

**THE THIRTIETH LEGISLATURE  
APPLICATION FOR GRANTS  
CHAPTER 42F, HAWAII REVISED STATUTES**

Type of Grant Request:

Operating                       Capital

Legal Name of Requesting Organization or Individual:    Db:

Hawaii Literacy Inc.

Amount of State Funds Requested: \$ \$102,130

Brief Description of Request (Please attach word document to back of page if extra space is needed):

Funding for English Language (EL) family literacy-building services, including drop-in classes, afterschool library and educational programming for youth, and dedicated staff support and resources.

Amount of Other Funds Available:

State:                      \$ \_\_\_\_\_

Federal:                      \$ \_\_\_\_\_

County:                      \$ 125,000

Private/Other:                      \$ 42,700

Total amount of State Grants Received in the Past 5 Fiscal Years:

\$ 190,000

Unrestricted Assets:

\$ \$205,435

New Service (Presently Does Not Exist):     Existing Service (Presently in Operation):

Type of Business Entity:

- 501(C)(3) Non Profit Corporation  
 Other Non Profit  
 Other

Mailing Address:

245 N Kukui St #202

City:

Honolulu

State:

HI

Zip:

96817

Contact Person for Matters Involving this Application

Name:  
Jill Takasaki Canfield

Title:  
Executive Director

Email:  
jill.takasaki.canfield@hawaiiliteracy.org


Phone:  
808-537-6706

Federal Tax ID#:

██████████

State Tax ID#

██████████

  
\_\_\_\_\_  
Authorized Signature

Jill Takasaki Canfield, Executive Director

Name and Title

January 17, 2020

Date Signed

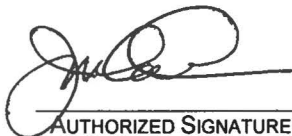
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## Application Submittal Checklist

*The following items are required for submittal of the grant application. Please verify and check off that the items have been included in the application packet.*

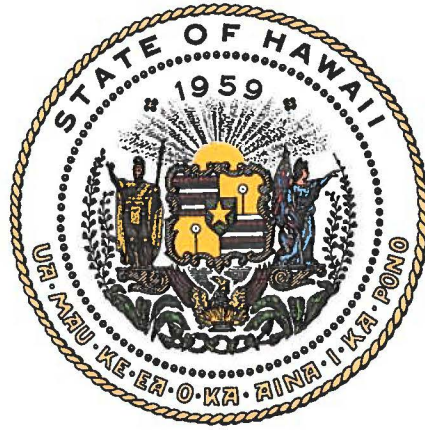
- 1) Certificate of Good Standing (If the Applicant is an Organization)
- 2) Declaration Statement
- 3) Verify that grant shall be used for a public purpose
- 4) Background and Summary
- 5) Service Summary and Outcomes
- 6) Budget
  - a) Budget request by source of funds ([Link](#))
  - b) Personnel salaries and wages ([Link](#))
  - c) Equipment and motor vehicles ([Link](#))
  - d) Capital project details ([Link](#))
  - e) Government contracts, grants, and grants in aid ([Link](#))
- 7) Experience and Capability
- 8) Personnel: Project Organization and Staffing



AUTHORIZED SIGNATURE

JILL TAKASAKI CANFIELD  
PRINT NAME AND TITLE

JANUARY 17, 2020  
DATE



## 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: January 14, 2020

Director of Commerce and Consumer Affairs



**DECLARATION STATEMENT OF  
APPLICANTS FOR GRANTS PURSUANT TO  
CHAPTER 42F, HAWAII REVISIED STATUTES**

The undersigned authorized representative of the applicant certifies the following:

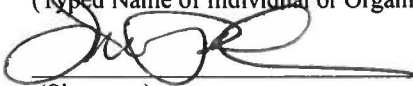
- 1) The applicant meets and will comply with all of the following standards for the award of grants pursuant to Section 42F-103, Hawaii'i Revised Statutes:
  - a) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide 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'i 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'i 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'i 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, Inc.

\_\_\_\_\_  
(Typed Name of Individual or Organization)

  
(Signature)

\_\_\_\_\_  
January 17, 2020  
(Date)

\_\_\_\_\_  
Jill Takasaki Canfield  
(Typed Name)

\_\_\_\_\_  
Executive Director  
(Title)

## **I. Certification – Please attach immediately after cover pages**

### **1. Certificate of Good Standing (If the Applicant is an Organization)**

Please see attached document from the Director of Commerce and Consumer Affairs.

### **2. Declaration Statement**

Hawaii Literacy, Inc. affirms it is in compliance with Section 42F-103, Hawai'i Revised Statutes. Please see attached declaration statement.

