



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.

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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:	Freedom, Inc.	Total Amount Requested for this Age Group:	\$ 20,000.00
Middle School Programs applied for (select one or more as applicable):	Multi-focus School Year Weekend or Summer Evening Multi-focus Summer X Topical/ Skills/Population		
Contact Person	Nancy Vue Tran	Email:	nvuetran@freedom-inc.org
Address:	2030 S Park St; Madison WI 53713	Telephone:	608-416-5337

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

Program Name: Hmong Youth Culture Preservation

Brief Project Description: The Hmong youth culture preservation is a program aim to preserve Hmong cultural heritage and to promote parents' involvement in their children's learning and development. This program will enhance the positive role model and leadership skills for Hmong youth. Hmong youth have a chance to perform at important cultural events, funeral services, wedding ceremonies and other community shows. The goal of the program is to improve children's attendance in school and academic performance.

Amount Requested: \$18,000.00

Total Proposed Program Budget: \$18,000.00

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?

Many Hmong American teens lack understanding and appreciation about their Hmong cultural identity that leads them to have family conflicts, social and academic problems. As Hmong American become teenagers, there is more conflict in the family due to cultural expectations and differences in western and Hmong social values. This also leads to higher dropout rates in high school for Hmong students, delinquency, runaways, gang problems and rebellion against family and society. The problem is compounded because there is no service or program to help them understand and appreciate their cultural heritage. Hmong American teens live in dual societies with conflicting cultural and social expectations that send them different message about who they should be and who they are. American values emphasize individual freedom and liberty while Hmong's value teaches loyalty and conformity as group.

This program is designed specifically to provide culturally and gender specific services/programs for vulnerable Hmong American youth that promotes positive youth development. The services provided are gender focus cultural programs that seek to help Hmong teens understand and appreciate their cultural heritage. The program aims to teach Hmong traditional Qeej for teenage boys and girls. The Qeej is a musical instrument and a symbol of Hmong culture. The Qeej is highly valued within the Hmong culture. Hmong parents have shown to support this program in the past years. The impact of learning about the Hmong culture will strengthen their sense of belonging in Madison, strengthen family relationships, decreased family conflicts and gain deeper understanding of who they are as Hmong American youths. This will also improve family involvement with their children's school as they improve their parent and child relationships and communications. Hmong teens have no role models and no social support. Majority of Hmong parents are unable to find time to spend with their children after school or on the weekend because both parent are working to support the family and their involvement in the community and extended families matter.

This program seeks to enroll 20 Hmong American teenage boys in the Hmong Qeej Program. The youths will learn how to play the qeej and also the cultural significance of the qeej in Hmong society. Hmong American girls will highly encourage to enroll in the Hmong Qeej Program. They will learn the value and will also break the cultural norm because Qeej is usually played by Hmong male. Youths will showcase their talents during the Hmong New Year in Madison in November each year. Youths will also participate in Hmong traditional ceremonies and civic celebrations upon request. A total of 300 hours annually.

Freedom, Inc. staff consists of highly trained Southeast Asian and American professionals working as a team to pave the way for culturally competent and language specific delivery of services to Southeast Asian and African American families in Dane County. Freedom, Inc. has been featured in Madison Times, Wisconsin Public Radio, Wisconsin State Journal, and the Capitol Times Newspaper. Kajsia House has run the Qeej program for 5 years and consistently has enrolled 35 students before Kajsia House was closed. The Qeej instructors are masters and talented individuals who are well respected and well educated.

- 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](#).

Targeted population for this proposal is Southeast Asian Americans of Hmong ancestry youths living within city limits. Ages range from 8 – 18 years old, teens of family with income at or below the federal poverty level or those whose family relies on W-2 and Limited English Proficiency (LEP).

Most of these teens are coming from family of both parents are working to support their families. Many find no time outside of their working schedules to enroll their children extra activities out of school time.

Parents of the youths who will enroll in the program face language, social, and economic barriers that prevent them from providing their children with skills and confidence for them to do well in school. Most youths live in a household where two parents working outside of the home and likely, working during different shifts. Most parents who are older do not have language and cultural barriers to overcome the challenges of rising in this society and thus, accessing mainstream youth program is problematic. This will be the only program available for Hmong children after school program for Hmong teens. The proposed programs will address the cultural, language, and economic barriers faced by youths and their families. The programs will be language specific in Hmong/English to address language barriers. Transportation will be provided to those youths whose parents do not drive. And the program will be culturally appropriate to promote positive cultural growth of those attending.

- 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.

We will recruit from many of the youth who are already involved in Freedom Inc's programming as well as outreach to the many clients we serve in our direct service work. We will work with MMSD, Wisconsin Hmong Association, Bayview, Northport, and Kennedy Height community centers to recruit youths for the programs. MMSD has a Hmong speaking staff who has good working relationship with Freedom, Inc. and its youth population. We will work with this individual and other Bilingual Resources Specialist staff at MMSD to do outreach with the schools. WORT - Hmong program is widely listened to by Hmong adults in the community. We will ask WORT Hmong Program to make community service announcements. We will work with Wisconsin Hmong Association and the Hmong 18 Clan Council to disperse recruitment flyers and also to get words out to the wider Hmong community.

- 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 Qeej instrument is an oral musical instrument played by mouth. Studying the instrument has been taught without any written instruction for centuries. Recently and with the new development and creation, the two instructors were able to develop written instructions and notes for the Hmong students to learn the instrument. With the support of the Madison Gas and Electric financial support, the printing materials were made available for students to take home for practicing. The Qeej is an instrument used in Hmong culture for many significant cultural events like funerals. It can also be played just for pleasure. Our arts program not only

uses music to engage students but we will use this program to build cultural education for youth- they will learn to speak some Hmong, learn about Hmong music history and culture, and engage with elder experts from the community.

Our program will model after a youth program in St. Paul, Minnesota: <http://www.hmong.org/hyp.aspx> - Hmong Youth Pride is a program in St. Paul, MN. The purpose of the program is academic enrichment for Hmong students.

•<http://www.ethniccommunities.org/library/SOAR2010BRYCSHandoutHmongYouth.pdf>: Survey of Hmong youth development

•<http://www.brycs.org/documents/upload/GrowingUpInANewCountry-Web.pdf> : Growing up in a new country a youth development toolkit for refugees and immigrant families.

•<http://www.cura.umn.edu/reporter/03-Spr/Swartz-Lee-Mortimer.pdf> : Achievement of First-Generation Hmong Youth: Findings from a Youth Development Study

•<http://sachmongjournal.blogspot.com/2009/10/hmong-youth-parents-united.html>: Sacramento Hmong Family Journal.

e. **Proposed Timeline for Implementation:**

Activity	Estimated Start and Completion Date
Recruit students	January 2020
Hire and train instructors	January 2020
Quarterly evaluations of program	April 2020, July 2020, October 2020, January 2021

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

Throughout the year, students will also attend and perform at Hmong and other community events as requested including MMSD events, Hmong New Years and cultural gatherings like funerals.

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?

Parents are partnered in the program from the planning process to the end of the school year. They are required to transport their children to the learning location. Parents will meet regularly with the instructors to learn of their children's progress, problems and concerns. Parents are also involved in the implementation, program design, program improvement and evaluation if necessary.

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.

Qeej is an instrument that symbolize the Hmong culture for century. The majority of Hmong students are low income with both parent working. Many students are unable to afford the fee for extra curriculum and after school activities. Since qeej is widely support in the Hmong culture and most Hmong family, it is our goal to make this available for Hmong to students. This has gained parents' support and participation. Parents have volunteered to transport and car pool their children to the program. Hmong parents have been more involved with their children, we have seen improvement over the year in communication, school attendance, community participation, academic and graduation.

- 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](#)?

The design of this program is to meet the need of parents and children who are unable to afford the cost of after school extra activities of Hmong students. The program is closely supervised by two experienced instructors and some volunteered parents. The instructions are provided in locations that is safe and comfortable that encourages students to learn at their full potential. The instructors listen and implement input from parents and pay close attention to the need of each student.

Intentional Program Design: Using a deliberate process to design, implement and evaluate activities.	All our programming activities are informed by our mission which is the "The Community is our Campaign." That means that those most impacted- our clients- the Hmong youth inform the services they receive. They help to design activities they want to engage such as which events to perform at. Culturally and linguistically competent staff help to implement our services, along with experts such as scholars, parents, and educators. We evaluate services every quarter with a short two question evaluation along with a deeper group conversation about how to improve services.
Supportive Relationships with Youth: Relationship with a caring adult is essential for supporting learning and development. Youth feel supported and safe and able to explore their interests and discover their potential.	Every youth in our program work with a Gender Justice Advocate who is trained to work with school aged children. Youth also have access to one on one case management with staff. All programs are also supported by at least 2 other Hmong staff who help support and communicate with parents and family.
Youth Voice and Leadership: the interests of youth is center and leadership opportunities help develop their self esteem.	Our program celebrates our youth with an annual youth recital where they perform for the community and family. We run a rigorous leadership training program where all youth have opportunities to grow- learning to do public speaking when doing outreach about the program, etc. We currently developed a Freedom Youth Squad comprised of former youth participants. Many of the youth staff we had have moved on to become staff. Youth will be encouraged to take charge in running their own recital and outreach activities.
Racial and Cultural Inclusion: Youth and staff have opportunities to explore and cultivate identity within the context of race and culture.	Every aspect of our arts and music program takes into consideration ways to be inclusive- from out outreach to mainstream and nontraditional spaces to the kinds of activities we implement. We do extensive training on cultural and racial bias and discuss openly ways to address anti-blackness. We will discuss how music has shaped all cultures and how it continues to be a part of Hmong and other group's identities. We will bring in speakers from Hmong community but also do political education on gender justice and queer justice inclusion.

Community and Family Engagement: We strengthen young person's development by working with various partners. Families and caregivers are valued and young people are exposed to new ideas, experiences and support that are partners provide.	Youth not only have support of staff but we build strong relationships with the extended support network for the youth so that everyone is on the same page. Youth are encouraged to discuss their lessons with their families and invite families to performances.
Organizational Management and Staff Support: We have high quality staff accompanied by world renowned training opportunities. Our infrastructure supports accountability, transparency and constant development for staff.	All our staff is trained to work with young people and receive this training from culturally relevant spaces like the Black and Brown Women's Training Coalition. Students will also receive case management as needed.
Environment and Safety: We provide enjoyable and safe programs and we invest in strong and healthy youth.	All our programs are supervised by our trusted staff and every program comes with a meal and access to our in house food pantry.

2. PROGRAM STRUCTURE AND STAFFING

- a. Anticipated Frequency, Duration and Attendance: Please complete the table below. If you are proposing to provide a middle school topical, skill or population focused 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 locations.

Middle School TSP	Frequency*	# of Program Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
Location(s): 1018 S. Park St. Madison, WI 53713					
Afterschool	2x per week	4 hrs.	40 weeks	10:1	20
Summer					
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 topical, skill or population focused 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:

The number of children who are enrolling into the program will include elementary, middle and high school students. The majority will be middle school students. The total number of the

unduplicated number will be 20 Hmong students. A special recruitment will focus on encouraging Hmong girls to be part of the programming.

- c. Program Schedule: If you are proposing to provide a topical, skill or population focused 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 TSP	Start Time	End Time
Mon.	School Year		
	Summer		
Tues.	School Year		
	Summer		
Wed.	School Year		
	Summer		
Thur.	School Year		
	Summer		
Fri.	School Year	5:00 PM	9:00 PM
	Summer		
Sat.	School Year	6:00 PM	10:00 PM
	Summer		
Sun.	School Year		
	Summer		

Table 2

Location #2:			
Day	Middle School TSP	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 topical, skill or population-focused programs included in the tables above.

- d. Additional Activities: Do you anticipate providing activities for the middle school evening 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).

Additional activities will include requests for performance, funeral services, and other shows and events in the community and the locations will be varied. This could at time be requests from out of city of Madison.

The funeral services will most likely take place at the local funeral homes and the locations will vary.

- 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		
			TSP Focused School Year	TSP Focused Summer	Other Programs
Qeej Instructor	2 years of experience teaching qeej	TBD	.25 FTE		

	and working with youth.				
Qeej Instructor	2 years of experience teaching qeej and working with youth.	TBD	.25 FTE		
		Total:	.50 FTE		

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

All the volunteers for this program will be parents of the students. Parents are asked to participate in their children's learning and will be involved in meetings as needed to learn about their children's improvement or problems or concerns. Each parent will attend an orientation and sign up to help provide support in the form of meals and trip supervision.

3. COLLABORATION, COORDINATION AND RESOURCE LINKAGE

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

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
Wisconsin Hmong Association	Partner and recruitment	VangChong Vang	Yes
Hmong 18 Can Council	Training and recruitment	Lor Blia Yao	No
Kennedy Height Community Center	Recruitment and information	Ricky Vang	No
Bayview Community Center	Recruitment, information and possibly space	Alexi London	No
Madison Gas & Electric Company	Resources and support	May Lor	No

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

How do these partnerships enhance this proposal?

These partners have support Freedom, Inc. in our effort in reaching out the wide community in our other project...

What are the decision-making agreements with each partner?

The decision-making agreement for each partner include:

Partner Organization	Role & Responsibilities
Wisconsin Hmong Association	The Wisconsin Hmong Association has agreed to assist this program in education the community and recruitment. Freedom, Inc. has a signed MOU to work as partner in reaching our goal and outcome objectives.
Hmong 18 Clan Council	The 18 Clan Council mostly responsible for the mediation an problem solving between clans, marriage dispute and arranging funeral services. The 18 Clan agreed to provide cultural perspective and training to the program as needed.
Kennedy Height Community Center	Kennedy Height has agreed to assist in recruitment and posting signs and flyers.
Bayview Community Center	Bayview agreed to allow the program to post recruitment signs and flyers. Freedom. Inc. also has a long working relationship with Bayview.
Madison Gas & Electric	Madison Gas & Electric has been providing small financial support for the Qeej Program for more than five years.

- 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?

Mental Health: All participants and their families have access to mental health service referral to our mental health partner Sankofa Behavioral Health Services.

Food Security: Youth and family can access our weekly in-house pantry

Housing: Youth and family will receive case management to access better housing- we have worked with tenant resource center and other community organizations. Our federal grants also allow for emergency funds to clients who need emergency shelter or housing if they are fleeing a violent situation.

Case Management: all youth and families have opportunity to do an intake with one of our gender justice advocates and receive one on one case management to develop safety plans and discuss other issues such as employment, schooling, etc. We have strong relationships with members of the Madison School Board so we can help advocate for parents.

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:

This proposal seeks to address the following Community Indicators of Success for School-Age children and Youth.

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

*Increase in high school graduation rate, by race and ethnicity.

- 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?

The Data Tool Kit does not affect this program design, recruitment strategies and choice of outcome objectives. This program designs to serve Hmong students who are not being served in other programs in the community. This is the only available program to serve Hmong students.

- 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 below.

Middle School Topical/ Skills/Population Program Outcome(s)				
Outcome Objective # 1	To improve Hmong students' self-esteem, school participation and attendance.			
Performance Standard	Targeted Percent	75%	Targeted Number	15
Measurement Tool(s) and Comments:				
20 student's records will be requested from the Madison Metropolitan School District, with parents' permission, to track their attendance rates. Parents will be survey to measure the improvement of parents and students' communication and school involvement.				
Outcome Objective # 2	To improve Hmong students' leadership skills and confidence to assume important role in the community.			
Performance Standard	Targeted Percent	75%	Targeted Number	15
Measurement Tool(s) and Comments:				
Keep record of number of performance and requested for performances from schools, community and cultural ceremonies or funeral services.				

