

House District 29, 30
Senate District 13, 14

THE TWENTY-NINTH LEGISLATURE
APPLICATION FOR GRANTS
CHAPTER 42F, HAWAII REVISED STATUTES

Log No. _____

For Legislature's Use Only

Type of Grant Request:

GRANT REQUEST - OPERATING

GRANT REQUEST - CAPITAL

"Grant" means an award of state funds by the legislature, by an appropriation to a specified recipient, to support the activities of the recipient and permit the community to benefit from those activities.

"Recipient" means any organization or person receiving a grant.

STATE DEPARTMENT OR AGENCY RELATED TO THIS REQUEST (LEAVE BLANK IF UNKNOWN): _____

STATE PROGRAM I.D. NO. (LEAVE BLANK IF UNKNOWN): _____

1. APPLICANT INFORMATION:

Legal Name of Requesting Organization or Individual:
HAWAII LITERACY, INC.

Dbas: Hawaii Literacy

Street Address: 245 N. Kukui Street, Suite 202 Honolulu, HI 96817

Mailing Address: 245 N. Kukui Street, Suite 202 Honolulu, HI 96817

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name SUZANNE SKJOLD

Title Executive Director

Phone # 808-537-6706

Fax # 808-537-3072

E-mail suzanne.skjold@hawaiiliteracy.org

3. TYPE OF BUSINESS ENTITY:

- NON PROFIT CORPORATION INCORPORATED IN HAWAII
 FOR PROFIT CORPORATION INCORPORATED IN HAWAII
 LIMITED LIABILITY COMPANY
 SOLE PROPRIETORSHIP/INDIVIDUAL
 OTHER

6. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:

FAMILY LITERACY LIBRARIES PROGRAM TO INCREASE LITERACY AND EDUCATIONAL OUTCOMES FOR CHILDREN & FAMILIES IN PUBLIC HOUSING IN KALIHI-PALAMA.

4. FEDERAL TAX ID #: _____

5. STATE TAX ID #: _____

7. AMOUNT OF STATE FUNDS REQUESTED:

FISCAL YEAR 2018: \$ 116,000

8. STATUS OF SERVICE DESCRIBED IN THIS REQUEST:

- NEW SERVICE (PRESENTLY DOES NOT EXIST)
 EXISTING SERVICE (PRESENTLY IN OPERATION)

SPECIFY THE AMOUNT BY SOURCES OF FUNDS AVAILABLE AT THE TIME OF THIS REQUEST:

STATE \$ 0
FEDERAL \$ 0
COUNTY \$ \$93,750
PRIVATE/OTHER \$ 45,670

TYPE NAME & TITLE OF AUTHORIZED REPRESENTATIVE:

SUZANNE SKJOLD, EXECUTIVE DIRECTOR

NAME & TITLE

JANUARY 20, 2017

DATE SIGNED



RECEIVED

1/20/17 *ajs*

Application for Grants

If any item is not applicable to the request, the applicant should enter "not applicable".

I. Background and Summary

1. Applicant's Background

Hawaii Literacy is a local 501(c)3 agency founded in 1971. Our five proven programs build critical reading, writing, technology, school and work skills and leverage over 10,000 volunteer hours to help 3,000 low-income, struggling readers (about 2,600 children and 400 adults) to become more self-sufficient and successful students, parents, and employees. For 45 years, our literacy programs have served and supported the most economically and socially disadvantaged groups in Hawaii and helped tens of thousands of adults and children become readers, with the goal of ending generational cycles of poverty and under-education and help low-income communities in Hawaii start to thrive.

2. Goals & Objectives Related to the Request

The core goal of Hawaii Literacy is to improve our state's educational and economic standing by increasing literacy skills and life outcomes for thousands of adults and children who now struggle to read and write.

Every activity in our **Family Literacy Libraries** program supports this goal. This effort began in 2000 to help address the large numbers of youth in public housing failing in the public school system because they read far below grade level and had little educational support outside school. The goal of our program and this request is to reach keiki that most need additional support to better students and help them to meet DOE grade level standards.

Without improved reading skills, keiki we serve struggle each year in school and become less and less likely to catch up to their peers and stay in school until graduation. The Family Literacy Libraries help to fill this gap and provide the resources, 1-to-1 attention, and ongoing support, often for multiple years, needed to change the path of a child from 'at-risk' to 'success story.'

This request will support programming to reach at least **620 low-income youth** and parents living in public housing and provide them free, on-site literacy, education, and after-school services that will result in over **9,000 annual visits**, and measurable increases in reading time and skill levels for 70% of all regularly attending youth. We will also provide **30 annual parent involvement events**, as well as Summer Reading Campaigns to reduce the backslide in skills low-income children experience during school breaks, plus at least **160 days of tutoring support and homework help** at each Library program site, and **free book lending and computer access** for all adults and children in both communities.

There is a strong and direct correlation between illiteracy and living in poverty. Our literacy services cost less than \$210 per child for the entire year. Given that 70% of people with the lowest literacy skills hold no full or part-time job, and that a literate adult will earn more than \$800,000 than one who cannot read over a lifetime (National Inst. for Literacy), this investment is one we must find a way to make.

3. The Public Purpose & Need to be Served

The major problems we face—poverty, homelessness, and overburdened schools—will never be erased until every child has the chance to become literate and educated.

If a child fails to learn to read, they are less likely to graduate high school, to find work or be able to afford decent housing, and is far more likely to become homeless or dependent on state assistance as adults. When these outcomes happen to many children, the direct negative effects of illiteracy in a community become obvious: low graduation rates, higher rates of unemployment, a less-skilled workforce, greater poverty and increased need for state assistance, increased homelessness, and economic harm.

The costs of illiteracy for local and federal government and businesses nationally are estimated around \$450 billion each year (ProLiteracy, 2014). If this generation of low-income youth can become fully literate and succeed in school, dropout rates will fall in the coming decade, and we can prevent a whole generation of young adults and parents from falling into this negative cycle.

The need for programs that reduce illiteracy and poverty, especially in public housing, is well-known, and each day, the Family Libraries program addresses this need in Mayor Wright Homes and Kuhio Park by providing continuous, accessible, on-site literacy programs and learning resources for low-income families.