### **3. Public Purpose**

Hawaii Literacy, Inc. affirms this grant will be used for a public purpose, pursuant to Section 42F-102, Hawai'i Revised Statutes, specifically to provide needed education and literacy services for low-income and low-literacy residents on O'ahu and Hawai'i Island.

## **II. Background and Summary**

### **1. A brief description of the applicant's background**

Hawaii Literacy is a 501(c)(3) agency operating on O'ahu, Kaua'i, and Hawai'i Island with the mission "to empower Hawaii's children and adults with essential reading, writing, and lifelong learning skills to strengthen themselves, families and communities." Founded in 1971, our five proven literacy programs help 3,100 low literacy residents (2,700 youth and 400 adults in 2018), 94% who are low-income, to build critical reading, writing, speaking, computer, school, and employment skills they need to access future opportunity and success. We work to ensure that every child and adult in Hawai'i, regardless of socioeconomic status, has the opportunity to read and write at a level needed to become self-sufficient, improve income and opportunity, reduce crime and homelessness, and end cycles of under-education and poverty.

### **2. The goals and objectives related to the request**

The goal of this request is to provide needed direct services to help families (both adults and youth) that speak English as a second language—especially Micronesian and other Pacific Islander immigrants who are underserved—to build English proficiency and increase school and workforce readiness. Hawaii Literacy will provide community based English literacy-building programs in 5 high need areas, including public housing sites in Kalihi-Pālana and/or Waipahu, and provide experienced staff and instructors with literacy and phonics expertise, engaging learning activities, resources, high quality books, and trained volunteers to provide 1-to-1 help.

Our grant request will allow us to

- Provide services for 750 EL adults and youth through proven English Language Learner classes, topic workshops, and after-school and weekend youth and family literacy program activities;
- Log 9,000 adult and youth EL class sessions or literacy program visits;
- Offer at least 300 adult English classes;
- Provide at least 400 days of service for youth and parents and Family Literacy programs; and
- Complete 200 literacy assessments for regularly attending youth and adults to demonstrate literacy skill increases.

Strong, basic English and literacy skills are critical to helping keiki and adults do well in and graduate from school and to have opportunities to find living-wage jobs as adults.

### **3. The public purpose and need to be served**

An adult who cannot read will on average earn \$880,000 LESS than a literate adult in their lifetime. 70% of people with the lowest literacy skills have no full or part time job, and if working, they earn only 44% of what a literate adult earns. Poor literacy skills lead to generational poverty, an overburdened school system, higher crime rates, increased healthcare and state assistance costs, and homelessness (*The Economic Impact of the Achievement Gap in America's Schools*, McKinsey & Company).

Literacy costs local and federal governments and businesses an estimated \$230 billion annually. In Hawai'i that translates to a direct cost of over \$5,100 per year for each adult not able to read or write. In contrast, our literacy services proposed here cost \$135 per person per year.

The recent Aloha United Way ALICE (Asset Limited, Income Constrained, Employed) Report found that immigrants with limited English proficiency are one group at significant increased risk of living below the ALICE level. At the ALICE level, families are above the federal poverty line, but their household budget is below the level needed to afford basic housing, transportation, and food needs in Hawai'i (AUW, 2017).

In our state, a shocking 1 in 6 adults (16% of the adult population) cannot read or write. This means about 155,000 adults in Hawai'i are considered "functionally illiterate" (National Assessment of Adult Literacy, U.S. Dept of Ed, 2003). Adults who cannot read or write or find employment are at far higher risk of homelessness, incarceration, and substance abuse, and children raised by parents with low literacy skills enter school less prepared and struggle to reach grade level standards, especially for reading.

Low literacy skills are correlated to higher rates of school failure. In 2018, DOE data showed that the on-time graduation rate for Chuukese and Marshallese speakers who remained classified as English Learners throughout high school are only 32% and 40%, respectively. For Chuukese and Marshallese speakers who developed English proficiency and were no longer classified as English Learners, on-time graduation rate for both groups increased to 63% (Hawaii Data Exchange Partnership, 2018).

By age 8 or 9, children who struggle with basic reading skills feel ostracized from peers, avoid situations where they may be "found out," and feel unable to fully participate in school or their community. When language is also a barrier for the family, this can be compounded and lead to low self-esteem, depression, and feelings of shame and powerlessness. Despite this, we know that consistent, accessible support and increased access to literacy resources and improved English ability can reverse this spiral.

Evidence shows immediate and longer-term economic gains for governments, communities and families when literacy levels are increased. Literacy is simply fundamental to success in life, school or work and is absolutely essential to any long-term solution to our State's most challenging issues. Hawaii Literacy's EL services have a proven record of directly addressing this need, and increasing literacy, job opportunities, and school outcomes for adults and keiki in Hawai'i.



