is enrolled in program.

3. PROGRAM DESCRIPTION AND STRUCTURE

- A. Activities: Describe your proposed program activities. If applicable, describe any evidence, research, proven curriculum or documentation of promising practice that supports the programming or service proposed.

The purpose of HLCEP is to create a safe and supportive learning environment for students to enhance their academic skills and prepare them for college and career through learning about their home language and culture. HLCEP provides affordable, stable, educational program for low-income families for Hmong students that complements in-school learning and development during out-of-school time. HLCEP will increase number of low-income Hmong students who exhibit developmentally-appropriate social, emotional, and academic skills. Increasing the students' knowledge of their language, culture, and history will result in increased self-esteem, pride, and self-confidence with the anticipated result of improved academic performance and MAP test scores. HLCEP provides a space where Hmong students feel they are safe, supported, not be ashamed of their culture or who they are, and can be themselves.

HLCEP will provide culturally and linguistically responsive learning through validation and affirmation of home language and home culture for the purpose of building and bridging the student to success in academia. Research shows that students who are conversant in their home language and culture score higher in academia (Ladson-Billings 1997; Tatum 2003; Gay 2000; Franklin, et al. 2001; Howard 1999). Students attend a 5-week, full-day, full immersion summer program (Jun 26 -Jul 28). The program include in its curriculum classes on Hmong language (reading and writing), Hmong history, Hmong culture, art, math, science, career exploration and educational field trips. Week 1 will focus on Hmong culture (kinship and family). Week 2 focuses on Hmong history (pre-Vietnam War, Vietnam War, refugee experience in Thailand, exodus to US). Week 3 is on Hmong custom and traditions (Hmong New Year, weddings, and funerals). Week 4 is Hmong arts, crafts, music. Week 5 is Hmong religions (Animism and Christianity and Hmong heritage (farming, foodways, village life). Students also share their growing linguistic and cultural knowledge by performing in a talent show at the end of the program and during Madison's Hmong New Year celebration.

Students also learn from Hmong elders. Resident Hmong musician will teach students to play the traditional Hmong instruments, such as the raj (flute) and qeej, sing kwv txhiaj (poetry songs), and do paj ntaub (traditional needlework). Hmong elders teach about traditional Hmong culture and life in Laos. Students learn and play traditional Hmong games. Students learn about traditional foodways by planting

traditional Hmong vegetables, harvesting the vegetables, and cook the vegetable for their lunches. Students also experience Career Exploration. Hmong professionals who are doctors, lawyers, police officers, nurses, dentists, and engineers share with students about their professions and career readiness.

Students spend the morning in classrooms receiving instruction on the topic. This includes reading, writing, and research. The afternoon, students are outside, in the art room, in the garden, or other parts of the building engaging in hands-on activities to reinforce what was taught in the morning. In addition, students take educational field trips to Aldo Leopold, UW Institute of Discovery, and Hmoob Kaj Siab to talk and interact with Hmong elders.

HLCEP is an Out-of-School Time program

- All children are capable and competent: HLCEP students are capable and competent as data show they improve their ability to read, write, and speak Hmong in only 5 weeks
- Families are a youth's primary and most powerful and influential educators: HLCEP parents volunteer in the classroom and teach Hmong culture to students
- Youth of multicultural groups are to be supported and celebrated: HLCEP is the only program providing support to Hmong elementary and middle school students in Madison
- Racial equity and social justice: HLCEP advocates for equity in funding and support for Hmong youth
- Concentrate efforts to achieve for youth who are marginalized: HLCEP advocates for Hmong youth who are traditionally marginalized
- Support meaningful partnerships with family, school, and community: HLCEP was founded by the Hmong community and continues to partner with the community, MMSD, UW School of Education, and others
- Ensure program is informed by and responsive to the culture of families and community: Creation of HLCEP is the Hmong community's response to the cultural needs of the family and community and is run by the Hmong community thus responsive to its needs.
- Promote racial and cultural diversity: HLCEP is founded on racial and cultural diversity and has cultural in its name
 - Education: HLCEP is the only org that leads, advocates and is innovative to increase graduation rates of Hmong youth
 - Family and community wellness: Hmong healthcare professionals educate students about nutrition, food choices, health, wellness and careers in the health fields. Host the Hmong Health Summit offering cultural competency certificate to health providers

B. Program Schedule: If you are proposing to provide a program at more than one location and the program schedule is the same for all locations, please list all of the locations in the "Location(s)" cell in Table 1 below. If the program schedules vary amongst locations, please complete Table 2 and the question following the tables.

Table 1

Location(s): 4402 Femrite Drive (The Hmong Institute)			
Day of the Week	Time of Year	Start Time	End Time
Monday	School Year		
	Summer	8 am	4 pm
Tuesday	School Year		
	Summer	8 am	4 pm
Wednesday	School Year		
	Summer	8 am	4 pm
Thursday	School Year		
	Summer	8 am	4 pm
Friday	School Year		
	Summer	8 am	4 pm
Saturday	School Year		
	Summer		
Sunday	School Year		
	Summer		

Table 2

Location(s):			
Day of the Week	Time of Year	Start Time	End Time
Monday	School Year		
	Summer		
Tuesday	School Year		
	Summer		
Wednesday	School Year		
	Summer		
Thursday	School Year		
	Summer		
Friday	School Year		
	Summer		
Saturday	School Year		
	Summer		
Sunday	School Year		
	Summer		

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

- C. **Frequency, Duration and Anticipated Attendance:** Please complete the table below. If you are proposing to provide a program at more than one location and the program structure is the same for all locations, please list all of the locations in the “Location(s)” cell in the table below. If the program structure varies amongst locations, please complete the rows for “Location #2” and the question following the table for any additional program locations.

	Frequency*	# of Program Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
Location #1: 4402 Femrite Drive (The Hmong Institute)					
School Year					
Summer	5 days a week	8 hrs	5 weeks	2 to 15	15
Location #2 (if applicable):					
School Year					
Summer					

*Frequency=number of times per week, month, year (i.e. 5 days per week, 2x per month, 4x per year)

**Annual Duration=number of weeks or months annually (i.e. 10 weeks, 6 months)

If applicable, please list any other locations and note any differences in the program structure as compared to the programs included in the table above.

4. ENGAGEMENT, COORDINATION AND COLLABORATION

A. Family Engagement: Describe how your program will engage parents/guardians and families in the development of this proposal, and how they will be involved in the implementation and assessment of the program activities.

A survey was conducted in which Hmong parents identified they wanted to provide academic support for their children because so many of them were doing poorly in school and parents felt they could no longer wait for MMSD to address this need. A group of 20 parents met to develop HLCEP, a program grounded in culturally and linguistically relevant learning. The goal was to create a program that enabled students to be more successful learners by increasing self-esteem, self-confidence, pride, and leadership by making learning more culturally responsive. As a grassroots effort created by the Hmong community, HLCEP is still lead by the Hmong community. Decisions about HLCEP is still made by a core volunteer Committee consisting of parents and community leaders who volunteer to help provide administrative leadership, coordinate curriculum development, and fundraise.

We solicited feedback from the parent through surveys and feedback forms. Surveys allow us to better understand the needs and challenges of the student. Parents are given feedback forms to provide feedback. Parents also meet regularly with THI staff to provide direct feedback. Feedback are used to improve programming and activities. Our work is driven by the Hmong community through their volunteering on committees to organizing events, assist teachers in the classrooms, or lead activities. We partner with the Hmong community to implement the solutions they identify. Parents volunteer at the program to have better understanding and connection to their student's education and be active partners in their children's development and education. In doing so, parents are also able to give important feedback in the development of the program.