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.

Freedom Inc. uses a data tracking system through Excel spreadsheets to capture all client demographics and activities. The database we use is adopted from federal data reporting systems that we use for other large grants. We also use an in house accountant to track all our expenses. All records are stored via paper files in locked filing cabinets. Our in house accountant and grants staff will manage all fiscal and reporting requirements. All clients are informed of their rights to confidentiality. Records are protected and all communications with clients are done in accordance with HIPAA regulations. Freedom Inc has documented rules and limits on who can look at and receive client health information that is provided to all staff and contractors.

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.

Disclosure of Contract Failures, Litigations

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

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/>



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Middle School Programs applied for (select one or more as applicable):	Multi-focus School Year Weekend or Summer Evening Multi-focus Summer X Topical/ Skills/Population		
Contact Person	Nancy Vue Tran	Email:	nvuetran@freedom-inc.org
Address:	2030 S Park Street Madison, WI 53713	Telephone:	608-416-5337

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

Program Name: Nkauj Hmoob Hmong Girls Group

Brief Project Description: This support group is a South East Asian girls/teens organizing program and was founded in 2004 by Chai Moua. Our mission is to build strong female leaders that can create social change, at home, in the community and in their own lives. Nkauj Hmoob's programs include political education, organizations skills, LGBTQ issues, domestic violence, outreach, and leadership development.

Amount Requested: \$10,000

Total Proposed Program Budget: \$46,300

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?

The foundation to all FI's work is to end gender-based violence in which we work against violence of women, girls, children, gender-queer/gender non-conforming, two spirited, and boy-girl/trans folks. We do this work mainly through our culturally specific domestic violence/sexual violence (dv/sa) programs, which are: Family Strengthening Project--Hmong/SEA domestic violence program, Nkauj Hmoob--Hmong teen-girls group, Freeman--Hmong/SEA teen-boys group, Black Beauties--Black teen-girls group, Lotus Khmer Youth Group, PLUS--Hmong/Black Queer dv/sa group, and Hmong/SEA Wisdom Project--Hmong victims and survivors over 50 years old. In supporting the positive child and youth development for middle school aged residents during out of school time, Freedom Inc (FI) proposes a population focused program for Hmong girls. Our program is for low-income children of color with an emphasis on social justice and racial equity.

The three main Goals of Nkauj Hmoob will be:

Goal 1: Teen/children survivors/victims will have strategies for enhancing their safety. Outcome Objective: At least 20 teens will participate in weekly group meetings and at least 15 of them will have conversations about enhancing their safety, of the 15 at least 10 of them will have at least 3 written safety plans/strategies by the end of the year.

Goal 2: Teen/children survivors/victims will have knowledge of available community resources. Outcome Objective: At least 20 teens will participants in weekly group meetings/one on one contact where they will learn about other community resources. Of the 20 teens/children at least 15 of them will be able to identify 3 community/people/ resources at the end of the year.

Goal 3: Teens/children survivors/victims will have a basic understanding of root-causes of gender-based violence. Outcomes Objective: At least 20 teens/children will participate in weekly group meetings; of the 20 at least 15 will participate in several workshops addressing root-causes. At the end of the year at least 5 youths can conduct

trainings on these topics to other youths.

- 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](#).

Nkauj Hmoob Program will serve clients who identify as female and Hmong. We will do specific outreach to LGBTQ members of this community. They will range from age 5-17 and come from the City of Madison.

Our clients will be survivors of domestic violence or other gender- based violence such as sexual assault. Southeast Asian (SEA) communities are often left out of mainstream data. Either their numbers are tossed into the amalgamated numbers of API communities or they are forgotten and hardly studied. Therefore, not many statistical data specific to Hmong and Khmer communities/victims of violence can be gathered from regular research. In Wisconsin, the Hmong population is the largest Asian Ethnic group, comprising 36% of all Asian persons in the state. [\[iii\]](#) As the largest Asian population, this community demands culturally and linguistically specific services. Through the 18 years of work within these communities, we have a deep and intimate understanding of the particularities of SEA sexual violence.

Freedom Inc. works with Black, Hmong and Khmer/Cambodian survivors of sexual assault and domestic violence within Wisconsin, primarily Dane and Rock Counties. The majority of our clients live in Madison coming from neighborhoods like Bayview, and Allied Drive (Dunn's Marsh) and Burr Oaks. Each these neighborhoods is home to some of the poorest families in Dane County. In the brick and stucco townhouses of Bayview, about 80 percent of the residents qualify for Section 8 housing assistance. Allied Drive in the Dunn Marsh neighborhood has the fourth highest number of non white people of any neighborhood in Madison, with 17.6% of the residents in this neighborhood being Black (Source: <https://statisticalatlas.com/place/Wisconsin/Madison/Race-and-Ethnicity>). 36.5 percent of the residents in Allied Drive qualify for food stamps and 26.2 percent of those 25 or older in Allied have not achieved a high school diploma. The residents in Allied are also disenfranchised, with only 29.7 percent of those eligible to vote in the neighborhood actually registered to vote (Source: <https://elections.wi.gov/publications/statistics/registered-voters-2018-july-1?fbclid=IwAR0wTFjfh79qiJpXhCYJji6f2pMbisaMwFafMUapqe7DO9aAbhvOLSWXUk>). Burr Oaks is home to the largest non-white population in Madison, with 15.3% Black and 12.7% Asian population (Source: <https://statisticalatlas.com/neighborhood/Wisconsin/Madison/Burr-Oaks/Race-and-Ethnicity>).

Hmong students are more likely to say that their family is struggling financially. 8.2% of Hmong students describe their family's financial situation as "We're struggling with not having enough money", compared with 4.0% of Dane County high schoolers overall. (Source: https://www.danecountyhumanservices.org/yth/dox/asmt_survey/2018/dcya_tables_by_race_2019-04-22.pdf) We find that afterschool programming are incredibly important for Hmong students. Hmong students in Dane County are more likely to report being involved in leadership and support groups after school or on the weekends than Dane County high schoolers overall. (Source: https://www.danecountyhumanservices.org/yth/dox/asmt_survey/2018/dcya_tables_by_race_2019-04-22.pdf) Many Hmong parents are strict about their children, especially the girls, participating in after school activities. But where there is supervision and culturally and linguistic specific connection to the family, this is less so. Hmong parents are more willing to trust their children to a

program that has a cultural connection to the family and can communicate to the family about the program.

We also know that within Hmong families, just like other families, there is often violence that is not addressed within families or mainstream organizations. This is why doing an afterschool program with topic discussions around body safety, crisis planning and educational justice can help Hmong youth better build capacity to advocate for themselves. 9.0% of Hmong students say their parent hit them, leaving bruises, marks or any kind of injury, compared with 5.4% of Dane County high schoolers overall. 5.2% of Hmong students say their parents physically fight with each other or their partners, compared with 2.1% of Dane County high schoolers overall. Not only do the students in our program come simply for programming but they are matched up with a Hmong Gender Justice Advocate who will meet with them weekly to discuss school, family and other issues. This advocacy is much needed given that 7.9% of Hmong students say they have no other adults besides their parents they can rely on if they need help, compared with 5.8% of Dane County high schoolers overall. Anecdotally, we know parents of our Hmong youth are concentrated in blue collar or industrial work. They are often working around the clock, often with one parent working morning shifts and one parent working graveyard shifts. This means that often, youth are left to watch their younger siblings and other family in the home like grandparents. Our program not only feeds youth but also provides transportation so that parents can be relieved of the extra work it takes to enroll their children in our program. Though the majority of youth in our program is middle school aged, we also accommodate various age groups so that siblings from same families can participate.

(Source: https://www.danecountyhumanservices.org/yth/dox/asmt_survey/2018/dcya_tables_by_race_2019-04-22.pdf)

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- 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.

Freedom Inc. will reach participants through mainstream methods and culturally specific methods to maximize participation from isolated and low income seniors. We will advertise our services through school partners and other community organizations. Additionally, we will work with our current participants to outreach to other family and friend networks. We will also table at community and cultural events. Our approaches will be grassroots and formal presentations.

All intakes will be done through one-on-one case management meeting with our Gender Justice Advocate. We use a paper intake form that is then entered into our client database. Our assessment will include a series of questions such as demographics, home and school needs, and discussion around confidentiality and safety planning. Intakes are conducted in confidential and safe space at Freedom Inc's office.

- 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.

While Nkauj Hmoob is a weekly group for Hmong girls, each girl will also receive intake and assessment and have access to ongoing case management with our Gender Justice Director. Freedom, Inc. takes a holistic and culturally appropriate approach to working with the whole community. We are not just one agency; we are part of a social movement. Service is just one aspect of ending the cycle of violence. Ours is a model for addressing violence within its social and cultural context. Freedom, Inc has been successful in finding ways to synthesize intervention, prevention and educational services to the community with community outreach, mobilization, organizing among those most affected by violence. This is the way we can ensure that we are accountable to the community we serve. Freedom, Inc structures our organization in accordance with the change we are seeking to create in the world. The leadership of Freedom, Inc comes from the grassroots, ensuring that people who are most affected by issues are equal partners in addressing them. Freedom, Inc builds collective power to challenge and change the conditions of our own oppressions. We work to create in our organization the same democratic structure that we wish to reinforce in our communities. We have deep experience in sharing power and working with a consensus model that engages an active and involved board as well as community members of all ages.

Freedom, Inc's program is innovative and powerful, because . . .

- ❖ ***Our key to breaking the cycle of gender-based violence is sharing stories and intentionally building community/sisterhood/families.*** Our Nkauj Hmoob program empower girls to see themselves as agents for change and to take control for addressing violence in their lives. We emphasize changing the cultural practice of isolating/dividing women/girls from each other. Through weekly group gatherings, youth will build, share, and learn from each other—breaking the silence while building sisterhood.
- ❖ ***Freedom, Inc. works to end all forms of oppression—in which violence has its roots—as a means to ultimately ending violence against women and children.*** Freedom, Inc. integrates gender base violence and community organizing movements to provide radical support services and advocacy for communities. We link our organizing efforts with social services, crisis and criminal justice intervention, and legal aid, as powerful anti-violence *tools*—but not final solutions. We will provide direct services, advocacy, dv/sv education/trainings, while mobilizing and organizing victims and survivors for social change.
- ❖ ***Freedom, Inc. develops skills, confidence, and leadership among those most affected by the problem, so that they become equal partners in ending violence.*** We transform the dynamics of power within our organization and our community towards shared decision-making and power among all community members. We build positive collective identity and power through leadership trainings and skills development. This ensures that all people (especially Hmong girls) are seen as leaders and experts of their own lives. Build their capacities to identify their own issues and create their own solutions.

Our proposed program will be three fold: Self, Family and Community.

1. (Community) Group Meetings/Gatherings-We will provide weekly group gatherings for young Hmong girls. In total these groups will impact and consist of at least 20 youths weekly. Group meetings are meant to help youths learn to communicate, share stories, build relationships, learn community issues and community organizing, get trainings on domestic violence and sexual assault, build stronger communities and families amongst each other. Nkauj Hmoob group will

meet at least once a week at the Freedom Inc. main office. As part of our outreach plan, there will also be special meetings at other community spaces like neighborhood community centers. Our Hmong girls groups are one of the most challenging due to economic and gender issues. Black girls are often not allowed to participate unless we pick them up and take them home. Each week activities are planned. Teens learn about community issues, community organizing, and philanthropy, cross cultural/racial community building, and histories of their people as well as peer to peer mentoring.

2. (Self) Case management/one on one contact—Our Gender Justice Advocate will hold office hours during the week to do case management of serious/crisis, intervention services. Teens/children will receive academic and personal support. The advocate will work closely with FI's women DV advocates. We will assist teens/children with individual safety planning, communication skills, networking, academic, legal issues, as well as assist them in developing their basic life skills (resume writing, job interviews, referring them to relevant services, counseling, and basic emotional support). Each youth shall have an individualized plan of action for the year.
3. (Family) This piece of our project is very special because we often work with siblings and the mother. It's important that we show and help mothers and children reconnect. Often mother's refer their children for our services and vice versa—where children refer us to their mother for services. Our work is intergenerational and can work with victims across their lifespan. It is usual for us to have daughters in our Nkauj Hmoob program and have mothers, aunts or grandmothers in the elder women group. Therefore, we try to also have our weekly group meetings together often so that the family members can learn to communicate and share their stories of trauma and survivorship. In addition, we also have space for the children to speak to their mothers. For example, when there are communication/conflicts between children and the mother the women's advocate and youth advocates can facilitate a meeting between the children and mother. Our Queer youths find this especially important to help them build family outside of their (blood) families because many have become isolated. These activities include communication and leadership development.

In these groups youth will continue with political education, advocacy and organizing trainings. Youth will be given several opportunities to use newly learned knowledge and skills to do base building, leadership development, trainings and campaign development with their peers, families and communities. There will be spaces that bring all the youth together across different groups to continue to engage in community building and cross racial/ethnic/gender/generation learning. Cultural skills will also be shared, for example, the tradition of gardening and traditional medicine which may be lost for many youth due to structural racism, classism, etc. In these multi-cultural spaces, common themes and issues will be identified amongst the different youth groups, as well as from their individual groups.

e. Proposed Timeline for Implementation:

Activity	Estimated Start and Completion Date
Outreach to community and school partners	January 2020 - ongoing
Train New Volunteers (Gender Justice Advocates already on staff)	February 2020
Quarterly Evaluation of Participants	April 2020, July 2020, October 2020, January 2021

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

Outreach

We are very deliberate about educating the community about our services. Our outreach and referral methods to the project are twofold:

Traditional organizational methods: Our programs will be advertised in ways that similar programs are traditionally listed. For example, we will notify our community partners which include domestic violence and sexual assault programs, food centers, community centers, churches and other religious sites, homeless advocacy services, schools and LGBTQ service providers. We will create a promotional flier and poster to share with our partners and provide relevant contact and referral information. Our website and social media accounts will also share information regarding our services and contact information. We will also share this information at our organizational events where allied and potential members of our agency can come and learn more about our work.

Traditional cultural methods: In addition to what modern technologies offer for outreach and referral, we will use our traditional cultural methods of sharing information within our communities.

- **Word of mouth with leaders:** Within Black, Hmong and Khmer communities, there are leaders, many who are unrecognized by mainstream, who the community members trust and know. These leaders serve as the hub of connection and information. Because we are grassroots and have such deep ties within the community from our pre-existing work, we have a list of these leaders that we can easily notify about our services. As we expand our communication, an organic network will form, giving us more access to other leaders. These leaders are key in the success of referral in our communities. Our existing staff and community contractors will also notify their base of folks on our programs.

- **Cultural spaces and events:** As appropriate (because there are still some resistance to our work in some pockets of our communities) ,we will flier, poster and share information about our services at different venues and events. For example, we may have pamphlets and information to hand out at Juneteenth- a cultural celebration commencing the end of chattel slavery- but we may not do so for other cultural gatherings. There is a process that we go through organizationally in determining whether or not an event is appropriate to flier at- meaning that the outreach won't bring visibility to victims and there is not backlash from the coordinators in the communities. Therefore, there may be some churches and cultural centers we flier at and others we do not. The same is true for Hmong and Khmer celebrations and cultural events and spaces.

- 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?