*Adult English classes focus on building practical reading, writing, and speaking proficiency. There is a strong correlation between the literacy level of a parent and their child's school and other life outcomes, and investing in family literacy is a powerful, cost-effective way to help communities across the islands.*

**4. Describe the target population to be served**

The services described in this request will help 750 adults and keiki each year. The adults we will serve through this request are 100% English Language Learners who have limited English proficiency. They are primarily from Pacific Islander or Asian countries, most commonly China, Chuuk, Marshall Islands and other Micronesian states, Viet Nam, Korea, and Mexico. 100% have a stated need to improve their English to reach a specific life goal, typically employment, citizenship, or helping their family.

The youth we will serve are 95% low-income, and more than 80% identify as Hawaiian or Pacific Islander. Over 80% live in public housing and nearly all attend public schools. At two of our existing sites—Kuhio Park Towers and Mayor Wright Homes—40% of all youth residents visit our programs each year!

**5. Describe the geographic coverage**

This proposal is designed to meet the great need for literacy programs and services in Kalihi-Pālama (O’ahu), Waipahu (O’ahu), and/or Kona (Hawai’i), documented from community data and partner discussions. Although focused on serving public housing communities, classes and after-school programs are open to all district residents.

**III. Service Summary and Outcomes**

**1. Describe the scope of work, tasks and responsibilities**

This request will support continued and expanded English Language (EL) services for low-income adults and youth at 5 sites in Kalihi-Pālama, Kona, and/or Waipahu, with a focus on serving youth and adults on-site in public housing or at easily accessible community sites. Provided services include drop-in basic English classes, free literacy tutoring, family and parent literacy, free book lending, school supplies, technology access, and safe places to learn. All services are free and offered at least weekly. Hawaii Literacy is committed to serving all persons in need and providing client-centered, culturally responsive, and effective literacy and English programs.

<b>Tasks and Responsibilities by Position</b>	
<b>English Language Learner (EL) Program Coordinator</b>	<ul style="list-style-type: none"> <li>- Grow and oversee all aspects of the EL program</li> <li>- Assist with volunteer recruitment and oversee volunteers</li> <li>- Provide set schedule of weekly drop-in classes</li> <li>- Guide area outreach efforts</li> <li>- Collect assessment results, service numbers, and progress reports</li> <li>- Report to and coordinate services across programs</li> </ul>
<b>EL Family Literacy &amp; Tutoring Coordinator</b>	<ul style="list-style-type: none"> <li>- Lead operation of Literacy Centers</li> <li>- Provide tailored instruction to learners to build literacy skills and meet set goals</li> <li>- Plan daily literacy-building activities</li> <li>- Make referrals to other client services, as needed</li> <li>- Oversee on-site volunteers</li> <li>- Collect assessment results, service numbers, and progress reports</li> <li>- Report to and coordinate services with the EL Program Coordinator</li> </ul>
<b>EL Family Literacy &amp; Tutoring Instructor</b>	<ul style="list-style-type: none"> <li>- Provide tailored instruction to learners to build literacy skills and meet set goals</li> <li>- Support site and class operations</li> <li>- Assist drop-in clients with literacy needs</li> <li>- Conduct literacy assessments</li> </ul>

<b>Executive Director</b>	<ul style="list-style-type: none"> <li>- Secure appropriate sites and adequate staffing coverage</li> <li>- Recruit for and hire part-time Coordinators</li> <li>- Ensure utility agreements and insurance coverage are appropriate and in place</li> <li>- Oversee all financial matters for the grant, including budget reports and appropriate expenditure of grant funds</li> <li>- Maintain all required grant records, and ensure proposed grant outcomes are met</li> <li>- Support new multi-island partnerships</li> </ul>
<b>Board of Directors</b>	<ul style="list-style-type: none"> <li>- Hold (with ED) final responsibility for contracting and maintaining sites</li> <li>- Assist in securing needed donations of furniture and set-up assistance</li> <li>- Develop sustainable funding sources for future year services</li> </ul>
<b>Finance Manager</b>	<ul style="list-style-type: none"> <li>- Budget management and oversight of GIA-related accounting and finance activity</li> <li>- Track all GIA-related payroll accounts, payments, and expenses</li> <li>- Assist in financial reporting and maintain all GIA contract-related records</li> </ul>