Our Family Literacy programs reach over 40% of all youth living in in Mayor Wright and Kuhio Park each year, and reach many of the same students who right now are not meeting DOE standards in school. The 2013 Resident Needs Survey and recent Mayor Wright community survey show the need and high value residents place on having on-site youth programs like the Family Literacy Libraries. As data in the next section suggests, parents often cannot help their children read or complete homework, and so rely on our daily programs to help them succeed.

These individual student successes scale up to better school-level outcomes in the most challenged districts. The Family Literacy Libraries program helps to turn hundreds of low-income children into readers and better students, increasing the likelihood more youth will stay in school and be able to earn a decent living, benefiting their communities and State as a whole, and helping to create the positive outcomes that we all seek for Hawaii.

4. Target Population to be Served

The target population for services includes low-income keiki and adults living in public housing communities, which have high rates of adult illiteracy and non-English speakers-- 2 to 3 times the state average. While facing many barriers, the 600+ youth we expect to serve with this grant are also eager learners who voluntarily come to finish homework, read, and learn each afternoon!

The Family Literacy Libraries program is located directly on-site in public housing, and 100% of those we serve are low-income families with few educational resources. 77% of youth enter our program reading below grade level, and often have zero or only 1 or 2 books at home.

We primarily work in Mayor Wright Homes and Kuhio Park, together home to over 3,800 residents, including 1,600 keiki. The average household income is under \$19,000 (2010 US Census). About 78% come from Pacific Islander backgrounds, and over half the families we serve come from the island states of Micronesia. In addition:

- 60% of the children we serve come from immigrant families and speak a first language other than English, five times the state average (HI DOE & NCIIP, 2010).
- A Kuhio Park resident survey found lack of English fluency as the top barrier to employment. (RNS, Michaels Development, 2013)
- Even for English-speaking adults in the two communities, the illiteracy rate is nearly 1 in 3 adults (Bridges to Literacy), double the state average.
- In the DOE complex area that includes our sites, 29% of students do not complete high school, almost triple the 10% state average.
- The average reading proficiency score for the 5 elementary schools youth from our sites attend is 29%--far below the state average of 48%.

5. Geographic Coverage

Our Family Literacy Libraries are located on-site at Kuhio Park Towers and Mayor Wright Homes, two public housing sites in Kalihi-Palama area of Honolulu. The program is located in House Districts 29 and 30 and Senate Districts 13 and 14, and are open to any public housing resident on Oahu. Both program locations were carefully chosen to allow us to reach hundreds of target population families and to provide long-term educational interventions where it is most needed to help address the State's high illiteracy rate.

Service Summary and Outcomes

1. Scope of Work, Tasks, & Responsibilities

The Family Literacy Libraries program will operate two community library and daily education and literacy programs at two sites in Mayor Wright and Kuhio Park public housing sites. Our scope of work will include serving at least 620 children and parents and we will log at least 9,000 visits to the program. Each site be open at least 195 days each year, and daily activities at both sites will include:

- On-site homework help
- Reading tutors for struggling students
- Quarterly assessments of progress
- Weekly Story Hours
- Technology and e-reader access
- Literacy building group activities
- School performance support
- Free book lending
- Book and supply giveaways
- Parent events
- Field trips
- Guest speakers
- A safe place for keiki to come to learn afterschool

Program staff oversee these activities with help from more than a hundred trained volunteers and interns who provide individual attention and support for keiki living in public housing. Library staff actively engage in partnerships that complement our desired outcomes, including activities like storyteller visits, cultural activities, and a Children's Savings Project. In addition, the Libraries fill a crucial gap during the summer break by running an annual Summer Reading Challenge to prevent the backslide of literacy skills, and by providing free and healthy Summer Meals service at Mayor Wright Homes. These activities are most effective because they are consistent and freely available, and provide access to needed resources to help close the large gaps in school outcomes and reading levels shown in the DOE data above.

The Family Libraries also provide free evening English Language Learner classes for any teen or adult living in public housing. The Libraries' tech labs are regularly available for adults to access free book and drop-in assistance for literacy challenges is available for all residents. Parent workshops designed to help low-literacy adults support their child's educational success and to build their own knowledge are offered throughout the year, and parents can participate in youth program activities at any time. In short, without this program, the out-of-school activities, parent support, and access to books and literacy instruction would simply not be available in these low-income communities.

Tasks & Responsibilities by Position	
Family Literacy Libraries Program Manager	<ul style="list-style-type: none"> - Oversee high quality literacy programming, promote program for strong attendance, and ensure programming is meeting stated community needs - Help lead daily activities and work with youth on building literacy skills - With Curriculum Coordinator, train and support volunteers to increase program capacity and 1-to-1 attention for keiki - Hold responsibility for accurate and meaningful data collection and outcomes - Lead partnership development efforts and implementation of special activities or events like Saturday Story Hours, Children's Savings Project, Day of Code etc - Ensure safe and welcoming site operation and provide comprehensive oversight for all components of the program
Curriculum Coordinator	<ul style="list-style-type: none"> - Design engaging weekly standards-aligned curriculum for after-school educational program activities - Lead daily after-school literacy-building individual and group activities - Assist in collecting all data to track and increase student retention and progress - Actively research and provide additional resources needed for student success - Co-lead and refine volunteer trainings and oversee volunteer tutors and promote retention, to increase 1-to-1 attention for keiki
Youth and Tutoring Assistants (2)	<ul style="list-style-type: none"> - Deliver high-quality program activities after-school - Maintain safe and welcoming learning environment - Lead technology improvements and implementation efforts - Assist in collecting all data to track and increase student retention and progress - Help to support volunteers and provide 1-to-1 attention for keiki
Adult Literacy/ELL Program Manager & Instructor (2)	<ul style="list-style-type: none"> - Ensure any adult resident seeking English language or literacy help is connected to the proper free class-based or tutoring services. - With ELL instructors, support and promote greater literacy and English proficiency for low-income public housing residents and provide on-site direct services to meet client need
Executive Director	<ul style="list-style-type: none"> - Oversee all financial matters for the grant, including budget reports and appropriate expenditure of grant funds - Maintain required grant records, and ensure proposed grant outcomes are met - meet regularly with staff team for evaluation and continuous improvement - Ensure proper staffing and resources are available
Board of Directors	<ul style="list-style-type: none"> - Hold (with ED) final responsibility for contracting and maintaining sites - Develop sustainable funding sources for future year services

