



School-Age Child Programs for 2020: Elementary Multi-Focus Afterschool, Multi-Focus Summer, and Topical/Skill/Population (TSP) Focused Program

Submit Application to: cddapplications@cityofmadison.com

Deadline: 12:00 pm CST (noon) on **August 5, 2019**

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

This application should be used to apply for multi-focused afterschool, multi-focused summer programs (Section 1), and topical/skill/population focused programs for elementary-age youth (Section 2).

Please complete the narrative questions and tables in Section 1 and/or 2 in this document, and the Organizational Overview and Budget within the separate Excel document. Both documents must be submitted for the application to 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 opportunities that involve both a completely different group of participants for that age group and staff, who are not working in the comprehensive multi-focused afterschool and/or summer program, should be considered a stand-alone Topical/Skill/Population (TSP) program with a separate narrative (#1-3).

Please limit your proposal and responses to spaces provided in this form and the Organizational Overview and Budget in the required [Excel workbook](#). Responses to this RFP should be complete and comprehensive but succinct. Materials submitted in addition to this application form and the required [Excel workbook](#) will not be considered in the evaluation of the proposal. *Do not attempt to unlock or alter this form.* Font should be no less than 11 pt.

If you need assistance with this proposal or are unclear about how to respond to any questions listed below, please contact CDD staff at 266-6520.

Legal Name of Organization:	The Hmong Institute, Inc.	Total Amount Requested for this Age Group:	\$ 23,500
Elementary Programs applied for (select one or more as applicable):	Multi-focus School Year x Multi-focus Summer Topical/ Skills/Population		
Contact Person	Peng Her	Email:	peng.her@thehmo nginstitute.org
Address:	5310 Arapahoe Lane, Madison, WI 53704	Telephone:	608-628-3901

Contact Us! CDD staff are committed to helping interested groups understand and work through program requirements. Call Mary O'Donnell or Coral Manning at 266-6520.

SECTION 1. ELEMENTARY MULTI-FOCUS AFTERSCHOOL AND/OR SUMMER PROGRAM

Program Name: Hmong Language and Culture Enrichment Program

Brief Project Description: HLCEP is a 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. Parents will learn to better advocate for their student.

Amount Requested: 23,500 Total Proposed Program Budget: 113,000

1. PROGRAM DESCRIPTION

- a. 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 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.

- b. Intended Service Population: Describe the intended service population that will be impacted by this program (e.g., location, ages, race/ethnicities, income ranges, English language proficiency, employment barriers if applicable etc.). Please refer to the [Data Tool Kit](#).

The target population is elementary school age ELL Hmong students in the Madison Metropolitan School District. The 2017-2018 MMSD school data estimates a total of 867 Hmong students of which 85% are identified as ELL students and 71% of Hmong students received free/reduced lunch. In other words, 616 Hmong students are low-income. 78.5% of Hmong student read below grade level and 66.5% perform math below grade level. 14% of Hmong students are considered Special Education Students. The 2010 Census showed that 4,230 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/Fishhatchery Rd. Elementary school with highest number of Hmong student is Lakeview Elementary school.

- c. 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 7 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. 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 programming was only half day. HLCEP is a full day starting at 8 am until 4 pm. Additional barriers include availability to affordable quality school age care for low-income families. With the City's support, HLCEP does not charge tuition to attend HLCEP.

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.

- d. Activities: Describe your proposed program activities. Include information about key parts of your program and explain how you will accomplish your goals. 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 6-week, full-day, full immersion summer program (Jun 18-Jul 27). 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), while Week 6 is 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 include 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 reinforced what was taught in the morning. In addition, students take educational field trips to Also 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:HLCP 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

HLCEP aligns with Justified Anger as indicated.

- Education:HLCEP is the only org that leads, advocates and is innovative to increase graduation rates of Hmong youth
- Incarceration:HLCEP does Hmong cultural diversity training with Madison police. Police officer Vang volunteers weekly working with youth about leadership and criminal system
- 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
- Leadership:HLCP works with community partners to increase, enhance and sustain excellent service of culturally competent programs

e. **Proposed Timeline for Implementation:**

Activity	Estimated Start and Completion Date
Student recruitment and community outreach	Jan - May
Curriculum planning and hiring of staff	Apr - May
Staff training, Parent orientation, student pretest	May -Jun
6-week Summer session, posttest, and evaluations	Jun - Aug
New Year performances by students	Nov

Other milestones, notes or comments about the proposed timeline (if applicable):

f. **Family and Community Engagement:** Briefly describe how children and families who will benefit from the proposed program have been involved in the development of this proposal and will be involved in the implementation and assessment of program activities and outcomes. How are families of the participants engaged with the program?

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.

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, it has buy-in from the community and it has support from the community thus will have a greater impact.

- g. 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.

A community survey was given at the Hmong New year to see what challenges the community faced. Over 260 parents indicated more academic support for their youth was important. They also indicated the need for youth to know their language, culture, and history. HLCEP is culturally relevant to the community because it 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. HLCEP serves non-English speaking youth and family because it is culturally and linguistically relevant teaching in the Hmong language. The mission of The Hmong Institute is empowering community through educating, preserving, and promoting the Hmong heritage.

- h. 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 if the program during implementation to assess continued alignment with the [MOST Effective Practices](#)?

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 emceeing 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:HLCEP 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

2. PROGRAM STRUCTURE AND STAFFING

- a. Anticipated Frequency, Duration and Attendance: Please complete the table below. If you are proposing to provide an elementary multi-focused afterschool and/or summer 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.

Elementary Multi-Focused	Frequency*	# of Program Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
Location(s): Life Center Madison (4402 Femrite Dr)					
Afterschool					
Summer	5 days per week	8 hrs per day	6 weeks	1 to 15	30
Location #2:					
Afterschool					
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 with differences in the program structure as compared to the two elementary multi-focused afterschool or summer programs included in the table above.

- b. Total Annual Unduplicated Elementary-Age Children: Anticipated unduplicated number of individual elementary-age children in the proposed programs: 30
- c. Program Schedule: If you are proposing to provide a multi-focused afterschool and/or summer 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): Life Center Madison (4402 Femrite Drive)			
Day	Elementary Multi-Focused	Start Time	End Time
Mon.	School Year		
	Summer	8 am	4 pm
Tues.	School Year		
	Summer	8 am	4 pm
Wed.	School Year		
	Summer	8 am	4 pm

Thur.	School Year		
	Summer	8 am	4 pm
Fri.	School Year		
	Summer	8 am	4 pm
Sat.	School Year		
	Summer		
Sun.	School Year		
	Summer		

Table 2

Location #2:			
Day	Elementary Multi-Focused	Start Time	End Time
Mon.	School Year		
	Summer		
Tues.	School Year		
	Summer		
Wed.	School Year		
	Summer		
Thur.	School Year		
	Summer		
Fri.	School Year		
	Summer		
Sat.	School Year		
	Summer		
Sun.	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 two elementary multi-focused afterschool or summer programs included in the tables above.

