

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



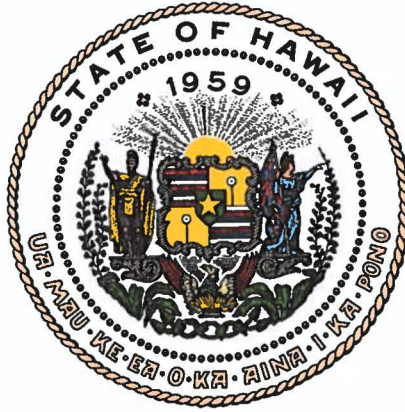
AUTHORIZED SIGNATURE

LARRY LAIRD, DIRECTOR OF OPERATIONS

PRINT NAME AND TITLE

1/15/2020

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

READ ALOUD AMERICA, INC.

was incorporated under the laws of Hawaii on 10/30/1995 ; 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

APPLICATION FOR GRANTS

I. Background and Summary

1. A brief description of the applicant's background:

Read Aloud America's Mission Statement: ***"Through the fun of reading and being read to, Read Aloud America promotes literacy, bonds families, and builds communities of lifetime readers."*** Since 1999, Read Aloud America (RAA), a 501[c][3], has reached out to Hawaii elementary and middle school families by implementing ***170 programs at 95 schools serving over 353,000 children and adults on Kaua'i, Maui, Moloka'i, Oahu, and the Island of Hawaii***, and counts on more than 300 volunteers across the state. The current RAA programs focus on elementary schools on the island of Maui.

RAA's Read Aloud Program (RAP) is an Hawaii-only literacy program offered in one to four evening sessions at underserved schools to teach parents how to develop strong communication skills with their children; teach their children to love reading for both pleasure and education; limit technology as a replacement for family interaction; and develops positive attitudes and lifelong learning skills. RAP is an evening family-based read-aloud program, hosted by public elementary schools and intermediate schools in some of Hawaii's most needy communities. RAP is not a "one-shot" program, but rather a comprehensive program that involves classroom teachers, administration, students and their families. A four session program includes a staff presentation, six to nine classroom presentations, and four early evening family RAP sessions that are completed over the course of one semester. Using the same objectives as the regular RAP program, RAA has developed a one-session RAP program, which gives the school community an introduction to RAP and an evening program for those schools whose preference is a specialized schedule. RAA is part of the Hana 21st Century Grant program and offered four early evening programs during the 2019-20 school year at Hana School. All programs include the whole family, from infants to grandparents, so that everyone in the home environment receives the same training, which gives them the tools for learning to continue at home. All members of the school community are encouraged to participate, giving parents opportunities to socialize with other community members and to meet teachers, school administrators, and staff in friendly social situation.

RAP Encourages all school and community members to participate, gives parents an opportunities to socialize with other community members and to meet teachers, school administrators, and staff in a friendly social environment. The tone of a RAP Program is deliberately kept relaxed and informal so that participating families are not threatened or stressed. Many families who attend RAP can be intimidated by the school setting, so the program works to set them at ease and give them positive experiences related to school and learning. Although the program conveys an atmosphere of excitement and fun, the subtle curriculum presented to the parents and students is carefully sequenced. Books and readings used in RAP sessions are selected for their literary quality, strong support of values, and representation of positive role models. Local authors are invited to two sessions to model reading aloud.

During the family sessions, trained presenters work with parents and other care givers to convey fundamental reading and literacy concepts and parents learn how to become reading role models, how to read aloud to their children, and how to establish and maintain family strengthening activities. The program includes Read-Aloud breakout sessions for both children and adults and provides guidelines for the judicious use of television and other electronic media. Each RAP family builds a "Family Reading Handbook," which contains tips and resources to help them incorporate RAP ideas and strategies into their families' daily lives. At a number of the schools, the curriculum is developed to support site-based values programs. RAP families also receive suggestions on ways to sustain RAP strategies in their homes through the parent's take-home activity book, RAP UP!

Teacher and parent feedback from RAP programs have consistently reported that parents read and talk with their children more, children read more independently, more families limit the use of electronic media, and students consistently report that school work is easier after participation in a Read Aloud America Program.

2. The goals and objectives related to the request:

Participating in RAP reaps many rewards for participating school communities. Families take part in a program that motivates parents and children to read more; that offers resources and tips for reading together; and promotes family engagement; communication between families; school and families; and builds lifetime readers. The school discovers that their students are reading and listening better, and that students have a better attitude toward school. Parents become more actively involved in the education process, strengthening the link between home and school. Finally, the greater community benefits, as bonds are forged among the school, businesses, families, and other community agencies.

