



2019 Emerging Opportunities Program Application

Submit Application to: EOPapplications@cityofmadison.com

Deadline: 12:00 pm CST (noon) on October 16, 2018

Late applications will not be accepted

Please limit your proposal and responses spaces provided in this form. Any materials submitted in addition to this application form will not be considered in the evaluation of the proposal. *Do not attempt to unlock or alter this form.*

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.

Agency or Group:	The Hmong Institute	Amount Requested:	\$16,600
Title of Proposal:	Kuv Ua Tau – I Can Do It : Leadership-Education-Public Service-Empowerment		
Project Type	Youth		
Project Description:	Kuv Ua Tau (KUT) is a youth led comprehensive, high-quality, culturally competent out-of-school time program that support positive youth leadership, development, educational achievement, and family strengthening through culturally responsive learning (CRL) pedagogy. Youth will receive academic tutoring, mentoring, and participate in family strengthening activities with their parents. KUT uses a peer to peer model that uses the assets of the youth as full partners in designing, decision making, and implementing the program. Youth will gain leadership skills, build positive self-esteem and pride to improve academic performance, contribute back to society, and be empowered to achieve.		
Contact Person:	Peng Her	Email	cherpengher@gmail.com
Address:	5310 Arapahoe Lane Madison, WI 53704	Telephone:	608-628-3901
Is this Group a 501 (C) (3)?	Yes or No Yes	If no, applicant will need to secure a fiscal agent with 501 (C) (3) status	
Applicant Organization founded (Year):	2012		
Name of Fiscal Agent (if Applicable):		Fiscal Agent Phone:	
Fiscal Agent Contact Person:		Fiscal Agent Email:	

Contact Us! CDD staff are committed and willing to help interested groups understand and work through program requirements. Call Nancy Saiz at 266-6520 or check out the staff directory on our website for a list of staff, their focal areas, and contact information.

1. Project Description

a. What is the goal of your project? (500 characters)

High-quality, culturally competent out-of-school time program that support positive youth development, leadership development, educational achievement, and family strengthening. Youth will receive academic tutoring, mentoring, and participate in family strengthening activities with their parents to change cultural norms. All of which are intergral in a child's success.

b. Intended Service Population: (500 characters) Describe the intended service population that will be impacted by this project (e.g., location, ages, ethnicities, income ranges, English language proficiency etc.). The target population are Hmong/SEA students from East high school. The 2016-17 MMSD data indicated there are 895 Hmong students, of whom 76% receive free or reduced lunch, 88% are ELL, and 12% of Hmong students are considered Special Education Students. At East H.S. 67% of Asian students are not proficient in Language Arts and 63% not proficient in math. 2010 Censusus showed that 4,230 Hmong people live in Dane County with a median income of \$45,625 and 17% live in poverty.

c. Project Design: (5000 characters) Describe your proposed project activities. How will these activities help you accomplish your stated goals? Include information about key parts of your project that help us understand how you will accomplish your goals and how these funds would be used.

Funds would be used to pay 2 youth co-coordinators and 1 adult supervisor. Remaining fund will go to pay for activity fees and materials, transportation, and space rental. Most activities and meetings will take place at East H.S., Warner Park Center, East Madison Community Center, and Hmong Church. Survey of Hmong/SEA high school school students indicated they want a youth program for academic support. Majority of the youth indicated their parents were unable to help with homework because many of them did not have any formal education in Laos. Hmong/SEA parents place a high value on their children's education but may lack the resources or educational background to personally teach their children important academic skills and help with homework. The survey indicated many of the youth lack positive self-esteem and self-confidence. Many did not know what they wanted to do after high school, felt the expectation to succeed in school was stressful, and need social and emotional support. DCYA indicated that 69.5% of low-income youth report more anxiety. Majority indicated they did not have a trusted adult to talk too or confide in. Culturally, Hmong/SEA youth do not discuss problems with parents because in the Hmong/SEA culture parents are responsible for the overall welfare of the whole family such as paying the mortgage and bills and not to be burden with small issues like boyfriend or girlfriend breakups. Therefore, Hmong youth generally do not share or seek advice for their personal problems with their parents. Research shows that families are a youth's primary and most powerful and influential educators. Thus a need for family strengthening activities to create positive relationships and positive bonding between parents and youth. Hmong/SEA youth are also not allowed to go out on a regular basis. Hmong families are generally large in size and older siblings are expected to come home and help prepare meals, clean, and take care of younger siblings. In the Hmong culture, youth going out on the weekends is viewed negatively as it is believe that youth could get in trouble and dishonor the family, thus "good kids" stay home. Therefore, Hmong/SEA youth lack leadership development, social skills, and bonding with their friends due to not having the opportunity to experience things as trivia as a going bowling or a boat ride on MSCR pontoon boat. Therefore, youth only group activities and activities with parents out in the community is important for leadership development and building strong healthy parent/youth relationship. Mindfulness exercises will be done at beginning of each meeting. Sample schedule would be. Mon 3-6 pm: Youth coordinators lead team building activity such as Hmong trivia, scavenger hunt, and charades for first 1.5 hrs. Upward Bound program would then provide academic support in second half of program. Tue 4- 6 pm: Volunteers would teach Hmong history and culture and related activites such as playing the traditional Hmong instrument the qeej "keng" in first hour then they would also provide tutoring and academic support in 2nd hour. Upward Bound program would also provide academic support. Wed 4- 6 pm: Hmong professional talk about their profession and provide mentoring for 1st hr then academic support 2nd hour with Upward Bound. Examples of voluteers include lawyer, medical doctor, social workers, engineers, IT,