2. Projected Annual Timeline for Accomplishing Results or Outcomes of Service

MONTH	ACTIVITIES & OUTCOMES
Month 1	<ul style="list-style-type: none"> - Program is operational and begins upon the start of the grant cycle - Provide expanded summer service hours and program activities - Implement youth Summer Reading Challenge at both sites - Hold volunteer trainings #1 and #2 and 2 parent or special events
Month 2	<ul style="list-style-type: none"> - Complete Summer Reading Challenge and distribute school supplies - Monthly Reading Campaign - Regular service and program activities, incl. 16 days of tutoring/ homework help - Hold Volunteer training #3 and 2 parent or special events
Month 3	<ul style="list-style-type: none"> - Monthly Reading Campaign - Regular service and program activities, incl. 16 days of tutoring/ homework help - Complete quarterly literacy assessments with youth - Hold Volunteer trainings #4 and #5 and 2 parent or special events
Month 4	<ul style="list-style-type: none"> - Monthly Reading Campaign - Regular service and program activities, incl. 16 days of tutoring/ homework help - Hold Volunteer training #6 and 4 parent or special events
Month 5	<ul style="list-style-type: none"> - Monthly Reading Campaign - Regular service and program activities, incl. 16 days of tutoring/ homework help - Hold Volunteer training #7 and #8 and 2 parent or special events
Month 6	<ul style="list-style-type: none"> - Distribute annual client surveys to keiki and parents - Monthly Reading Campaign - Regular service and program activities, incl. 16 days of tutoring/ homework help - Complete quarterly literacy assessments with youth - Hold Volunteer training #9 and 2 parent or special events
Month 7	<ul style="list-style-type: none"> - Monthly Reading Campaign - Regular service and program activities, incl. 16 days of tutoring/ homework help - Hold Volunteer trainings #10 and #11 and 2 parent or special events
Month 8	<ul style="list-style-type: none"> - Monthly Reading Campaign - Regular service and program activities, incl. 16 days of tutoring/ homework help - Hold Volunteer training #12 and 2 parent or special events
Month 9	<ul style="list-style-type: none"> - Monthly Reading Campaign - Regular service and program activities, incl. 16 days of tutoring/ homework help - Complete quarterly literacy assessments with youth - Hold Volunteer trainings #13 and #14 and 4 parent or special events
Month 10	<ul style="list-style-type: none"> - Monthly Reading Campaign - Regular service and program activities, incl. 16 days of tutoring/ homework help - Hold Volunteer training #15 and 2 parent or special events
Month 11	<ul style="list-style-type: none"> - Monthly Reading Campaign - Regular service and program activities, incl. 16 days of tutoring/ homework help - Hold Volunteer training #16 and #17 and 4 parent or special events
Month 12	<ul style="list-style-type: none"> - Implement youth Summer Reading Challenge at both sites - Provide expanded summer service hours and program activities - Hold Volunteer training #18 and 2 parent or special events - Complete quarterly literacy assessments with youth - Complete grant objectives of 620 students served and 8,800 annual program visits
Month 13	<ul style="list-style-type: none"> - Complete quarterly and annual progress evaluation - Provide final report on grant outcomes, successes and plans for improvement - Continue site services within long-term sustainability plans

**3. Quality Assurance & Evaluation Plans for the Request.
How the Applicant Plans to Monitor, Evaluate, and Improve Their Results**

Our Family Literacy Libraries monitors results by tracking attendance, days of service, and the number of sessions of literacy center use, technology access, homework help, reading campaign participation, reading responses, Saturday Story Hour and special event participation, and tutoring. Regularly attending keiki also participate in quarterly assessments on Kindergarten and grade level readiness, sight word mastery and reading fluency. Those who are reading below grade-level receive additional support and priority for 1-to-1 tutoring. In addition, annual surveys are distributed to both keiki and parents to formally collect their ideas and feedback in order to continuously improve our program offerings.

Survey responses have helped to shape the daily program activities, books titles offered in the Library, and to strategically grow program components that our clients value most. In addition to this and our monthly program data, the Family Libraries staff are able to assess and evaluate the needs of the communities we serve, and adapt to those needs. During weekly program staff meetings, the staff share curriculum plans, identify keiki who would benefit from additional support and attention, and plan how to most effectively utilize volunteers, in addition to doing regular strategic and long-term planning with the Executive Director.

4. List the Measure(s) of Effectiveness that Will Be Reported to the State Agency Through Which Grant Funds Are Appropriated (Expending Agency)

Hawaii Literacy will meet and report on the following measures of program effectiveness:

- 1) Provide literacy, education, and technology services to 620 unduplicated low-income children and adults living in public housing.
- 2) Log at least 9,000 annual visits to the Family Literacy Libraries.
- 3) Provide a total of 390 service days at the 2 sites (4-5 days/wk per site, excluding holidays)
- 4) Provide at least 160 days of homework help and tutoring at each site.
- 5) Provide at least 30 parent involvement or special event activities

III. Financial

Budget

1. The applicant shall submit a budget utilizing the enclosed budget forms as applicable, to detail the cost of the request.
2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2018.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$30,000.00	\$30,000.00	\$30,000.00	\$26,000.00	\$116,000.00

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2018.

Secured or Pending for FY2018 (July 1, 2017- June 30, 2018)			
Funding Source	Program	Amount requested/awarded	Status
Rose Perenin Foundation	Adult Literacy, ELL, PALs & Agency-wide	\$40,000	Awarded continued support in 3 year cycles Prorated amount.
Aloha United Way	Bookmobile/ Peer Tutoring/ Family Libraries	\$45,000	Awarded through 2017, Prorated amount.
Hawaii Community Foundation FLEX award	Agency-wide	\$37,000	Annual award. Prorated amount.
City & County of Honolulu	Family Literacy Libraries and ELL	\$93,750	Pending Application FY 2018, prorated amount
Women's Fund of Hawaii	Peer Tutoring	\$5,000	Awarded for 2017
Hawaii Food Bank	Family Libraries	\$670	Secured
<i>State of Hawai'i Grant in Aid</i>	<i>Family Literacy Libraries Program</i>	<i>\$116,000</i>	<i>Requested January 2017</i>