- d. Additional Activities: Do you anticipate providing activities for the multi-focused elementary afterschool or summer program that are not included in the table above? Please describe these activities, including location, frequency, hours and duration (i.e. special event, field trips, workshops or meetings).
Field trips to: WI Dells, Discovery Center, Completion Ceremony on last day
- e. 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	FTE		
			Multi-Focused School Year	Multi – Focused Summer	Other Programs
Program manager	2 yr experience in youth program (preferred BA or MA in education)	Life Center Madison		.5	.5 Middle school HLCEP program
Program coordinator	1 yr exp in youth program (preferred BA degree)	Life Center Madison		.25	.25 Middle school HLCEP program
Classroom instructor 1	1yr Classroom instruction experience (desired teaching certification)	Life Center Madison		.1	
Classroom instructor 2	1yr Classroom instruction experience (desired teaching certification)	Life Center Madison		.1	
Classroom instructor 3	1yr Classroom instruction experience (desired teaching certification)	Life Center Madison		.1	
Cook	2 yr experience in food safety and working in a	Life Center Madison		.1	.9

	commercial kitchen.				
Cook Assistant	1 yr experience in food safety and working in a commercial kitchen.	Life Center Madison		.1	
		Total:		1.15	1.65

*Use one line per

individual employee

- f. Volunteers: If volunteers will have direct contact with program participants, how are they vetted, trained and supervised?
 Volunteers will have background check performed by MMSD. Volunteers are interviewed by HLCEP director and program manager. They will be trained by HLCEP director and program manager. Program Manager and Program Coordinator will provide supervision of volunteers.

3. COLLABORATION, COORDINATION AND RESOURCE LINKAGE

- a. 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)?
MMSD	Perform background check, provide resources, support staff, and hire staff.	Briony MacPhee Lyon	Yes
UW Madison School of Education	Provide master level student volunteers, best practice model on culturally relevant teaching.	Maria Brown	No
Gwen Kong	Provide professional development on Hmong curriculum development, classroom instruction, and classroom management.	Gwen Kong	No
Dane County Extension	Provide instruction on STEM and agriculture	Javier Neira	No

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

How do these partnerships enhance this proposal?

MMSD provides 1 teacher, classroom materials, background checks on volunteers and staff, and curriculum support. They also provide printing of teaching materials. HLCEP is a partner of MMSD summer enrichment program. UW School of Education provides 6 master level students volunteers. Volunteers use their teaching experience to lead classroom activities at the same time learn best practice of using culturally relevant teaching.

What are the decision-making agreements with each partner?

HLCEP is the lead organization and recruits Hmong staff to be hired by MMSD for the program. Hiring of MMSD staff are made jointly. HLCEP makes decision on curriculum design, teacher classroom assignments, and curriculum instruction. 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 student volunteers. UW Madison has regular check-in/meetings with student volunteers. Gwen Kong is an elem. teacher in the MMSD who has developed a Hmong language teaching material for her class. She volunteers to provide professional development to HLCEP staff on teaching curriculum development, classroom lesson plans, and classroom management. Decision making are made jointly on when to have professional development and topics. 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.

- b. 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 Health Minds LLC that are trained in refugee trauma informed behavior health services, psychotherapy, service facilitation, and AODA. Additionally has 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 and able to coordinate and link families to resources as needed.

4. DATA USE, MANAGEMENT AND MEASURES OF SUCCESS

- a. Please identify the Community Indicator(s) of Success for School-Age Children and Youth, from the RFP Guidelines, that is addressed by your proposed program:

Increase in proportion of low-income children and youth, and children and youth of color who exhibit developmentally-appropriate social, emotional and academic skills.

- b. Did the [Data Tool Kit](#) or other sources of data affect your program design, recruitment strategies, and choice of outcome objectives? If yes, how?

Most of the data from the data tool kit was not granular enough or did not disaggregate Hmong data. City wide asset map showed there was a lack of Hmong specific assets. No Hmong community center to allow for Hmong community access to Hmong specific needs. Indicator project only had data for Asian and not Hmong specific. Education Outcomes only listed outcomes for schools and did not break data down to ethnic group so it was hard to get data for Hmong students. We had to rely on partnerships with UW Populations Lab to get Census data on Hmong population in Dane County. We also used MMSD Hmong student data we received from MMSD that showed more granular data about number of Hmong students in MMSD and Hmong student rates for ELL, free and reduce lunch, and students with disability. The lack of Hmong student proficient in reading and math is what affect our program design and choice of outcome.

- c. 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.

Elementary Program Outcome (select one or more program types as applicable):
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Multi-focus School Year x Multi-focus Summer
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Outcome Objective # 1	Increase in proportion of low-income children and youth, and children and youth of color who exhibit developmentally-appropriate social, emotional and academic skills.			
Performance Standard	Targeted Percent	90%	Targeted Number	30
Measurement Tool(s) and Comments: A pretest and post-test will be given to each student to assess and evaluate his/her development. The pretest will be administered at the beginning of the program in June and the post-test and program evaluation will be administered in July. • Thirty (30) elem students will complete the program. • Post-test scores will indicate that 80% of students increase their knowledge of reading and writing in Hmong and increase their knowledge of Hmong history and culture to improve academic skills. • 80% of students will indicate their self-identity became more positive through learning their home language and culture. • 80% of students will indicate they increased their self-confidence by having pride in their culture. • 80% of 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.				

Elementary Program Outcome (select one or more program types as applicable): Multi-focus School Year Multi-focus Summer				
Outcome Objective #				
Performance Standard	Targeted Percent		Targeted Number	
Measurement Tool(s) and Comments:				

Elementary Program Outcome (select one or more program types as applicable): Multi-focus School Year Multi-focus Summer				
Outcome Objective #				
Performance Standard	Targeted Percent		Targeted Number	
Measurement Tool(s) and Comments:				

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

- d. 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? Describe how client confidentiality and contract compliance with data and documentation will be maintained. Pre and Post-test will be given to students to track and capture outcomes measures. Registrations are in place to capture information to document demographics. Accounting software such as QuickBooks will keep track and document expenses.

SECTION 2: ELEMENTARY SCHOOL TOPICAL/SKILL/ POPULATION FOCUSED PROGRAM (TSP)

Program Name:

Brief Project Description:

Amount Requested:

Total Proposed Program Budget:

If your responses to #1-2 below are duplicative of the responses provided in the Multi-focused After-school or Summer Program proposed, please state, "See Multi-focused Program Response."