Freedom, Inc. engages *all* members of the community—young girls, boys(including queer/gender non-conforming), elders and families, victims and perpetrators—to become active agents of community change and violence prevention. To do this, we train leaders from the community to become active agents of change. Our programs are powerful because the people who leave them have similar experiences to program participants; they “know what’s going on.” For example, teens teach other teens, and survivors become volunteers and leaders. Freedom, Inc. provides leaders with training opportunities, resources, guidance, and a community atmosphere.

The innovative vision of Freedom, Inc. emphasizes *changing the culture* into which young women and men are socialized through community engagement, education, outreach, accountability, and organizing. For example, young men are validated in being and expressing themselves, as well as acting out of respect for women, rather than internalizing driving forces for violent behavior. Young women learn to exercise their power in speaking out against violence and toxic attitudes toward women.

While deep community change is our focus, we also have the capacity to respond to crisis situations. We combine organizing with services from local providers, community leaders, and other grassroots organizations. The uniqueness of this approach is that we see criminal justice and legal interventions as *part of a toolkit* to address violence, but not the entire solution. Freedom, Inc has been instrumental helping victims access these systems in culturally appropriate ways.

- 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.

Our Nkauj Hmoob is staffed by a Hmong Gender Justice Advocate who also speaks, reads and writes Hmong. This will not only be helpful in working with the youth but especially key to building strong relationships with the family when doing outreach and doing case management. Our outreach to families and community will be done at cultural events and through extended clan networks. During programming, topics we discuss will relate to issues faced by Hmong girls such as safety in school, addressing patriarchy, and personal growth.

- 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: Using a deliberate process to design, implement and evaluate activities.	All our programming activities are informed by our mission which is the “The Community is our Campaign.” That means that those most impacted- our clients- the Hmong youth inform the services they receive. They help to design activities they want to engage. For instance, many of the youth are interested in doing more educational outings and learning about the place they live. They also want to do better in school and have more advocacy towards resources they need in school. Culturally and linguistically competent staff help to implement our services, along with experts such as scholars, parents, and educators. We evaluate services every quarter with a short three question evaluation along with a deeper group conversation about how to improve services.
Supportive Relationships with Youth: Relationship with a caring adult is essential for supporting learning and development. Youth feel supported and safe and able to explore their interests and discover their potential.	Every youth in our program work with a Gender Justice Advocate who is trained to work with school aged children. Youth also have access to one on one case management with staff. All programs are also supported by at least 2 other Hmong staff who help transport and communicate with parents and family.
Youth Voice and Leadership: the interests of youth is center and leadership opportunities help develop their self esteem.	Our program celebrates our youth with an annual youth retreat where they can go to refresh and strategize on the program. We run a rigorous leadership training program where all youth have opportunities to grow. We currently developed a Freedom Youth Squad comprised of former youth participants. Many of the youth staff we had have moved on to become staff. Youth are encourage to run their own community events like our successful annual Health Days and Halloween Fall Event.
Racial and Cultural Inclusion: Youth and staff have opportunities to explore and cultivate identity within the context of race and culture.	Every aspect of our program takes into consideration ways to be inclusive- from out outreach to mainstream and nontraditional spaces to the kinds of activities we implement. We do extensive training on cultural and racial bias and discuss openly ways to address anti-blackness.

Community and Family Engagement: We strengthen young person's development by working with various partners. Families and caregivers are valued and young people are exposed to new ideas, experiences and support that are partners provide.	Youth not only have support of staff but we build strong relationships with the extended support network for the youth so that everyone is on the same page. Youth are encouraged to discuss topics and questions that come up and are always a part of designing activities. We also work with our elder women groups to support our youth such as our gardening program where young people get to garden with their elders and learn about the different uses of vegetables grown.
Organizational Management and Staff Support: We have high quality staff accompanied by world renowned training opportunities. Our infrastructure supports accountability, transparency and constant development for staff.	All our staff is trained to work with young people and receive this training from culturally relevant spaces like the Black and Brown Women's Training Coalition. One training example is a course on learning Hmong terminology around body safety and domestic violence. In this way, we can do culturally specific case management if a youth is going through an abusive situation. Staff attend a ten session Black Feminist School to learn how structures of racism affect our young people's experiences. Awe recognize the secondary trauma that comes with working with vulnerable youth and so all staff receive mental health resources and have other staff to help co-advocate. We know that our programs are strong only when our staff is valued and healthy.
Environment and Safety: We provide enjoyable and safe programs and we invest in strong and healthy youth.	All our programs are supervised by our trusted staff and every program comes with a meal and access to our in house food pantry. We partner with health care providers, nurses and dieticians to do presentations to our youth about eating healthy and exercising. We also have a robust reproductive justice campaign where all youth have access to health education and information on health needs.

2. PROGRAM STRUCTURE AND STAFFING

- a. Anticipated Frequency, Duration and Attendance: Please complete the table below. If you are proposing to provide a middle school topical, skill or population focused 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 locations.

Middle School TSP	Frequency*	# of Program Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
Location(s): Freedom Inc. Office at 2030 South Park Street, Madison, WI 53713					
Afterschool	4x a month	2.5	Year round	1 to 10 youth	15
Summer	4x a month	2.5	Year round	1 to 10 youth	15

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 topical, skill or population focused included in the table above.

N/A

- b. Total Annual Unduplicated Middle School-Age Youth: Anticipated unduplicated number of individual middle school-age children in the proposed programs: 20
- c. Program Schedule: If you are proposing to provide a topical, skill or population focused 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): Freedom Inc. Office at 2030 South Park Street, Madison, WI 53713			
Day	Middle School TSP	Start Time	End Time
Mon.	School Year		
	Summer		
Tues.	School Year		
	Summer		
Wed.	School Year		
	Summer		
Thur.	School Year	5:30 p.m.	8 p.m.
	Summer	5:30 p.m.	8 p.m.
Fri.	School Year		
	Summer		
Sat.	School Year		
	Summer		
Sun.	School Year		
	Summer		

Table 2

Location #2:			
Day	Middle School TSP	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 topical, skill or population-focused programs included in the tables above.

N/A

- d. Additional Activities: Do you anticipate providing activities for the middle school evening 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).

Each youth will also have opportunity to be assigned an advocate and do case management around educational needs as well as other wellness issues. Freedom Inc. will work with each participant to develop safety plans. There will be quarterly scheduled evening educational outings that are to be determined. These outings usually include a movie or watching a performance at the Overture Arts Center. Youth will also be participating in one summer overnight retreat supervised by several staff and parents. These retreats are intended to focus on specific topics that may come up during the school year. Such topics could include mental wellness or school safety and dealing with bullying.

- 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

Understanding the different cultural and social practices of these various SEA groups, LGBTQ identities, and Black identities and their specific needs, we design each program to meet cultural-, gender-, and age-specific needs of these communities. For FI, hiring, developing, promoting people within these most impacted communities is a key to building trust and connections to these communities. More importantly, FI makes it a priority to hire (victims/survivors) women, gender-non-conforming and transgender folks, and youths to work with (victims/survivors) women, gender-non-conforming and transgender people, and youths. Most participants, volunteers, and community supporters of FI are invited and encouraged to participate, learn, and build up their leadership to lead weekly support, community organizing training and skill-building workshops for Southeast Asian, African American, other youth of color, and other community members on topics of violence against women, racism/racial profiling, economic justice, and gender justice. This model of work ensures that FI will continue to develop leaders from the grassroots, keep the program effective, and keep our leadership inextricably connected to and reflective of the communities they are working in.

Position Title*	Qualifications or Required Training	Location	FTE		
			TSP Focused School Year	TSP Focused Summer	Other Programs
Gender Justice Director	*See Below	Freedom Inc Office 2030 South Park Street; Madison 53713	.50	.50	
Gender Justice Advocate	*See Below	Freedom Inc Office 2030 South Park Street; Madison 53713	.20	.20	
Gender Justice Advocate	*See Below	Freedom Inc Office 2030 South Park Street; Madison 53713	.20	.20	
Volunteer	*See Below	Freedom Inc Office 2030 South Park Street; Madison 53713	.50	.50	

		Total:	1.40	1.40	

***Qualifications:**

- Must have at 5 least years of professional/community experiences working with Black communities
- Sexual assault professional work history is preferred but not necessary
- Basic understanding of social/economic/gender/racial justice issues-and willingness to learn.
- Knowledge of basic computer skills such as Word, Excel, and Access.
- May have work and travel on weekends. Must have a valid license and reliable car.
- Must be comfortable working with teens, girls, women and LGBTQI folks
- Must understand the ramifications and impact of sexual assault and domestic violence on a wide range of different family types and communities
- Demonstrate a willingness to positively contribute to the growth and development of Freedom, Inc's mission, values.
- Have group facilitation and event coordinating experiences.
- Victims/Survivors are highly encouraged to apply.
- Members of most impacted communities (Black, women, LGBTQI, disability etc.) with lived experience highly encouraged

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

All volunteers go through a three session orientation equaling six hours that includes information on confidentiality, mandatory reporting for youth, and culturally specific political education. Volunteers must apply and be interviewed by the Black Gender Justice Director and Advocate. We also require two referral contacts that we follow up for any prior disciplinary issues. Volunteers are supervised directly by the Black Gender Justice Director and do weekly in person check-ins with their supervisor.

3. COLLABORATION, COORDINATION AND RESOURCE LINKAGE

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

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
Sankofa Behavioral and Community Health	Supports the mental wellness of our young clients- will accept free or low cost referrals.	Dr. Valerie Henderson	Yes
<u>Communities for Just Schools</u>	National partner that connects our youth and staff to research and advocacy around educational safety	Allie McCullen	No
Community Shares of Wisconsin	Network of local nonprofits that help us outreach and do resource referral	Cheri Dubiel	No
Southeast Asian Freedom Network	Supports our program development and political development for youth	Kabzuag Vaj	No

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

How do these partnerships enhance this proposal?

These partners help us access resources and training on topics relevant to our youth. They also support best practices for working with youth from refugee populations.

What are the decision-making agreements with each partner?

Each partner will support outreach and will do quarterly check ins with our Gender Justice Advocate.

- 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?

Mental Health: All participants and their families have access to mental health service referral to our mental health partner Sankofa Behavioral Health Services.

Food Security: Youth and family can access our weekly in-house pantry

Housing: Youth and family will receive case management to access better housing- we have worked with tenant resource center and other community organizations. Our federal grants also allow for emergency funds to clients who need emergency shelter or housing if they are fleeing a violent situation.

Case Management: all youth and families have opportunity to do an intake with one of our gender justice advocates and receive one on one case management to develop safety plans and discuss other issues such as employment, schooling, etc. We have strong relationships with members of the Madison School Board so we can help advocate for parents.

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:

We will:

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

Increase high school graduation rates.

- 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?

NO

- 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 below.

Middle School Topical/ Skills/Population Program Outcome(s)				
Outcome Objective # 1	Our youth participants will have a sense of belonging to community and/or school.			
Performance Standard	Targeted Percent	75%	Targeted Number	15
Measurement Tool(s) and Comments: We will do a quarterly evaluation and verbal group survey.				
Outcome Objective # 2	Our youth participants will develop stronger sense of social-emotional competency and enhanced life skills: including ability to identify at least 2 community resources and at least two people who they can turn to for times of crisis and safety. This will be part of their safety plan.			
Performance Standard	Targeted Percent	75%	Targeted Number	15
Measurement Tool(s) and Comments: We will do a quarterly evaluation and verbal group survey.				

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

N/A

- 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.

Freedom Inc. uses a data tracking system through Excel spreadsheets to capture all client demographics and activities. The database we use is adopted from federal data reporting systems

that we use for other large grants. We also use an in house accountant to track all our expenses. All records are stored via paper files in locked filing cabinets. Our in house accountant and grants staff will manage all fiscal and reporting requirements. All clients are informed of their rights to confidentiality. Records are protected and all communications with clients are done in accordance with HIPAA regulations. Freedom Inc has documented rules and limits on who can look at and receive client health information that is provided to all staff and contractors.

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.

Disclosure of Contract Failures, Litigations

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

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:	Freedom Inc.	Total Amount Requested for this Age Group:	\$ 10,000
Middle School Programs applied for (select one or more as applicable):	Multi-focus School Year Weekend or Summer Evening Multi-focus Summer X Topical/ Skills/Population		
Contact Person	Nancy Vue Tran	Email:	nvuetran@freedom-inc.org
Address:	2030 S Park Street Madison, WI 53713	Telephone: 608-416-5337	

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

Program Name: Black Girls Matter

Brief Project Description: This group is an anti-violence program that is culturally specific for Black girls ages 5-17. This group meets year round on a weekly basis in a group format to discuss issues like body safety educational justice and personal growth.

Amount Requested: \$10,000

Total Proposed Program Budget: \$45,263

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?

The foundation to all FI's work is to end gender-based violence in which we work against violence of women, girls, children, gender-queer/gender non-conforming, two spirited, and boy-girl/trans folks. We do this work mainly through our culturally specific domestic violence/sexual violence (dv/sa) programs, which are: Family Strengthening Project--Hmong/SEA domestic violence program, Nkauj Hmoob--Hmong teen-girls group, Freeman--Hmong/SEA teen-boys group, Black Beauties--Black teen-girls group, Lotus Khmer Youth Group, PLUS--Hmong/Black Queer dv/sa group, and Hmong/SEA Wisdom Project--Hmong victims and survivors over 50 years old. In supporting the positive child and youth development for middle school aged residents during out of school time, Freedom Inc (FI) proposes a population focused program for Black girls. Our program is for low-income children of color with an emphasis on social justice and racial equity.

The three main Goals of Black Girls Matter will be:

Goal 1: Teen/children survivors/victims will have strategies for enhancing their safety. Outcome Objective: At least 20 teens will participate in weekly group meetings and at least 15 of them will have conversations about enhancing their safety, of the 15 at least 10 of them will have at least 3 written safety plans/strategies by the end of the year.

Goal 2: Teen/children survivors/victims will have knowledge of available community resources. Outcome Objective: At least 20 teens will participants in weekly group meetings/one on one contact where they will learn about other community resources. Of the 20 teens/children at least 15 of them will be able to identify 3 community/people/ resources at the end of the year.

Goal 3: Teens/children survivors/victims will have a basic understanding of root-causes of gender-based violence. Outcomes Objective: At least 20 teens/children will participate in weekly group meetings; of the 20 at least 15 will participate in several workshops addressing root-causes. At the end of the year at least 5 youths can conduct trainings on these topics to other youths.

- 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](#).

Black Girls Matter will serve clients who identify as female and Black. We will do specific outreach to LGBTQ members of this community. They will range from age 5-17 and come from the City of Madison. Our clients will be survivors of domestic violence or other gender-based violence such as sexual assault. Black communities continue to suffer inordinately high rates of sexual and domestic violence. An estimated 29.1% of African American females are victimized by intimate partner violence in their lifetime (rape, physical assault or stalking).^[ii] This same report also shares African American females experience intimate partner violence at a rate 35% higher than that of white females and about 2.5 times the rate of women of other races. It is also important to understand that while the rate of victimization for Black communities is so high, the criminalization of these communities are equally high, making turning to the criminal justice system for healing precarious.

Looking at data from the Dane County Youth Assessment, we see that Black students in Dane County report less stable living and financial situations than Dane County high schoolers overall. They are less likely to say they have never been in foster care, and have never been kicked out of their house by their parents. Black students are more likely to say that their family is struggling financially. Additionally, 6.6% of Black students describe their family's financial situation as "We're struggling with not having enough money", compared with 4.0% of Dane County high schoolers overall. Black students in Dane County are more likely than Dane County high schoolers overall to say their parent has been incarcerated- 21.5% of Black students say their parent has been in prison or jail, compared with 9.0% of Dane County high schoolers overall. 83% of Black students strongly agree or agree that their parents show interest and support them, compared with 85% of Dane County high schoolers overall.