Program results data as documented below come from Exit Surveys delivered to parents and students grade 3 and above at every RAP program since 1999:

RAP has five goals:

- 1) To encourage families to read to their children on a regular basis.**
 - a. 59% of families read to their children at least 3 times a week
 - b. 87% of families report an increase in their children's reading time
- 2) To provide resources to help families and teachers choose books and read to children.**
 - a. 100% families build RAA Family Reading Handbooks
- 3) To nurture a love of reading in parents and awaken a love of reading in Children.**
 - a. 77% parents increase their own reading time
 - b. 72% students increase their interest in reading
- 4) To encourage families to limit technology and read.**
 - a. 71% families report spending less time with electronic media
- 5) To encourage positive family, teacher and school relationships.**

- a. 83% families report that RAP and reading more to their children led to positive behavior changes in the family
- b. 70% students report a more positive attitude toward school
- c. 79% teachers report improved home to school relationship
- d. 73% teachers report positive changes in students behaviors

RAP was designed for communities with schools that have a high percentage of high need students who are often significantly behind in achievement in most academic areas and particularly in reading. Major studies over decades have provided irrefutable evidence that ***Reading is the Keystone of Learning***. Students, who are competent and engaged readers, do well in all academic areas. Students, who are not competent readers, struggle throughout their academic careers and eventually lose interest in school. (Jim Trelease, *The Read Aloud Handbook*)

Data collected from 17 years of implementing RAP has shown that as a result of the program parents are more involved in their children's learning and students have both an increased interest in reading and a more positive attitude toward school after participating in a Read Aloud America program. Families also watch less TV and spend more time with family activities. In addition, teachers report that students that have participated in RAP have increased listening span, have more interest in reading and being read to, better attitude towards school, better or more confident oral reading skills, improved academic performance, and fewer discipline problems in the classroom.

3. The public purpose and need to be served:

Literacy is critical to our youth's success in the classroom and as a future member of the American workforce. In today's society, statistics point to two critical issues - reading is paramount to academic success and the achievement gap between students from higher and lower income families. Studies show that students who are competent and engaged readers do well in all curricular areas while those who are not begin struggling in the primary grades and fall even further behind in all academic areas as they get older. Students with below grade level reading skills are twice as likely to drop out of school as those who can read on or above grade level. (*Adolescent Literacy: A National Reading Crisis*) Socioeconomic status accounts for more differences in language, vocabulary and other academic skills than any other factor by far, including race and ethnicity. ("*Inequality at the Starting Gate*", *Economic Policy Institute*). Countless studies have documented the disparities between students from higher and lower income households. In addition, a study by Sean Reardon (*The Widening Income Achievement Gap*) showed that this gap has grown significantly over the last three decades.

RAP was designed for communities with schools that have large percentages of high need students who are often significantly behind in achievement in most academic areas and particularly in reading. Major studies over decades have provided irrefutable evidence that **READING IS THE KEYSTONE OF EDUCATION.** Students, who are competent and engaged readers, do well in all academic areas. Students, who are not competent readers, struggle throughout their academic careers and eventually lose interest in school. (J. Trelease, 2009)

4. Describe the target population to be served:

Read Aloud America targets Title I schools in Hawaii's underserved communities, where schools face such challenges as homelessness, single parent households, foster care, language barriers, special needs, and poverty. Read Aloud America makes it a priority to take RAP to schools that are especially in need, which have high populations of low-income families, Native Hawaiian students, immigrant families, and schools that are in particularly rural areas, where social services are scarce.

Child and family homelessness is at an escalating crisis. What happens in early childhood can impact for a lifetime. According to the National Center on Homeless Education the impact of homelessness on children often lead to chronic stress and trauma from frequent moves; inconsistent relationships; lack of places to play; and witnessing domestic violence and substance abuse. The stress and trauma is emotionally and cognitively damaging. In young children stress resulting from major trauma such as extreme poverty and homelessness, can weaken the developing brain and can lead to lifelong problems.

By providing a well-established **POSITIVE** family-centered literacy program the consequences of early trauma can be prevented and society can ensure that all children are prepared for school and life success. According to the research, conducted by the Horizons for Homeless Children Organization, children who are read to from the time they are very young become better readers, do better in school, stay in school longer, and are more likely to avoid the cycle of poverty due to the lack of work-related skills. **PREVENTION is the key!**

5. Two unique features of the recent RAP Programs for Hawai'i schools:

At each session of a RAP school program every adult receives a packet of coaching materials that the adults can use with their children. Recently all of the materials have featured activities that adults can use to put into practice the *Na Hopena A'o Statements* that are the foundation for instruction in all Hawai'i public schools. We have been providing these coaching materials based on the *HA: BREATH* statements for the past three years at many of our recent programs. These materials have been highly praised by the adults for their usefulness in supporting the *HA: BREATH* values and beliefs that are so important in our island culture.