1. PROGRAM DESCRIPTION

- a. Goal Statement: What is the goal of your program and how does it align with the Scope of Work described in the RFP guidelines?
- b. Intended Service Population: Describe the intended service population that will be impacted by this program (e.g., location, ages, race/ethnicities, income ranges, English language proficiency, employment barriers if applicable etc.). Please refer to the [Data Tool Kit](#).
- c. 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.
- d. Activities: Describe your proposed program activities. Include information about key parts of your program and explain how you will accomplish your goals. If applicable, describe any evidence, research, proven curriculum or documentation of promising practice that supports the programming or service proposed.

Outcome Objective # 1				
Performance Standard	Targeted Percent		Targeted Number	
Measurement Tool(s) and Comments:				
Outcome Objective # 2				
Performance Standard	Targeted Percent		Targeted Number	
Measurement Tool(s) and Comments:				

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

- d. 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? Describe how client confidentiality and contract compliance with data and documentation will be maintained.

SECTION 5: DISCLOSURES

If applicable, please include the following:

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

Disclosure of Contract Failures, Litigations

Disclose any alleged significant prior or ongoing contract failures, contract breaches, any civil or criminal litigation or
N/A

SECTION 6. BUDGET

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 Other Funding Opportunities webpage:

<https://www.cityofmadison.com/dpced/communitydevelopment/funding/other-funding-opportunities/477/>



School-Age Child Programs for 2020: Middle School

Multi-Focus Afterschool and Summer,
Weekend and Summer Evenings, and
Topical/Skill/Population (TSP) Focused Program

Submit Application to: cddapplications@cityofmadison.com

Deadline: 12:00 pm CST (noon) on **August 5, 2019**

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

This application should be used to apply for multi-focused afterschool, multi-focused summer programs (Section 1), and topical/skill/population focused programs for middle school-age youth (Section 2).

Please complete Section 1, 2 and/or 3 in this document and the Organizational Overview and Budget document within separate Excel document. Both documents must be submitted for the application to 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 opportunities that involve both a completely different group of participants for that age group and staff who are not working in the comprehensive multi-focused afterschool and/or summer or evening program, should be considered a stand-alone Topical/Skill/Population (TSP) program with a separate narrative (#1-3).

Please limit your proposal and responses to spaces provided in this form and the required [Excel workbook](#). Responses to this RFP should be complete and comprehensive but succinct. Materials submitted in addition to this application form and the required [Excel workbook](#) will not be considered in the evaluation of the proposal. *Do not attempt to unlock or alter this form.* Font should be no less than 11 pt.

If you need assistance with this proposal or are unclear about how to respond to any questions listed below, please contact CDD staff at 266-6520.

Legal Name of Organization:	The Hmong Institute, Inc	Total Amount Requested for this Age Group:	\$ 23,5000
Middle School Programs applied for (select one or more as applicable):	Multi-focus School Year x Multi-focus Summer Weekend or Summer Evening Topical/ Skills/Population		
Contact Person	Peng Her	Email:	peng.her@thehmonginstitute.org
Address:	5310 Arapahoe Lane, Madison, WI 53704	Telephone:	608-628-3901

Contact Us! CDD staff are committed to helping interested groups understand and work through program requirements. Call Mary O'Donnell or Coral Manning at 266-6520.

SECTION 1. MIDDLE SCHOOL MULTI-FOCUS AFTERSCHOOL OR SUMMER PROGRAM

Program Name: Hmong Language and Culture Enrichment Program

Brief Project Description: HLCEP is a 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. Parents will learn to better advocate for their student.

Amount Requested: 23,500 Total Proposed Program Budget: 113,000

1. PROGRAM DESCRIPTION

- a. 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 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.

- b. Intended Service Population: Describe the intended service population that will be impacted by this project (e.g., location, ages, race/ethnicities, income ranges, English language proficiency, employment barriers if applicable etc.). Please refer to the [Data Tool Kit](#).

The target population is middle school age ELL Hmong students in the Madison Metropolitan School District. The 2017-2018 MMSD school data estimates a total of 867 Hmong students of which 85% are identified as ELL students and 71% of Hmong students received free/reduced lunch. In other words, 616 Hmong students are low-income. 78.5% of Hmong student read below grade level and 66.5% perform math below grade level. 14% of Hmong students are considered Special Education Students. The 2010 Census showed that 4,230 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/Fishhatchery Rd. Elementary school with highest number of Hmong student is Lakeview Elementary school.

- c. 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 7 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. 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. Addition barriers include availability to affordable quality school age care for low-income families. With the City's support, HLCEP does not charge tuition to attend HLCEP.

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.

- d. Activities: Describe your proposed program activities. Include information about key parts of your program that help us understand how you will accomplish your goals. 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. HLCP 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.

HLCP 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 6-week, full-day, full immersion summer program (Jun 18-Jul 27). 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), while Week 6 is 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 txhij (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 include 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 reinforced what was taught in the morning. In addition, students take educational field trips to Also 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:HLCP 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

HLCEP aligns with Justified Anger as indicated.

- Education:HLCEP is the only org that leads, advocates and is innovative to increase graduation rates of Hmong youth
- Incarceration:HLCEP does Hmong cultural diversity training with Madison police. Police officer Vang volunteers weekly working with youth about leadership and criminal system
- 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
- Leadership:HLCP works with community partners to increase, enhance and sustain excellent service of culturally competent programs

e. **Proposed Timeline for Implementation:**

Activity	Estimated Start and Completion Date
Student recruitment and community outreach	Jan - May
Curriculum planning and hiring of staff	Apr - May
Staff training, Parent orientation, student pretest	May -Jun
6-week Summer session, posttest, and evaluations	Jun - Aug
New Year performances by students	Nov

Other milestones, notes or comments about the proposed timeline (if applicable):

- f. **Family and Community Engagement:** Briefly describe how youth and families who will benefit from the proposed program have been involved in the development of this proposal and will be involved in the implementation and assessment of program activities and outcomes. How are families of the participants engaged with the program?

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.

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, it has buy-in from the community and it has support from the community thus will have a greater impact

- g. Cultural Relevance and Language Access: 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.

A community survey was given at the Hmong New year to see what challenges the community faced. Over 260 parents indicated more academic support for their youth was important. They also indicated the need for youth to know their language, culture, and history. HLCEP is culturally relevant to the community because it 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. HLCEP serves non-English speaking youth and family because it is culturally and linguistically relevant teaching in the Hmong language. The mission of The Hmong Institute is empowering community through educating, preserving, and promoting the Hmong heritage.