business owners will talk about their profession, how they got their position, and challenges they face. Thur 4- 6 pm: Officer Vang will work with youth on leadership development through character development, interpersonal growth through self-discipline, teamwork, and challenging experiences. He would also mentor and provide academic support along with Upward Bound. Fri 6- 9 pm: Focused on youth strengthening activities the participants will select an activity to do as a large group. Participants would engage in activities they would otherwise not have the opportunity. Weekend Sat/Sun: 3-4 hrs of family strengthening activity such as bowling, scavenger hunt, hiking at Devil's lake, picnic, or volunteer at River food pantry. Family strengthening activities is to build authentic relationships through reliable, ongoing interactions that develop trust with their parents to break down cultural norms. Additionally, youth learn through play, interaction and active exploration of their environment. KUT is peer-to-peer program lead by youth for youth. Two youth co-coordinators will work with youth group to select weekly family strengthening activities, meeting agenda, meeting location, and organizing transportation.

d. Proposed Timeline for Implementation

Activity	Estimated Start and Completion Dates
Recruit youth. Hire 2 youth co-coordinators. Train youth co-coordinators and work with youth group. Administer pre-questionnaire. Planning phase: Work with youth to identify team building activities. Start planning with partners and recruiting mentors. Meet with parents to go over parental responsibility and commitment. Finalize program scheduling for the year.	Feb - Apr, 2019
Launch program providing academic tutoring, leadership development, mentoring, and family strengthening activity. Collaborate with community partners to implement program to provide academic support and youth activities. Hold bimonthly with partners and quarterly meetings with parents for continual input and assessment. Set up data base to track student's progress.	April - Jun, 2019
Continue to run program. Offer summer activities. Hold bimonthly with partners and quarterly meetings with parents for continual input and assessment.	Jul-Sep, 2019
Host welcome youth back to school event that includes family and youth strengthening activity. Collaborate with community partners to implement program to provide academic support and youth activities. Hold bimonthly with partners and quarterly meetings with parents for continual input and assessment.	Sep - Dec. 2019
Administer post-questionnaire, collect data, and program evaluation. Host end of program celebration.	Dec 2019

2. Applicant Organization or Group: (2500 characters) Briefly describe the structure of your organization. Include information about your board and/or volunteers. Please describe any successes you have had that relate to the proposed project. (10 Pts)

Out of necessity to support Hmong youth, a grassroots effort by the Hmong community in 2012 established the Hmong Language and Culture Enrichment Program using culturally and linguistically responsive teaching to build self-esteem, self-confidence, and self-pride in one's culture for Hmong elementary and middle school youth to succeed in academia. In its 6th year the highly successful HLCEP wants to expand to high school Hmong/SEA youth as there are very few programs for Hmong/SEA high school youth in Madison. The Hmong Institute's mission is to empower communities by educating, promoting, and preserving the Hmong heritage. Using the same model of culturally and linguistically responsive teaching to work with Hmong/SEA high school students to build self-esteem, self-confidence, and self-pride in one's culture, KUT will at the

same time break down cultural norms by providing family strengthening activities that invite parents and students to form positive relationships.