Data also shows that Black students in Dane County are slightly more likely than Dane County high schoolers overall to report being forced, either verbally or physically to take part in a sexual activity with 10.9% of Black students say they have been forced, either verbally or physically to take part in a sexual activity, compared with 7.8% of Dane County high schoolers overall. 11.3% of Black students say they have no other adults besides their parents they can rely on if they need help, compared with 5.8% of Dane County high schoolers overall. This data informs us that Black girls need more advocacy to address violence in their lives and they need more trusted adult staff who can work with family and other trusted individuals to create safe spaces for them to thrive.

Freedom Inc. works with Black, Hmong and Khmer/Cambodian survivors of sexual assault and domestic violence within Wisconsin, primarily Dane and Rock Counties. The majority of our clients live in Madison coming from neighborhoods like Bayview, and Allied Drive (Dunn's Marsh) and Burr Oaks. Each these neighborhoods is home to some of the poorest families in Dane County. In the brick and stucco townhouses of Bayview, about 80 percent of the residents qualify for Section 8 housing assistance. Allied Drive in the Dunn Marsh neighborhood has the fourth highest number of non white people of any neighborhood in Madison, with 17.6% of the residents in this neighborhood being Black (Source: <https://statisticalatlas.com/place/Wisconsin/Madison/Race-and-Ethnicity>). 36.5 percent of the residents in Allied Drive qualify for food stamps and 26.2 percent of those 25 or older in Allied have not achieved a high school diploma. The residents in Allied are also disenfranchised, with only 29.7 percent of those eligible to vote in the neighborhood actually registered to vote (Source: <https://elections.wi.gov/publications/statistics/registered-voters-2018->

july-1?fbclid=IwAR0wTFjfh79giJpXhCYJjil6f2pMbisaMwFafMUapqe7DO9aAbhvOLSWXUk). Burr Oaks is home to the largest non-white population in Madison, with 15.3% Black and 12.7% Asian population (Source: <https://statisticalatlas.com/neighborhood/Wisconsin/Madison/Burr-Oaks/Race-and-Ethnicity>).

- 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.

Freedom Inc. will reach participants through mainstream methods and culturally specific methods to maximize participation from isolated and low income seniors. We will advertise our services through school partners and other community organizations. Additionally, we will work with our current participants to outreach to other family and friend networks. We will also table at community and cultural events. Our approaches will be grassroots and formal presentations.

All intakes will be done through one-on-one case management meeting with our Gender Justice Advocate. We use a paper intake form that is then entered into our client database. Our assessment will include a series of questions such as demographics, home and school needs, and discussion around confidentiality and safety planning. All intake will take place in safe and confidential space at Freedom Inc. offices. All program participants participate in quarterly assessments- short two question survey as well as a verbal group talk.

- 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.

While Black Girls Matter is a weekly group for black girls, each girl will also receive intake and assessment and have access to ongoing case management with our Gender Justice Director. Freedom, Inc. takes a holistic and culturally appropriate approach to working with the whole community. We are not just one agency; we are part of a social movement. Service is just one aspect of ending the cycle of violence. Ours is a model for addressing violence within its social and cultural context. Freedom, Inc has been successful in finding ways to synthesize intervention, prevention and educational services to the community with community outreach, mobilization, organizing among those most affected by violence. This is the way we can ensure that we are accountable to the community we serve. Freedom, Inc structures our organization in accordance with the change we are seeking to create in the world. The leadership of Freedom, Inc comes from the grassroots, ensuring that people who are most affected by issues are equal partners in addressing them. Freedom, Inc builds collective power to challenge and change the conditions of our own oppressions. We work to create in our organization the same democratic structure that we wish to reinforce in our communities. We have deep experience in sharing power and working with a consensus model that engages an active and involved board as well as community members of all ages.

Freedom, Inc's program is innovative and powerful, because . . .

- ❖ ***Our key to breaking the cycle of gender-based violence is sharing stories and intentionally building community/sisterhood/families.*** Our Black Girls Matter program empower girls to see themselves as agents for change and to take control for addressing violence in their lives. We emphasize changing the cultural practice of isolating/dividing women/girls from each other. Through weekly group gatherings, youth will build,

share, and learn from each other—breaking the silence while building sisterhood.

- ❖ ***Freedom, Inc. works to end all forms of oppression—in which violence has its roots—as a means to ultimately ending violence against women and children.*** Freedom, Inc. integrates gender base violence and community organizing movements to provide radical support services and advocacy for communities. We link our organizing efforts with social services, crisis and criminal justice intervention, and legal aid, as powerful anti-violence *tools*—but not final solutions. We will provide direct services, advocacy, dv/sv education/trainings, while mobilizing and organizing victims and survivors for social change.
- ❖ ***Freedom, Inc. develops skills, confidence, and leadership among those most affected by the problem, so that they become equal partners in ending violence.*** We transform the dynamics of power within our organization and our community towards shared decision-making and power among all community members. We build positive collective identity and power through leadership trainings and skills development. This ensures that all people (especially Black girls) are seen as leaders and experts of their own lives. Build their capacities to identify their own issues and create their own solutions.

Freedom, Inc. engages *all* members of the community—young girls, boys(including queer/gender non-conforming), elders and families, victims and perpetrators—to become active agents of community change and violence prevention. To do this, we train leaders from the community to become active agents of change. Our programs are powerful because the people who leave them have similar experiences to program participants; they “know what’s going on.” For example, teens teach other teens, and survivors become volunteers and leaders. Freedom, Inc. provides leaders with training opportunities, resources, guidance, and a community atmosphere.

The innovative vision of Freedom, Inc. emphasizes *changing the culture* into which young women and men are socialized through community engagement, education, outreach, accountability, and organizing. For example, young men are validated in being and expressing themselves, as well as acting out of respect for women, rather than internalizing driving forces for violent behavior. Young women learn to exercise their power in speaking out against violence and toxic attitudes toward women.

While deep community change is our focus, we also have the capacity to respond to crisis situations. We combine organizing with services from local providers, community leaders, and other grassroots organizations. The uniqueness of this approach is that we see criminal justice and legal interventions as *part of a toolkit* to address violence, but not the entire solution. Freedom, Inc has been instrumental helping victims access these systems in culturally appropriate ways.

e. Proposed Timeline for Implementation:

Activity	Estimated Start and Completion Date
Outreach to community and school partners	January 2020
Train New Volunteers (Gender Justice Advocate is already on staff)	February 2020 and ongoing
Quarterly Evaluation of Participants	April 2020, July 2020, October 2020, January 2021

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

Outreach

We are very deliberate about educating the community about our services. Our outreach and referral methods to the project are twofold:

Traditional organizational methods: Our programs will be advertised in ways that similar programs are traditionally listed. For example, we will notify our community partners which include domestic violence and sexual assault programs, food centers, community centers, churches and other religious sites, homeless advocacy services, schools and LGBTQ service providers. We will create a promotional flier and poster to share with our partners and provide relevant contact and referral information. Our website and social media accounts will also share information regarding our services and contact information. We will also share this information at our organizational events where allied and potential members of our agency can come and learn more about our work.

Traditional cultural methods: In addition to what modern technologies offer for outreach and referral, we will use our traditional cultural methods of sharing information within our communities.

- **Word of mouth with leaders:** Within Black, Hmong and Khmer communities, there are leaders, many who are unrecognized by mainstream, who the community members trust and know. These leaders serve as the hub of connection and information. Because we are grassroots and have such deep ties within the community from our pre-existing work, we have a list of these leaders that we can easily notify about our services. As we expand our communication, an organic network will form, giving us more access to other leaders. These leaders are key in the success of referral in our communities. Our existing staff and community contractors will also notify their base of folks on our programs.

- **Cultural spaces and events:** As appropriate (because there are still some resistance to our work in some pockets of our communities) ,we will flier, poster and share information about our services at different venues and events. For example, we may have pamphlets and information to hand out at Juneteenth- a cultural celebration commencing the end of chattel slavery- but we may not do so for other cultural gatherings. There is a process that we go through organizationally in determining whether or not an event is appropriate to flier at- meaning that the outreach won't bring visibility to victims and there is not backlash from the coordinators in the communities. Therefore, there may be some churches and cultural centers we flier at and others we do not.

- 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?

Our proposed program will be three fold: Self, Family and Community.

1. (Community) Group Meetings/Gatherings-We will provide weekly group gatherings for young women, teens, and children within the Black community. In total these groups will impact and consist of at least 20-30 youths weekly. Group meetings are meant to help youths learn to communicate, share stories, build relationships, learn community issues and community organizing, get trainings on domestic violence and sexual assault, build stronger communities and families amongst each other. Black Girls Matter group will meet at least once a week at the Freedom Inc. main office. As part of our outreach plan, there will also be special meetings at other community spaces like neighborhood community centers. Our Black girls groups are the most challenging due to economic and gender issues. Black girls are often not allowed to participate unless we pick them up and take them home. Each week activities are planned. Teens learn about community issues, community organizing, and philanthropy, cross cultural/racial community building, and histories of their people as well as peer to peer mentoring.

2. (Self) Case management/one on one contact—Our Gender Justice Advocate will hold office hours during the week to do case management of serious/crisis, intervention services. Teens/children will receive academic and personal support. The advocate will work closely with FI's women DV advocates. We will assist teens/children with individual safety planning, communication skills, networking, academic, legal issues, as well as assist them in developing their basic life skills (resume writing, job interviews, referring them to relevant services, counseling, and basic emotional support). Each kid shall have an individualized plan of action for the year.
3. (Family) This piece of our project is very special because we often work with siblings and the mother. It's important that we show and help mothers and children reconnect. Often mother's refer their children for our services and vice versa—where children refer us to their mother for services. Our work is intergenerational and can work with victims across their lifespan. It is usual for us to have daughters in our Black Girls Matter program and have mothers, aunties or grandmothers in the elder women group. Therefore, we try to also have our weekly group meetings together often so that the family members can learn to communicate and share their stories of trauma and survivorship. In addition, we also have space for the children to speak to their mothers. For example, when there are communication/conflicts between children and the mother the women's advocate and youth advocates can facilitate a meeting between the children and mother. Our Queer youths find this especially important to help them build family outside of their (blood) families because many have become isolated. These activities include communication and leadership development.

In these groups youth will continue with political education, advocacy and organizing trainings. Youth will be given several opportunities to use newly learned knowledge and skills to do base building, leadership development, trainings and campaign development with their peers, families and communities. There will be spaces that bring all the youth together across different groups to continue to engage in community building and cross racial/ethnic/gender/generation learning. Cultural skills will also be shared, for example, the tradition of gardening and traditional medicine which may be lost for many youth due to structural racism, classism, etc. In these multi-cultural spaces, common themes and issues will be identified amongst the different youth groups, as well as from their individual groups.

- 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.

Within the Black community are multi-racial members who also come from linguistically isolated populations such as southeast Asian groups. We also work with African clients who often come as international students/workers. We have in house access to Language Line to be able to speak to any youth whose family can only communicate in African language/dialect. Through our direct service work, we have trust and access to various ethnic communities and will continue to do outreach and public informational sessions to reach these families.

- 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: Using a deliberate process to design, implement and evaluate activities.	All our programming activities are informed by our mission which is the “The Community is our Campaign.” That means that those most impacted- our clients- the Black youth inform the services they receive. They help to design activities they want to engage. For instance, many of the youth are interested in doing more educational outings and learning about the place they live. They also want to do better in school and have more advocacy towards resources they need in school. Culturally and linguistically competent staff help to implement our services, along with experts such as scholars, parents, and educators. We evaluate services every quarter with a short three question evaluation along with a deeper group conversation about how to improve services.
Supportive Relationships with Youth: Relationship with a caring adult is essential for supporting learning and development. Youth feel supported and safe and able to explore their interests and discover their potential.	Every youth in our program work with a Gender Justice Advocate who is trained to work with school aged children. Youth also have access to one on one case management with staff. All programs are also supported by at least 2 other Black staff who help transport and communicate with parents and family.
Youth Voice and Leadership: the interests of youth is center and leadership opportunities help develop their self esteem.	Our program celebrates our youth with an annual youth retreat where they can go to refresh and strategize on the program. We run a rigorous leadership training program where all youth have opportunities to grow. We currently developed a Freedom Youth Squad comprised of former youth participants. Many of the youth staff we had have moved on to become staff. Youth are encourage to run their own community events like our successful annual Health Days and Halloween Fall Event.
Racial and Cultural Inclusion: Youth and staff have opportunities to explore and cultivate identity within the context of race and culture.	Every aspect of our program takes into consideration ways to be inclusive- from out outreach to mainstream and nontraditional spaces to the kinds of activities we implement. We do extensive training on cultural and racial bias and discuss openly ways to address anti-blackness.

Community and Family Engagement: We strengthen young person's development by working with various partners. Families and caregivers are valued and young people are exposed to new ideas, experiences and support that are partners provide.	Youth not only have support of staff but we build strong relationships with the extended support network for the youth so that everyone is on the same page. Youth are encouraged to discuss topics and questions that come up and are always a part of designing activities. We also work with our elder women groups to support our youth such as our gardening program where young people get to garden with their elders and learn about the different uses of vegetables grown.
Organizational Management and Staff Support: We have high quality staff accompanied by world renowned training opportunities. Our infrastructure supports accountability, transparency and constant development for staff.	All our staff is trained to work with young people and receive this training from culturally relevant spaces like the Black and Brown Women's Training Coalition. One training example is a course on learning Hmong terminology around body safety and domestic violence. In this way, we can do culturally specific case management if a youth is going through an abusive situation. Staff attend a ten session Black Feminist School to learn how structures of racism affect our young people's experiences. Awe recognize the secondary trauma that comes with working with vulnerable youth and so all staff receive mental health resources and have other staff to help co-advocate. We know that our programs are strong only when our staff is valued and healthy.
Environment and Safety: We provide enjoyable and safe programs and we invest in strong and healthy youth.	All our programs are supervised by our trusted staff and every program comes with a meal and access to our in house food pantry. We partner with health care providers, nurses and dieticians to do presentations to our youth about eating healthy and exercising. We also have a robust reproductive justice campaign where all youth have access to health education and information on health needs.

2. PROGRAM STRUCTURE AND STAFFING

- a. Anticipated Frequency, Duration and Attendance: Please complete the table below. If you are proposing to provide a middle school topical, skill or population focused 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 locations.

Middle School TSP	Frequency*	# of Program Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
Location(s): Freedom Inc. Office at 2030 South Park Street, Madison, WI 53713					
Afterschool	4x a month	2.5	Year round	1 to 10 youth	15
Summer	4x a month	2.5	Year round	1 to 10 youth	15

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 topical, skill or population focused included in the table above.

N/A

- b. Total Annual Unduplicated Middle School-Age Youth: Anticipated unduplicated number of individual middle school-age children in the proposed programs: 20
- c. Program Schedule: If you are proposing to provide a topical, skill or population focused 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): Freedom Inc. Office at 2030 South Park Street, Madison, WI 53713			
Day	Middle School TSP	Start Time	End Time
Mon.	School Year		
	Summer		
Tues.	School Year (Four times a month)	5:30 p.m.	8 p.m.
	Summer (Four times a month)	5:30 p.m.	8 p.m.
Wed.	School Year		
	Summer		
Thur.	School Year		
	Summer		
Fri.	School Year		
	Summer		
Sat.	School Year		
	Summer		
Sun.	School Year		
	Summer		

Table 2

Location #2:			
Day	Middle School TSP	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 topical, skill or population-focused programs included in the tables above.