**2. Provide a projected annual timeline for accomplishing the results or outcomes of the service**

<b>Month</b>	<b>Activities and Outcomes</b>
<b>Month 1</b>	<ul style="list-style-type: none"> <li>- Hire and train EL and Instructor staff to work with the EL Coordinator</li> <li>- Begin providing expanded English Language (EL) services for adults and keiki at 5 locations</li> </ul>
<b>Month 2</b>	<ul style="list-style-type: none"> <li>- Continue expanded EL services to include adult English classes and EL youth and family learning activities</li> <li>- Provide focused outreach and translated materials to increase awareness of EL services</li> </ul>
<b>Month 3</b>	<ul style="list-style-type: none"> <li>- Continue expanded EL services</li> <li>- Finish 1<sup>st</sup> quarterly round of youth literacy assessments</li> </ul>
<b>Month 4</b>	<ul style="list-style-type: none"> <li>- Continue expanded EL services</li> </ul>
<b>Month 5</b>	<ul style="list-style-type: none"> <li>- Continue expanded EL services</li> </ul>
<b>Month 6</b>	<ul style="list-style-type: none"> <li>- Continue expanded EL services</li> <li>- Finish 2<sup>nd</sup> quarterly round of youth literacy assessments</li> <li>- Finish 1<sup>st</sup> semi-annual round of adult literacy assessments</li> </ul>
<b>Month 7</b>	<ul style="list-style-type: none"> <li>- Continue expanded EL services</li> </ul>
<b>Month 8</b>	<ul style="list-style-type: none"> <li>- Continue expanded EL services</li> </ul>
<b>Month 9</b>	<ul style="list-style-type: none"> <li>- Continue expanded EL services</li> <li>- Finish 3<sup>rd</sup> quarterly round of youth literacy assessments</li> </ul>
<b>Month 10</b>	<ul style="list-style-type: none"> <li>- Continue expanded EL services</li> </ul>
<b>Month 11</b>	<ul style="list-style-type: none"> <li>- Continue expanded EL services</li> </ul>
<b>Month 12</b>	<ul style="list-style-type: none"> <li>- Continue expanded EL services</li> <li>- Finish 4<sup>th</sup> quarterly round of youth literacy assessments</li> <li>- Finish 2<sup>nd</sup> semi-annual round of adult literacy assessments</li> <li>- Complete all grant objectives</li> </ul>
<b>Month 13</b>	<ul style="list-style-type: none"> <li>- Final report on grant outcomes, successes, and areas and plans for improvement</li> <li>- Continue site services within long-term sustainability plans</li> </ul>

**3. Describe its quality assurance and evaluation plans for the request**

**A. Evaluation of Staff Training and Knowledge**

Adequate and well-trained staff are essential to the effective growth of literacy services for each community and site, and evaluation includes:



- 1) Evaluation of minimum requirements for each new hire, including experience and knowledge in literacy strategies, youth development, and formal experience or certification for EL Instructor
- 2) Ongoing assessment of operations, regular site hours and evaluation of benchmarks for outreach and adult learners assessed and served

The EL Program Coordinator has strong work and education experience in Adult Education and literacy training, including operation of a community EL drop-in Center, and will help to evaluate the EL Family & Tutoring Coordinators and EL Instructors, and review and affirm their proficiency in these areas:

- 1) accurate and respectful student assessment;
- 2) effective volunteer recruitment;
- 3) proficiency in providing regular volunteer feedback and training;
- 4) providing accurate program information to various audiences;
- 5) knowledge to support common tutor and student learning needs; and
- 6) knowledge to use and maintain and instruct others on use of all resources

### B. Evaluation of Outreach, Program Services, and Outcomes

Hawaii Literacy has a strong and well-established system of reporting progress and evaluating program effectiveness from nearly five decades of providing services for low-literacy adults and parents and youth. In addition to measuring program service levels (number of visits, unique visitors, etc.) we have systems to collect and evaluate:

1. client feedback and ideas through annual surveys, client focus groups, and informal channels; and
2. Monthly and quarterly learner progress on achieving measurable literacy gains and life outcomes such as new employment, increased income, and continuing education.



*Keiki living in public housing can participate in monthly reading challenges and afterschool activities that build English vocabulary and comprehension skills so they can meet grade-level reading standards.*

Hawaii Literacy Program Managers and Coordinators have a strong history of strategically growing and adapting program service to better meet needs of clients and communities we serve. Examples include:

- services to address the unique needs of low-literacy parents;
- focus on technology and the workforce and network needs of adult learners
- Re-structuring after-school programs to increase 1-to-1 literacy help and tutor training

Changes to our programs frequently stem from information collected in program evaluations, client surveys, informal client feedback, or staff evaluations. Data collected from program, training, and student outcomes evaluations are actively reviewed and results shared in grant reports, as detailed in the section below.