- h. Madison Out-of-School Time (MOST) Effective Practices: Please describe how each of the seven basic elements is addressed by your proposed program design. How will you monitor if the program during implementation to assess continued alignment with the [MOST Effective Practices](#)?

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 emceeing 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:HLCP 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.

2. PROGRAM STRUCTURE AND STAFFING

- Anticipated Frequency, Duration and Attendance: Please complete the table below. If you are proposing to provide a middle school multi-focused afterschool and/or summer 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.

Middle School Multi-Focused	Frequency*	# of Program Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
Location(s): Life Center Madison (4402 Femrite Dr)					
Afterschool					
Summer	5 days per week	8 hrs per day	6 weeks	1 to 15	30
Location #2:					
Afterschool					
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 with differences in the program structure as compared to the two middle school multi-focused afterschool or summer programs included in the table above.

- b. Total Annual Unduplicated Middle School-Age Youth: Anticipated unduplicated number of individual middle school-age children in the proposed programs: 30
- c. Program Schedule: If you are proposing to provide a multi-focused afterschool and/or summer 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):			
Day	Middle School Multi-Focused	Start Time	End Time
Mon.	School Year		
	Summer	8 am	4 pm
Tues.	School Year		4 pm
	Summer	8 am	4 pm
Wed.	School Year		4 pm
	Summer	8 am	4 pm
Thur.	School Year		
	Summer	8 am	4 pm
Fri.	School Year		

	Summer	8 am	4 pm
Sat.	School Year		
	Summer		
Sun.	School Year		
	Summer		

Table 2

Location #2:			
Day	Middle School Multi-Focused	Start Time	End Time
Mon.	School Year		
	Summer		
Tues.	School Year		
	Summer		
Wed.	School Year		
	Summer		
Thur.	School Year		
	Summer		
Fri.	School Year		
	Summer		
Sat.	School Year		
	Summer		
Sun.	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 two middle school multi-focused afterschool or summer programs included in the tables above.

- d. Additional Activities: Do you anticipate providing activities for the multi-focused middle school afterschool or summer program that are not included in the table above? Please describe these

activities, including location, frequency, hours and duration (i.e. special event, field trips, workshops or meetings).

Field trips to: WI Dells, Discovery Center, Completion Ceremony on last day

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

*Use one line per individual employee

Position Title*	Qualifications or Required Training	Location	FTE		
			Multi-Focused School Year	Multi – Focused Summer	Other Programs
Program manager	2 yr experience in youth program (preferred BA or MA in education)	Life Center Madison		.5	.5 Elem. school HLCEP program
Program coordinator	1 yr exp in youth program (preferred BA degree)	Life Center Madison		.25	.25 Elem. school HLCEP program
Classroom instructor 1	1yr Classroom instruction experience (desired teaching certification)	Life Center Madison		.1	
Classroom instructor 2	1yr Classroom instruction experience (desired teaching certification)	Life Center Madison		.1	
Classroom instructor 3	1yr Classroom instruction experience (desired teaching certification)	Life Center Madison		.1	
		Total:		1.5	.75

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

Volunteers will have background check performed by MMSD. Volunteers are interviewed by HLCEP director and program manager. They will be trained by HLCEP director and program manager. Program Manager and Program Coordinator will provide supervision of volunteers.

3. COLLABORATION, COORDINATION AND RESOURCE LINKAGE

- a. 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)?
MMSD	Perform background check, provide resources, support staff, and hire staff.	Briony MacPhee Lyon	Yes
UW Madison School of Education	Provide master level student volunteers, best practice model on culturally relevant teaching.	Maria Brown	No
Gwen Kong	Provide professional development on Hmong curriculum development, classroom instruction, and classroom management.	Gwen Kong	No
Dane County Extension	Provide instruction on STEM and agriculture	Javier Neira	No

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

How do these partnerships enhance this proposal?

MMSD provides 1 teacher, classroom materials, background checks on volunteers and staff, and curriculum support. They also provide printing of teaching materials. HLCEP is a partner of MMSD summer enrichment program. UW School of Education provides 6 master level students volunteers. Volunteers use their teaching experience to lead classroom activities at the same time learn best practice of using culturally relevant teaching.

What are the decision-making agreements with each partner?

HLCEP is the lead organization and recruits Hmong staff to be hired by MMSD for the program. Hiring of MMSD staff are made jointly. HLCEP makes decision on curriculum design, teacher classroom assignments, and curriculum instruction. 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 student volunteers. UW Madison has regular check-in/meetings with student volunteers. Gwen Kong is an elem. teacher in the MMSD who has developed a Hmong language teaching material for her class. She volunteers to provide professional development to HLCEP staff on teaching curriculum development, classroom lesson plans, and classroom management. Decision making are made jointly on when to have professional development and topics. HLCEP is the lead organization and recruits Hmong staff to be hired by MMSD for the program. Hiring of MMSD staff are made jointly. HLCEP makes decision on curriculum design, teacher classroom assignments, and curriculum instruction. 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 student volunteers. UW Madison has regular check-in/meetings with student volunteers. Gwen Kong is an elem. teacher in the MMSD who has developed a Hmong language teaching material for her class. She volunteers to provide professional development to HLCEP staff on teaching curriculum development, classroom lesson plans, and classroom management. Decision making are made jointly on when to have professional development and topics. 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.

- b. 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 Health Minds LLC that are trained in refugee trauma informed behavior health services, psychotherapy, service facilitation, and AODA. Additionally has 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 and able to coordinate and link families to resources as needed.

4. DATA USE, MANAGEMENT AND MEASURES OF SUCCESS

- a. Please identify the Community Indicator(s) of Success for School-Age Children and Youth, from the RFP Guidelines, that is addressed by your proposed program:

Increase in proportion of low-income children and youth, and children and youth of color who exhibit developmentally-appropriate social, emotional and academic skills.

- b. Did the [Data Tool Kit](#) or other sources of data affect your program design, recruitment strategies, and choice of outcome objectives? If yes, how?

Most of the data from the data tool kit was not granular enough or did not disaggregate Hmong data. City wide asset map showed there was a lack of Hmong specific assets. No Hmong community center to allow for Hmong community access to Hmong specific needs. Indicator project

only had data for Asian and not Hmong specific. Education Outcomes only listed outcomes for schools and did not break data down to ethnic group so it was hard to get data for Hmong students. We had to rely on partnerships with UW Populations Lab to get Census data on Hmong population in Dane County. We also used MMSD Hmong student data we received from MMSD that showed more granular data about number of Hmong students in MMSD and Hmong student rates for ELL, free and reduce lunch, and students with disability. The lack of Hmong student proficient in reading and math is what affect our program design and choice of outcome.