The community came together and identified a need. The need was to find a way to support Hmong students who were not succeeding in school and not getting the support they need. They identified that if a child knew their native language, culture, history, and heritage this would increase their self-esteem, self-confidence, and self-pride. Which would result in an increase of developmentally appropriate social, emotional and academic skills and improved math and reading scores. Because this program was created by the Hmong community for the Hmong community it has buy-in from the community. This support and buy-in from the community is what allows Hmong families to be involved in the implementation and assessment of the program activities. This is apparent in the performance outcome in which 95% of parents indicated they appreciate the program and enjoyed sending their children to the program. Parents see the how the program improved their child's self-esteem and self-pride by watching their child embrace the Hmong culture and seeing them grow over the 5 weeks. Parents also see how the program improve their child's self-confidence in their child's performance at the completion ceremony. Parent shared they appreciate being involved in the program through volunteering. By volunteering, parents shared they recognize the importance of being active partners in their children's development and education.

B. Neighborhood/Community Engagement: Describe how your program will engage 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.

The Hmong community is the neighborhood resident or other relevant community stakeholders as HLCEP was created by the Hmong community. A group of 20 parents met to develop HLCEP, a program grounded in culturally and linguistically relevant learning. The goal was to create a program that enabled students to be more successful learners by increasing self-esteem, self-confidence, pride, and leadership by making learning more culturally responsive. As a grassroots effort created by the Hmong community, HLCEP is still lead by the Hmong community. Decisions about HLCEP is still made by a core volunteer Committee consisting of parents and community leaders who volunteer to help provide administrative leadership, coordinate curriculum development, and fundraise.

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

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
UW School of Education	Provide master level student volunteers, best practice model on culturally relevant teaching.	Thomas Owenby	Yes
Dane County Extension	Provide professional development to staff and instruction to students on financial literacy, nutrition, gardening and working with families on parenting.	Kula Yang	Yes
Upward Bound - Math Science Program	Provide volunteers and academic support	Brenda Yang	Yes

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

How do these partnerships enhance this proposal?

Partnerships is a important part in the success of HCLEP as partners allows HLCEP to be able to offer a variety of expertise yet keep the cost of running the program low. UW School of Education provides master level teaching experience to the classroom. Dane County Extension provides professional development training for staff. Additionally, they provide instruction on topics such as nutritient, gardening,

What are the decision-making agreements with each partner?

HLCEP is the lead organization with UW Madison School of Education to host UW students with HLCEP. HLCEP makes decision on curriculum design, volunteer classroom assignments, and curriculum instruction. HLCEP provides supervision for UW student teachers. UW Madison has regular check-in/meetings with student volunteers. HLCEP is the lead organization with UW Extension. Decision on topic, time of instruction, and classroom instruction are made jointly. UW Extension staff provide materials and HLCEP provide space and students. Similarly HCLEP is the lead with Upward Bound Math Science. We work collaboratively and decision made jointly. HLCEP supervise volunteers.

D. Resource Linkage and Coordination: What resources are provided to participants and their families by your proposed program? How does the program coordinate and link families and participants to these resources?

Resources The Hmong Institute can provide to families in the program include access to behavior health for students who have social emotional support. The Hmong Institute runs Hmoob Kaj Siab and has partnered with Dane County, NewBridge, and ADRC. The Hmong Institute staff are trained in refugee trauma informed behavior health services, psychotherapy, service facilitation, and AODA. Additionally, we have working relationship with employment resources such as Employment and Training Association for parents who may need employment assistance. We have working relationships with many nonprofits, UW Madison, Madison College, Edgewood college, WECA, 4-C, and MOST. Our staff are able to coordinate, provide interpretation, and link families to resources as needed.

5. PROGRAM QUALITY, OUTPUTS, OUTCOMES AND MEASUREMENT

- A. Madison Out-of-School Time (MOST) Effective Practices: Please describe how each of the seven basic elements are addressed by your proposed program design. How will you monitor the program during implementation to assess continued alignment with the MOST Effective Practices? Are there any other program quality standards, tools or measurements that you use with this program? If yes, please list and describe.

Intentional program design: HLCEP set clear goals that align with family and community needs. It was started by the community and community members help make decisions. Fosters development of knowledge and skills that link to program goals by partnering with MMSD and UW School of Education on best practice of culturally and linguistically relevant teaching. Support positive youth development, incorporate strength and interest of youth and offer youth opportunity to take initiative by letting youth be part of decision making.

Supportive Relationship: HLCEP creates a safe and supported learning environment where youth have a sense of security, belonging, and ownership. Students feel comfortable wearing their Hmong clothes everyday. They get a Hmong lunch. They have teachers who look like them, speak like them, and dress like them. Hmong teachers build authentic relationships both at HLCEP and out in the community. HLCEP recognizes value of youth as individuals and support their learning of their heritage to build self-esteem, self-confidence, self-pride and themselves.

Youth Voice and Leadership: Youth are involved in planning, decision making, and implementing activities. Youth write their own play, choreograph dance, and sing. Youth engage in several leadership roles such as emceeding Completion Ceremony in front of families and friends, lead group activities, and older youth model good habits to younger students such as sweeping floor and cleaning tables after lunch.

Racial & Cultural Inclusion

HLCEP provides a safe and inclusive environment that recognizes youth's identity. Learning about their language, culture, tradition, and heritage helps deepen their self-esteem, self-confidence, and self-pride. This ensures a high expectation for youth and family cultural background. HLCEP provide resources and information on cultural inclusion for youth and families.

Community Engagement:

HLCEP supports community engagement to build positive relationships and meaningful partnerships with families and broader community. Parents volunteer in the classroom to build strong family relationships. Intergeneration programming with Hmoob Kaj Siab senior program allows students to learn from Hmong elders. Hmong elders are able to pass information and wisdom down to students. Youth are exposed to new ideas and experiences talking to Hmong elders. Youth then sees elders and their classmates at Hmong community events which helps them build positive community engagement experiences.

Organizational management and staff support:

HLCEP develops high competent staff through professional development. Friday afternoon, staff are given professional development on curriculum and best practices. Volunteers with experience in curriculum design come and work with staff. HLCEP leadership ensures a fiscally sound and well-managed program and provides supervision and support to staff. HLCEP implement ongoing collection of data and evaluation through pre and post-test of students. Evaluation survey is given to staff, volunteers, and parents. There is regular and ongoing program oversight. Mission and vision of HLCEP is understood by all.

Environment & Safety:

HLCEP provides a safe learning environment for students. We provide an environment that promotes and builds community that is engaging and developmentally appropriate to enhance social, emotional, and physical well-being of the youth. Students are given ample time for physical activity and are taught traditional Hmong games. Staff keeps track of health, safety and behavior of students in program. HLCEP make intentional decision about nutritional, physical and emotional well-being of students. HLCEP has been a site authorized Summer Food Service Program Administrator that gets money directly from DPI to provide culturally appropriate food and meets the USDA lunch guideline for food nutrition.

HLCEP is an Out-of-School Time program and aligns with MOST goals.

- All children are capable and competent:HLCEP students are capable and competent as data show they improves their ability to read, write, and speak Hmong in only 6 weeks

- Families are a youth's primary and most powerful and influential educators:HLCEP parents volunteer in the classroom and teaches Hmong culture to student

- Youth of multicultural groups are to be supported and celebrated:HLCEP is the only program providing support to Hmong elem. and middle school students in Madison

- Racial equity and social justice:HLCEP advocates for equity in funding and support for Hmong youth
- Concentrate efforts to achieve for youth who are marginalized:HLCP advocates for Hmong youth who are traditionally marginalized
- Support meaningful partnerships with family, school, and community:HLCEP was founded by Hmong community and continues to partner with the community, MMSD, UW Sch of Ed, and others
- Ensure program is informed by and responsive to the culture of families and community:Creation of HLCEP is the Hmong community's response to the cultural needs of the family and community and is run by the Hmong community thus responsive to its needs.
- Promote racial and cultural diversity:HLCEP is founded on racial and cultural diversity and has cultural in its name

B. Program Outputs - Unduplicated School-Age Children or Youth and Program Hours

Total Annual Unduplicated Children or Youth participating in proposed program: 15

Total program hours annually: 200

C. Program Outcomes

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

A pretest in June and post-test in July will be given to each student to assess and evaluate his/her development.