N/A

- d. Additional Activities: Do you anticipate providing activities for the middle school evening 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).

Each youth will also have opportunity to be assigned an advocate and do case management around educational needs as well as other wellness issues. Freedom Inc. will work with each participant to develop safety plans. There will be quarterly scheduled evening educational outings that are to be determined. These outings may include a movie or watching a performance at the Overture Arts Center. Youth will also participate in one summer overnight retreat supervised by several staff and parents. These retreats are intended to focus on specific topics that may come up during the school year. Such topics could include mental wellness or school safety and dealing with bullying. The goal is also to build a strong network of youth so they can provide peer support to each other.

- 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		
			TSP Focused School Year	TSP Focused Summer	Other Programs
Gender Justice Director	*See Below	Freedom Inc Office 2030 South Park Street; Madison 53713	.50	1.0	
Gender Justice Advocate	*See Below	Freedom Inc Office 2030 South Park Street; Madison 53713	.20	.20	
Gender Justice Advocate	*See Below	Freedom Inc Office 2030 South Park Street; Madison 53713	.20	.20	
Volunteer	*See Below	Freedom Inc Office 2030 South Park Street; Madison 53713	.50	.50	
		Total:	1.90	1.90	

***Qualifications:**

- Must have at 5 least years of professional/community experiences working with Black communities
- Sexual assault professional work history is preferred but not necessary
- Basic understanding of social/economic/gender/racial justice issues-and willingness to learn.
- Knowledge of basic computer skills such as Word, Excel, and Access.
- May have work and travel on weekends. Must have a valid license and reliable car.
- Must be comfortable working with teens, girls, women and LGBTQI folks
- Must understand the ramifications and impact of sexual assault and domestic violence on a wide range of different family types and communities

- Demonstrate a willingness to positively contribute to the growth and development of Freedom, Inc's mission, values.
- Have group facilitation and event coordinating experiences.
- Victims/Survivors are highly encouraged to apply.
- Members of most impacted communities (Black, women, LGBTQI, disability etc.) with lived experience highly encouraged

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

All volunteers go through a three session orientation equaling six hours that includes information on confidentiality, mandatory reporting for youth, and culturally specific political education. Volunteers must apply and be interviewed by the Black Gender Justice Director and Advocate. We also require two referral contacts that we follow up for any prior disciplinary issues. Volunteers are supervised directly by the Black Gender Justice Director and do weekly in person check-ins with their supervisor. They submit bi-weekly timesheet and work logs to their supervisor.

3. COLLABORATION, COORDINATION AND RESOURCE LINKAGE

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

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
Sankofa Behavioral and Community Health	Supports the mental wellness of our young clients- will accept free or low cost referrals.	Dr. Valerie Henderson	Yes
<u>Communities for Just Schools</u>	National partner that connects our youth and staff to research and advocacy around educational safety	Allie McCullen	No
Community Shares of Wisconsin	Network of local nonprofits that help us outreach and do resource referral	Cheri Dubiel	No
Leopold's Black Parents for Progress	Advocacy group for black parents and students in Madison	Gwen Baxley	No
Movement 4 Black Lives	Supports our program development and political development for youth	M. Adams	No

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

N/A?

How do these partnerships enhance this proposal?

Our partnerships help us recruit and educate the community on our services. We also partner with groups who can provide extra resources and services to our clients.

What are the decision-making agreements with each partner?

Partners are consulted when an issues arises. Staff will do quarterly check-ins with each partner to discuss any new resources or information we can pass along to youth.

- 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?

Mental Health: All participants and their families have access to mental health service referral to our mental health partner Sankofa Behavioral Health Services.

Food Security: Youth and family can access our weekly in-house pantry

Housing: Youth and family will receive case management to access better housing- we have worked with tenant resource center and other community organizations. Our federal grants also allow for emergency funds to clients who need emergency shelter or housing if they are fleeing a violent situation.

Case Management: all youth and families have opportunity to do an intake with one of our gender justice advocates and receive one on one case management to develop safety plans and discuss other issues such as employment, schooling, etc. We have strong relationships with members of the Madison School Board so we can help advocate for parents.

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:

We will:

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

-Increase high school graduation rates.

- 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?

No

- 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 below.

Middle School Topical/ Skills/Population Program Outcome(s)				
Outcome Objective # 1	Our youth participants will have a sense of belonging to community and/or school.			
Performance Standard	Targeted Percent	75%	Targeted Number	15
Measurement Tool(s) and Comments:				

We will do a quarterly evaluation and verbal group survey.			
Outcome Objective # 2	Our youth participants will develop stronger sense of social-emotional competency and enhanced life skills: including ability to identify at least 2 community resources and at least two people who they can turn to for times of crisis and safety. This will be part of their safety plan.		
Performance Standard	Targeted Percent	75%	Targeted Number 15
Measurement Tool(s) and Comments: We will do a quarterly evaluation and verbal group survey.			

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

N/A

- 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.

Freedom Inc. uses a data tracking system through Excel spreadsheets to capture all client demographics and activities. The database we use is adopted from federal data reporting systems that we use for other large grants. We also use an in house accountant to track all our expenses. All records are stored via paper files in locked filing cabinets. Our in house accountant and grants staff will manage all fiscal and reporting requirements. All clients are informed of their rights to confidentiality. Records are protected and all communications with clients are done in accordance with HIPAA regulations. Freedom Inc has documented rules and limits on who can look at and receive client health information that is provided to all staff and contractors.

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.

Disclosure of Contract Failures, Litigations

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

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:	Freedom Inc.	Total Amount Requested for this Age Group:	\$ 10,000
Middle School Programs applied for (select one or more as applicable):	Multi-focus School Year Weekend or Summer Evening	Multi-focus Summer X Topical/ Skills/Population	
Contact Person	Nancy Vue Tran	Email:	nvuetran@freedom-inc.org
Address:	2030 S Park Street Madison, WI 53713	Telephone:	608-416-5337

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

Program Name: Lotus Khmer Youth Group

Brief Project Description: This support group is a Khmer youth group and its mission is to build leaders that who can create social change, at home, in the community and in their own lives. Lotus' programs include political education, organizations skills, LGBTQ issues, domestic violence, outreach, and leadership development.

Amount Requested: \$10,000

Total Proposed Program Budget: \$42,093

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?

The foundation to all FI's work is to end gender-based violence in which we work against violence of women, girls, children, gender-queer/gender non-conforming, two spirited, and boy-girl/trans folks. We do this work mainly through our culturally specific domestic violence/sexual violence (dv/sa) programs, which are: Family Strengthening Project--Hmong/SEA domestic violence program, Nkauj Hmoob--Hmong teen-girls group, Freeman--Hmong/SEA teen-boys group, Black Beauties--Black teen-girls group, Lotus Khmer Youth Group, PLUS--Hmong/Black Queer dv/sa group, and Hmong/SEA Wisdom Project--Hmong victims and survivors over 50 years old. In supporting the positive child and youth development for middle school aged residents during out of school time, Freedom Inc (FI) proposes a population focused program for Khmer youth. Our program is for low-income children of color with an emphasis on social justice and racial equity.

The three main Goals of Lotus will be:

Goal 1: Teen/children survivors/victims will have strategies for enhancing their safety. Outcome Objective: At least 20 teens will participate in weekly group meetings and at least 15 of them will have conversations about enhancing their safety, of the 15 at least 10 of them will have at least 3 written safety plans/strategies by the end of the year.

Goal 2: Teen/children survivors/victims will have knowledge of available community resources. Outcome Objective: At least 20 teens will participants in weekly group meetings/one on one contact where they will learn about other community resources. Of the 20 teens/children at least 15 of them will be able to identify 3 community/people/ resources at the end of the year.

Goal 3: Teens/children survivors/victims will have a basic understanding of root-causes of gender-based violence. Outcomes Objective: At least 20 teens/children will participate in weekly group meetings; of the 20 at least 15 will participate in several

workshops addressing root-causes. At the end of the year at least 5 youths can conduct trainings on these topics to other youths.

- 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](#).

Lotus will serve clients who identify as female, male, LGBTQ and Khmer. They will range from age 5-17 and come from the City of Madison.

Khmer communities are often overlooked in Wisconsin because of a relatively small population size of 7,000. However, there is a critical mass in Dane/Rock County who access services in Dane County at the Cambodian Buddhist Temple and Freedom Inc. Though the population may seem small, we know they require intensive services around mental wellness, medical/health needs, housing, employment, etc. Khmer refugees are survivors of war, genocide, poverty and a host of other structural issues. Due to the amount of State violence that the community experiences both in the State and in Cambodia, the use of legal systems and social services to address issues of sexual and domestic violence is very low- victims/survivors of sexual/domestic violence rarely access shelters, crisis lines, advocates or court support- especially when past interactions with government entities resulted in genocide.

Our clients will be survivors of domestic violence or other gender- based violence such as sexual assault. Southeast Asian (SEA) communities are often left out of mainstream data. Either their numbers are tossed into the amalgamated numbers of API communities or they are forgotten and hardly studied. Therefore, not many statistical data specific to Hmong and Khmer communities/victims of violence can be gathered from regular research. In Wisconsin, the Khmer population is one of the smallest. The community demands culturally and linguistically specific services. Through the 18 years of work within these communities, we have a deep and intimate understanding of this community and have built trust with leaders within this community.

Chhaya reflects the typical experience of a Khmer youth that comes to Freedom Inc. for services. She is 15 year old Khmer girl who lives with her immediate parents and grandparents, Her parents speak limited English and are survivors of the Pol Pot Regime, having witnessed family murdered, abused and raped. She suffers from post traumatic stress syndrome (PTSD) and has difficulty maintaining employment. Chhaya is a survivor of domestic violence, having witnessed violence within her family. FI, helped her do safety planning, access mental wellness services, educational resources and connect her to other Cambodian girls to reduce isolation and give her culturally safe space for healing.

Freedom Inc. works with Black, Hmong and Khmer/Cambodian survivors of sexual assault and domestic violence within Wisconsin, primarily Dane and Rock Counties. The majority of our clients live in Madison coming from neighborhoods like Bayview, and Allied Drive (Dunn's Marsh) and Burr Oaks. Each these neighborhoods is home to some of the poorest families in Dane County. In the brick and stucco townhouses of Bayview, about 80 percent of the residents qualify for Section 8 housing assistance. Allied Drive in the Dunn Marsh neighborhood has the fourth highest number of non white people of any neighborhood in Madison, with 17.6% of the residents in this

neighborhood being Black (Source: <https://statisticalatlas.com/place/Wisconsin/Madison/Race-and-Ethnicity>). 36.5 percent of the residents in Allied Drive qualify for food stamps and 26.2 percent of those 25 or older in Allied have not achieved a high school diploma. The residents in Allied are also disenfranchised, with only 29.7 percent of those eligible to vote in the neighborhood actually registered to vote (Source: <https://elections.wi.gov/publications/statistics/registered-voters-2018-july-1?fbclid=IwAR0wTFjfh79giJpXhCYJil6f2pMbisaMwFafMUapge7DQ9aAbhvOLSWXUk>). Burr Oaks is home to the largest non-white population in Madison, with 15.3% Black and 12.7% Asian population (Source: <https://statisticalatlas.com/neighborhood/Wisconsin/Madison/Burr-Oaks/Race-and-Ethnicity>).

- 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.

Freedom Inc. will reach participants through mainstream methods and culturally specific methods to maximize participation from isolated and low income youth. We will advertise our services through school partners and other community organizations. Additionally, we will work with our current participants to outreach to other family and friend networks. We will also table at community and cultural events. Our approaches will be grassroots and formal presentations.

All intakes will be done through one-on-one case management meeting with our Gender Justice Advocate. We use a paper intake form that is then entered into our client database. Our assessment will include a series of questions such as demographics, home and school needs, and discussion around confidentiality and safety planning. Every intake is done through confidential and safe space at our Freedom Inc. office. Participants will be administered quarterly assessments on two short questions to determine program outcomes. A verbal group talk will also be used to assess services and activities.

- 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.

While Lotus is a weekly group for Cambodian youth, each youth will also receive intake and assessment and have access to ongoing case management with our Gender Justice Director. Freedom, Inc. takes a holistic and culturally appropriate approach to working with the whole community. We are not just one agency; we are part of a social movement. Service is just one aspect of ending the cycle of violence. Ours is a model for addressing violence within its social and cultural context. Freedom, Inc has been successful in finding ways to synthesize intervention, prevention and educational services to the community with community outreach, mobilization, organizing among those most affected by violence. This is the way we can ensure that we are accountable to the community we serve. Freedom, Inc structures our organization in accordance with the change we are seeking to create in the world. The leadership of Freedom, Inc comes from the grassroots, ensuring that people who are most affected by issues are equal partners in addressing them. Freedom, Inc builds collective power to challenge and change the conditions of our own oppressions. We work to create in our organization the same democratic structure that we wish to reinforce in our communities. We have deep experience in sharing power and working with a

consensus model that engages an active and involved board as well as community members of all ages.

Freedom, Inc's program is innovative and powerful, because . . .

- ❖ ***Our key to breaking the cycle of gender-based violence is sharing stories and intentionally building community/sisterhood/families.*** Our Lotus program empower girls to see themselves as agents for change and to take control for addressing violence in their lives. We emphasize changing the cultural practice of isolating/dividing women/girls from each other. Through weekly group gatherings, youth will build, share, and learn from each other—breaking the silence while building sisterhood.
- ❖ ***Freedom, Inc. works to end all forms of oppression—in which violence has its roots—as a means to ultimately ending violence against women and children.*** Freedom, Inc. integrates gender base violence and community organizing movements to provide radical support services and advocacy for communities. We link our organizing efforts with social services, crisis and criminal justice intervention, and legal aid, as powerful anti-violence *tools*—but not final solutions. We will provide direct services, advocacy, dv/sv education/trainings, while mobilizing and organizing victims and survivors for social change.
- ❖ ***Freedom, Inc. develops skills, confidence, and leadership among those most affected by the problem, so that they become equal partners in ending violence.*** We transform the dynamics of power within our organization and our community towards shared decision-making and power among all community members. We build positive collective identity and power through leadership trainings and skills development. This ensures that all people (especially Hmong girls) are seen as leaders and experts of their own lives. Build their capacities to identify their own issues and create their own solutions.

Freedom, Inc. engages *all* members of the community—young girls, boys(including queer/gender non-conforming), elders and families, victims and perpetrators—to become active agents of community change and violence prevention. To do this, we train leaders from the community to become active agents of change. Our programs are powerful because the people who leave them have similar experiences to program participants; they “know what’s going on.” For example, teens teach other teens, and survivors become volunteers and leaders. Freedom, Inc. provides leaders with training opportunities, resources, guidance, and a community atmosphere.

The innovative vision of Freedom, Inc. emphasizes *changing the culture* into which young women and men are socialized through community engagement, education, outreach, accountability, and organizing. For example, young men are validated in being and expressing themselves, as well as acting out of respect for women, rather than internalizing driving forces for violent behavior. Young women learn to exercise their power in speaking out against violence and toxic attitudes toward women.

While deep community change is our focus, we also have the capacity to respond to crisis situations. We combine organizing with services from local providers, community leaders, and other grassroots organizations. The uniqueness of this approach is that we see criminal justice and legal interventions as *part of a toolkit* to address violence, but not the entire solution. Freedom, Inc has been instrumental helping victims access these systems in culturally appropriate ways.

Our proposed program will be three fold: Self, Family and Community.