#### **4. List the measure(s) of effectiveness that will be reported to the State agency through which grant funds are appropriated (the expending agency)**

With GIA support, we will achieve & measure these outcomes:

- 1) Serve 750 English Learner (EL) adults and children annually and provide needed literacy and English language services
- 2) Log 9,000 adult and youth EL class sessions or literacy program visits
- 3) Offer at least 300 adult English classes
- 4) Provide at least 400 days of service for youth and parents and Family Literacy programs
- 5) Complete 200 literacy assessments for regularly attending EL youth and adults to demonstrate increases in speaking, reading, or writing English and literacy skill progress

## **IV. Financial**

### **Budget**

- 1. The applicant shall submit a budget utilizing the enclosed budget forms as applicable, to detail the cost of the request**
  - a. Budget request by source of funds (attached page 6)
  - b. Personnel salaries and wages (attached page 7)
  - c. Equipment and motor vehicles (attached page 8)
  - d. Capital project details (attached page 9)
  - e. Government contracts, grants, and grants in aid (attached page 10)
  
- 2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2021**

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$22,100	\$ 28,000	\$26,100	\$25,930	\$102,130

- 3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2021.**

<b>Intended Funding for Fiscal Year 2021</b>			
<b>Funding Source</b>	<b>Program</b>	<b>Estimated Amount</b>	<b>Status</b>
Rose Perenin Foundation	Agency-Wide Support	\$30,000	Secured
Rose Perenin Foundation	Adult Literacy restricted	\$50,000	Secured
Aloha United Way	Agency-Wide Support	\$15,000	Support from annual workplace giving (2018 figure)
Hawai'i Community Foundation (FLEX)	Agency-Wide Support	\$50,000	Secured
City & County of Honolulu	Family Literacy Libraries	\$125,000	Pending- request awarded in March 2020
Freeman Foundation	Adult Literacy Support	\$30,000	Ongoing annual support to be requested in Aug 2020
Atherton Family Foundation	Tutoring services Expansion	\$10,000	Intend to request - new support
Clarence T.C. Ching Foundation	Agency-Wide Support	\$20,000	Intend to request
Pizza Hut Literacy Fund	Bookmobile Expansion	\$25,000	Secured
First Hawaiian Bank Foundation	Bookmobile Expansion	\$12,000	Intend to request continuing support
Campbell Family Foundation	Bookmobile Support	\$10,000	Intend to request continuing support
Visitor Industry Charity Walk	Family Literacy Libraries	\$3,000	Ongoing annual support to be requested
Friends of Hawaii Charities	Bookmobile & Peer Tutoring Support	\$8,500	Ongoing annual support to be requested
Pettus Foundation	Agency-Wide Support	\$10,000	Pending request
Hawaiian Telcom	Agency-Wide Support	\$5,000	Intend to request continuing support
Hawaiian Electric Company	Agency-Wide Support	\$10,000	Secured
TJX Foundation	Family Literacy Libraries	\$5,000	Ongoing annual support to be

			requested
Office of Hawaiian Affairs	Bookmobile & Peer Tutoring Project	\$80,000	Intend to request- Feb 2020
Bank of Hawaii Foundation	Bookmobile	\$8,000	Intend to request - new support
State of Hawai'i Grant-in-Aid FY19	Adult Literacy 2019 Expansion	\$80,000	Secured- carry over from FY19
Sullivan Foundation	Youth & Education	\$10,000	Secured

**4. The applicant shall provide a listing of all state and federal tax credits it has been granted within the prior three years**

Prior Years Tax Credits			
Type	Description	Year	Amount
State	None	N/A	N/A
Federal	None	N/A	N/A

**5. The applicant shall provide listing of all federal, state, and county government contracts, grants, and grants in aid it has been granted within prior three years and will be receiving for fiscal year 2021**

Federal, State, and County Government Contracts, Grants, & Grant-in-Aid					
Applied	Fiscal	Type	Description	Status	Amount
2017	2018	City & County of Honolulu Grant-in-Aid	Family Literacy Libraries Program	Awarded	\$125,000
2018	2019	City & County of Honolulu Grant-in-Aid	Family Literacy Libraries and Youth Tutoring Program	Awarded	\$125,000
2018	2019	State Grant-in-Aid	Bookmobile Expansion Program	Awarded	\$110,000
2019	2020	City & County of Honolulu Grant-in-Aid	Family Literacy Libraries Program	Awarded	\$125,000
2019	2020	State Grant-in-Aid	Adult Literacy Expansion	Awarded	\$80,000

**6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2019**

Balance of Unrestricted Current Assets	
Balance as of December 31, 2019	\$ 205,435