Please identify at least one Program Outcome for your proposed program(s), from the RFP Guidelines 1.4, that you will track and measure. Complete the table(s) below.

Outcome Objective #1: Students will increase their knowledge of reading and writing in Hmong and increase their knowledge of Hmong history and culture to improve academic skills				
Performance Standard	Targeted Percent	80	Targeted Number	15
Measurement Tool(s) and Comments: A pretest in June and post-test in July will be given to each student to assess and evaluate his/her development.				

Outcome Objective #2: Students will indicate they have a more positive self-identity and increased self-confidence by having pride in their culture and learning their home language.				
Performance Standard	Targeted Percent	80	Targeted Number	15
Measurement Tool(s) and Comments: A pretest in June and post-test in July will be given to each student to assess and evaluate his/her development.				

Outcome Objective #3: Students will indicate they have a more positive self-identity and increased self-confidence by having pride in their culture and learning their home language.				
Performance Standard	Targeted Percent	80	Targeted Number	15
Measurement Tool(s) and Comments: A pretest in June and post-test in July will be given to each student to assess and evaluate his/her development.				

If necessary, add additional outcome objectives, performance standards, targeted percent, targeted number, and measurement tools:

Parents will indicate they have a better understanding and connection to their student's education and be active partners in their children's development and education.

- D. 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?
 Pre and post test have already been developed. We have a tracking system already in place to capture the information needed to document demographics, program activities, and outcome measures. We use Quickbooks to track expenses.

6. PROGRAM LOCATION

- A. Address(es) of the site where programs will occur:
 4402 Femrite Drive (The Hmong Institute)

7. PROGRAM STAFFING AND RESOURCES:

- A. Program Staffing: Full-Time Equivalent (FTE) – Include employees, AmeriCorps members and Adult Interns with direct program implementation responsibilities. FTE = % of 40 hours per week.

Position Title	Qualifications or Required Training	Location(s)	Indicate School Year (SY), Summer (SU) or Year-Round (YR)	SY or YR FTE	Summer Only FTE
Program manager	2 yr exp in youth program (preferred BA or MA degree)	The Hmong Institute	<input type="checkbox"/> SY, <input checked="" type="checkbox"/> SU or YR <input type="checkbox"/>		0.06
Program coordinator	1 yr exp in youth program (preferred BA degree)	The Hmong Institute	<input type="checkbox"/> SY, <input checked="" type="checkbox"/> SU or YR <input type="checkbox"/>		0.06
Program assistant	1 yr exp in youth program	The Hmong Institute	<input type="checkbox"/> SY, <input checked="" type="checkbox"/> SU or YR <input type="checkbox"/>		0.06
Classroom instructor 1	1yr Classroom instruction experience (desired teaching certification)	The Hmong Institute	<input type="checkbox"/> SY, <input checked="" type="checkbox"/> SU or YR <input type="checkbox"/>		0.06
Classroom instructor 2	1yr Classroom instruction experience (desired teaching certification)	The Hmong Institute	<input type="checkbox"/> SY, <input checked="" type="checkbox"/> SU or YR <input type="checkbox"/>		0.06
Classroom instructor 3	1yr Classroom instruction experience (desired teaching certification)	The Hmong Institute	<input type="checkbox"/> SY, <input checked="" type="checkbox"/> SU or YR <input type="checkbox"/>		0.06
Assistant Cook	1 yr experience in food safety and working in a	The Hmong Institute	<input type="checkbox"/> SY, <input checked="" type="checkbox"/> SU or YR <input type="checkbox"/>		.05

	commercial kitchen.				
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
Please complete the total FTE for the applicable time period	School Year:				
	Year-Round				
	Summer				0.4

*Use one line per individual employee

Volunteers: If volunteers will have direct contact with program participants, how are they vetted, trained and supervised?

Volunteers are interviewed and screened by program director and program coordinator. A background check is performed on each volunteer. Volunteers attend training and professional development for one week with staff. Volunteer are supervised by program coordinator. Staff and volunteers meet at the end of everyday to debrief and provide feedback.

B. Other program Resources/Inputs (such as program space, transportation or other resources necessary for the success of your program):

The Hmong Institute, currently has one 15 passenger van and two 7 passenger minivan to be able to provide transportation for fieldtrips.

8. BUDGET

- A. The budget should be submitted with the proposal using the template provided in an Excel document or a PDF. There are five tabs within the Excel spreadsheet: Cover Page, Organization Overview and one sheet for the Program Budget for each age group. The Cover Page, Organizations Overview and relevant Program Budgets must be submitted with this document for a proposal to be complete.

The budget template can be found on the [CDD Funding Opportunities website](#).

9. 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.

N/A

B. Disclosure of Contract Failures, Litigations

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

N/A



School-Age Child and Youth Development 2023 Request for Proposals PART 2 - Program Narrative Form

Submit Application to: cddapplications@cityofmadison.com

Deadline: 4:30 p.m. (CDT) on **May 15, 2023**

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

Part 2 – Program Narrative Form MUST be completed for EACH PROGRAM for which you are asking for funds.

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 Narrative will not be considered in the evaluation of this proposal. *Do not attempt to unlock/alter this form.* Font should be no less than 11 pt.

If you need assistance related to the **content of the application** or are unclear about how to respond to any questions, please contact CDD staff: Yolanda Shelton-Morris, Community Resources Manager yshelton-morris@cityofmadison.com or Mary O'Donnell, Community Development Specialist modonnell@cityofmadison.com. We are committed to assisting interested organizations understand and work through this application and funding process.

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

Legal Name of Organization:	The Hmong Institute, Inc.	Total Amount Requested for this Program:		\$ 43,860
Program Name:	Hmong Language and Culture Enrichment Elem Program	Total Program Budget:		\$ 21,930
Program Contact:	Peng Her	Email:	peng.her@thehmonginstitute.org	Phone: 608-692-6380
AGE Group and Program TYPE: Select <u>ONE</u> Program Type under ONE Age Group for this form.				

Elementary

- | | |
|---|--|
| <input type="checkbox"/> Multi-focus School Year Only | <input type="checkbox"/> Multi-focus Summer Only |
| <input type="checkbox"/> Multi-focused Year Round | <input type="checkbox"/> Topical/ Skill/Population |

Middle School

- | | |
|---|---|
| <input type="checkbox"/> Multi-focus School Year Only | <input checked="" type="checkbox"/> Multi-focus Summer Only |
| <input type="checkbox"/> Multi-focused Year Round | <input type="checkbox"/> Topical/ Skill/Population |

High School

- | | |
|---|--|
| <input type="checkbox"/> Multi-focus School Year Only | <input type="checkbox"/> Multi-focus Summer Only |
| <input type="checkbox"/> Multi-focused Year Round | <input type="checkbox"/> Topical/ Skill/Population |

PLEASE NOTE: Separate applications are required for each age group and distinct/stand-alone program. Programs are considered distinct/stand-alone if the participants, staff and program schedule are separate from other programs, rather than an activity or pull-out group.

1. PROGRAM OVERVIEW

A. Need: Briefly describe the need in the City of Madison for the programs included in this application, including the source of the data used in your response.

The 2018-2019 MMSD student data showed that there were 866 Hmong students in MMSD. 80% of Hmong students were ELL and 72% recieved free and reduced lunch. The data also showed that 77% of Hmong students were not proficient in reading and 64% were not proficient in math. The high number of Hmong students not proficient in reading or math is what prompted the Hmong community in developing the Hmong Language and Culture Enrichment Program that lead to the creation of The Hmong Institute. We also provide tutoring in reading and math in HLCEP to increase student's proficiency. Additionally, we give students a pre and post-test. On average, students increase their knowledge in reading and writing in Hmong by 24%. Over 90% of students increase their Hmong proficiency. Similarly, over 90% of students indicated they have a more positive self-identity and an increase in self-confidence as a result of learning about their history, culture, and being able to read, write, and speak Hmong. Our post test data indicates that HLCEP and culturally and linguistically relevant teaching does work. If you create a safe and supportive environment that uses a child's home language and culture to build self-esteem, self-confidence, and self-pride students will succeed.

