



## Narrative Questions -- Karen Literacy Project

**Summary:** We would like to organize a series of free, weekly, Karen language classes in East Portland. These classes would be primarily for Karen children aged 6-18, but anyone would be welcome to attend.

### **1. Grant Program Goal: Strengthen community capacity through leadership development, skills building, fostering teamwork and/or partnerships, and community building.**

One aspect of the Karen community, which stretches back to our time in Thailand and Burma, is a lack of harmony and coordination *between* different Karen groups (usually different religious groups). Our Portland Karen community includes several Karen churches, and many Buddhists (who mostly attend a Burmese Buddhist temple). Often, activities or programs organized by one group are not attended by those in other groups. One of our project goals is to foster cooperation and teamwork *between* different Karen groups. We hope to accomplish this by holding our Karen language classes in a more "neutral" space (i.e. the EPNO office, or another non-religious building), and by trying to recruit teachers, volunteers, and students from many Portland Karen groups.

Most Karen families in Portland have arrived recently (since 2007). Many Karen young people are losing (or not developing) their ability to speak (and especially to read and write) their native language. Our Karen language classes will improve students' Karen language ability. In addition, this project will hopefully increase the participation of Karen children and teens in the Karen community, and strengthen their pride in their language, heritage, and perhaps in the wisdom of our community elders.

We also hope that this project will help us (organizers, teachers, and other volunteers) to gain leadership experience. This process (applying for a grant, documenting its progress, organizing the classes, and building bridges between the different Karen groups) is new for our community. We also hope to involve some Karen teens in this project as volunteers, and hopefully they will also gain some leadership experience too.

Finally, we are hoping that this project acts as a catalyst for Karen language instruction in Portland. We hope that these classes will inspire more Karen to volunteer, and to find ways to continue the classes, once the project period is finished. We also hope that the example of these classes will encourage parents (and grandparents, older siblings, etc.) to work on teaching Karen language at home.

## **2. Advancing Leadership & Voice of Underserved Communities**

We (the project planners/organizers) are two Karen women, both former refugees who live in East Portland. The teachers, other volunteers, and students will be primarily low-income, Karen refugees living in East Portland.

## **3 Project Definition**

**Timeline:** See worksheet.

**Budget:** Most of the funds will be used to pay teachers, provide bus passes to students, and acquire Karen language teaching materials. Some will also be used for providing snacks at the classes, and for fiscal sponsorship administration.

**Team:** We are the Project Leaders. We will work with the Fiscal Sponsor (i.e. CIO) to administer the project. We will recruit teachers and work with them to assemble a curriculum and acquire Karen language learning materials. We will recruit students, coordinate with the venue, and arrange bus passes for participants without transportation. We will also recruit volunteers to help with the project.

**Promotion and Documentation:** We have already sent out a brochure to the Karen community about language classes and have collected a list of Karen youth who are interested in Karen language classes. Many families without cars have expressed concerns about transportation, and we know that providing bus passes to these students will be vital to their ability to attend. We also already have a list of possible teachers and volunteers, including some teen volunteers.

# KAREN LITERACY PROJECT

## Project Budget

Below are general budget categories. Projects are not required to include items in every section.

Item	Requested Funds (in dollars)	Leveraged Funds/Additional Grants* (in dollars)	Volunteer Hours (in hours)
<b>Personnel</b> (Direct project management, contracting for special services, volunteer time, etc.) <input checked="" type="checkbox"/> Best Guess <input type="checkbox"/> Based on past experiences <input type="checkbox"/> Based on estimates from vendors	\$ 850  To pay teachers.		200  Project planning + management. Youth volunteers.
<b>Promotional Materials/Printing</b> (Flyers, brochures, advertisements, etc.) <input type="checkbox"/> Best Guess <input type="checkbox"/> Based on past experiences <input type="checkbox"/> Based on estimates from vendors			
<b>Event Related Expenses</b> (Renting table/chairs, reserving space, food, cups, etc.) <input checked="" type="checkbox"/> Best Guess <input type="checkbox"/> Based on past experiences <input type="checkbox"/> Based on estimates from vendors	\$ 300  To provide basic snacks.		50  Maybe some parents will donate snacks.
<b>Permitting &amp; Fees</b> (Reserving park space, noise variances, capping meters, street closures, etc.) <input type="checkbox"/> Best Guess <input type="checkbox"/> Based on past experiences <input type="checkbox"/> Based on estimates from vendors			
<b>Participant Support</b> (Travel costs, stipends, etc.) <input type="checkbox"/> Best Guess <input type="checkbox"/> Based on past experiences <input type="checkbox"/> Based on estimates from vendors	\$ 850  To provide bus passes to carless students.		
<b>Project Materials</b> (Wood, paints, flowers, bags, etc.—the materials needed to complete the project.) <input type="checkbox"/> Best Guess <input type="checkbox"/> Based on past experiences <input type="checkbox"/> Based on estimates from vendors	\$ 850  To acquire Karen language teaching materials + student supplies		
<b>Additional Expenses (Specify)</b> <input type="checkbox"/> Best Guess <input type="checkbox"/> Based on past experiences <input type="checkbox"/> Based on estimates from vendors			
Subtotals (each column)			
<b>Administration**</b> (Fiscal sponsorship, administrative project management, accounting)	\$ 150		
<b>TOTALS</b>	\$ 3,000	—	250 hours

\* Leveraged Funds includes additional dollars supporting this project—for example, additional grants or direct support from your organization.

\*\* Administration cannot exceed 10% of the project related request. Talk to your fiscal sponsor about administration costs.

# KAREN LITERACY PROJECT

## Project Timeline Worksheet

Be sure to include your expected start date, end date, dates of important activities (including dates of any follow-up activities). For example, indicate when you will be planning, recruiting participants, and executing various elements of the project. Use the form below, or create your own one page timeline. Projects cannot begin before May 31st, 2015 and must be completed by October 31st, 2016.

Month, Year	Activity
Now - Late May 2015	Recruit teachers, students, + volunteers. Brainstorm curriculum.
June 6, 2015	First class. Do assessments to determine student levels/groups.
June 6-12, 2015	Finalize curriculum. Make copies of Karen language teaching materials. Purchase supplies.
June 13, 2015	Regular weekly classes begin.
June - Fall/Winter 2015	Weekly classes continue
August 2015	Possible student presentation(s) at Karen Wrist Tying Ceremony
January 2016	Possible student presentation(s) at Karen New Year Ceremony