1. (Community) Group Meetings/Gatherings-We will provide weekly group gatherings for young Khmer youth. In total these groups will impact and consist of at least 20 youths weekly. Group meetings are meant to help youths learn to communicate, share stories, build relationships, learn community issues and community organizing, get trainings on domestic violence and sexual assault, build stronger communities and families amongst each other. Lotus group will meet at least once a week at the Freedom Inc. main office. As part of our outreach plan, there will also be special meetings at other community spaces like neighborhood community centers. Our Khmer girls groups are one of the most challenging due to economic and gender issues. Khmer girls are often not allowed to participate unless we pick them up and take them home. Each week activities are planned. Teens learn about community issues, community organizing, and philanthropy, cross cultural/racial community building, and histories of their people as well as peer to peer mentoring.
2. (Self) Case management/one on one contact—Our Gender Justice Advocate will hold office hours during the week to do case management of serious/crisis, intervention services. Teens/children will receive academic and personal support. The advocate will work closely with FI's women DV advocates. We will assist teens/children with individual safety planning, communication skills, networking, academic, legal issues, as well as assist them in developing their basic life skills (resume writing, job interviews, referring them to relevant services, counseling, and basic emotional support). Each youth shall have an individualized plan of action for the year.
3. (Family) This piece of our project is very special because we often work with siblings and the mother. It's important that we show and help mothers and children reconnect. Often mother's refer their children for our services and vice versa—where children refer us to their mother for services. Our work is intergenerational and can work with victims across their lifespan. It is usual for us to have daughters in our Lotus program and have mothers, aunties or grandmothers in the elder women group. Therefore, we try to also have our weekly group meetings together often so that the family members can learn to communicate and share their stories of trauma and survivorship. In addition, we also have space for the children to speak to their mothers. For example, when there are communication/conflicts between children and the mother the women's advocate and youth advocates can facilitate a meeting between the children and mother. Our Queer youths find this especially important to help them build family outside of their (blood) families because many have become isolated. These activities include communication and leadership development.

In these groups youth will continue with political education, advocacy and organizing trainings. Youth will be given several opportunities to use newly learned knowledge and skills to do base building, leadership development, trainings and campaign development with their peers, families and communities. There will be spaces that bring all the youth together across different groups to continue to engage in community building and cross racial/ethnic/gender/generation learning. Cultural skills will also be shared, for example, the tradition of gardening and traditional medicine which may be lost for many youth due to structural racism, classism, etc. In these multi-cultural spaces, common themes and issues will be identified amongst the different youth groups, as well as from their individual groups.

e. Proposed Timeline for Implementation:

Activity	Estimated Start and Completion Date
Outreach to community and school partners	January 2020
Train New Volunteers (Gender Justice Advocate is already on staff and will continue ongoing training)	February 2020- ongoing
Quarterly Evaluation of Participants	April 2020, July 2020, October 2020, January 2021

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

Outreach

We are very deliberate about educating the community about our services. Our outreach and referral methods to the project are twofold:

Traditional organizational methods: Our programs will be advertised in ways that similar programs are traditionally listed. For example, we will notify our community partners which include domestic violence and sexual assault programs, food centers, community centers, churches and other religious sites, homeless advocacy services, schools and LGBTQ service providers. We will create a promotional flier and poster to share with our partners and provide relevant contact and referral information. Our website and social media accounts will also share information regarding our services and contact information. We will also share this information at our organizational events where allied and potential members of our agency can come and learn more about our work.

Traditional cultural methods: In addition to what modern technologies offer for outreach and referral, we will use our traditional cultural methods of sharing information within our communities.

- **Word of mouth with leaders:** Within Black, Hmong and Khmer communities, there are leaders, many who are unrecognized by mainstream, who the community members trust and know. These leaders serve as the hub of connection and information. Because we are grassroots and have such deep ties within the community from our pre-existing work, we have a list of these leaders that we can easily notify about our services. As we expand our communication, an organic network will form, giving us more access to other leaders. These leaders are key in the success of referral in our communities. Our existing staff and community contractors will also notify their base of folks on our programs.

- **Cultural spaces and events:** As appropriate (because there are still some resistance to our work in some pockets of our communities) ,we will flier, poster and share information about our services at different venues and events. For example, we may have pamphlets and information to hand out at Juneteenth- a cultural celebration commencing the end of chattel slavery- but we may not do so for other cultural gatherings. There is a process that we go through organizationally in determining whether or not an event is appropriate to flier at- meaning that the outreach won't bring visibility to victims and there is not backlash from the coordinators in the communities. Therefore, there may be some churches and cultural centers we flier at and others we do not. The same is true for Hmong and Khmer celebrations and cultural events and spaces.

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?

- 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.

Our Lotus group is staffed by a Khmer Gender Justice Advocate who also speaks, reads and writes Hmong. This will not only be helpful in working with the youth but especially key to building strong relationships with the family when doing outreach and doing case management.

- 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: Using a deliberate process to design, implement and evaluate activities.	All our programming activities are informed by our mission which is the "The Community is our Campaign." That means that those most impacted- our clients- the Khmer youth inform the services they receive. They help to design activities they want to engage. For instance, many of the youth are interested in doing more educational outings and learning about the place they live. They also want to do better in school and have more advocacy towards resources they need in school. Culturally and linguistically competent staff help to implement our services, along with experts such as scholars, parents, and educators. We evaluate services every quarter with a short three question evaluation along with a deeper group conversation about how to improve services.
Supportive Relationships with Youth: Relationship with a caring adult is essential for supporting learning and development. Youth feel supported and safe and able to explore their interests and discover their potential.	Every youth in our program work with a Gender Justice Advocate who is trained to work with school aged children. Youth also have access to one on one case management with staff. All programs are also supported by at least 2 other Khmer staff who help transport and communicate with parents and family.
Youth Voice and Leadership: the interests of youth is center and leadership opportunities help develop their self esteem.	Our program celebrates our youth with an annual youth retreat where they can go to refresh and strategize on the program. We run a rigorous leadership training program where all youth have opportunities to grow. We currently developed a Freedom Youth Squad comprised of former youth participants. Many of the youth staff we had have moved on to become staff. Youth are encourage to run their own community events like our successful annual Health Days and Halloween Fall Event.

Racial and Cultural Inclusion: Youth and staff have opportunities to explore and cultivate identity within the context of race and culture.	Every aspect of our program takes into consideration ways to be inclusive- from out outreach to mainstream and nontraditional spaces to the kinds of activities we implement. We do extensive training on cultural and racial bias and discuss openly ways to address anti-blackness.
Community and Family Engagement: We strengthen young person's development by working with various partners. Families and caregivers are valued and young people are exposed to new ideas, experiences and support that are partners provide.	Youth not only have support of staff but we build strong relationships with the extended support network for the youth so that everyone is on the same page. Youth are encouraged to discuss topics and questions that come up and are always a part of designing activities. We also work with our elder women groups to support our youth such as our gardening program where young people get to garden with their elders and learn about the different uses of vegetables grown.
Organizational Management and Staff Support: We have high quality staff accompanied by world renowned training opportunities. Our infrastructure supports accountability, transparency and constant development for staff.	All our staff is trained to work with young people and receive this training from culturally relevant spaces like the Black and Brown Women's Training Coalition. One training example is a course on learning Hmong terminology around body safety and domestic violence. In this way, we can do culturally specific case management if a youth is going through an abusive situation. Staff attend a ten session Black Feminist School to learn how structures of racism affect our young people's experiences. Awe recognize the secondary trauma that comes with working with vulnerable youth and so all staff receive mental health resources and have other staff to help co-advocate. We know that our programs are strong only when our staff is valued and healthy.
Environment and Safety: We provide enjoyable and safe programs and we invest in strong and healthy youth.	All our programs are supervised by our trusted staff and every program comes with a meal and access to our in house food pantry. We partner with health care providers, nurses and dieticians to do presentations to our youth about eating healthy and exercising. We also have a robust reproductive justice campaign where all youth have access to health education and information on health needs.

2. PROGRAM STRUCTURE AND STAFFING

- a. Anticipated Frequency, Duration and Attendance: Please complete the table below. If you are proposing to provide a middle school topical, skill or population focused 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 locations.

Middle School TSP	Frequency*	# of Program Hours Per Program Day	Annual Duration**	Adult to Youth Ratio	Anticipated Average Attendance per Program Day
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Location(s): Freedom Inc. Office at 2030 South Park Street, Madison, WI 53713					
Afterschool	4x a month	2.5	Year round	1 to 10 youth	15
Summer	4x a month	2.5	Year round	1 to 10 youth	15
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 topical, skill or population focused included in the table above.

N/A

- b. Total Annual Unduplicated Middle School-Age Youth: Anticipated unduplicated number of individual middle school-age children in the proposed programs: 20
- c. Program Schedule: If you are proposing to provide a topical, skill or population focused 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): Freedom Inc. Office at 2030 South Park Street, Madison, WI 53713			
Day	Middle School TSP	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	5:30 p.m.	8 p.m.

	Summer	5:30 p.m.	8 p.m.
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Table 2

Location #2:			
Day	Middle School TSP	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 topical, skill or population-focused programs included in the tables above.

N/A

- d. Additional Activities: Do you anticipate providing activities for the middle school evening 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).

Each youth will also have opportunity to be assigned an advocate and do case management around educational needs as well as other wellness issues. Freedom Inc. will work with each participant to develop safety plans. There will be quarterly scheduled evening educational outings that are to be determined. These outings usually include a movie or watching a performance at the Overture Arts Center. Youth will also be participating in one summer overnight retreat supervised by several staff and parents. These retreats are intended to focus on specific topics

that may come up during the school year. Such topics could include mental wellness or school safety and dealing with bullying.

- 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

Understanding the different cultural and social practices of these various SEA groups, LGBTQ identities, and Black identities and their specific needs, we design each program to meet cultural-, gender-, and age-specific needs of these communities. For FI, hiring, developing, promoting people within these most impacted communities is a key to building trust and connections to these communities. More importantly, FI makes it a priority to hire (victims/survivors) women, gender-non-conforming and transgender folks, and youths to work with (victims/survivors) women, gender-non-conforming and transgender people, and youths. Most participants, volunteers, and community supporters of FI are invited and encouraged to participate, learn, and build up their leadership to lead weekly support, community organizing training and skill-building workshops for Southeast Asian, African American, other youth of color, and other community members on topics of violence against women, racism/racial profiling, economic justice, and gender justice. This model of work ensures that FI will continue to develop leaders from the grassroots, keep the program effective, and keep our leadership inextricably connected to and reflective of the communities they are working in.

Position Title*	Qualifications or Required Training	Location	FTE		
			TSP Focused School Year	TSP Focused Summer	Other Programs
Gender Justice Director	*See Below	Freedom Inc Office 2030 South Park Street; Madison 53713	.50	.50	
Gender Justice Advocate	*See Below	Freedom Inc Office 2030 South Park Street; Madison 53713	.20	.20	
Gender Justice Advocate	*See Below	Freedom Inc Office 2030 South Park Street; Madison 53713	.20	.20	
Volunteer	*See Below	Freedom Inc Office 2030 South Park Street; Madison 53713	.50	.50	

		Total:	1.40	1.40	

***Qualifications:**

- Must have at 5 least years of professional/community experiences working with Black communities
- Sexual assault professional work history is preferred but not necessary
- Basic understanding of social/economic/gender/racial justice issues-and willingness to learn.
- Knowledge of basic computer skills such as Word, Excel, and Access.
- May have work and travel on weekends. Must have a valid license and reliable car.
- Must be comfortable working with teens, girls, women and LGBTQI folks
- Must understand the ramifications and impact of sexual assault and domestic violence on a wide range of different family types and communities
- Demonstrate a willingness to positively contribute to the growth and development of Freedom, Inc's mission, values.
- Have group facilitation and event coordinating experiences.
- Victims/Survivors are highly encouraged to apply.
- Members of most impacted communities (Black, women, LGBTQI, disability etc.) with lived experience highly encouraged

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

All volunteers go through a three session orientation equaling six hours that includes information on confidentiality, mandatory reporting for youth, and culturally specific political education. Volunteers must apply and be interviewed by the Khmer Gender Justice Director and Advocate. We also require two referral contacts that we follow up for any prior disciplinary issues. Volunteers are supervised directly by the Black Gender Justice Director and do weekly in person check-ins with their supervisor.

3. COLLABORATION, COORDINATION AND RESOURCE LINKAGE

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

Partner Organization	Role & Responsibilities	Contact Person	Signed MOU (Yes/No)?
Sankofa Behavioral and Community Health	Supports the mental wellness of our young clients- will accept free or low cost referrals.	Dr. Valerie Henderson	Yes
<u>Communities for Just Schools</u>	National partner that connects our youth and staff to research and advocacy around educational safety	Allie McCullen	No
Community Shares of Wisconsin	Network of local nonprofits that help us outreach and do resource referral	Cheri Dubiel	No
Southeast Asian Freedom Network	Supports our program development and political development for youth	Kabzuag Vaj	No
Cambodian Buddhist Temple	Supports our outreach and connection to larger community and families.	Temple President	Yes

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

How do these partnerships enhance this proposal?

Our partnerships help us recruit and educate the community on our services. We also partner with groups who can provide extra resources and services to our clients.

What are the decision-making agreements with each partner?

Partners are consulted when an issues arises. Staff will do quarterly check-ins with each partner to discuss any new resources or information we can pass along to youth.

- 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?

Mental Health: All participants and their families have access to mental health service referral to our mental health partner Sankofa Behavioral Health Services.

Food Security: Youth and family can access our weekly in-house pantry

Housing: Youth and family will receive case management to access better housing- we have worked with tenant resource center and other community organizations. Our federal grants also allow for emergency funds to clients who need emergency shelter or housing if they are fleeing a violent situation.

Case Management: all youth and families have opportunity to do an intake with one of our gender justice advocates and receive one on one case management to develop safety plans and discuss other issues such as employment, schooling, etc. We have strong relationships with members of the Madison School Board so we can help advocate for parents.

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:

We will:

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

Increase high school graduation rates.

- 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?

NO

- 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 below.

Middle School Topical/ Skills/Population Program Outcome(s)				
Outcome Objective # 1	Our youth participants will have a sense of belonging to community and/or school.			
Performance Standard	Targeted Percent	75%	Targeted Number	15
Measurement Tool(s) and Comments:				
We will do a quarterly evaluation and verbal group survey.				
Outcome Objective # 2	Our youth participants will develop stronger sense of social-emotional competency and enhanced life skills: including ability to identify at least 2 community resources and at least two people who they can turn to for times of crisis and safety. This will be part of their safety plan.			
Performance Standard	Targeted Percent	75%	Targeted Number	15
Measurement Tool(s) and Comments:				
We will do a quarterly evaluation and verbal group survey.				

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

N/A

- 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.

Freedom Inc. uses a data tracking system through Excel spreadsheets to capture all client demographics and activities. The database we use is adopted from federal data reporting systems that we use for other large grants. We also use an in house accountant to track all our expenses. All records are stored via paper files in locked filing cabinets. Our in house accountant and grants staff will manage all fiscal and reporting requirements. All clients are informed of their rights to confidentiality. Records are protected and all communications with clients are done in accordance with HIPAA regulations. Freedom Inc has documented rules and limits on who can look at and receive client health information that is provided to all staff and contractors.

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.