B. Goal Statement: What is the goal of your program and how does it align with the scope of work described in the RFP guidelines?

To create a stable, affordable, community based, safe and supportive learning environment for students to enhance their academic skills and prepare them for college and career through learning about their home language and culture. Youth have access to comprehensive, high-quality, out-of-school time program that support positive youth development, educational achievement, and college, career and community readiness. Youth will exhibit developmentally-appropriate social, emotional and academic skills and gain leadership development, self-confidence, positive self-esteem, and pride to improve academic performance.

C. Program Summary (3-5 sentences):

HLCEP provides culturally and linguistically responsive learning through validation and affirmation of home language and home culture for the purpose of building and bridging the student to success in academia. Research shows that students who are conversant in their home language and culture score higher in academia. Students attend a 5-week, full-day, full immersion summer program (Jun

26 -Jul 28). The program include in its curriculum classes on Hmong language (reading and writing), Hmong history, Hmong culture, art, math, science, career exploration and educational field trips.

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 this population was involved in the development of this program proposal.

The target population is middle school age ELL Hmong students in the Madison Metropolitan School District. The 2018-2019 MMSD school data estimates a total of 866 Hmong students of which 80% are identified as ELL students and 72% of Hmong students received free/reduced lunch. In other words, 693 students are ELL and 624 Hmong students are low-income. 77% of Hmong student read below grade level and 64% perform math below grade level. 14% of Hmong students are considered Special Education Students. The 2020 American Community Survey showed that 6,000 Hmong people live in Dane County. 17% live in poverty and median income of \$45,625. There are pockets of areas in Madison with large Hmong residents: Bayview, Kennedy Heights, Northport Apartments, Truax Apartments, and near W. Badger Rd/Fish Hatchery Rd. Elementary school with highest number of Hmong student is Lakeview Elementary school.

Parents are part of the Core Committee that created the program and continue to be a vital part of program development. Additionally, students provide feedback on the program. The feedbacks are continually used in the development of the program.

- B. 2022 Participant Demographics (if applicable):

Race	# of Participants	% of Total Participants
White/Caucasian		
Black/African American		
Asian	10	91
American Indian/Alaskan Native		
Native Hawaiian/Other Pacific Islander		
Multi-Racial	1	9
Balance/Other		
Total:	11	
Ethnicity		
Hispanic or Latino		
Not Hispanic or Latino	11	100
Total:		
Gender		
Boy/Man	5	45
Girl/Woman	6	55
Non-binary/GenderQueer		
Prefer Not to Say		
Total:	11	

- C. Language Access and Cultural Relevance: Please describe how the proposed program will serve non-English speaking youth and/or their families. Describe how the proposed program will be culturally relevant to the population served.

The mission of The Hmong Institute is empowering community through educate, health, and promoting the Hmong heritage. HLCEP is culturally relevant to the community because it is the only multi focus summer program in Madison that teaches students to read, write, speak Hmong as identified as a need by the Hmong community. It also teaches about Hmong history, culture, tradition, and heritage in a safe and supportive environment with Hmong food, Hmong staff, and incorporates Hmong elders into learning activities. Staff are bilingual and bicultural in Hmong and English therefore, able to served non-English speaking youth and/or families. HLCEP uses the culturally and linguistically relevant teaching pedagogy in the Hmong language.

- D. Recruitment, Engagement, Intake and Assessment: Describe your plan to recruit, engage and address barriers to participation for the identified service population. Explain the intake and assessment procedure you will use for this program.

HLCEP has built a strong base and support from the Hmong community over the past 9 years growing from 31 students the first year to 59 students in 2019. We plan to recruit from families who already send students or had siblings in the program. Current and former families are our best advocate for the program and often refer their friends or other family. Additionally, HLCEP will go on to WORT Hmong show, work with WI Hmong Association, work with Hmong churches, and go to community events such as Hmong New Year to recruit and engage families. Barriers to participate include parents not being could get off work to pick up students during the day if programing was only half day. HLCEP is a full day starting at 8 am until 4 pm which allows parents to drop students off before work and pick up students after work. Addition barrier include the lack of culturally relevant programs for Hmong youth. With the City's support for HLCEP Hmong students are guaranteed at least one city wide program that supports Hmong students during the summer.

Intake and assessment procedure include parents filling out registration form. Registration form include information on parents and student. Student information include medical history, information about his/her behavior, physical, emotional or mental health about which we should be aware. These may include shyness, socialization difficulties, issues with stress, and learning style. We also ask parents to list strategies used to manage the concern and/or to enhance your child's ability to be more successful and happier while at the program. We also ask areas student would like to improve on such as reading, math, or science. Parents then come for orientation day in which HLCEP staff goes over registration form developing goals and expectations for parents and students as well as goals of HLCEP. Once orientation and registration form are complete then student is enrolled in program.

3. PROGRAM DESCRIPTION AND STRUCTURE

- A. Activities: Describe your proposed program activities. If applicable, describe any evidence, research, proven curriculum or documentation of promising practice that supports the programming or service proposed.

The purpose of HLCEP is to create a safe and supportive learning environment for students to enhance their academic skills and prepare them for college and career through learning about their home language and culture. HLCEP provides affordable, stable, educational program for low-income families for Hmong students that complements in-school learning and development during out-of-school time. HLCEP will increase number of low-income Hmong students who exhibit developmentally-appropriate social, emotional, and academic skills. Increasing the students' knowledge of their language, culture, and history will result in increased self-esteem, pride, and self-confidence with the anticipated result of improved academic performance and MAP test scores. HLCEP provides a space where Hmong students feel they are safe, supported, not be ashamed of their culture or who they are, and can be themselves.

HLCEP will provide culturally and linguistically responsive learning through validation and affirmation of home language and home culture for the purpose of building and bridging the student to success in academia. Research shows that students who are conversant in their home language and culture score higher in academia (Ladson-Billings 1997; Tatum 2003; Gay 2000; Franklin, et al. 2001; Howard 1999). Students attend a 5-week, full-day, full immersion summer program (Jun 26 -Jul 28). The program include in its curriculum classes on Hmong language (reading and writing), Hmong history, Hmong culture, art, math, science, career exploration and educational field trips. Week 1 will focus on Hmong culture (kinship and family). Week 2 focuses on Hmong history (pre-Vietnam War, Vietnam War, refugee experience in Thailand, exodus to US). Week 3 is on Hmong custom and traditions (Hmong New Year, weddings, and funerals). Week 4 is Hmong arts, crafts, music. Week 5 is Hmong religions (Animism and Christianity and Hmong heritage (farming, foodways, village life). Students also share their growing linguistic and cultural knowledge by performing in a talent show at the end of the program and during Madison's Hmong New Year celebration.

Students also learn from Hmong elders. Resident Hmong musician will teach students to play the traditional Hmong instruments, such as the raj (flute) and qeej, sing kwv txhiaj (poetry songs), and do paj ntaub (traditional needlework). Hmong elders teach about traditional Hmong culture and life in Laos. Students learn and play traditional Hmong games. Students learn about traditional foodways by planting

traditional Hmong vegetables, harvesting the vegetables, and cook the vegetable for their lunches. Students also experience Career Exploration. Hmong professionals who are doctors, lawyers, police officers, nurses, dentists, and engineers share with students about their professions and career readiness.

Students spend the morning in classrooms receiving instruction on the topic. This includes reading, writing, and research. The afternoon, students are outside, in the art room, in the garden, or other parts of the building engaging in hands-on activities to reinforce what was taught in the morning. In addition, students take educational field trips to Aldo Leopold, UW Institute of Discovery, and Hmoob Kaj Siab to talk and interact with Hmong elders.