Plan to Seek for FY2018			
Funding Source	Program	Amount requested/awarded	Status
Hawaii Community Foundation FLEX award	Agency-wide (~\$20,000 for Family Libraries)	\$50,000	Plan to request continued support in June 2017
Clarence T.C. Ching Foundation	Family Literacy Libraries	\$25,000	Plan to request renewed support in Feb 2018
Pizza Hut Literacy Fund	Bookmobile Program	\$22,000	Plan to request continued support
Freeman Foundation	Adult Literacy	\$25,000	Plan to request continued support in Aug 2017
Visitor Industry Charity Walk	Family Literacy Libraries	\$2,000	Plan to request continued support
Friends of Hawaii Charities	Bookmobile Program	\$6,000	Plan to request continued support
Pettus Foundation	Agency-wide	\$10,000	Plan to request continued support in Jan 2018
Hands of Hope	Family Literacy Libraries	\$5,000	Plan to request continued support
Hawaiian Telcom	Agency-wide	\$5,000	Plan to request continued support in Sept 2017
Hawaiian Electric	Agency-wide	\$5,000	Plan to request support
TJX Foundation	Family Literacy Libraries	\$5,000	Plan to request continued support in Nov 2017

4. The applicant shall provide a listing of all state and federal tax credits it has been granted within the prior three years. Additionally, the applicant shall provide a listing of all state and federal tax credits they have applied for or anticipate applying for pertaining to any capital project, if applicable.

Not applicable. We have not been granted any state or federal tax credits within the prior three years, and have not applied for or anticipate applying for any pertaining to any capital project.

5. The applicant shall provide a listing of all federal, state, and county government contracts and grants it has been and will be receiving for program funding.

	AWARDED BY:	EFFECTIVE DATES	PROGRAM FUNDED	CONTRACT/ GRANT VALUE
1	City & County of Honolulu Dept. of Community Services, Office of Special Projects	Application submitted December 2016. No award has been made.	Family Literacy Libraries Program	\$125,000
	City & County of Honolulu Dept. of Community Services, Office of Special Projects	April 1, 2017- March 31, 2018	Family Literacy Libraries Program	\$ 122,220
2	City & County of Honolulu Dept. of Community Services, Office of Special Projects	April 1, 2016- March 31, 2017	Family Literacy Libraries Program	\$ 122,800
3	City & County of Honolulu Dept. of Community Services, Office of Special Projects	February 1, 2015- March 31, 2016	Family Literacy Libraries Program	\$ 114,833
4	City & County of Honolulu Dept. of Community Services, Office of Special Projects	July 1, 2015- August 31, 2015	Family Literacy Libraries Program	\$ 22,270
5	City & County of Honolulu Dept. of Community Services, Office of Special Projects	January 15, 2014- January 14, 2015	Family Literacy Libraries Program	\$ 66,810
6	City & County of Honolulu Dept. of Community Services, Community Based Development Division (CDBG)	November 12, 2012- October 31, 2013	Family Literacy Libraries Program	\$ 113,500
7	City & County of Honolulu Dept. of Community Services, Community Based Development Division (CDBG)	October 20, 2011- October 31, 2012	Family Literacy Libraries Program	\$ 113,500
8	City & County of Honolulu Dept. of Community Services, Community Based Development Division (CDBG)	August 1, 2010- September 15, 2011	Family Literacy Libraries Program	\$ 103,775
9	Office of the Governor State of Hawaii	August 2010	Oahu In-Step STEM fiscal sponsor project DOE partnership	\$ 7,560

6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2016.

As of December 31, 2016, the balance of Hawaii Literacy's unrestricted current assets was \$153,665, including book inventory.

IV. Experience and Capability

A. Necessary Skills & Experience

Hawaii Literacy has a passionate, experienced staff of 7 full-time and 7 part-time employees, and has further built agency capacity with a dedicated volunteer coordination position and part-time Finance Manager. Our 12-member Board of Directors actively supports the Family Literacy Libraries program, and we increase our capacity to meet our outcomes by training and overseeing 110 program volunteers who provide 2,000 hours of help.

We have unrestricted funds and an adequate cash flow to work through monthly reimbursement process and fund monthly activities prior to reimbursement. We maintain written financial policies and procedures reviewed in 2016, a detailed, class-based accounting system in QuickBooks 2015 that fully tracks and reports each grant expense, and a detailed client database that tracks individual activities and progress.

Hawaii Literacy's staff and leadership have long experience in successfully operating youth and family education programs and in ensuring grant activities and meaningful community benefit and impact are achieved. Our program staff bring a depth of literacy expertise to a community that deeply needs it, and with the exception of 1 part-time assistant being hired, all key program and support staff are in place. New and current staff all receive ongoing program training and annual reviews. Staff qualifications are further detailed in Section V.

B. Facilities

The Family Literacy program requires two physical sites, and both sites are secured with long-term in-kind agreements. At the Kuhio Park Library, we operate in a completely renovated Library and adjoining Tech Room. At Mayor Wright, we have use of a converted 5-room unit.

We also own the significant resources required to operate the program, and have built this capacity over a dozen years, often via in-kind donations or one-time grants. These include a rotating collection of over 16,000 books, furniture, and tech equipment including 30 tablets and 12 computers. This year alone, 80% of supply and book expenses and over 4,000 new or gently used books were donated to the Libraries. In addition, one of our greatest capacities and assets is the Family Literacy program's continuity and trust from community members that comes from working effectively in a close community for many years. Once lost, it would take years to re-build and we see it as an irreplaceable asset.

V. Personnel: Project Organization and Staffing

A. Proposed Staffing, Staff Qualifications, Supervision & Training

Hawaii Literacy's staff and leadership have strong and varied experience and expertise in successfully operating community youth and family education programs and in ensuring grant

activities and meaningful individual and community benefit and impact are achieved. Our program staff bring a depth of literacy expertise to a community that deeply needs it, and with the exception of 1 part-time assistant, all key program and support staff are in place. New and current staff all receive ongoing program training, professional development, and annual reviews.