Disclosure of Contract Failures, Litigations

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

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	Freedom Inc.	
Mailing Address	2030 South Park Sreet, Madison, WI 53713	
Telephone	608-416-5337	
FAX		
Director	Kabzuag Vaj and M Adams	
Email Address	info@freedom-inc.org, nvuetran@freedom-inc.org	
Additional Contact	Nancy Vue Tran	
Email Address	nvuetran@freedom-inc.org	
Legal Status	Private: Non-Profit	
Federal EIN:	43-2023570	

2. PROPOSED PROGRAMS

		2020 Request	
Program Type	Letter	New?	Program Name
Nkauj Hmoob Hmong Girls (\$10,000) and Hmong Cultural Preservation Program (\$18,000)	A	\$28,000	Middle School Youth Program- Nkauj Hmoob Hmong Girls and Hmong Cultural Preservation Program
Contact: Nancy Vue Tran		Phone: 608-416-5337	Email: nvuetran@freedom-inc.org
Black Girls Matter	B	\$10,000	Middle School Youth Program- Black Girls Matter
Contact:		Phone:	Email:
Lotus Girls KhmerYouth	C	\$10,000	Middle School Youth Programs- Khmer Youth
Contact:		Phone:	Email:
TOTAL REQUEST		\$48,000	

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: **Freedom Inc.****ORGANIZATIONAL PROFILE****1. ORGANIZATION HISTORY, VISION STATEMENT, MISSION STATEMENT AND VALUES**

Freedom Inc. (FI) is a dynamic and evolving grassroots collective of women, queer/trans/gender non-conforming and young folks of color, with strong staff, board, volunteers and community leadership. FI is committed to its mission of ending violence against and within low-income communities of color- specifically Black, Hmong, and Khmer. We work directly with 300 youth of color and 200 adults of color, with an impact on thousands. All of our work is culture/gender/generation specific and is held in a collective structure to promote liberation work, within and across identities.

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.

FI has cultural/gender/and racial specific groups meet outside of schools. Our successes in maintaining, recruiting, and developing strong Southeast Asian/Black and Queer youths of color has taught us that alternative to formal education is a great way to help kids stay interested in schools. We have seen increase in academic as well as personal growth with all our youths. We believe if we can help create spaces within schools where students who traditionally don't feel welcomed and safe –truly believe that schools are places where they belong and can thrive we can start to have conversations about creating and asking for the essential things needed to improve their education. Our project seeks to create cultural/linguistic/gender/queer/ age appropriate spaces in schools (recognized by schools) as an alternative to negative punitive solutions currently being offered. We believe when those who are most impacted are offered opportunities to understand, name, and organize around issues that impact their lives changes can happen. FI seeks to hold youth groups/gathering/organizing trainings/cultural learning/political education/and healing conversations within schools that directly address issues kids of color are dealing with. Our youth programs: Nkauj Hmoob (a Hmong girls leadership group) est 2000, Freeman (Black and Hmong boys groups) est 2012, Black Girls Matter (Black girls leadership group) est 2015, Khmer Lotus Youth Group est 2016 and PLUS (Queer youth groups) est 2015.

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.

No changes

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 your services?

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

FI has been in the community since 2000. We work closely with the neighborhoods in Bayview and Northport. We solicit information by building strong relationships with those community members and doing community feedback sessions within our programs. Since the community is our campaign, all our services are based on their needs. Thus, our advocacy around food justice, educational safety and housing/land is guided by the voices of our clients. We have a robust community power building team that supports our civic engagement work- they help educate the community on voting rights and how to advocate at the government level for their needs.

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 your services?

We relied on data from the Dane County Youth Assessment to guide our work. We also rely on data from focus groups we have held to inform how we do services- this includes a recent focus group we did with caregivers of elders in our community and talk back with youth around educational justice in the Madison Schools. This data is important in helping us understand what gaps in services there is. It helps us develop services that meets the needs of those most impacted.

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	5	100%	25	100%			
GENDER							
MALE	0	0%	5	20%			
FEMALE	5	100%	20	80%			
UNKNOWN/OTHER	0	0%	0	0%			
TOTAL GENDER	5	100%	25	100%			
AGE							
LESS THAN 18 YRS	0	0%	5	20%			
18-59 YRS	5	100%	15	60%			
60 AND OLDER	0	0%	5	20%			
TOTAL AGE	5	100%	25	100%			
RACE							
WHITE/CAUCASIAN	0	0%	0	0%	80%	67%	16%
BLACK/AFRICAN AMERICAN	1	20%	15	60%	7%	15%	39%
ASIAN	3	60%	10	40%	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	1	20%	0	0%	3%	4%	26%
BALANCE/OTHER	0	0%	0	0%	1%	2%	28%
TOTAL RACE	5	100%	25	100%			
ETHNICITY							
HISPANIC OR LATINO	0	0%	0	0%	7%	9%	26%
NOT HISPANIC OR LATINO	5	100%	25	100%	93%	81%	74%
TOTAL ETHNICITY	5	100%	25	100%			
PERSONS WITH DISABILITIES	0	0%	12	48%			

*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.

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	88,451	10,000	10,000	10,000	58,451
UNITED WAY ALLOC	0	0	0	0	
UNITED WAY DESIG	0	0	0	0	
OTHER GOVT	1,040,710	31,592	34,800	34,263	940,055
FUNDRAISING DONATIONS	1,244,550	500	1,500	1,000	1,241,550
USER FEES	0	0	0	0	
OTHER	1,199,550	0	0	0	1,199,550
TOTAL REVENUE	3,573,261	42,092	46,300	45,263	3,439,606

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.

Other Programs source funds include Madison CDD, Other government, fundraising donations, and Other. FI has revenue source from CDD for our Refugee Family Strengthening Project. Other government support includes \$405,055 from the WI DOJ and \$535,000 from WI Dept of Children and Families. FI has proposed increase for victims of crime grant and will know later this year. The other category is made up of general support funds from foundation grants. We have foundation grants from one to three year so our organization employs a grant developer to help us do grant reporting and raise funds. Our two executive directors help cultivate donors and often accept invitations to apply for funding. In the last year, we've applied for or renewed approximately 10 grants- with the federal VOCA grant being our largest request for \$1,244,238 to fund our direct service work. We have yet to hear from VOCA on this request which will pay for more vehicles and legal assistance for our clients.

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
Co-Director	0.00	\$105,000	\$50.48	0.00	0.00	0.00	0.00
CoDirector	0.00	\$105,000	\$50.48	0.00	0.00	0.00	0.00
Gender Justice Director- Black	0.00	\$55,000	\$26.44	0.00	0.00	0.00	0.00
Gender Justice Director-	0.00	\$55,000	\$26.44	0.00	0.00	0.00	0.00
Gender Justice Director-	0.00	\$55,000	\$26.44	0.00	0.00	0.00	0.00
Gender Justice Director-	0.00	\$45,000	\$21.63	0.00	0.00	0.00	0.00
Gender Justice Director-	0.00	\$45,000	\$21.63	0.00	0.00	0.00	0.00
Gender Justice Director-	0.00	\$45,000	\$21.63	0.00	0.00	0.00	0.00
CPB Director	0.00	\$55,000	\$26.44	0.00	0.00	0.00	0.00
Grant and Prog Developer	0.00	\$55,000	\$26.44	0.00	0.00	0.00	0.00
Office Mgr	0.00	\$55,000	\$26.44	0.00	0.00	0.00	0.00
Gender Justice Advocate	0.00	\$50,000	\$24.04	0.00	0.00	0.00	0.00
PLUS Youth Leader	0.00	\$35,000	\$16.83	0.00	0.00	0.00	0.00
PLUS Youth Leader	0.00	\$35,000	\$16.83	0.00	0.00	0.00	0.00
CPB Support	0.00	\$35,000	\$16.83	0.00	0.00	0.00	0.00
Youth Leader	0.00	\$5,460	\$10.50	0.00	0.00	0.00	0.00
Youth Leader	0.00	\$5,460	\$10.50	0.00	0.00	0.00	0.00
Youth Leader	0.00	\$5,460	\$10.50	0.00	0.00	0.00	0.00
Qeej Leader	0.00	\$7,500	\$16.83	0.00	0.00	0.00	0.00
Qeej Leader	0.00	\$75,000	\$16.83	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	0.00			0.00	0.00	0.00	0.00

11. AGENCY GOVERNING BODY

How many Board meetings were held in 2018?

10

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

10

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

7

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

Name	Chong Moua			
Home Address	Madison, WI			
Occupation	UW Graduate Student in Hmong History			
Representing				
Term of Office		From:	01/2019	To: 01/2020
Name	Mee Xiong			
Home Address	Madison, WI			
Occupation	Government Worker			
Representing				
Term of Office		From:	01/2019	To: 01/2020
Name	Lori Lopez			
Home Address	Madison, WI			
Occupation	UW Madison Professor			
Representing				
Term of Office		From:	01/2019	To: 01/2020
Name	Cua Xiong			
Home Address	Madison, WI			
Occupation	UW Graduate Student			
Representing				
Term of Office		From:	01/2019	To: 01/2020
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

AGENCY GOVERNING BODY cont.

Name					
Home Address					
Occupation					
Representing					
Term of Office		From:	mm/yyyy	To:	mm/yyyy
Name					
Home Address					
Occupation					
Representing					
Term of Office		From:	mm/yyyy	To:	mm/yyyy
Name					
Home Address					
Occupation					
Representing					
Term of Office		From:	mm/yyyy	To:	mm/yyyy
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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:
Freedom Inc.
REQUESTED AMOUNT:
PROGRAM:
Nkauj Hmoob Hmong Girls (\$10,000) and Hmong Cultural Preservation Program (\$18
28,000

1. Total unduplicated number of individual elementary-age children across all of your proposed programs:

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

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	0	0%	0	0%
AMERICAN INDIAN/ALASKAN NATIVE	0	0%	0	0%
NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	0	0%	0	0%
MULTI-RACIAL	0	0%	0	0%
BALANCE/OTHER	0	0%	0	0%
TOTAL RACE	0	0%	0	0%
ETHNICITY				
HISPANIC OR LATINO	0	0%	0	0%
NOT HISPANIC OR LATINO	0	0%	0	0%
TOTAL ETHNICITY	0	0%	0	0%
AGE				
<2	0	0%		
2 - 5	0	0%		
6 - 12	0	0%		
13 - 17	0	0%		
18 - 29	0	0%		
30 - 59	0	0%		
60 - 74	0	0%		
75 & UP	0	0%		
TOTAL AGE	0	0%		
PERSONS WITH DISABILITIES	0	0%		
RESIDENCY				
CITY OF MADISON	0	0%		
DANE COUNTY (NOT IN CITY)	0	0%		
OUTSIDE DANE COUNTY	0	0%		
TOTAL RESIDENCY	0	0%		
TOTAL	0	0%		
MALE	0	0%		
FEMALE	0	0%		
UNKNOWN/OTHER	0	0%		

ORGANIZATION:

Freedom Inc.

PROGRAM:

Nkauj Hmoob Hmong Girls (\$10,000) and Hmong Cultural Preservation Program (\$18,000)

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.

3000 characters (with spaces)

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?

1600 characters (with spaces)

ORGANIZATION:

Freedom Inc.

PROGRAM:

Nkauj Hmoob Hmong Girls (\$10,000) and Hmong Cultural Preservation Program (\$18,000)

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	0				
USER FEES	0				
OTHER	0				
TOTAL REVENUE	0	0	0	0	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	10,000		4,000	540	5,460
UNITED WAY ALLOC	0				
UNITED WAY DESIG	0				
OTHER GOVT*	31,592	19,332	5,400	1,860	5,000
FUNDRAISING DONATIONS	500				500
USER FEES	0				
OTHER**	0				
TOTAL REVENUE	42,092	19,332	9,400	2,400	10,960

*OTHER GOVT 2019

Source	Amount	Terms
	0	
	0	
	0	
	0	
	0	
	0	
TOTAL	0	

**OTHER 2020

Source	Amount	Terms
	0	
	0	
	0	
	0	
	0	
	0	
TOTAL	0	

ORGANIZATION:

Freedom Inc.

PROGRAM:

Nkauj Hmoob Hmong Girls (\$10,000) and Hmong Cultural Preservation Program (\$18,000)

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

3000 characters (with spaces)

ORGANIZATION:

Freedom Inc.

REQUESTED AMOUNT:

PROGRAM:

Black Girls Matter

10,000

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

55

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

100

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	15	27%	4	40%
ASIAN	40	73%	6	60%
AMERICAN INDIAN/ALASKAN NATIVE	0	0%	0	0%
NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	0	0%	0	0%
MULTI-RACIAL	0	0%	0	0%
BALANCE/OTHER	0	0%	0	0%
TOTAL RACE	55	100%	10	100%
ETHNICITY				
HISPANIC OR LATINO	0	0%	0	0%
NOT HISPANIC OR LATINO	55	100%	10	100%
TOTAL ETHNICITY	55	100%	10	100%
AGE				
<2	0	0%		
2 - 5	10	18%		
6 - 12	15	27%		
13 - 17	30	55%		
18 - 29	0	0%		
30 - 59	0	0%		
60 - 74	0	0%		
75 & UP	0	0%		
TOTAL AGE	55	100%		
PERSONS WITH DISABILITIES	5	9%		
RESIDENCY				
CITY OF MADISON	55	100%		
DANE COUNTY (NOT IN CITY)	0	0%		
OUTSIDE DANE COUNTY	0	0%		
TOTAL RESIDENCY	55	100%		
TOTAL	55	100%		
MALE	10	18%		
FEMALE	45	82%		
UNKNOWN/OTHER	0	0%		

ORGANIZATION:

Freedom Inc.

PROGRAM:

Black Girls Matter

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.

FI currently serves about 250 women survivors of domestic violence and gender based violence. On top of this number is an additional 300 children and extended family we serve. We know our method of creating change by centering the healing and leadership of youth through identity specific spaces will work because it has succeeded in the past. The roots of Freedom, Inc began with the Asian Freedom Project (AFP) in 2000. Kabzuag Vaj and other Asian women began working with younger Hmong teens in Madison. They started with 10 teens, all of whom where either, homeless, high school dropouts, at risk of truancy, and many with minor legal related issues. They created informal safe spaces for them for youth to gather, talk about issues in their daily lives, and build opportunities for popular education. Within one year of participating these 10 youths graduated from high school, many received their GED, became employed, and was engaged in their family and community again. From there, 'older youth' began led weekly community organizing training and skill-building workshops for 15- to 22-year-old Hmong and Southeast Asian youth, on topics of violence against women, racism/racial profiling, economic justice, and immigration and deportation. AFP ran from 2000-05 and engaged 50 youth, creating youth-led collective learning groups that were coordinated and facilitated on an all-volunteer basis! Graduates are now the next generation of 'older youth' activists. The core leadership created by AFP grew into what are now Freedom, Inc's youth organizing and political education programs. Freedom Inc has been changing the lives of Hmong and Black youth for 10 years, therefore we have confidence our model of change works.

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?

Yes

ORGANIZATION:

Freedom Inc.