HLCEP is an Out-of-School Time program

- All children are capable and competent: HLCEP students are capable and competent as data show they improve their ability to read, write, and speak Hmong in only 5 weeks
- Families are a youth's primary and most powerful and influential educators: HLCEP parents volunteer in the classroom and teach Hmong culture to students
- Youth of multicultural groups are to be supported and celebrated: HLCEP is the only program providing support to Hmong elementary and middle school students in Madison
- Racial equity and social justice: HLCEP advocates for equity in funding and support for Hmong youth
- Concentrate efforts to achieve for youth who are marginalized: HLCEP advocates for Hmong youth who are traditionally marginalized
- Support meaningful partnerships with family, school, and community: HLCEP was founded by the Hmong community and continues to partner with the community, MMSD, UW School of Education, and others
- Ensure program is informed by and responsive to the culture of families and community: Creation of HLCEP is the Hmong community's response to the cultural needs of the family and community and is run by the Hmong community thus responsive to its needs.
- Promote racial and cultural diversity: HLCEP is founded on racial and cultural diversity and has cultural in its name
 - Education: HLCEP is the only org that leads, advocates and is innovative to increase graduation rates of Hmong youth
 - Family and community wellness: Hmong healthcare professionals educate students about nutrition, food choices, health, wellness and careers in the health fields. Host the Hmong Health Summit offering cultural competency certificate to health providers

B. Program Schedule: If you are proposing to provide a program at more than one location and the program schedule is the same for all locations, please list all of the locations in the "Location(s)" cell in Table 1 below. If the program schedules vary amongst locations, please complete Table 2 and the question following the tables.

Table 1

Location(s): 4402 Femrite Drive (The Hmong Institute)			
Day of the Week	Time of Year	Start Time	End Time
Monday	School Year		
	Summer	8 am	4 pm
Tuesday	School Year		
	Summer	8 am	4 pm
Wednesday	School Year		
	Summer	8 am	4 pm
Thursday	School Year		
	Summer	8 am	4 pm
Friday	School Year		
	Summer	8 am	4 pm
Saturday	School Year		
	Summer		
Sunday	School Year		
	Summer		

Table 2

Location(s):			
Day of the Week	Time of Year	Start Time	End Time
Monday	School Year		
	Summer		
Tuesday	School Year		
	Summer		
Wednesday	School Year		
	Summer		
Thursday	School Year		
	Summer		
Friday	School Year		
	Summer		
Saturday	School Year		
	Summer		
Sunday	School Year		
	Summer		

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

- C. **Frequency, Duration and Anticipated Attendance:** Please complete the table below. If you are proposing to provide a program at more than one location and the program structure is the same for all locations, please list all of the locations in the “Location(s)” cell in the table below. If the program structure varies amongst locations, please complete the rows for “Location #2” and the question following the table for any additional program locations.

	Frequency*	# of Program Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
Location #1: 4402 Femrite Drive (The Hmong Institute)					
School Year					
Summer	5 days a week	8 hrs	5 weeks	2 to 15	15
Location #2 (if applicable):					
School Year					
Summer					

*Frequency=number of times per week, month, year (i.e. 5 days per week, 2x per month, 4x per year)

**Annual Duration=number of weeks or months annually (i.e. 10 weeks, 6 months)

If applicable, please list any other locations and note any differences in the program structure as compared to the programs included in the table above.

4. ENGAGEMENT, COORDINATION AND COLLABORATION

A. Family Engagement: Describe how your program will engage parents/guardians and families in the development of this proposal, and how they will be involved in the implementation and assessment of the program activities.

A survey was conducted in which Hmong parents identified they wanted to provide academic support for their children because so many of them were doing poorly in school and parents felt they could no longer wait for MMSD to address this need. A group of 20 parents met to develop HLCEP, a program grounded in culturally and linguistically relevant learning. The goal was to create a program that enabled students to be more successful learners by increasing self-esteem, self-confidence, pride, and leadership by making learning more culturally responsive. As a grassroots effort created by the Hmong community, HLCEP is still lead by the Hmong community. Decisions about HLCEP is still made by a core volunteer Committee consisting of parents and community leaders who volunteer to help provide administrative leadership, coordinate curriculum development, and fundraise.

We solicited feedback from the parent through surveys and feedback forms. Surveys allow us to better understand the needs and challenges of the student. Parents are given feedback forms to provide feedback. Parents also meet regularly with THI staff to provide direct feedback. Feedback are used to improve programming and activities. Our work is driven by the Hmong community through their volunteering on committees to organizing events, assist teachers in the classrooms, or lead activities. We partner with the Hmong community to implement the solutions they identify. Parents volunteer at the program to have better understanding and connection to their student's education and be active partners in their children's development and education. In doing so, parents are also able to give important feedback in the development of the program.

The community came together and identified a need. The need was to find a way to support Hmong students who were not succeeding in school and not getting the support they need. They identified that if a child knew their native language, culture, history, and heritage this would increase their self-esteem, self-confidence, and self-pride. Which would result in an increase of developmentally appropriate social, emotional and academic skills and improved math and reading scores. Because this program was created by the Hmong community for the Hmong community it has buy-in from the community. This support and buy-in from the community is what allows Hmong families to be involved in the implementation and assessment of the program activities. This is apparent in the performance outcome in which 95% of parents indicated they appreciate the program and enjoyed sending their children to the program. Parents see the how the program improved their child's self-esteem and self-pride by watching their child embrace the Hmong culture and seeing them grow over the 5 weeks. Parents also see how the program improve their child's self-confidence in their child's performance at the completion ceremony. Parent shared they appreciate being involved in the program through volunteering. By volunteering, parents shared they recognize the importance of being active partners in their children's development and education.

B. Neighborhood/Community Engagement: Describe how your program will engage 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.

The Hmong community is the neighborhood resident or other relevant community stakeholders as HLCEP was created by the Hmong community. A group of 20 parents met to develop HLCEP, a program grounded in culturally and linguistically relevant learning. The goal was to create a program that enabled students to be more successful learners by increasing self-esteem, self-confidence, pride, and leadership by making learning more culturally responsive. As a grassroots effort created by the Hmong community, HLCEP is still lead by the Hmong community. Decisions about HLCEP is still made by a core volunteer Committee consisting of parents and community leaders who volunteer to help provide administrative leadership, coordinate curriculum development, and fundraise.

The community came together and identified a need. The need was to find a way to support Hmong students who were not succeeding in school and not getting the support they need. They identified that if a child knew their native language, culture, history, and heritage this would increase their self-esteem, self-confidence, and self-pride. Which would result in an increase of developmentally appropriate social, emotional and academic skills and improved math and reading scores. Because this program was created by the Hmong community for the Hmong community it has buy-in from the community. This support and buy-in from the community is what allows Hmong families to be involved in the implementation and assessment of the program activities.

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

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
UW School of Education	Provide master level student volunteers, best practice model on culturally relevant teaching.	Thomas Owenby	Yes
Dane County Extension	Provide professional development to staff and instruction to students on financial literacy, nutrition, gardening and working with families on parenting.	Kula Yang	Yes
Upward Bound - Math Science Program	Provide volunteers and academic support	Brenda Yang	Yes

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

How do these partnerships enhance this proposal?

Partnerships is a important part in the success of HCLEP as partners allows HLCEP to be able to offer a variety of expertise yet keep the cost of running the program low. UW School of Education provides master level teaching experience to the classroom. Dane County Extension provides professional development training for staff. Additionally, they provide instruction on topics such as nutritient, gardening,

What are the decision-making agreements with each partner?

HLCEP is the lead organization with UW Madison School of Education to host UW students with HLCEP. HLCEP makes decision on curriculum design, volunteer classroom assignments, and curriculum instruction. HLCEP provides supervision for UW student teachers. UW Madison has regular check-in/meetings with student volunteers. HLCEP is the lead organization with UW Extension. Decision on topic, time of instruction, and classroom instruction are made jointly. UW Extension staff provide materials and HLCEP provide space and students. Similarly HCLEP is the lead with Upward Bound Math Science. We work collaboratively and decision made jointly. HLCEP supervise volunteers.