- c. 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.

Middle School Program Outcome (select one or more program types as applicable):				
Multi-focus School Year		X Multi-focus Summer		
Outcome Objective #	Increase in proportion of low-income children and youth, and children and youth of color who exhibit developmentally-appropriate social, emotional and academic skills.			
Performance Standard	Targeted Percent	90%	Targeted Number	<u>30</u>
Measurement Tool(s) and Comments: A pretest and post-test will be given to each student to assess and evaluate his/her development. The pretest will be administered at the beginning of the program in June and the post-test and program evaluation will be administered in July. • Thirty (30) elem students will complete the program. • Post-test scores will indicate that 80% of students increase their knowledge of reading and writing in Hmong and increase their knowledge of Hmong history and culture to improve academic skills. • 80% of students will indicate their self-identity became more positive through learning their home language and culture. • 80% of students will indicate they increased their self-confidence by having pride in their culture. • 80% of 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.				
Middle School Program Outcome (select one or more program types as applicable):				
Multi-focus School Year		Multi-focus Summer		
Outcome Objective #				
Performance Standard	Targeted Percent		Targeted Number	
Measurement Tool(s) and Comments:				

Middle School Program Outcome (select one or more program types as applicable):				
Multi-focus School Year		Multi-focus Summer		
Outcome Objective #				
Performance Standard	Targeted Percent		Targeted Number	
Measurement Tool(s) and Comments:				

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

- d. 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? Describe how client confidentiality and contract compliance with data and documentation will be maintained.

Pre and Post-test will be given to students to track and capture outcomes measures. Registrations are in place to capture information to document demographics. Accounting software such as QuickBooks will keep track and document expenses.

SECTION 5: DISCLOSURES

If applicable, please include the following:

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

Disclosure of Contract Failures, Litigations

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

N/A

SECTION 6. BUDGET

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 Other Funding Opportunities webpage:

<https://www.cityofmadison.com/dpced/communitydevelopment/funding/other-funding-opportunities/477/>



APPLICATION FOR 2020 SCHOOL-AGE CHILD AND YOUTH PROGRAMS

1. ORGANIZATION CONTACT INFORMATION

Legal Name of Organization	The Hmong Institute, Inc.	
Mailing Address	5310 Arapahoe Lane	
Telephone	608-628-3901	
FAX		
Director	Peng Her	
Email Address	peng.her@thehmonginsitute.org	
Additional Contact		
Email Address		
Legal Status	Private: Non-Profit	
Federal EIN:	82-4232925	

2. PROPOSED PROGRAMS

2. PROPOSED PROGRAMS		2020 Request	
Program Type	Letter	New?	Program Name
Elementary Programs	A	\$23,500	Elementary School Program: Hmong Language and Culture Enrichment Program
Contact: Peng Her		Phone: 608-628-3901	Email: peng.her@thehmonginstitute.org
Middle School Programs	B	\$23,500	High School Youth Program: Hmong Language and Culture Enrichment Program
Contact: Peng Her		Phone: 608-628-3901	Email: peng.her@thehmonginstitute.org
High School Programs	C	\$0	High School Youth Program: Kuv Ua Tau
Contact: Peng Her		Phone: 608-628-3901	Email: peng.her@thehmonginstitute.org
TOTAL REQUEST		\$47,000	

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:

ORGANIZATION: **The Hmong Institute, Inc.**

ORGANIZATIONAL PROFILE

1. ORGANIZATION HISTORY, VISION STATEMENT, MISSION STATEMENT AND VALUES

THI received its 501(c)3 design Aug '18 but have been providing programs since 2013. Mission is, "empowering community through educating, preserving, and promoting the Hmong heritage." Vision is to be the prominent leader in Hmong heritage. Motto is, Preserving and promoting Hmong heritage for the future. Our values are: We believe everyone is an active agent in creating a just society, regardless of socio-economic or legal status. We believe the communities most impacted by the issues are the faces and voices leading our work. We act with integrity, transparency and accountability.

2. ORGANIZATION EXPERIENCE AND QUALIFICATIONS PROVIDING PROPOSED PROGRAM(S): Describe length of experience and specific qualifications. List current 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. A core volunteer Committee consisting of community leaders, parents, and volunteers help provide administrative leadership, curriculum development, staff training, and fundraising. Parents and volunteers consist of school teachers, 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, PhD candidate helps gather data and does program analysis, Hmong elders advise teachers on traditional Hmong culture. 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. 2019 we launched the Kuv Au Tau family strengthening program for Hmong high school students during afterschool, weekend, and summer. Hmong Institute leadership have over 40 years of combined community advocacy, nonprofit leadership, and administrative experience and are well respected community leaders.

3. ORGANIZATION UPDATE: Describe any significant change or shifts that the agency has experienced in the last few years, or that you may anticipate in the next few years. For example, changes in leadership, significant turnover in staffing, strategic planning processes, expansions or loss of funding. What, if any, affects will these shifts have on the agency's ability to provide contracted services? If there are no changes, write "no changes" in box below.

In previous years because we did not have our own nonprofit status, when we had to get a fiscal agent to apply for grants or hold fundraising events. This limited the number of grants, the types of grants we could apply for, and hosting fundraising events. For example, the fiscal agent would apply for the same funding source we wanted to apply for thus we were unable to apply. As a result, this limited our capacity to build the organization, implement more programs to meet the needs of the community, and hire staff. In 2018, The Hmong Institute became a nonprofit. As its own agency, The Hmong Institute is no longer restricted in the number of grants or the types of grants we could apply for because of having a fiscal agent. The board held a strategic planning process in Sept '18 that included strategy to build capacity for the organization and for programming through fundraising. Additionally, the board established additional programming to address growing needs in the Hmong community. Now as our own agency, we anticipate expansion of funding. Expansion of funding will allow us to expand our programs and offer new programs to meet the needs of the community. This also means increasing staffing capacity.

4. COMMUNITY ENGAGEMENT:

Describe your organization's relationship with the community served. Include how you solicit feedback from the community, adapt your work to meet the needs of the community, community members are included in planning activities or programs, and service recipients are included in the governing structure of your organization. How do these efforts improve your services?

Include specific strategies that address client, participant, and community engagement.