PROGRAM:

Black Girls Matter

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	11,290		2,554		8,736
UNITED WAY ALLOC	0				
UNITED WAY DESIG	0				
OTHER GOVT	122,824	85,355	22,337	4,200	10,932
FUNDRAISING DONATIONS	0				
USER FEES	0				
OTHER	0				
TOTAL REVENUE	134,114	85,355	24,891	4,200	19,668

6. 2020 PROPOSED BUDGET

REVENUE SOURCE	SOURCE TOTAL	PERSONNEL	OPERATING	SPACE	SPECIAL COSTS
DANE CO HUMAN SVCS	0				
DANE CO CDBG	0				
MADISON-CDD	10,000		3,700	840	5,460
UNITED WAY ALLOC	0				
UNITED WAY DESIG	0				
OTHER GOVT*	34,800	18,500	6,200	1,560	8,540
FUNDRAISING DONATIONS	1,500				1,500
USER FEES	0				
OTHER**	0				
TOTAL REVENUE	46,300	18,500	9,900	2,400	15,500

*OTHER GOVT 2019

Source	Amount	Terms
DCF Children and Support	60,000	1/1/19-12/31/19
DCF Refugee Support	46,298	1/1/19-12/31/19
DOJ-VOCA	16,526	10/1/18-9/30/19, 10/1/19-9/30/20- pending approval
	0	
	0	
TOTAL	122,824	

**OTHER 2020

Source	Amount	Terms
	0	
	0	
	0	
	0	
	0	
TOTAL	0	

ORGANIZATION:

Freedom Inc.

PROGRAM:

Black Girls Matter

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

3000 characters (with spaces)

ORGANIZATION:

Freedom Inc.

REQUESTED AMOUNT:

PROGRAM:

Lotus Girls KhmerYouth

10,000

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

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

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	0	0%	0	0%
AMERICAN INDIAN/ALASKAN NATIVE	0	0%	0	0%
NATIVE HAWAIIAN/OTHER PACIFIC ISLANDER	0	0%	0	0%
MULTI-RACIAL	0	0%	0	0%
BALANCE/OTHER	0	0%	0	0%
TOTAL RACE	0	0%	0	0%
ETHNICITY				
HISPANIC OR LATINO	0	0%	0	0%
NOT HISPANIC OR LATINO	0	0%	0	0%
TOTAL ETHNICITY	0	0%	0	0%
AGE				
<2	0	0%		
2 - 5	0	0%		
6 - 12	0	0%		
13 - 17	0	0%		
18 - 29	0	0%		
30 - 59	0	0%		
60 - 74	0	0%		
75 & UP	0	0%		
TOTAL AGE	0	0%		
PERSONS WITH DISABILITIES	0	0%		
RESIDENCY				
CITY OF MADISON	0	0%		
DANE COUNTY (NOT IN CITY)	0	0%		
OUTSIDE DANE COUNTY	0	0%		
TOTAL RESIDENCY	0	0%		
TOTAL	0	0%		
MALE	0	0%		
FEMALE	0	0%		
UNKNOWN/OTHER	0	0%		

ORGANIZATION:

Freedom Inc.

PROGRAM:

Lotus Girls KhmerYouth

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.

3000 characters (with spaces)

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?

1600 characters (with spaces)

ORGANIZATION:

Freedom Inc.

PROGRAM:

Lotus Girls KhmerYouth

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	0				
USER FEES	0				
OTHER	0				
TOTAL REVENUE	0	0	0	0	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	10,000		3,700	840	5,460
UNITED WAY ALLOC	0				
UNITED WAY DESIG	0				
OTHER GOVT*	34,263	21,503	6,200	1,560	5,000
FUNDRAISING DONATIONS	1,000				1,000
USER FEES	0				
OTHER**	0				
TOTAL REVENUE	45,263	21,503	9,900	2,400	11,460

*OTHER GOVT 2019

Source	Amount	Terms
	0	
	0	
	0	
	0	
	0	
	0	
TOTAL	0	

**OTHER 2020

Source	Amount	Terms
	0	
	0	
	0	
	0	
	0	
	0	
TOTAL	0	

ORGANIZATION:

Freedom Inc.

PROGRAM:

Lotus Girls KhmerYouth

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

3000 characters (with spaces)

School-Age Child and Youth Programs RFP Total Budget

Name of Agency: Freedom, Inc.

Name of Proposal: Hmong Youth Culture Preservation

Instructions

Complete the table below by filling in the yellow cells. Formulas within this spreadsheet will autofill into the white Total Revenue cells.

Proposals for a Single Program/Service: If you are proposing one program, for example, direct child care programming at a single location, you will only need to fill in columns B and C.

Proposals for Multiple Programs/Services: If you are proposing to include multiple methods of services or programs, for example, on-site child care programming and separately provide consultation services for other programs, two proposals (each with a separate budget) should be submitted separately. If you are proposing to do the same service at multiple locations, for example, child care at two different locations, one proposal and budget may be submitted. In this case, use columns C, D and E below to delineate the budget for each program within your proposal. You may insert more columns, if needed.

Please contact Coral Manning (cmanning@cityofmadison.com) for any questions about clarifications regarding joint or singular proposals.

Revenue Source	Agency 2020 Total	Hmong Cultural Preservation Prog (Qeej)		
Dane County	\$ -	\$ -	\$ -	\$ -
United Way of Dane County	\$ -	\$ -	\$ -	\$ -
City of Madison-This program	\$ 18,000.00	\$ 18,000.00	\$ -	\$ -
City of Madison-Other	\$ 40,451.00	\$ -	\$ -	\$ -
Funding	\$ 940,055.00	\$ -	\$ -	\$ -
Other Government*	\$ 1,241,550.00	\$ -	\$ -	\$ -
Fundraising/Donations**	\$ -	\$ -	\$ -	\$ -
User Fee	\$ -	\$ -	\$ -	\$ -
Total Revenue	\$ 2,240,056.00	\$ 18,000.00	\$ -	\$ -

*Other Government: includes all federal and state funds, as well as funds from other counties (outside Dane County), other cities, villages or townships

**Fundraising: includes funds received from foundations, corporations, churches and individuals, as well as those raised from fundraising events

Name of Agency: Freedom, Inc.

Complete the table below by filling in the yellow cells. Formulas within this spreadsheet will autofill into the white Total Revenue cells.

Proposals for a Single Program/Service: If you are proposing one program, for example, direct child care programming at a single location, you will only need to fill in columns B, C and D.

Proposals for Multiple Programs/Services: If you are proposing to include multiple methods of services or programs, for example, on-site child care programming and separately provide consultation services for other programs, two proposals (each with a separate budget) should be submitted separately. If you are proposing to do the same service at multiple locations, for example, child care at two different locations, one proposal and budget may be submitted. In this case, use columns C, D and E below to delineate the budget for each program within your proposal. You may insert more columns, if needed.

Please contact Coral Manning (cmanning@cityofmadison.com) for any questions about clarifications regarding joint or singular proposals.

Account Category	Agency 2020	Qeej Program	Qeej City Request						Total City Request
A. Personnel									
	Salary	\$ 860,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Taxes/Benefits	\$ 360,936.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Subtotal	\$ 1,220,936.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
B. Other Operating									
	Insurance	\$ 7,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Professional Fees/Audit	\$ 200,231.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Postage/Office & Program	\$ 32,200.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Supplies/Printing/Photocopy	\$ 97,000.00	\$ 3,000.00	\$ 3,000.00	\$ -	\$ -	\$ -	\$ -	\$ 3,000.00
	Equipment/Furnishings/Depn.	\$ 10,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Telecommunications	\$ 12,600.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Training/Conferences	\$ 92,040.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Food/Household Supplies	\$ 22,500.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Travel	\$ 65,600.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Vehicle Costs/Depreciation	\$ 8,780.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Other*	\$ 5,200.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Subtotal	\$ 553,151.00	\$ 3,000.00	\$ 3,000.00	\$ -	\$ -	\$ -	\$ -	\$ 3,000.00
B. Space									
	Rent/Utilities/Maintenance	\$ 122,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Mortgage Principal/Interest	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Depreciation/Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Subtotal	\$ 122,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
D. Special Costs									
	Assistance to Individuals	\$ 12,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Payment to Affiliate Orgs.	\$ 140,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Service/Program Subcontrs.	\$ 179,969.00	\$ 15,000.00	\$ 15,000.00	\$ -	\$ -	\$ -	\$ -	\$ 15,000.00
	Other*	\$ 12,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Subtotal	\$ 343,969.00	\$ 15,000.00	\$ 15,000.00	\$ 18,000.00	\$ -	\$ -	\$ -	\$ 15,000.00
Total		\$ 2,240,056.00	\$ 18,000.00	\$ 18,000.00	\$ -	\$ -	\$ -	\$ -	\$ 18,000.00

***If costs are included in Other rows, please provide an explanation of those costs below:**

Other Operating:

Other Special Costs:

School-Age Child and Youth Programs RFP Total Budget

Name of Agency: Freedom, Inc.

Name of Proposal: Freedom, Inc. Youth Group

Instructions

Complete the table below by filling in the yellow cells. Formulas within this spreadsheet will autofill into the white Total Revenue cells.

Proposals for a Single Program/Service: If you are proposing one program, for example, direct child care programming at a single location, you will only need to fill in columns B and C.

Proposals for Multiple Programs/Services: If you are proposing to include multiple methods of services or programs, for example, on-site child care programming and separately provide consultation services for other programs, two proposals (each with a separate budget) should be submitted separately. If you are proposing to do the same service at multiple locations, for example, child care at two different locations, one proposal and budget may be submitted. In this case, use columns C, D and E below to delineate the budget for each program within your proposal. You may insert more columns, if needed.

Please contact Coral Manning (cmanning@cityofmadison.com) for any questions about clarifications regarding joint or singular proposals.

Revenue Source	Agency 2020 Total	Nkauj Hmoob Girls	Black Girls Matter	Lotus Girls Group
Dane County	\$ -	\$ -	\$ -	\$ -
United Way of Dane County	\$ -	\$ -	\$ -	\$ -
City of Madison-This program	\$ 30,000	\$ 10,000	\$ 10,000	\$ 10,000
City of Madison-Other Funding	\$ 40,451	\$ -	\$ -	\$ -
Other Government*	\$ 940,055	\$ -	\$ -	\$ -
Fundraising/Donations**	\$ 1,229,550	\$ -	\$ -	\$ -
User Fee	\$ -	\$ -	\$ -	\$ -
Total Revenue	\$ 2,240,056	\$ 10,000	\$ 10,000	\$ 10,000

*Other Government: includes all federal and state funds, as well as funds from other counties (outside Dane County), other cities, villages or townships

**Fundraising: includes funds received from foundations, corporations, churches and individuals, as well as those raised from fundraising events

School-Age Child and Youth Programs RFP Program Budget Breakout

Name of Agency: Freedom, Inc.

Instructions

Complete the table below by filling in the yellow cells. Formulas within this spreadsheet will autofill into the white Total Revenue cells.

Proposals for a Single Program/Service: If you are proposing one program, for example, direct child care programming at a single location, you will only need to fill in columns B, C and D.

Proposals for Multiple Programs/Services: If you are proposing to include multiple methods of services or programs, for example, on-site child care programming and separately provide consultation services for other programs, two proposals (each with a separate budget) should be submitted separately. If you are proposing to do the same service at multiple locations, for example, child care at two different locations, one proposal and budget may be submitted. In this case, use columns C, D and E below to delineate the budget for each program within your proposal. You may insert more columns, if needed.

Please contact Coral Manning (cmanning@cityofmadison.com) for any questions about clarifications regarding joint or singular proposals.

Account Category	Agency 2020	Nkauj Hmoob Girls Group	Nkaujhoob City Request	Black Girls Matter	Black Girls City Request	Lotus Girls Group	Lotus Girls City Request	Total City Request
A. Personnel								
Salary	\$ 860,000	\$ 14,500		\$ 16,500		\$ 14,500		\$ -
Taxes/Benefits	\$ 360,936	\$ 4,000		\$ 5,003		\$ 4,833		\$ -
Subtotal	\$ 1,220,936	\$ 18,500	\$ -	\$ 21,503	\$ -	\$ 19,333	\$ -	\$ -
B. Other Operating								
Insurance	\$ 7,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Professional Fees/Audit	\$ 200,231	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ 1,000	\$ -	\$ -
Postage/Office & Program	\$ 32,200	\$ 1,000	\$ -	\$ 500	\$ -	\$ 500	\$ -	\$ -
Supplies/Printing/Photocopy	\$ 97,000	\$ 2,000	\$ 1,000	\$ 2,000	\$ 1,000	\$ 2,000	\$ 1,000	\$ 3,000
Equipment/Furnishings/Dep.	\$ 10,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Telecommunications	\$ 12,600	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Training/Conferences	\$ 92,040	\$ 500	\$ -	\$ 1,000	\$ -	\$ 500	\$ -	\$ -
Food/Household Supplies	\$ 22,500	\$ 3,000	\$ 1,500	\$ 3,000	\$ 1,500	\$ 3,000	\$ 1,500	\$ 4,500
Travel	\$ 65,600	\$ 2,400	\$ 1,200	\$ 2,400	\$ 1,200	\$ 2,400	\$ 1,500	\$ 3,900
Vehicle Costs/Depreciation	\$ 8,780	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other*	\$ 5,200	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal	\$ 553,151	\$ 9,900	\$ 3,700	\$ 9,900	\$ 3,700	\$ 9,400	\$ 4,000	\$ 11,400
B. Space								
Rent/Utilities/Maintenance	\$ 122,000	\$ 2,400	\$ 840	\$ 2,400	\$ 840	\$ 2,400	\$ 540	\$ 2,220
Mortgage Principal/Interest	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Depreciation/Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal	\$ 122,000	\$ 2,400	\$ 840	\$ 2,400	\$ 840	\$ 2,400	\$ 540	\$ 2,220
D. Special Costs								
Assistance to Individuals	\$ 12,000	\$ 500	\$ -	\$ 1,000	\$ -	\$ 500	\$ -	\$ -
Payment to Affiliate Orgs.	\$ 140,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Service/Program Subcontrs.	\$ 179,969	\$ 15,000	\$ 5,460	\$ 10,460	\$ 5,460	\$ 10,460	\$ 5,460	\$ 16,380
Other*	\$ 12,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Subtotal	\$ 343,969	\$ 15,500	\$ 5,460	\$ 11,460	\$ 5,460	\$ 10,960	\$ 5,460	\$ 16,380
Total	\$ 2,240,056	\$ 46,300	\$ 10,000	\$ 45,263	\$ 10,000	\$ 42,093	\$ 10,000	\$ 30,000

*If costs are included in Other rows, please provide an explanation of those costs below:

Other Operating:

Other Special Costs: Lead Youth are paid on a contractual basis at \$10.50 per hour. Estimating one lead youth per program per year.

School-Age Child and Youth Programs RFP Staffing List

Name of Agency: Freedom, Inc.

Instructions

Complete the table below by filling in the yellow cells. List all staff working within the program(s) included in this proposal. Formulas within this spreadsheet will autofill into the white Total Revenue cells.

Title of Staff Position: List the title of each person who will be paid under this proposal.

Program: List the letter of the program the individual will be work under. If this proposal only includes one program, just list "Program A"

Full Time Equivalent for the Proposal. Insert the percentage of the individual's time that will be paid for under this proposal. To determine the FTE, take the number of hours the person will spend under this proposal and divide it by the total number of hours in a year (2080). For the example below, the Executive Director will spend 520 hours per year under the proposal for

Programs A and B. So, the FTE is $520/2080 = .25$

2020 Annualized Salary: Insert the total salary for the individual in 2020 (not including taxes or benefits)

2020 Taxes and Benefits: Insert the total taxes and benefits that will be paid for this individual in 2020

2020 Hourly Wage: Insert the hourly wage that the individual will be paid (not including taxes or benefits). Divide the total annual salary for the individual divided by the total number of hours they will work. In the example below, \$50,000 is divided by 2080 = \$24.04

Amount Requested from this Proposal: Insert the amount of funding you are requesting for this individual under this proposal

Please contact Coral Manning (cmanning@cityofmadison.com) for any questions about this sheet.

[illegible]