D. Resource Linkage and Coordination: What resources are provided to participants and their families by your proposed program? How does the program coordinate and link families and participants to these resources?

Resources The Hmong Institute can provide to families in the program include access to behavior health for students who have social emotional support. The Hmong Institute runs Hmoob Kaj Siab and has partnered with Dane County, NewBridge, and ADRC. The Hmong Institute staff are trained in refugee trauma informed behavior health services, psychotherapy, service facilitation, and AODA. Additionally, we have working relationship with employment resources such as Employment and Training Association for parents who may need employment assistance. We have working relationships with many nonprofits, UW Madison, Madison College, Edgewood college, WECA, 4-C, and MOST. Our staff are able to coordinate, provide interpretation, and link families to resources as needed.

5. PROGRAM QUALITY, OUTPUTS, OUTCOMES AND MEASUREMENT

- A. Madison Out-of-School Time (MOST) Effective Practices: Please describe how each of the seven basic elements are addressed by your proposed program design. How will you monitor the program during implementation to assess continued alignment with the MOST Effective Practices? Are there any other program quality standards, tools or measurements that you use with this program? If yes, please list and describe.

Intentional program design: HLCEP set clear goals that align with family and community needs. It was started by the community and community members help make decisions. Fosters development of knowledge and skills that link to program goals by partnering with MMSD and UW School of Education on best practice of culturally and linguistically relevant teaching. Support positive youth development, incorporate strength and interest of youth and offer youth opportunity to take initiative by letting youth be part of decision making.

Supportive Relationship: HLCEP creates a safe and supported learning environment where youth have a sense of security, belonging, and ownership. Students feel comfortable wearing their Hmong clothes everyday. They get a Hmong lunch. They have teachers who look like them, speak like them, and dress like them. Hmong teachers build authentic relationships both at HLCEP and out in the community. HLCEP recognizes value of youth as individuals and support their learning of their heritage to build self-esteem, self-confidence, self-pride and themselves.

Youth Voice and Leadership: Youth are involved in planning, decision making, and implementing activities. Youth write their own play, choreograph dance, and sing. Youth engage in several leadership roles such as emceeding Completion Ceremony in front of families and friends, lead group activities, and older youth model good habits to younger students such as sweeping floor and cleaning tables after lunch.

Racial & Cultural Inclusion

HLCEP provides a safe and inclusive environment that recognizes youth's identity. Learning about their language, culture, tradition, and heritage helps deepen their self-esteem, self-confidence, and self-pride. This ensures a high expectation for youth and family cultural background. HLCEP provide resources and information on cultural inclusion for youth and families.

Community Engagement:

HLCEP supports community engagement to build positive relationships and meaningful partnerships with families and broader community. Parents volunteer in the classroom to build strong family relationships. Intergeneration programming with Hmoob Kaj Siab senior program allows students to learn from Hmong elders. Hmong elders are able to pass information and wisdom down to students. Youth are exposed to new ideas and experiences talking to Hmong elders. Youth then sees elders and their classmates at Hmong community events which helps them build positive community engagement experiences.

Organizational management and staff support:

HLCEP develops high competent staff through professional development. Friday afternoon, staff are given professional development on curriculum and best practices. Volunteers with experience in curriculum design come and work with staff. HLCEP leadership ensures a fiscally sound and well-managed program and provides supervision and support to staff. HLCEP implement ongoing collection of data and evaluation through pre and post-test of students. Evaluation survey is given to staff, volunteers, and parents. There is regular and ongoing program oversight. Mission and vision of HLCEP is understood by all.

Environment & Safety:

HLCEP provides a safe learning environment for students. We provide an environment that promotes and builds community that is engaging and developmentally appropriate to enhance social, emotional, and physical well-being of the youth. Students are given ample time for physical activity and are taught traditional Hmong games. Staff keeps track of health, safety and behavior of students in program. HLCEP make intentional decision about nutritional, physical and emotional well-being of students. HLCEP has been a site authorized Summer Food Service Program Administrator that gets money directly from DPI to provide culturally appropriate food and meets the USDA lunch guideline for food nutrition.

HLCEP is an Out-of-School Time program and aligns with MOST goals.

- All children are capable and competent:HLCEP students are capable and competent as data show they improves their ability to read, write, and speak Hmong in only 6 weeks

- Families are a youth's primary and most powerful and influential educators:HLCEP parents volunteer in the classroom and teaches Hmong culture to student

- Youth of multicultural groups are to be supported and celebrated:HLCEP is the only program providing support to Hmong elem. and middle school students in Madison

- Racial equity and social justice:HLCEP advocates for equity in funding and support for Hmong youth
- Concentrate efforts to achieve for youth who are marginalized:HLCP advocates for Hmong youth who are traditionally marginalized
- Support meaningful partnerships with family, school, and community:HLCEP was founded by Hmong community and continues to partner with the community, MMSD, UW Sch of Ed, and others
- Ensure program is informed by and responsive to the culture of families and community:Creation of HLCEP is the Hmong community's response to the cultural needs of the family and community and is run by the Hmong community thus responsive to its needs.
- Promote racial and cultural diversity:HLCEP is founded on racial and cultural diversity and has cultural in its name

B. Program Outputs - Unduplicated School-Age Children or Youth and Program Hours

Total Annual Unduplicated Children or Youth participating in proposed program: 15

Total program hours annually: 200

C. Program Outcomes

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

A pretest in June and post-test in July will be given to each student to assess and evaluate his/her development.

Please identify at least one Program Outcome for your proposed program(s), from the RFP Guidelines 1.4, that you will track and measure. Complete the table(s) below.

Outcome Objective #1: Students will increase their knowledge of reading and writing in Hmong and increase their knowledge of Hmong history and culture to improve academic skills				
Performance Standard	Targeted Percent	80	Targeted Number	15
Measurement Tool(s) and Comments: A pretest in June and post-test in July will be given to each student to assess and evaluate his/her development.				

Outcome Objective #2: Students will indicate they have a more positive self-identity and increased self-confidence by having pride in their culture and learning their home language.				
Performance Standard	Targeted Percent	80	Targeted Number	15
Measurement Tool(s) and Comments: A pretest in June and post-test in July will be given to each student to assess and evaluate his/her development.				

Outcome Objective #3: Students will indicate they have a more positive self-identity and increased self-confidence by having pride in their culture and learning their home language.				
Performance Standard	Targeted Percent	80	Targeted Number	15
Measurement Tool(s) and Comments: A pretest in June and post-test in July will be given to each student to assess and evaluate his/her development.				

If necessary, add additional outcome objectives, performance standards, targeted percent, targeted number, and measurement tools:

Parents will indicate they have a better understanding and connection to their student's education and be active partners in their children's development and education.

- D. 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?
 Pre and post test have already been developed. We have a tracking system already in place to capture the information needed to document demographics, program activities, and outcome measures. We use Quickbooks to track expenses.

6. PROGRAM LOCATION

- A. Address(es) of the site where programs will occur:
 4402 Femrite Drive (The Hmong Institute)

7. PROGRAM STAFFING AND RESOURCES:

- A. Program Staffing: Full-Time Equivalent (FTE) – Include employees, AmeriCorps members and Adult Interns with direct program implementation responsibilities. FTE = % of 40 hours per week.