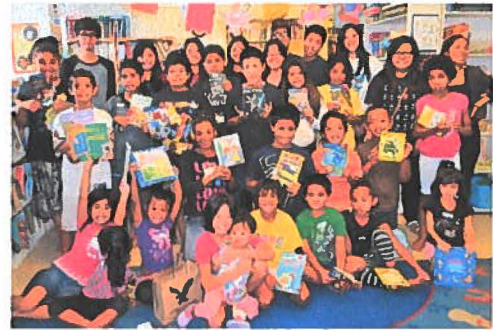
**V. Experience and Capability**

**1. Necessary Skills and Experience**

For nearly 50 years, Hawaii Literacy has helped individuals with low literacy skills, and our Adult Literacy tutoring and English Learner programs have been a part of this essential work since our start! Our team

has decades of combined experience in successfully helping underserved adults, youth, and families measurably increase their English and literacy skills and knowledge and using those to improve their lives.

Our five programs align with best educational practices and provide critical reading, writing, communication, school, and workforce readiness skills for more than 3,100 low-income, struggling readers each year. Our experience includes operation of two Family Literacy Libraries in public housing for over 20 years; a successful Bookmobile program which began in 2001 and has grown to 3 routes on O'ahu and Hawai'i Island, providing English language learner classes at 5 sites, and operating the longest running Adult Literacy tutoring program in the state across O'ahu, Kaua'i, and Kona which has helped thousands of adults and parents become more literate, fluent, and self-sufficient.



*Hawaii Literacy has decades of experience in operating literacy programs that are highly effective and highly utilized by the communities we serve.*

Hawaii Literacy's consistent work in lower-income communities and public housing developments has built trust and long-time relationships with community members and a strong network of service providers across the islands. We have unique expertise in effectively training and overseeing hundreds of volunteers to provide individual and class English help and 1-to-1 reading tutoring that research has shown to be a most effective practice in helping adults become more fluent or literate.

Our staff has developed and maintained strong partnerships with nearly 20 transitional housing sites and homeless shelters, community colleges, GED prep programs, Community Schools for Adults, and many job and employment programs. Basic literacy skills are often a barrier for adult students to enter these services. Our adult programs can and has successfully served as a bridge service to fill that gap for State agencies, educational institutions, and local partners. This GIA support will dramatically increase our ability to provide critical literacy services that make other state programs and agencies more successful, and we provide cost-effective individual client support that is not possible in other programs.

Last, Hawaii Literacy has a record of slowly but strategically growing programs in ways that fill an unmet need, are sustainable, and have long-term benefit. Our record shows we can successfully deliver the expansion outcomes in this proposal and provide measurable community benefits and impact beyond the grant period. With this expertise and infrastructure in place and your support, we can confidently achieve the proposed goals and success, and serve hundreds of struggling adults and families in the identified communities, particularly Waipahu, Kalihi-Pālama, Kona, and the surrounding areas.

## **2. Facilities**

**1) Drop-In English Language Learner Center at Kaumakapili Church (Kalihi-Pālama)** provides free English classes 4 times/week and our partnership with this site is expected to continue as long as there is a need.

**2) Kona Adult Literacy Center** serves as a dedicated office and tutoring space that serves the Kailua-Kona and the Kona Coast, located at Bougainvillea Plaza, 75-5656 Kuakini Hwy, 102B, Kailua-Kona. It is also the administrative base for our English Language (EL) instructor in Kona.

**3) Waipahu:** We are in discussion with DOE staff at Waipahu Intermediate School to expand EL adult and family literacy programs. A possible site has been identified at 94-133 Pupupuhi St, Waipahu in a shared

social services and community center space used by Weed & Seed, and one of our close partners, the Chuuk Language and Culture Association. It is located in Waipahu public housing and is easily accessible to low-income populations with a high need for literacy and English language services. It also provides access to existing shared technology resources.

**4) Mayor Wright Homes Family Literacy Library** is located within a public housing unit on-site at Mayor Wright Homes housing. We have long-term in-kind commitments for this Library space and utilities.

**5) Kuhio Park Towers Family Literacy Libraries and Tech Center** is located within a ground-floor public housing unit directly across the street from Linapuni Elementary School. We have long-term in-kind commitments for the Library space, Technology space, and partial utilities.

At the Mayor Wright Homes and Kuhio Park Towers Family Library and EL Program sites (#4 and #5) alone, we serve over 600 families annually and our literacy programs reach around 40% of all youth living on site! 64% of youth we serve there have no English speaking adult in the home. Each of the sites above has been selected because there is a significant community need for such services. This expansion will make critical literacy services available to high need, underserved populations, and each site brings the additional advantages of our strong community partnerships, and in-kind support to make the sites highly cost-effective in relation to market value space rental costs.