In 2018, the community incorporated The Hmong Institute and became a nonprofit to expand programming to meet the community needs such as Hmong culture competency training to institutions, hosting a Hmong Health Summit, and creating a Hmong Community Certificate for professional development at Edgewood College. The Board of Directors include Hmong community leaders, an educator, researcher, PhD candidate, and an attorney. We have 1 full time staff who is the CEO with over 14 years of nonprofit leadership and 9 parttime staff comprised of medical doctors, university professor, psychologist, and culture experts. However, parents, community leaders, and volunteers still provide input and are the backbone of the organization. Community meetings are held to get input from the larger Hmong community. A core volunteer committee consisting of 2 community leaders, 4 parents, and 4 volunteers help provide administrative work, coordinate curriculum development, provide staff training, establish new partnerships, and fundraising. Parents and volunteers are comprised of school teachers, educators, a linguist, a PhD candidate in education, and Hmong elders with knowledge about the Hmong culture. Committee members use their area of expertise to support the organization. Hmong elders advise on traditional Hmong culture.

3. Alignment: (2500 characters) Briefly describe how your proposed project aligns with City, neighborhood or community based planning processes, data, or reports. (10 Pts)

KUT aligns with MOST goals:

- KUT is an Out-of-School Time program
- All children are capable and competent:KUT youth will organize and lead activities
- Families are a youth's primary and most powerful and influential educators:Family strengthen activities to break cultural norms for youth to have more productive relationships with families
- Youth of multicultural groups are to be supported and celebrated:KUT provides academic support to Hmong/SEA high school students
- Racial equity and social justice:KUT advocates for equity in funding and support for Hmong/SEA youth
- Concentrate efforts to achieve for youth who are marginalized:KUT advocates for Hmong/SEA youth who are traditionally marginalized
- Support meaningful partnerships with family, school, and community:KUT was founded by Hmong community and continues to partner with the community leaders, MMSD, neighborhood centers, and community partners.
- Ensure program is informed by and responsive to the culture of families and community:Creation of KUT is the Hmong community's response to the cultural needs of the family and community and is run by the Hmong community thus responsive to its needs.

KUT aligns with best practice model of being holistic, is free, provides interpersonal and life skills such as critical thinking, and capacity to understand, appreciate and plan for the future.

- Youth have a role in choosing, designing and implementing activities and have opportunity for some unprogrammed time for youth to just hang out with peers.
- Youth learn through play, interaction and active exploration of their environment.
- Build authentic relationships through reliable, ongoing interactions that develop trust.
- Provide regular, ongoing sessions with activities that build upon each other.
- Provide time and structure for youth to reflect on learning.
- Support positive youth development. Incorporate the strengths and interests of youth
- Offer youth the opportunity to take initiative, explore and be creative
- Ensure program is informed by and responsive to the culture(s) of families and community
- Support ongoing meaningful partnerships with family, school, and community
- Ensure program is informed by and responsive to the culture(s) of families and community
- Engage youth to share ownership in program planning, implementation and evaluation

4. Community Engagement: (2500 characters) Briefly describe how residents and the community who may benefit from this project have been involved in the development of this proposal. (10 Pts)

Youth completed a recent survey in which they indicated the need for Hmong/SEA program, they would attend the program, what assets they could contribute, what they would like to see in the program, challenges they face at school, and when/where to have meetings. Hmong/SEA youth are excited about helping to create a program that is lead by youth. They are eager to participate and get support from the older generation.

A community survey was given at the Hmong New year to see what challenges the community faced. Over 260 parents indicated more academic support for their youth was important. They also indicated the need for youth to know their language, culture, and history. Parents were then interviewed what type of support youth needed, would they allow their youth to attend KUT, would they be willing to commit spending time with their youth. Parents indicated they would allow their youth to attend KUT, be willing to participate in family strengthening activities, and had skills/assets they could contribute to KUT.

Partners also provided input of what assets they could contribute, what they say were challenges youth faced, and what would make a successful program. Parents and partners would be involved in implementation and assessment of activities and outcomes. Officer Lor Vang of the Madison Police has been a partner with the Hmong Institute for several years volunteering at Hmong Language and Culture Enrichment program, Kajsiab House, and at community events. He has been part of the planning of KUT from the very beginning and is excited about being able to work with KUT to be preventative versus waiting until Hmong youth are in the juvenile system to help them. Partners such as Upward Bound, East High school staff, and members of the Hmong Professional Network are have also been part of the design of KUT. They are excited about being able to lend their services to support Hmong/SEA youth.

KUT will be youth lead but work on partnership with parents, partner organization, community members, and volunteers. KUT uses a peer to peer model that uses the assets of the youth as full partners in designing, decision making, and implementing the program. Youth will gain leadership skills, build positive self-esteem and pride to improve academic performance, contribute back to society, and be empowered to achieve through volunteering in the community.