The Hmong Institute has a great working relationship with the Hmong community. Staff and board members are respected members of the Hmong community, volunteer to organize the cultural stage performances and emceeing for the Hmong New Year, and organizing community events. Peng Her is well known and respected Hmong community advocate. He is often asked to speak on behalf of the community. We solicited feedback from the community through surveys, feedback forms, and working with community leaders to understand the needs of the community. Surveys allow us to better understand the needs and challenges of the Hmong community, identify solutions and solicit volunteers. Our work is driven by the Hmong community through their volunteering on committees to organizing events, programs, or activities. We partner with the Hmong community to implement the solutions they identify. Participants and parents are given feedback forms to provide feedback. Participants and parents also meet regularly with staff to provide direct feedback. Feedback are used to improve programming and activities. Examples of how we use survey to adapt our work to meet the needs of the community. 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 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 appropriate. 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 volunteers help provide administrative leadership and coordinate curriculum development. In 2018, youth completed a survey in which they indicated the need for Hmong/SEA youth program, they would attend the program, what assets they could contribute, what they would like to see in the program, challenges they face at school, and when/where to have meetings. Hmong/SEA youth are excited about helping to create a program that is lead by youth. The youth survey allow Hmong high school youth to plan activities and be included in the decision making.

5. DATA: Describe any qualitative or quantitative data sources about the community served that you use to inform your decisions (e.g., input or involvement in the creation, design, implementation, and feedback for services)?

How does the use of this data improve your services?

2017-2018 MMSD student data showed that there were 867 Hmong students in MMSD. 85% of Hmong students were ELL and 71% received free and reduced lunch. The data also showed that 78% of Hmong students were not proficient in reading and 67% 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 led 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.

6. BOARD-VOLUNTEER DEMOGRAPHICS

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

DESCRIPTOR	BOARD		VOLUNTEER		MADISON*		
	Number	Percent	Number	Percent	GENERAL Percent	POVERTY Percent	R/POV** Percent
TOTAL	4	100%	20	100%			
GENDER							
MALE	0	0%	8	40%			
FEMALE	4	100%	12	60%			
UNKNOWN/OTHER	0	0%	0	0%			
TOTAL GENDER	4	100%	20	100%			
AGE							
LESS THAN 18 YRS	0	0%	3	15%			
18-59 YRS	4	100%	17	85%			
60 AND OLDER	0	0%	0	0%			
TOTAL AGE	4	100%	20	100%			
RACE							
WHITE/CAUCASIAN	0	0%	2	10%	80%	67%	16%
BLACK/AFRICAN AMERICAN	0	0%	1	5%	7%	15%	39%
ASIAN	4	100%	17	85%	8%	11%	28%
AMERICAN INDIAN/ALASKAN NATIVE	0	0%	0	0%	<1%	<1%	32%
NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	0	0%	0	0%	0%	0%	0%
MULTI-RACIAL	0	0%	0	0%	3%	4%	26%
BALANCE/OTHER	0	0%	0	0%	1%	2%	28%
TOTAL RACE	4	100%	20	100%			
ETHNICITY							
HISPANIC OR LATINO	0	0%	0	0%	7%	9%	26%
NOT HISPANIC OR LATINO	4	100%	20	100%	93%	81%	74%
TOTAL ETHNICITY	4	100%	20	100%			
PERSONS WITH DISABILITIES	0	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 volunteer pool of your agency represent the racial and cultural diversity of the residents you serve? If not, what is your plan to address this?

Yes the board composition and volunteer pool represent the racial and cultural diversity of the residents we serve. 100% of our board members are bilingual and biculture in Hmong. Our volunteers are parents of participants in the programs so they represent the racial and cultural diversity of the residents we serve.

8. ORGANIZATION REVENUE DETAILED BY PROPOSED PROGRAM

REVENUE SOURCE	2020 PROPOSED	2020 PROPOSED PROGRAMS			OTHER PROGRAMS
		A	B	C	
DANE CO HUMAN SVCS	0	0	0	0	
DANE CO CDBG	0	0	0	0	
MADISON-CDD	47,000	23,500	23,500	0	
UNITED WAY ALLOC	44,000	22,000	22,000	0	
UNITED WAY DESIG	0	0	0	0	
OTHER GOVT	0	0	0	0	
FUNDRAISING DONATIONS	20,000	10,000	10,000	0	
USER FEES	2,000	1,000	1,000	0	
OTHER	0	0	0	0	
TOTAL REVENUE	113,000	56,500	56,500	0	0

9. List the funding sources included in "Other"; describe your organizations fundraising history, structure and results.

Include any other relevant information about revenue and expenses.

3000 characters (with spaces)

10. PERSONNEL DATA: Personnel Schedule

Indicate the number of 2020 Proposed Full-Time Equivalents (FTEs) in each staff position, across all agency programs.

Indicate the total salaries for all FTEs in that staff position. Do NOT include payroll taxes or benefits in this table.

Indicate base hourly wage for each position.

Staff Position/Category	2020		2020 PROPOSED FTES BY PROGRAM				
	Proposed FTE	Proposed Salary	Hourly Wage	Elem FTE	Middle FTE	High FTE	Other FTE
Program Manager	1.00	\$0	\$24.00	0.50	0.50	0.00	0.00
Program Coordinator	0.50	\$0	\$19.00	0.25	0.25	0.00	0.00
Classroom Instructor 1	0.10	\$0	\$25.00	0.10	0.00	0.00	0.00
Classroom Instructor 2	0.10	\$0	\$25.00	0.10	0.00	0.00	0.00
Classroom Instructor 3	0.10	\$0	\$25.00	0.10	0.00	0.00	0.00
Cook	0.10	\$0	\$19.00	0.10	0.00	0.00	0.00
Cook Assist	0.10	\$0	\$15.00	0.10	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
	0.00	\$0	\$0.00	0.00	0.00	0.00	0.00
TOTAL FTES	2.00			1.25	0.75	0.00	0.00

11. AGENCY GOVERNING BODY

How many Board meetings were held in 2018?

6

How many Board meetings has your governing body or Board of Directors scheduled for 2019?

12

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

11

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

Name	Mai Zong Vue				
Home Address	5310 Arapahoe lane, Madison, WI 53704				
Occupation	WI Dept of Health Services				
Representing	President				
Term of Office	2 yrs	From:	03/2018	To:	03/2020
Name	Youhung Moha Her-Xiong				
Home Address	4534 Hamplet Place, Madison, WI 53714				
Occupation	Student				
Representing	Vice President				
Term of Office	2 yrs	From:	03/2018	To:	03/2020
Name	Brenda Yang				
Home Address	809 Saint Albert the Great Drive, Sun Prairie, WI 53590				
Occupation	Forward Service Corp.				
Representing	Treasurer				
Term of Office	2 yrs	From:	03/2018	To:	03/2020
Name	Choua Her				
Home Address	328 N. Atwood Lane, Deerfield , WI 53531				
Occupation	WI Dept of Children and Families				
Representing	Secretary				
Term of Office	2 yrs	From:	03/2018	To:	03/2020
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
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

COMMUNITY DEVELOPMENT DIVISION ELEMENTARY SCHOOL PROGRAM DESCRIPTION
CITY OF MADISON

ORGANIZATION:	The Hmong Institute, Inc.	REQUESTED AMOUNT:
PROGRAM:	Elementary Programs	23,500

1. Total unduplicated number of individual elementary-age children across all of your proposed programs:	30
What is your best estimate for the percentage of your program population who qualify for free or reduced school lunch?	72

2. DEMOGRAPHICS: Complete the following chart for unduplicated participants served by this program in 2018. Indicate the number and percentage for the following characteristics. For new programs, estimate projected participant numbers and descriptors.