## **VI. Personnel: Project Organization and Staffing**

### **1. Proposed Staffing, Staff Qualifications, Supervision and Training**

The *English Language Learner (EL) Coordinator*, Annabelle Walters, is TEFL-certified and has been with Hawaii Literacy since March 2019, where her first role was as an English Language Learner Drop-in Center volunteer. Annabelle excelled in her role as a volunteer and was brought on as the EL Coordinator, where she now works to lead literacy activities that build literacy and life skills for immigrant adults. Annabelle brings a strong managerial background, having worked to administer major national corporate accounts, teams, and outcomes in a business setting prior to making a career shift into teaching English.

The *EL Family Literacy & Tutoring Coordinator* candidate will pass through an initial resume and qualifications review and will complete separate interviews with the EL Program Coordinator and Executive Director prior to being hired for this role. They will be expected to be capable of overseeing progress and achievement of the following responsibilities:

- Lead operation of Literacy Centers
- Provide tailored instruction to learners to build their literacy skills and help them meet their goals
- Plan daily literacy-building activities
- Make referrals to other client services, as needed
- Oversee on-site volunteers
- Collect assessment results, service numbers, and progress reports
- Report to and coordinate services with the ELL Program Coordinator

The *EL Family Literacy & Tutoring Instructor* will report to the EL Coordinator:

- Provide tailored instruction to learners to build their literacy skills and help them meet their goals
- Support site and class operations
- Assist drop-in clients with literacy needs
- Conduct literacy assessments

*Executive Director*, Jill Takasaki Canfield, will hold responsibility for initial site selection and securing rental agreements, as well as hiring and initial expansion plans. Jill brings significant managerial and nonprofit leadership experience; she most recently served as the Director of International Programs at Maryknoll

School, and prior to that worked as the Executive Director of the Pacific Asian Affairs Council, where she oversaw strategic goals, staffing and training, financial resources, and day-to-day operations.

Financial reporting and management of all GIA related income and expenses, will be provided by Finance Manager, Paul Harleman. Paul Harleman has worked with Hawaii Literacy since August 2015 as a part-time Finance Manager. Paul holds a Bachelor of Science degree in International Relations and an M.B.A. in Finance from Hawaii Pacific University. Paul has five years of financial management experience in both for-profit and non-profit sectors. In addition to business experience, Paul has six years of experience handling various fiscal and economic policy issues at the state legislature. Paul provides bookkeeping and oversight for all accounting, payroll, and financial matters, including grants.

**2. Organization Chart**

Please see attached.

**3. Compensation**

<b>Hawaii Literacy Salary Range of Three Highest Paid Officers, Directors, or Employees by Position</b>	
<b>Position</b>	<b>Salary Range</b>
Executive Director	\$80,960-\$105,000
Assistant Director	\$55,000-\$57,500
Grants & Giving Director	\$52,000-\$55,000

**VII. Other**

**1. Litigation**

Hawaii Literacy affirms there is no pending litigation or any outstanding judgement to which we are a party.

**2. Licensure or Accreditation**

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

**3. Private Educational Institutions**

Not applicable. This grant will not be used to support or benefit a sectarian or nonsectarian private educational institution.

**4. Future Sustainability Plan**

Hawaii Literacy places highest priority on ensuring all program growth meets a true community need and that any expansion is sustainable for the long-term. We will leverage recent State support to secure new private donations, volunteers, and gifts in-kind.

Our sustainability plan beyond FY 2021 includes requests for new or ongoing private support from funding sources listed in Section III to increase impact and awareness of our literacy services and cover additional operational costs not requested here, to reduce the need for future State of Hawai'i support.

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In addition to new program grant sources, our Board of Directors completed a new Strategic Plan for 2019-2021 that includes commitments to add unrestricted funds to our annual budget within 3 years, beginning in 2020, to ensure continued operation even if grant support may only provide partial support.

Our sustainability plan includes 3 components to achieve vital changes listed above:

1. We intend to integrate funding requests for our Coordinator and Instructor positions into new and existing funding sources and grant applications.
2. A commitment by our Board of Directors to add unrestricted funding to our annual budget over the next three years.
3. We are hiring a Grant Director position, with responsibility to seek and develop new sources of funding, especially from untapped national sources that can increase resources for Hawai'i.

The long-term benefits of raising literacy levels for adults in Hawai'i is well proven in individual as well as national data. Greater literacy and language skills directly increase family well-being, income and employment opportunity, and civic engagement, and lower homelessness, dependence on state assistance, crime, and high school dropout rates.