Corrina "Rina" Moefu joined Hawaii Literacy in 2015 as the Family Literacy Libraries Program Manager. Rina is responsible for overseeing the two Family Literacy Libraries at Kuhio Park and Mayor Wright Homes. She has over 25 years of experience in social services and has worked in a range of capacities including direct services, management, program monitoring and evaluation, and engagement and partnerships. In past roles, Rina worked with PACT, where she managed community partnerships, family development, and parent involvement components of programs. She also served as a federal reviewer for the Head Start program, Region IX, which monitors performance standards for Head Start programs in the State of Hawaii and Pacific Island regions (American Samoa, Federal States of Micronesia, Palau, Guam, and Saipan). In past work at Good Beginnings Alliance she organized local community 'Talk Story' assessments with community residents, which led to a community-built playground still in use at Kuhio Park. Rina is a current member of the PBS Hawaii Community Advisory Board and past appointee on the Governor's Advisory Council for the State of Hawaii.

Victoria Brown-Wilson joined Hawaii Literacy in 2015 as the **Family Literacy Curriculum Coordinator** and creates and implements daily curriculum and activities for both Family Library sites. Victoria brings significant teaching and literacy development experience, and is trained in Montessori, Waldorf, and other alternative education pedagogies. She holds a B.A. in linguistics with an emphasis on teaching second languages, and her experience includes work as an ESL and literacy tutor and teacher as well as Program Director for IEM Hawaii, where she developed and revised curriculum and trained instructors in developmentally appropriate practices and standards-based assessment. Victoria follows a project-based, hands-on approach to teaching and building reading skills that empowers learners of all ages, strengths, and backgrounds.

Ashley Hand is the part-time **Youth & Tutoring Assistant** based primarily at the Mayor Wright Family Library to support expanded Library hours. Ashley has worked as an Early Childhood educator in after-school programs, and taught at the Institute of Reading Development, teaching reading skills to a range of people from pre-K youth through low-literacy adults. Ashley also leads efforts in technology access and resources for the Family Libraries and works to connect low-income youth to additional technology resources. Ashley holds a B.A. in English from Baldwin Wallace University and brings expertise in reading methods and alternative education environments, and a deep care for and experience with disadvantaged youth and families.

Justin Jansen joined Hawaii Literacy in 2016 as the **Adult Literacy and ELL Program Manager**. Justin is responsible for overseeing the Adult Literacy Program as well as instructing ELL classes at the Hawaii Literacy Drop-In Center and oversees island wide efforts to connect very low-literacy adults, including public housing residents, with needed literacy, work, referral and education services. Justin has 7 years of work experience in English as a Second Language, Adult Literacy and Family Literacy Programs. Prior to joining Hawaii Literacy, Justin worked with UNITE HERE! Local 5 Adult Education & Training Program. Previously he served as Family Literacy Program Director with the Jane Addams Hull House Association in Chicago, as a youth educator for the U.S. Peace Corps in Bolivia, and as an Americorps Volunteer for

Escondido Public Library Literacy Services. Justin holds B.A. in Communications with an emphasis on Intercultural Communication from University of Northern Iowa.

Patrick Agullana is the **English Language Learner (ELL) Instructor** for the Family Libraries in Mayor Wright Homes and Kuhio Park. He received his M.A. in Second Language Studies specializing in Second Language Acquisition from U.H. Manoa and holds a B.A. in English with a focus on creative writing and American literature, also from U.H. Manoa. Patrick previously spent 6 years in Japan employed as a city Board of Education staff member where he taught adult learners in addition to students at K-12 schools. Patrick is an experienced, welcoming instructor who is able to creatively meet the literacy and language needs of his students.

Suzanne Skjold is the **Executive Director**, a position she has held since 2008. She has 15 years of experience in non-profit management in social services and academic settings, including managing large federal grant awards, overseeing all aspects of direct service non-profit agencies, and successfully managing government awards to meet stated objectives and ensure maximum impact. Prior to joining Hawaii Literacy, Suzanne was Executive Director of the Boys & Girls Clubs of the (Florida) Keys. She also worked in Project Administration and research with Harvard School of Public Health. Suzanne's areas of experience include program design and implementation, grants management, data collection and analysis, and staff training. She oversees budgets, expenditures, and grant reporting and can effectively provide administrative direction and implementation support needed for this project.

B. Organization Chart

Please see attached document.

C. Compensation

No individual is paid in their role as director or officer. The three highest paid employees are:

- Suzanne Skjold, Executive Director (serves unpaid as Board Secretary) annual salary of \$75,000
- Shayna Yatsushiro, Assistant Director, annual salary of \$47,480.00
- Justin Jansen, Adult Literacy Program Manager, annual salary of \$42,106.00

VI. Other

A. Litigation

Not applicable.

B. Licensure or Accreditation

The applicant shall specify any special qualifications, including but not limited to licensure or accreditation that the applicant possesses relevant to this request.

Not applicable. While our program staff hold nationally recognized educational credentials. No special qualifications, licensure, or accreditation are required for this program.

C. Private Educational Institutions

Not applicable.

D. Future Sustainability Plan

The applicant shall provide a plan for sustaining after fiscal year 2017-18 the activity funded by the grant if the grant of this application is:

- (1) Received by the applicant for fiscal year 2017-18, but
- (2) Not received by the applicant thereafter.

The long-term benefits of literacy for a child are indisputable. Once a child builds reading skills or knowledge, it is his or hers forever. So we would be deeply committed to continuing this work if future funding was not awarded. The Family Literacy Libraries program, with services 4 afternoons a week per site, weekday and Saturday tutoring, and numerous family events, requires about \$270,000 per year to operate. The program can be sustained with far less because of multiple smaller grant awards and significant secured in-kind commitments totaling \$38,000, plus \$36,000 in volunteer time that enhance what is secured from grant sources.

This program can only succeed with an anchor source of support to maintain services, staff, and physical spaces. Previously, this anchor funding has been provided by the City & County of Honolulu GIA, and we actively solicit outside sources to sustain and expand the impact of this cost-effective program. Without State GIA support as a source of anchor funding, we would try to sustain the program by reverting to a reduced schedule of alternating days, which is far from ideal.

Future partial awards include a multi-year (2015-2017) grant with Aloha United Way. Combined with City & County support, this has dramatically expanded the impact of the program and allowed for very successful daily schedule for both sites. When 2017-2018 applications open, we will also apply for continued annual funding from TJX (\$5,000) Hawaii Community Foundation (\$20,000) and Hands of Hope (\$5,000), but recognize that the growth and impact of the Family Literacy Libraries is not sustainable with \$5,000-\$20,000 grants.