You will receive an "ERROR" until completing the demographic information.

DESCRIPTOR	PART #	PART %	STAFF #	STAFF %
RACE				
WHITE/CAUCASIAN	0	0%	0	0%
BLACK/AFRICAN AMERICAN	0	0%	0	0%
ASIAN	28	93%	0	0%
AMERICAN INDIAN/ALASKAN NATIVE	0	0%	0	0%
NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	0	0%	0	0%
MULTI-RACIAL	2	7%	0	0%
BALANCE/OTHER	0	0%	0	0%
TOTAL RACE	30	100%	0	0%
ETHNICITY				
HISPANIC OR LATINO	0	0%	0	0%
NOT HISPANIC OR LATINO	30	100%	0	0%
TOTAL ETHNICITY	30	100%	0	0%
AGE				
<2	0	0%		
2 - 5	15	50%		
6 - 12	15	50%		
13 - 17	0	0%		
18 - 29	0	0%		
30 - 59	0	0%		
60 - 74	0	0%		
75 & UP	0	0%		
TOTAL AGE	30	100%		
PERSONS WITH DISABILITIES	0	0%		
RESIDENCY				
CITY OF MADISON	25	83%		
DANE COUNTY (NOT IN CITY)	5	17%		
OUTSIDE DANE COUNTY	0	0%		
TOTAL RESIDENCY	30	100%		
TOTAL	30	100%		
MALE	15	50%		
FEMALE	15	50%		
UNKNOWN/OTHER	0	0%		

ORGANIZATION:

The Hmong Institute, Inc.

PROGRAM:

Elementary Programs

3. PARTICIPANT DEMOGRAPHICS: The City is interested in addressing issues of poverty and racial equity for residents of Madison. Please comment on your programs current service participants and identify your underserved population(s).

Explain how you understand any disparities and plans you have to address these issues.

2017-2018 MMSD student data showed that there were 867 Hmong students in MMSD. 85% of Hmong students were ELL and 71% recieved free and reduced lunch. The data also showed that 78% of Hmong students were not proficient in reading and 67% 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. Our demographics are Hmong students who a majority live in poverty. Despite the high proportion of Hmong students who receive free or reduced lunch, are ELL, and have low reading levels, the Hmong community receives little or no support either academically from MMSD or socially from the larger Madison community. The Hmong community, if left unsupported, will continue to feel isolated and lack a sense of self-sufficiency and efficacy. Thus, the need for a program supporting Hmong students is critical.

Even though this program is for youth, it is an inter-generational program and helps the whole family as well as the larger Madison community. What you cannot see in the grant proposal are the parents who volunteer because they recognize the need to support their students in order to succeed academically due to the lack of support by MMSD. As a result of their volunteering, Hmong parents have become better advocates for their children when they return to their home school. Grandparents have an opportunity to talk and connect with their grandchildren in Hmong, sharing their wisdom and life growing up in Laos. Hmong college students volunteer because they value and understand the importance of having a positive self-image, self-confidence, and self-pride because you are able to speak your native language and know your culture. Many of the college student volunteers shared they wished they had such program growing up as it would have helped them in their academic career. The college students become role models for the young students. Hmong college students who major in teaching gain valuable teaching experience teaching in the program. Recent gradutes of HLCEP have come back to volunteer for the program. In 2019 we served 30 elem and 29 middle school students.

4. STAFF DEMOGRAPHICS: Does the **staffing** of the program reflect the racial and cultural diversity of the residents served?

If not, what plans do you have to address this?

Staffing meets the racial and cultural diversity of resident served. 100% of staff are bilingual, biliterate, and bicultural in Hmong.

ORGANIZATION:

The Hmong Institute, Inc.

PROGRAM:

Elementary Programs

PROGRAM BUDGET

5. 2019 BUDGET

REVENUE SOURCE	SOURCE TOTAL	ACCOUNT CATEGORY			
		PERSONNEL	OPERATING	SPACE	SPECIAL COSTS
DANE CO HUMAN SVCS	0				
DANE CO CDBG	0				
MADISON-CDD	0				
UNITED WAY ALLOC	0				
UNITED WAY DESIG	0				
OTHER GOVT	0				
FUNDRAISING DONATIONS	22,000	13,500	7,000	1,500	
USER FEES	1,000		1,000		
OTHER	0				
TOTAL REVENUE	23,000	13,500	8,000	1,500	0

6. 2020 PROPOSED BUDGET

REVENUE SOURCE	SOURCE TOTAL	PERSONNEL	OPERATING	SPACE	SPECIAL COSTS
DANE CO HUMAN SVCS	0				
DANE CO CDBG	0				
MADISON-CDD	23,500	20,000	2,000	1,500	
UNITED WAY ALLOC	22,000	20,000	2,000		
UNITED WAY DESIG	0				
OTHER GOVT*	0				
FUNDRAISING DONATIONS	10,000	7,000	3,000		
USER FEES	1,000		1,000		
OTHER**	0				
TOTAL REVENUE	56,500	47,000	8,000	1,500	0

*OTHER GOVT 2019

Source	Amount	Terms
	0	
	0	
	0	
	0	
	0	
TOTAL	0	

**OTHER 2020

Source	Amount	Terms
	0	
	0	
	0	
	0	
	0	
TOTAL	0	

ORGANIZATION:

The Hmong Institute, Inc.

PROGRAM:

Elementary Programs

7. List the funding sources included in "Other" and include any other relevant information about revenue and expenses.

2019 budget reflect staff for 6 weeks or 0.1 FTE only. Reason for increase in budget for 2020 is we want to hire a full time program manager who will work fulltime to implement the program and project coordinator for as a 0.5 FTE. Budget for full implementation of HLCEP was split 50-50 for the Elementary part and for the Middle school part as reflected in the 2019 and 2020 program budget. HLCEP as a whole provides services for both elem and middle school age students. HLCEP doesn't have seperate program for just elem students and a seperate program for middle school students. However the City's RFP splits funding for elem age students and middle school age students. Thus the budget was divided in half to align with City's RFP.