Literacy is literally the strongest indicator of whether an adult can find regular employment, whether a child will graduate high school, and whether a family will live in poverty. It is also a core skill needed for individuals to be personally empowered, seek information to improve their lives, and understand and participate in local and global social communities (Stromquist, 2005). Literacy is not enough to solve all the problems Hawai'i faces, but without it, the problems we face will not be solved.

Mahalo nui loa for your consideration and support for this critical request, and for all your hard work to serve our communities and State. With our aloha and wishes for a successful 2020 legislative session.

## BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2020 to June 30, 2021

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)
<b>A. PERSONNEL COST</b>				
1. Salaries	76,076		93,519	30,000
2. Payroll Taxes & Assessments	6,847		8,872	2,500
3. Fringe Benefits	9,657		10,073	1,500
<b>TOTAL PERSONNEL COST</b>	<b>92,580</b>		<b>112,464</b>	<b>34,000</b>
<b>B. OTHER CURRENT EXPENSES</b>				
1. Airfare, Inter-Island	1,000			
2. Insurance	500			
3. Lease/Rental of Equipment				
4. Lease/Rental of Space				
5. Staff Training	900			
6. Supplies (including books)	2,950		1,200	8,700
7. Telecommunication			1,620	
8. Utilities			2,640	
9. Curriculum & Assessments	2,200			
10. Technology (Projector, Tablet Computers)	500			
11. Office Maintenance/Repair and/or Security			1,100	
12. Indirect Costs	1,500		5,976	
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<b>TOTAL OTHER CURRENT EXPENSES</b>	<b>9,550</b>		<b>12,536</b>	<b>8,700</b>
<b>C. EQUIPMENT PURCHASES</b>				
<b>D. MOTOR VEHICLE PURCHASES</b>				
<b>E. CAPITAL</b>				
<b>TOTAL (A+B+C+D+E)</b>	<b>102,130</b>		<b>125,000</b>	<b>42,700</b>
<b>SOURCES OF FUNDING</b>		Budget Prepared By:		
(a) Total State Funds Requested	102,130	Jill Takasaki Canfield	808-537-6706	
(b) Total Federal Funds Requested		Name (Please type or print) Phone		
(c) Total County Funds Requested	125,000	Jan. 17, 2020		
(d) Total Private/Other Funds Requested	42,700	Signature of Authorized Official Date		
<b>TOTAL BUDGET</b>	<b>269,830</b>	Jill Takasaki Canfield Executive Director		
		Name and Title (Please type or print)		

\* In-kind





## BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2020 to June 30, 2021

Applicant: Hawaii Literacy, Inc.

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
N/A			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
<b>TOTAL:</b>				
<b>JUSTIFICATION/COMMENTS:</b>				

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
N/A			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
<b>TOTAL:</b>				
<b>JUSTIFICATION/COMMENTS:</b>				

## BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2020 to June 30, 2021

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: 2018-2019	FY: 2019-2020	FY:2020-2021	FY:2020-2021	FY:2021-2022	FY:2022-2023
PLANS						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
<b>TOTAL:</b>						
<b>JUSTIFICATION/COMMENTS:</b> <p style="text-align: center;">N/A</p>						

**GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID**

Applicant: Hawaii Literacy, Inc.

Contracts Total: 1,352,268

	<b>CONTRACT DESCRIPTION</b>	<b>EFFECTIVE DATES</b>	<b>AGENCY</b>	<b>GOVERNMENT ENTITY (U.S. / State / Haw / Hon / Kau / Mau)</b>	<b>CONTRACT VALUE</b>
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)	May 1, 2020- April 30, 2021	Dept. of Community Services, Office of Grants Management	City & County of Honolulu	125,000
2	Funding to support the expansion adult literacy tutoring centers in new communities	July 1, 2019 - June 30, 2020	Dept of Education	State of Hawaii	80,000
3	Funding to purchase new Bookmobile and expand literacy services to 8 new sites on Oahu in 2019	July 1, 2018- June 30, 2019	Dept of Education	State of Hawaii	110,000
4	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)	May 1, 2019- April 30, 2020	Dept. of Community Services, Office of Grants Management	City & County of Honolulu	125,000
5	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)	May 1, 2018- April 30, 2019	Dept. of Community Services, Office of Grants Management	City & County of Honolulu	125,000
6	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- April 30, 2018	Dept. of Community Services, Office of Grants Management	City & County of Honolulu	122,220
7	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 Grants Management	City & County of Honolulu	122,800
8	Funding to increase reading time, comprehension, technology and English skills and operate 2 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
9	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
10	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
11	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
12	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
13	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
14	Funding as fiscal sponsor to continue Oahu In Step STEM project with DOE	August, 2010	Office of the Governor	State of Hawaii	7,560
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