We have and will continue to seek new, but extremely competitive national funding, such as the Barbara Bush foundation or Toyota Family Learning grants, for which we were a past finalist. Such grants would significantly grow the program, and leverage State support to bring new resources to our islands.

If the Libraries closed or had to reduce needed services because of a major gap in funding, it would be very difficult and costly to restart, and a mix of public and private funding can ensure this impactful program continues. Education and literacy are the true stepping-stones for future success and opportunity, and we respectfully request your active support and partnership to build critical literacy skills and strong educational outcomes for so many children in need.

Mahalo nui loa and best wishes for a successful 2017 legislative session! We appreciate all you and your colleagues work to do.

E. Certificate of Good Standing (If the Applicant is an Organization)

Please see attached document.

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2017 to June 30, 2018

Applicant: **HAWAII LITERACY, INC.**

BUDGET CATEGORIES	Total State Funds Requested (a)	Total Federal Funds Requested (b)	Total County Funds Requested (c)	Total Private/Other Funds Requested (d)
A. PERSONNEL COST				
1. Salaries	84,852		69,797	27,210
2. Payroll Taxes & Assessments	8,308		7,028	2,665
3. Fringe Benefits	10,320		6,149	5,160
TOTAL PERSONNEL COST	103,480	0	82,974	35,035
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island	0			
2. Insurance	200			320
3. Lease/Rental of Equipment	800			
4. Lease/Rental of Space	0			
5. Staff Training	400			745
6. Supplies	4,700		1,605	1,200
7. Telecommunication	1,600		1,260	
8. Utilities	1,920		1,386	
9. Site Maintenance	1,420		2,160	
10. Youth activities, snacks & parent events	1,480			1,170
11. Indirect Costs			4,365	7,200
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
TOTAL OTHER CURRENT EXPENSES	12,520	0	10,776	10,635
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	116,000		93,750	45,670
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	116,000	Suzanne Skjold 808-537-6706		
(b) Total Federal Funds Requested	0	Name (Please type or print) Phone		
(c) Total County Funds Requested	93,750	[REDACTED] 1/20/17		
(d) Total Private/Other Funds Requested	45,670	Signature of Authorized Official: Date		
TOTAL BUDGET	255,420	Suzanne Skjold Name and Title (Please type or print)		

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2017 to June 30, 2018

Applicant: HAWAII LITERACY, INC.

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Family Literacy Program Manager	1	\$42,000.00	72.00%	\$ 30,240.00
Family Literacy Curriculum Coordinator	0.85	\$41,600.00	75.00%	\$ 31,200.00
Youth and Tutoring Assistant	0.48	\$35,360.00	45.00%	\$ 15,912.00
Executive Director	1	\$75,000.00	10.00%	\$ 7,500.00
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
TOTAL:				84,852.00
JUSTIFICATION/COMMENTS: This request will support the necessary staff time to operate daily programs and to design, implement and report upon all literacy and educational activities that take place with any awarded grant support. The difference in salaries will be covered by non-state funding sources to ensure a full and successful program and outcomes. The program can not operate with fewer than 3 staff present.				

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2017 to June 30, 2018

Applicant: HAWAII LITERACY, INC.

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				0

JUSTIFICATION/COMMENTS:

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				0

JUSTIFICATION/COMMENTS: Not applicable. No equipment or Vehicle expenses are being requested.

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2017 to June 30, 2018

Applicant: HAWAII LITERACY, INC.

FUNDING AMOUNT REQUESTED						
TOTAL PROJECT COST	ALL SOURCES OF FUNDS RECEIVED IN PRIOR YEARS		STATE FUNDS REQUESTED	OF FUNDS REQUESTED	FUNDING REQUIRED IN SUCCEEDING YEARS	
	FY: 2015-2016	FY: 2016-2017	FY:2017-2018	FY:2017-2018	FY:2018-2019	FY:2019-2020
PLANS						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
TOTAL:	0	0	0	0	0	0
JUSTIFICATION/COMMENTS: Not applicable. Not requesting capital project funding.						

GOVERNMENT CONTRACTS AND / OR GRANTS

Applicant: **HAWAII LITERACY, INC.**

Contracts Total: **787,268**

1	Funding to provide literacy and educational activities, book and technology access, and expand services at 2 Family Literacy Libraries in Honolulu public housing. (Family Literacy Program)	April 1, 2017- March 31, 2018	Dept. of Community Services, Office of Special Projects	City & County of Honolulu	122,220
2	Funding to provide literacy and educational activities, book and technology access, and expand services at 2 Family Literacy Libraries in Honolulu public housing. (Family Literacy Program)	April 1, 2016- March 31, 2017	Dept. of Community Services, Office of Special Projects	City & County of Honolulu	122,800
3	Funding to increase reading time, comprehension, technology use and English skills and operate two Family Literacy Libraries & education services in Honolulu public housing. (Family Literacy Program)	February 1, 2015- June 30, 2015 & September 1, 2015- March 31, 2016	Dept. of Community Services, Office of Special Projects	City & County of Honolulu	114,833
4	Funding to operate two Family Literacy Libraries & education services in Honolulu public housing. (Family Literacy Program)	July 1, 2015 - August 31, 2015 (award from 25% cut in FY14)	Dept. of Community Services, Office of Special Projects	City & County of Honolulu	22,270
5	Funding to provide family literacy, library services, and English classes and operate two Family Literacy Libraries in Honolulu public housing. (Family Literacy Program)	January 15, 2014- January 14, 2015	Dept. of Community Services, Office of Special Projects	City & County of Honolulu	66,810
6	Funding to provide family literacy, library services, and English classes and operate two Family Literacy Libraries in Honolulu public housing. (Family Literacy Program)	November 12, 2012- October 31, 2013	Dept. of Community Services, Community Based Development Division (CDBG)	City & County of Honolulu	113,500
7	Funding to provide family literacy, library services, and English classes and operate two Family Literacy Libraries in Honolulu public housing. (Family Literacy Program)	October 20, 2011- October 31, 2012	Dept. of Community Services, Community Based Development Division (CDBG)	City & County of Honolulu	113,500
8	Funding to provide family literacy, library services, and English classes and operate two Family Literacy Libraries in Honolulu public housing. (Family Literacy Program)	August 1, 2010- September 15, 2011	Dept. of Community Services, Community Based Development Division (CDBG)	City & County of Honolulu	103,775
9	Funding as fiscal sponsor to continue Oahu In Step STEM project with DOE	August, 2010	Office of the Governor	State of Hawaii	7,560
10	<i>Information on CDBG and DOE awards prior to 2010 available on request</i>				
11					
12					
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**DECLARATION STATEMENT OF
APPLICANTS FOR GRANTS PURSUANT TO
CHAPTER 42F, HAWAII REVISIED STATUTES**