Position Title	Qualifications or Required Training	Location(s)	Indicate School Year (SY), Summer (SU) or Year-Round (YR)	SY or YR FTE	Summer Only FTE
Program manager	2 yr exp in youth program (preferred BA or MA degree)	The Hmong Institute	<input type="checkbox"/> SY, <input checked="" type="checkbox"/> SU or YR <input type="checkbox"/>		0.06
Program coordinator	1 yr exp in youth program (preferred BA degree)	The Hmong Institute	<input type="checkbox"/> SY, <input checked="" type="checkbox"/> SU or YR <input type="checkbox"/>		0.06
Program assistant	1 yr exp in youth program	The Hmong Institute	<input type="checkbox"/> SY, <input checked="" type="checkbox"/> SU or YR <input type="checkbox"/>		0.06
Classroom instructor 1	1yr Classroom instruction experience (desired teaching certification)	The Hmong Institute	<input type="checkbox"/> SY, <input checked="" type="checkbox"/> SU or YR <input type="checkbox"/>		0.06
Classroom instructor 2	1yr Classroom instruction experience (desired teaching certification)	The Hmong Institute	<input type="checkbox"/> SY, <input checked="" type="checkbox"/> SU or YR <input type="checkbox"/>		0.06
Classroom instructor 3	1yr Classroom instruction experience (desired teaching certification)	The Hmong Institute	<input type="checkbox"/> SY, <input checked="" type="checkbox"/> SU or YR <input type="checkbox"/>		0.06
Assistant Cook	1 yr experience in food safety and working in a	The Hmong Institute	<input type="checkbox"/> SY, <input checked="" type="checkbox"/> SU or YR <input type="checkbox"/>		.05

	commercial kitchen.				
			<input type="checkbox"/> SY, <input type="checkbox"/> SU or YR <input type="checkbox"/>		
Please complete the total FTE for the applicable time period	School Year:				
	Year-Round				
	Summer				0.4

*Use one line per individual employee

Volunteers: If volunteers will have direct contact with program participants, how are they vetted, trained and supervised?

Volunteers are interviewed and screened by program director and program coordinator. A background check is performed on each volunteer. Volunteers attend training and professional development for one week with staff. Volunteer are supervised by program coordinator. Staff and volunteers meet at the end of everyday to debrief and provide feedback.

B. Other program Resources/Inputs (such as program space, transportation or other resources necessary for the success of your program):

The Hmong Institute, currently has one 15 passenger van and two 7 passenger minivan to be able to provide transportation for fieldtrips.

8. BUDGET

- A. The budget should be submitted with the proposal using the template provided in an Excel document or a PDF. There are five tabs within the Excel spreadsheet: Cover Page, Organization Overview and one sheet for the Program Budget for each age group. The Cover Page, Organizations Overview and relevant Program Budgets must be submitted with this document for a proposal to be complete.

The budget template can be found on the [CDD Funding Opportunities website](#).

9. 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.

N/A

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 2023 SCHOOL-AGE CHILD AND YOUTH PROGRAMS

1. ORGANIZATION CONTACT INFORMATION

Legal Name of Organization	The Hmong Institute, Inc.		
Mailing Address	4402 Femrite Drive, Madison, WI 53716		
Telephone	608-692-6380		
FAX			
Director	Peng Her		
Email Address	peng.her@thehmonginstitute.org		
Additional Contact			
Email Address			
Legal Status	Private: Non-Profit		
Federal EIN:	82-4232925		

2. PROPOSED PROGRAMS

Program Name:	2024		If currently City funded
	Letter	Amount Requested	2023 Allocation
HLCEP Elementary Program	A	\$21,930	\$11,875
Contact: Peng Her			
HLCEP Middle School Program	B	\$21,930	\$11,875
Contact: Peng Her			
	C		
Contact:			
	D		
Contact:			
	E		
Contact:			
TOTAL REQUEST		\$43,860	

DEFINITION OF ACCOUNT CATEGORIES:

Personnel: Amount reported should include salary, taxes and benefits. Salary includes all permanent, hourly and seasonal staff costs. 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 costs.

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 agencies.

3. SIGNATURE PAGE

AFFIRMATIVE ACTION

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

CITY OF MADISON CONTRACTS

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

INSURANCE

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

4. SIGNATURE

Enter name:

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

DATE

INITIALS:

6. BOARD-STAFF DEMOGRAPHICS

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

DESCRIPTOR	BOARD		STAFF		MADISON*		
	Number	Percent	Number	Percent	GENERAL Percent	POVERTY Percent	R/POV** Percent
	TOTAL	6	100%	12	100%		
GENDER							
MAN	2	33%	5	42%			
WOMAN	4	67%	7	58%			
NON-BINARY/GENDERQUEER		0%		0%			
PREFER NOT TO SAY		0%		0%			
TOTAL GENDER	6	100%	12	100%			
AGE							
LESS THAN 18 YRS	5	83%		0%			
18-59 YRS	1	17%	9	75%			
60 AND OLDER		0%	3	25%			
TOTAL AGE	6	100%	12	100%			
RACE							
WHITE/CAUCASIAN	1	17%		0%	80%	67%	16%
BLACK/AFRICAN AMERICAN	0	0%		0%	7%	15%	39%
ASIAN	5	83%	11	92%	8%	11%	28%
AMERICAN INDIAN/ALASKAN NATIVE	0	0%		0%	<1%	<1%	32%
NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER		0%		0%	0%	0%	0%
MULTI-RACIAL		0%	1	8%	3%	4%	26%
BALANCE/OTHER		0%		0%	1%	2%	28%
TOTAL RACE	6	100%	12	100%			
ETHNICITY							
HISPANIC OR LATINO	0	0%		0%	7%	9%	26%
NOT HISPANIC OR LATINO	6	100%	12	100%	93%	81%	74%
TOTAL ETHNICITY	6	100%	12	100%			
PERSONS WITH DISABILITIES	0	0%		0%			

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

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

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

7. 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)

Yes the board and staff composition of our agency represents the racial and cultural diversity of the residents we serve. 83% of board ar bilingual and bicultural in Hmong. 100% of staff and volunteer for the youth programs are bilingual and bicultural in Hmong.

8. AGENCY GOVERNING BODY

How many Board meetings were held in 2022	7
How many Board meetings has your governing body or Board of Directors scheduled for 2023?	6
How many Board seats are indicated in your agency by-laws?	12

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

Name	Vincent Cha			
Home Address	5314 Odana Rd, Madison, WI 53711			
Occupation	Business Owner - Insurance Agent			
Representing	Board President			
Term of Office	2 yrs	From:	04/2022	To: 04/2024
Name	Sophie Lee			
Home Address	848 Hemlock Dr, Madison WI 53593			
Occupation	WI Dept of Health Services			
Representing	at large			
Term of Office	2 yrs	From:	06/2021	To: 06/2023
Name	Mixee Vang			
Home Address	3122 Fran Drive, Sun Prairie, WI 53590			
Occupation	Relations and Contracting			
Representing	Board Vice President			
Term of Office	2 yrs	From:	02/2022	To: 02/2024
Name	Jacob Lor			
Home Address	5226 Trafalger Place, Madison, WI 53714			
Occupation	IT Specialist			
Representing	at large			
Term of Office	2 yrs	From:	08/2021	To: 08/2023
Name	Charity Morgan			
Home Address	209 Ellickson St, Arlington, WI 53911			
Occupation	Realtor			
Representing	Secretary			
Term of Office	2 yrs	From:	02/2023	To: 02/2025
Name	Ann Pryor			
Home Address	5317 Lighthouse Bay Dr, Madison, WI 53704			
Occupation	Retired			
Representing	Treasurer			
Term of Office	2 yrs	From:	06/2022	To: 06/2024
Name				
Home Address				
Occupation				
Representing				
Term of Office		From:	mm/yyyy	To: mm/yyyy
Name				
Home Address				
Occupation				
Representing				
Term of Office		From:	mm/yyyy	To: mm/yyyy

AGENCY GOVERNING BODY cont.