5. Collaboration: (2500 characters) Briefly describe any collaboration or coordination with other organizations or service providers in the development of this proposal. (5 Pts)

Madison police CORE would provide Officer Vang to work with students with leadership, and mentoring. Youth would visit police facility to use driving simulators, crime scene forensics, obstacle course, tour jail, and restorative justice. East H.S. and MSCR-United Asian Council to recruit youth, provide snacks, and space. East principal has agreed to waive facility cost (field house) for youth activities at East high school. Director of the Upward Bound program at East high school would provide tutoring and academic support to youth. Hmong Professional Network would provide Hmong professionals for career exploration as well as to be mentors for youth. Mentors would provide academic and social emotional support to mentees. UW PEOPLE program would provide tutoring, academic support and pre-college support. Kajsiab House staff would provide counseling to youth. Hmong Education Council would provide academic resources, tutoring, and academic support to youth.

6. Funding: (5 points)

- a) Has your organization received funding from the City of Madison Community Development Division, City of Madison CDBG office, Community Resources, or the Emerging Opportunities Program in the last 5 years? (Please note: Amount and frequency of funding will be considered in scoring this criteria)

Yes No

b) What other funding do you anticipate pursuing if the project is expected to continue? (500 characters)

We will be seeking funding from CUNA, Madison Community Foundation, Rotary, WI Arts board, and local businesses. They have all supported the Hmong Institute and we anticipate they would support KUT if we receive funding from the City. Additionally, youth in KUT would also do fundraisers such as eggroll sales to fund trips and activities.

7. Budget (5 points):

a. Summarize your project budget by estimated costs, revenue, and fund sources.

BUDGET EXPENDITURES	TOTAL PROJECT COSTS	AMOUNT OF CITY \$ REQUESTED	AMOUNT OF NON-CITY REVENUES	SOURCE OF NON-City FUNDED PORTION
A. Personnel Costs (Complete Personnel chart below)				
1. Salaries/Wages (show detail below)	15000	10000	5000	Fundraising
2. Fringe Benefits and Payroll Taxes	1500	1500	0	
B. Program/Project Costs				
1. Program/Project supplies and equipment	500	500	0	
2. Office Supplies	100	100	0	
3. Transportation	1000	1000	0	
4. Insurance	500	500	0	
5. Other (explain)				
C. Space Costs				
6. Rent/Utilities/Telephone	1000	1000	0	
7. Other (explain):	2000	2000	0	
D. TOTAL (A + B + C)	21600	16600	5000	

Explanation of "Other" expenses: (500 characters)

Transportation cost such as bus ticket and taxi rides. Activity fees for example bowling, lazer tag, and materials for scavenger hunt.

b. Personnel Chart: List all paid staff that will be working on the proposed program/project.

Title of Staff Position	F.T.E.*	Proposed Hourly Wage*
Student Co-coordinator	.2	\$13.27
Student Co-coordinator	.2	\$13.27
Supervisor	.1	\$25
		\$
		\$

Title of Staff Position	F.T.E.*	Proposed Hourly Wage*
TOTAL	.5	

*FTE = Full Time Equivalent (1.00, .75, .50, etc.) 2080 hours = 1.00 FTE Please identify FTE that will be spent in this project.

-SIGNATURE PAGE-

City of Madison Contracts:

The following information is provided in order to outline city requirements that will apply if your proposal is funded. All allocated funds will be administered through contracts with the City of Madison, Community Development Division. If funded, the City of Madison reserves the right to negotiate the final terms of a contract with the selected organization. If funded, applicants will be required to attend a **mandatory meeting** on contracting requirements. City purchase of service contracts include requirements regarding non-discrimination, consideration of vulnerable populations along with specific requirements in the following three areas:

1. Affirmative Action:

If funded, applicant hereby agrees to comply with City of Madison Ordinance 39.02, an Affirmative Action Plan with the City Department of Civil Rights (DCR) or an exemption if allowed by City DCR. For more information on these requirements, please visit the Department of Civil Rights website: <http://www.cityofmadison.com/dcr/programsCCP.cfm>.

2. 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 Comp
- Professional Liability

The cost of this coverage can be considered in the request for funding. The Certificate of Insurance that will be required at the time of contracting is available on the City of [Madison Risk Management website](#).

A sample contract that includes standard provisions may be obtained by contacting the Community Development Division at (608) 266-6520.

3. Signature:

(Any applications submitted without a signature will be considered incomplete and will not be considered for funding.)

Applicant Signature:

Enter Name: Peng Her

Date: 10-15-18

By entering your initials in the box,

PH

You are electronically signing your name and agreeing to the terms above.