The undersigned authorized representative of the applicant certifies the following:

- 1) The applicant meets and will comply with all of the following standards for the award of grants pursuant to Section 42F-103, Hawaii Revised Statutes:
 - a) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide the services for which a grant is awarded;
 - b) Complies with all applicable federal and state laws prohibiting discrimination against any person on the basis of race, color, national origin, religion, creed, sex, age, sexual orientation, or disability;
 - c) Agrees not to use state funds for entertainment or lobbying activities; and
 - d) Allows the state agency to which funds for the grant were appropriated for expenditure, legislative committees and their staff, and the auditor full access to their records, reports, files, and other related documents and information for purposes of monitoring, measuring the effectiveness, and ensuring the proper expenditure of the grant.
- 2) If the applicant is an organization, the applicant meets the following requirements pursuant to Section 42F-103, Hawaii Revised Statutes:
 - a) Is incorporated under the laws of the State; and
 - b) Has bylaws or policies that describe the manner in which the activities or services for which a grant is awarded shall be conducted or provided.
- 3) If the applicant is a non-profit organization, it meets the following requirements pursuant to Section 42F-103, Hawaii Revised Statutes:
 - a) Is determined and designated to be a non-profit organization by the Internal Revenue Service; and
 - b) Has a governing board whose members have no material conflict of interest and serve without compensation.

Pursuant to Section 42F-103, Hawaii Revised Statutes, for grants used for the acquisition of land, when the organization discontinues the activities or services on the land acquired for which the grant was awarded and disposes of the land in fee simple or by lease, the organization shall negotiate with the expending agency for a lump sum or installment repayment to the State of the amount of the grant used for the acquisition of the land.

Further, the undersigned authorized representative certifies that this statement is true and correct to the best of the applicant's knowledge.

Hawaii Literacy

(Typed Name of Individual or Organization)

(Signature)

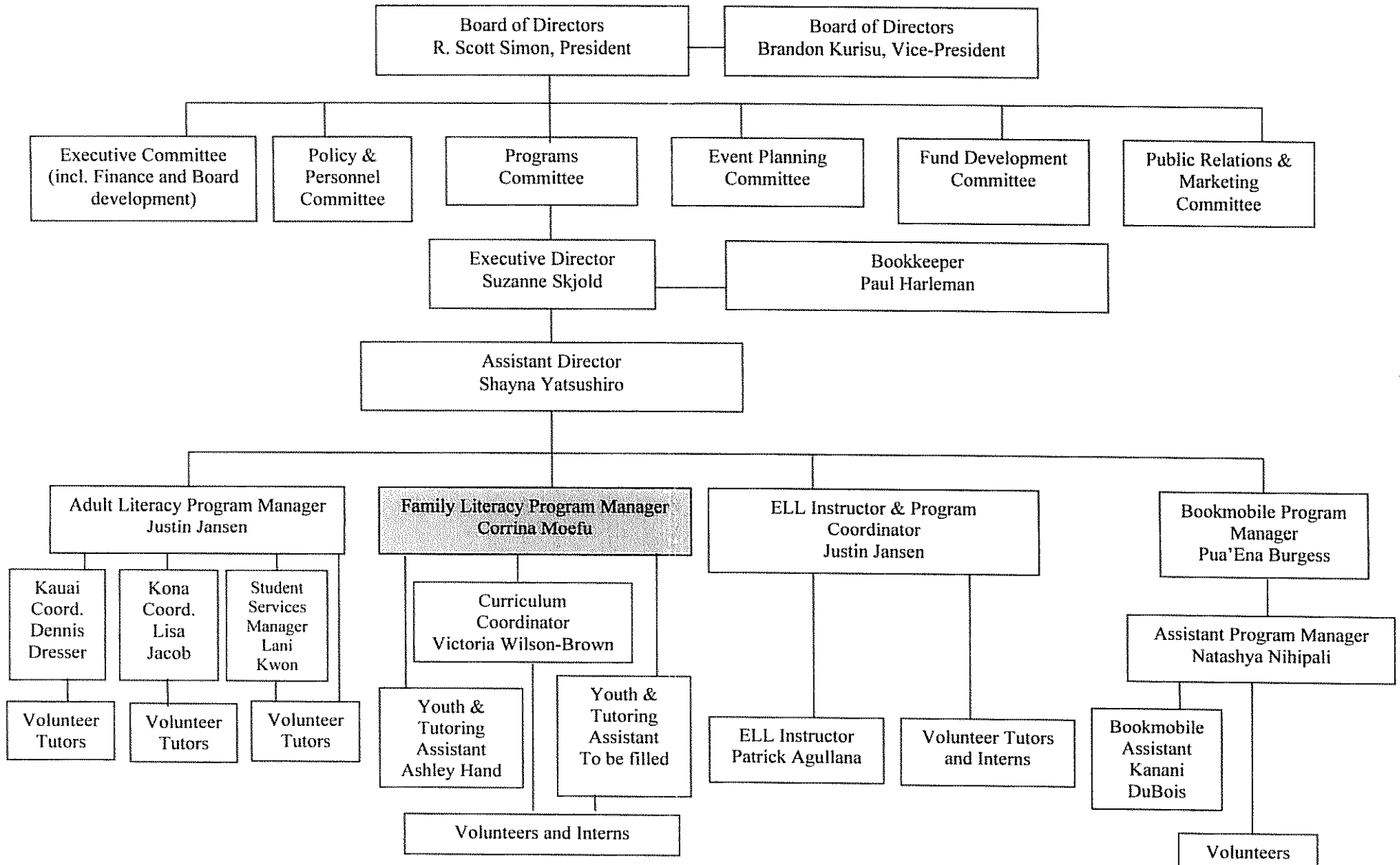
January 20, 2017

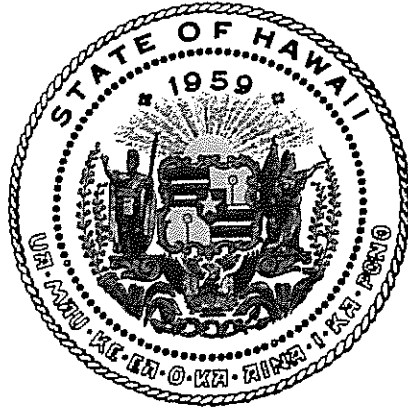
(Date)