ORGANIZATION:

The Hmong Institute, Inc.

REQUESTED AMOUNT:

PROGRAM:

Middle School Programs

23,500

1. Total unduplicated number of individual middle school-age youth across all of your proposed programs:

30

What is your best estimate for the percentage of your program population who qualify for free or reduced school lunch?

72

2. DEMOGRAPHICS: Complete the following chart for unduplicated participants served by this program in 2018. Indicate the number and percentage for the following characteristics. For new programs, estimate projected participant numbers and descriptors.

You will receive an "ERROR" until completing the demographic information.

DESCRIPTOR	PART #	PART %	STAFF #	STAFF %
RACE				
WHITE/CAUCASIAN	0	0%	0	0%
BLACK/AFRICAN AMERICAN	0	0%	0	0%
ASIAN	28	93%	3	100%
AMERICAN INDIAN/ALASKAN NATIVE	0	0%	0	0%
NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	0	0%	0	0%
MULTI-RACIAL	2	7%	0	0%
BALANCE/OTHER	0	0%	0	0%
TOTAL RACE	30	100%	3	100%
ETHNICITY				
HISPANIC OR LATINO	0	0%	0	0%
NOT HISPANIC OR LATINO	30	100%	3	100%
TOTAL ETHNICITY	30	100%	3	100%
AGE				
<2	0	0%		
2 - 5	0	0%		
6 - 12	0	0%		
13 - 17	25	83%		
18 - 29	5	17%		
30 - 59	0	0%		
60 - 74	0	0%		
75 & UP	0	0%		
TOTAL AGE	30	100%		
PERSONS WITH DISABILITIES	0	0%		
RESIDENCY				
CITY OF MADISON	25	83%		
DANE COUNTY (NOT IN CITY)	5	17%		
OUTSIDE DANE COUNTY	0	0%		
TOTAL RESIDENCY	30	100%		
TOTAL	30	100%		
MALE	15	50%		
FEMALE	15	50%		
UNKNOWN/OTHER	0	0%		

ORGANIZATION:

The Hmong Institute, Inc.

PROGRAM:

Middle School Programs

3. PARTICIPANT DEMOGRAPHICS: The City is interested in addressing issues of poverty and racial equity for residents of Madison. Please comment on your programs current service participants and identify your underserved population(s).

Explain how you understand any disparities and plans you have to address these issues.

2017-2018 MMSD student data showed that there were 867 Hmong students in MMSD. 85% of Hmong students were ELL and 71% recieved free and reduced lunch. The data also showed that 78% of Hmong students were not proficient in reading and 67% 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. Our demographics are Hmong students who a majority live in poverty. Despite the high proportion of Hmong students who receive free or reduced lunch, are ELL, and have low reading levels, the Hmong community receives little or no support either academically from MMSD or socially from the larger Madison community. The Hmong community, if left unsupported, will continue to feel isolated and lack a sense of self-sufficiency and efficacy. Thus, the need for a program supporting Hmong students is critical.

Even though this program is for youth, it is an inter-generational program and helps the whole family as well as the larger Madison community. What you cannot see in the grant proposal are the parents who volunteer because they recognize the need to support their students in order to succeed academically due to the lack of support by MMSD. As a result of their volunteering, Hmong parents have become better advocates for their children when they return to their home school. Grandparents have an opportunity to talk and connect with their grandchildren in Hmong, sharing their wisdom and life growing up in Laos. Hmong college students volunteer because they value and understand the importance of having a positive self-image, self-confidence, and self-pride because you are able to speak your native language and know your culture. Many of the college student volunteers shared they wished they had such program growing up as it would have helped them in their academic career. The college students become role models for the young students. Hmong college students who major in teaching gain valuable teaching experience teaching in the program. Recent gradutes of HLCEP have come back to volunteer for the program. In 2019 we served 30 elem and 29 middle school students.

4. STAFF DEMOGRAPHICS: Does the **staffing** of the program reflect the racial and cultural diversity of the residents served?

If not, what plans do you have to address this?

Staffing meets the racial and cultural diversity of resident served. 100% of staff are bilingual, biliterate, and bicultural in Hmong.

ORGANIZATION:

The Hmong Institute, Inc.

PROGRAM:

Middle School Programs

PROGRAM BUDGET

5. 2019 BUDGET

REVENUE SOURCE	SOURCE TOTAL	ACCOUNT CATEGORY			
		PERSONNEL	OPERATING	SPACE	SPECIAL COSTS
DANE CO HUMAN SVCS	0				
DANE CO CDBG	0				
MADISON-CDD	0				
UNITED WAY ALLOC	0				
UNITED WAY DESIG	0				
OTHER GOVT	0				
FUNDRAISING DONATIONS	22,000	13,500	7,000	1,500	
USER FEES	1,000		1,000		
OTHER	0				
TOTAL REVENUE	23,000	13,500	8,000	1,500	0

6. 2020 PROPOSED BUDGET

REVENUE SOURCE	SOURCE TOTAL	PERSONNEL	OPERATING	SPACE	SPECIAL COSTS
DANE CO HUMAN SVCS	0				
DANE CO CDBG	0				
MADISON-CDD	23,500	20,000	2,000	1,500	
UNITED WAY ALLOC	22,000	20,000	2,000		
UNITED WAY DESIG	0				
OTHER GOVT*	0				
FUNDRAISING DONATIONS	10,000	7,000	3,000		
USER FEES	1,000		1,000		
OTHER**	0				
TOTAL REVENUE	56,500	47,000	8,000	1,500	0

*OTHER GOVT 2019

Source	Amount	Terms
	0	
	0	
	0	
	0	
	0	
TOTAL	0	

**OTHER 2020

Source	Amount	Terms
	0	
	0	
	0	
	0	
	0	
TOTAL	0	

ORGANIZATION:

The Hmong Institute, Inc.

PROGRAM:

Middle School Programs

7. List the funding sources included in "Other" and include any other relevant information about revenue and expenses.

2019 budget reflect staff for 6 weeks or 0.1 FTE only. Reason for increase in budget for 2020 is we want to hire a full time program manager who will work fulltime to implement the program and project coordinator for as a 0.5 FTE. Budget for full implementation of HLCEP was split 50-50 for the Elementary part and for the Middle school part as reflected in the 2019 and 2020 program budget. HLCEP as a whole provides services for both elem and middle school age students. HLCEP doesn't have seperate program for just elem students and a seperate program for middle school students. However the City's RFP splits funding for elem age students and middle school age students. Thus the budget was divided in half to align with City's RFP.