Name

Home Address

Occupation

Representing

Term of Office

From:

mm/yyyy

To:

mm/yyyy

Name

Home Address

Occupation

Representing

Term of Office

From:

mm/yyyy

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mm/yyyy

Name

Home Address

Occupation

Representing

Term of Office

From:

mm/yyyy

To:

mm/yyyy

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

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

REVENUE SOURCE	AGENCY 2024	PROGRAM A	PROGRAM B	PROGRAM C	PROGRAM D	PROGRAM E	NON APP PGMS
DANE CO HUMAN SVCS	360,000						360,000
UNITED WAY DANE CO	142,000	5,000	5,000				132,000
CITY CDD (This Application)	43,860	21,930	21,930				
City CDD (Not this Application)	57,500						57,500
OTHER GOVT*	250,000						250,000
FUNDRAISING DONATIONS**	130,000	25,000	25,000				80,000
USER FEES	20,000						20,000
TOTAL REVENUE	1,003,360	51,930	51,930	0	0	0	899,500

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

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

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

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

ACCOUNT CATEGORY	AGENCY 2024	TTL CITY REQUEST	PGM A	CITY SHARE	PGM B	CITY SHARE	PGM C	CITY SHARE	PGM D	CITY SHARE	PGM E	CITY SHARE	NON APP PGMS
A. PERSONNEL													
Salary	73,760	28,000	36,880	14,000	36,880	14,000							
Taxes/Benefits	0	0											
Subtotal A.	73,760	28,000	36,880	14,000	36,880	14,000	0	0	0	0	0	0	0
B. OTHER OPERATING													
Insurance	0	0											
Professional Fees/Audit	0	0											
Postage/Office & Program	5,000	3,000	2,500	1,500	2,500	1,500							
Supplies/Printing/Photocopy	3,000	2,000	1,500	1,000	1,500	1,000							
Equipment/Furnishings/Depr.	0	0											
Telephone	0	0											
Training/Conferences	0	0											
Food/Household Supplies	9,000	5,000	4,500	2,500	4,500	2,500							
Travel	2,000	2,000	1,000	1,000	1,000	1,000							
Vehicle Costs/Depreciation	0	0											
Other	0	0											
Subtotal B.	19,000	12,000	9,500	6,000	9,500	6,000	0	0	0	0	0	0	0
C. SPACE													
Rent/Utilities/Maintenance	3,860	3,860	1,930	1,930	1,930	1,930							
Mortgage Principal/Interest	0	0											
Depreciation/Taxes	0	0											
Subtotal C.	3,860	3,860	1,930	1,930	1,930	1,930	0	0	0	0	0	0	0
D. SPECIAL COSTS													
Assistance to Individuals	0	0											
Contractors/Subcontractors	0	0											
Pymt to Affiliate Orgs	0	0											
Other	0	0											
Subtotal D.	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL (A.-D.)	96,620	43,860	48,310	21,930	48,310	21,930	0	0	0	0	0	0	0

Program Summary

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

Pgm Letter	Program Name	Program Expenses	2024 City Request
A	HLCEP Elementary Program	PERSONNEL	14,000
		OTHER OPERATING	6,000
		SPACE	1,930
		SPECIAL COSTS	0
		TOTAL	21,930
B	HLCEP Middle School Program	PERSONNEL	14,000
		OTHER OPERATING	6,000
		SPACE	1,930
		SPECIAL COSTS	0
		TOTAL	21,930
C	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	0
D	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	0
E	0	PERSONNEL	0
		OTHER OPERATING	0
		SPACE	0
		SPECIAL COSTS	0
		TOTAL	0
TOTAL FOR ALL PROGRAMS			43,860



Extension
UNIVERSITY OF WISCONSIN-MADISON
DANE COUNTY

Lyman F. Anderson Agriculture & Conservation Center
5201 Fen Oak Drive, Room 138, Madison, WI 53718
Phone (608) 224-3700
Fax (608) 224-3727
WI Relay 711
<http://dane.uwex.edu>

Yolanda Shelton-Morris
Community Resources Manager
City of Madison Community Development Division
School-Age Child and Youth Program

Dear Ms. Shelton-Morris,

We are writing this letter in support of The Hmong Institute's application for the City of Madison Community Development Division's School-age Child and Youth Program grant.

Dane County Extension's mission is to provide community based education and we have partnered with the Hmong Institute on a variety of educational programs including classes on nutrition and gardening with the students through the Hmong Language and Culture Enrichment Program. We value our partnership with the Hmong Institute to provide educational programs that support Hmong students. Recently, we were fortunate to add a new bilingual educator, Kula Yang, to our team. Kula's focus is family relationships and financial literacy.

If this proposal is funded, Kula will partner with The Hmong Institute to provide educational programming for the students on financial literacy topics and work with their families on parenting and other programs.

We support The Hmong Institute's approach of providing a culturally and linguistically relevant teaching model to enhance the academic skills of Hmong students. As well as working with Hmong parents to create the family support system all students need to succeed. We highly recommend the Hmong Language and Culture Enrichment program be funded.

Sincerely,

Carrie Edgar
Director

Kula Yang
Family Relationships & Finance Educator



5/12/2023

Yolanda Shelton-Morris
Community Resources Manager
City of Madison Community Development Division
School-Age Child and Youth Program

Dear Ms. Shelton-Morris:

I am writing this letter in support of The Hmong Institute's application for the City of Madison Community Development Division School-age Child and Youth Program grant. I direct the Upward Bound Math Science program at East & La Follette High Schools and we have partnered with the Hmong Institute's Hmong Language and Culture Enrichment Program and will continue to partner with them because I believe it is important to have programs that support students cultural identity. Programs such as the HLCEP fosters cultural identity from a wholistic lens, incorporating teachers and staff who are of Hmong descent, while providing students with curriculum, activities, and nutritious Hmong meals. This is the only program in the City of Madison and Dane County that provides students with a wholistic Hmong experience. I believe that one's cultural identity is fundamental to learning and a student's capacity for growth and will continue to support what The Hmong Institute's HLCEP by providing them with volunteers for community service as well as connecting high school students with culturally relevant community service experiences, curriculum instruction, and support with HLCEP presentations/guest speakers, and many more community engagement opportunities.

Being the Upward Bound Math Science Advisor and working with Hmong students for the past 6 years, I have seen firsthand the positive impact HLCEP has had on Hmong students and the Hmong community. I believe strongly that learning about one's culture, history, language, and identity, will help students reach their potential by exceling in class, having a more positive self-esteem, and take ownership and pride about who they are and why their cultural identity is important. HLCEP is a community driven program that supports many Hmong parents, Hmong children, and Hmong Families. By funding HLCEP, the City is not only supporting residents of the City of Madison but the entire Dane County Hmong community.

Sincerely,

A handwritten signature in black ink, appearing to read "Brenda Yang", followed by a large, stylized flourish.

Brenda Yang

UPWARD BOUND MATH SCIENCE ADVISOR

Forward Service Corporation

2222 E. Washington Avenue Room 1504 (Office) 1508 (Classroom)| Madison, WI 53704
P: 608.640.7078 E: byang@fsc-corp.org W: www.fsc-corp.org



May 10, 2023

Yolanda Shelton-Morris
Community Resources Manager
City of Madison Community Development Division
School-Age Child and Youth Program

Dear Ms. Shelton-Morris,

On behalf of UW-Madison School of Education, I am writing this letter of support of The Hmong Institute for their School-Age Child and Youth Program grant application to City of Madison Community Development Division. UW-Madison School of Education programs have been engaged in meaningful and generative partnership with The Hmong Institute for the past 5 years.

A cornerstone of this partnership is the summer field experience for our Secondary Education teacher candidates with the Hmong Language and Cultural Enrichment Program. As a result of this partnership, an average of 8-10 of our Master's students have the opportunity work in a classroom setting and to have meaningful interactions with elementary and middle school students. These teacher candidates have a background in Math, Science, English, World Language, ESL, or Social Studies and gain first-hand experiences in culturally responsive and sustaining teaching through working side by side with staff from The Hmong Institute.

The UW-Madison School of Education supports this project, which creates a safe and supportive learning environment for students to enhance their academic skills and prepare them for college and career through learning about their home language and culture. Thank you for your consideration of the Hmong Institute's application.

Thomas Owenby
Associate Dean for Teacher Education
University of Wisconsin-Madison