Suzanne Skjold
(Typed Name)

Executive Director
(Title)

Hawaii Literacy Organizational Chart 2017





Department of Commerce and Consumer Affairs

CERTIFICATE OF GOOD STANDING

I, the undersigned Director of Commerce and Consumer Affairs of the State of Hawaii, do hereby certify that

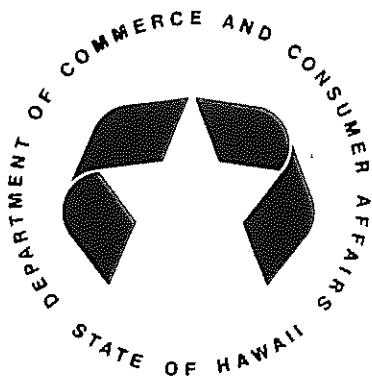
HAWAII LITERACY, INC.

was incorporated under the laws of Hawaii on 11/27/1972 ; that it is an existing nonprofit corporation; and that, as far as the records of this Department reveal, has complied with all of the provisions of the Hawaii Nonprofit Corporations Act, regulating domestic nonprofit corporations.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the seal of the Department of Commerce and Consumer Affairs, at Honolulu, Hawaii.

Dated: November 04, 2016

Director of Commerce and Consumer Affairs

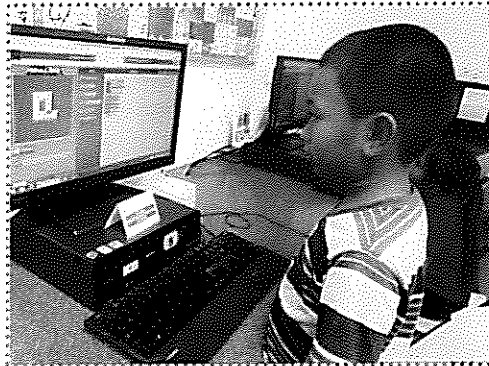




Family Literacy Libraries Program



The Libraries are free, safe, & fun after-school spaces, that keiki attend voluntarily



Educational software, websites, & apps are used during regular Tech Time

400 Days of Service

9,877 Visits last year, a 40% increase!

2,000 Volunteer hours



Older kids can volunteer to take on additional responsibilities as Junior Leaders



There are no penalties for late or lost books, & we circulate thousands each year!



Literacy tutoring focuses on youth reading below grade level via 1-to-1 or small group tutoring sessions



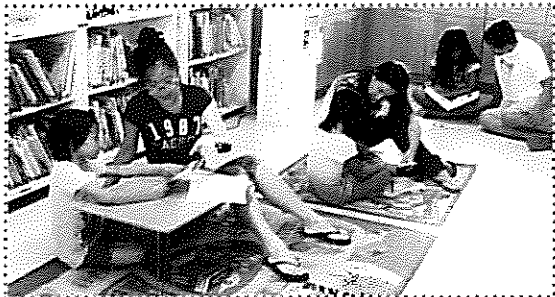
Family Literacy Libraries Program



Adult English classes run 4 days a week the Family Libraries



Parents can always visit & use the libraries too, or attend workshops that help low-literacy parents support their keiki's learning



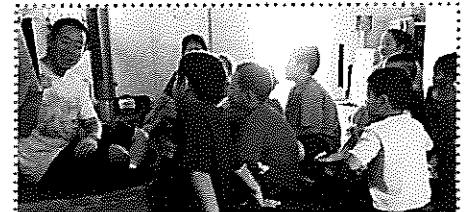
Daily homework help



Individual reading time



We provided 1,200 Summer Meals at Mayor Wright so keiki had free & healthy meals during school break



Weekend program activities run by volunteers include fun hands-on activities & cultural stories.

College volunteers visit the Libraries and organize a visit to Chaminade to promote college and school success!



We gratefully thank the Mayor's Office, Honolulu City Council and GIA Commission, Aloha United Way, Hawaii Community Foundation, The Harry and Jeanette Weinberg Foundation, and T.J. Maxx for making the Family Literacy Libraries programs possible.

Aloha,

My name is Brittany Denello. My child Jared has been attending Family Library for a while now. He enjoys being there after school and has also invited some of his classmates to join him. My child does his homework and reads lots of books while he is there. This program has helped our family a lot. We can't afford child care or other after school programs so Family Library makes a big difference. My child feels safe when he is there and I also feel safe that he is there. The staff or ~~volunteers~~ volunteers are very friendly. They let me know what's going on with my child and gives me updates on how he is ~~doing~~ doing. I hope this letter will help or make a difference because I know the Family Library has helped and made a difference for me and my family. Thanks for everything.

Mahalo,

Brittany Denello

Kristi UNTalan

The family library is excellent because the kids doing reading and homework. It helps the kids read and learn new words. They also play brain games to educate them more. My daughter loves the family library she learns so much and do her homework alot.

I like the library because it's important to read and when we read we will be smarter. Another reason is we go to field trips and we do lots of games and reading. Another reason is we get to meet people and the teacher's helper to help us on our homework. Another reason is we help them clean up after it's going to close and we get to go to the computer lab so we could learn how to type when we grow up and we could also borrow books when were finished cleaning up. Another thing is we can be volunteers to help our family library teacher. That's why I love the family library so much!

By: Tonianne Garingo

Bye. 😊

I hope u read it!

Kayani Kaspar 11/5/15

I love the Library because its my favorite place to do my homework, read, and play. The library is the best place a kid could go to. It fun because its around the corner from my house. I like to go to the library to like I'm in a library. The library is the best place in my whole life.

The library is important to the school. It has many books. It has a lot of books. The library is also my favorite place to go. I love the library. I love the library!!