At schools where Hawaiian Immersion instruction is offered, RAP programs offer read aloud sessions for these students in Olelo Hawai'i language. In some cases, the read alouds in Olelo Hawai'i are by the teachers. In a new program, RAP is training middle school students from a neighboring Immersion School to be the volunteer readers in Olelo Hawai'i language for the younger children. This cross age opportunity is of value both for the older students and the younger children they will serve.

All books that students in the Olelo Hawai'i read alouds receive at the end of each session will be offered in Olelo Hawai'i language. Again, this offer of a new book for each child in the Olelo Hawai'i language has been received with great praise from the Hawaiian Immersion schools.

5. Describe the geographic coverage:

Read Aloud America programs are held in public schools across the state, with particular priority for Title I schools with a high percentage of low-income families. Over 300 local volunteers serving their local communities support programs.

II. Service Summary and Outcomes

1. Describe the scope of work tasks and responsibilities:

Each school that hosts RAP will receives the following program components:

- One school staff presentation
- 6-9 classroom visits
- Four two-hour RAP evening sessions
- Parent training sessions
- Handouts & Registration materials
- Family Reading Handbook for each family
- RAA Annual Reading List
- Book Swap Books at each session for children & adults
- Trained Presenter
- Three sets of 3'x12' RAP School Banners
- Door Prizes at each Session
- New books with each door prize for adults & students at each session
- First Class postage for one mailing to all school families
- Flyers and reminder memos
- Read Aloud sessions for children by age level -Toddler through Grade 8
- Snacks, Drinks & Light Dinners
- Trained Volunteer Readers
- Trained Early Ed Specialist for Toddler Read-Aloud
- Every child receives a free book at each reading session
- RAP UP! Book for each family at Session 4
- Liaison Training Manual
- Special training sessions for the RAP School Liaison
- Session Summaries and compilations of parent comments for each session
- Comprehensive attendance data
- Program evaluation survey data
- Formal School Report

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

Fall 2020 and Spring 2021

- Schools Selected for programs based on Title I criteria (RAP)
- Each selected spring school site selects a School Liaison who will coordinate efforts from the school site and is the main contact for RAA staff.
- Liaison Handbook is developed for each program.
- RAA Program Coordinator/Specialist meets on a regular basis with School Liaison to begin planning and preparation for RAP program.
- Printed materials are developed for the program and printed by RAA

Read Aloud America
January, 2020

- Community volunteers are recruited and assigned as Classroom Readers for Toddler – Grade 8 and school volunteers are trained
- Books, supplies, incentives and giveaways are ordered for programs
- Beverages and snacks are ordered for programs.
- Customized RAP School Banners are designed with individualized for programs.
- Customized Reading Family Handbook printed and assembled for each program. (RAP). Handbook curriculum is developed to meet the needs of the school community.
- RAA presentation to school staff/faculty.
- RAA Presenter will provide at each school site 6 to 9 classroom RAP Sessions.
- Promotional Activities begin at each program site
- Mailing is sent home to parents.
- RAP Programs begin at each site every third week over a course of one school semester.
- Registration data is updated after each program session.
- Program summary and adult evaluations are compiled and sent to each school for review.
- RAA Coordinator, School RAP Liaison and School Principal review program and make changes as needed.
- Volunteer Readers are monitored on a regular basis.
- Exit survey data is completed by the schools faculty/staff, parents, and children grades three and above at RAP Session IV
- Exit Surveys are calculated and analyzed from each program.
- A School Report is produced for each school. The School Report provides the school with the compiled data from the Staff, Parent and Student Surveys, The Returning Family Survey Data and Attendance Data.
- A meeting is held between RAA and the School Principal and Liaison to review the School Report Data.
- All Supplies/Equipment are inventoried.
- All Books are inventoried.
- Preparations begin for fall 2021 programs.

3. Describe the quality assurance and evaluation plans for the request. Specify how the application plans to monitor, evaluate and improve their results:

The integrity of RAP is of critical importance to Read Aloud America, and we use a number of ways to monitor quality:

- 1) Participating adults fill out evaluation forms at each RAP session.
- 2) Participating adults and students in grades three and up complete written end-of-program surveys.
- 3) Families who have participated in more than one RAP program complete an additional written survey.
- 4) School principals and liaisons fill out written reports at the end of each program.
- 5) Faculty and staff at each RAP school complete an end-of-program survey.
- 6) All volunteer readers turn in written evaluations at the end of the program.

A Program Coordinator and Program Assistant oversee each RAP session, and the President, the Director of Program/Training, and the Director of Operations/Grants make frequent visits to

program sessions to assess quality. Verbal feedback from staff, school RAP teams, parents, and volunteers is encouraged and taken into consideration.

In addition, registration and attendance at each session is carefully recorded. Data reports are shared with school administration and faculty after each session. Formal school reports, detailing survey results and presenting participants' comments, are prepared and distributed to each school. This data is compiled, analyzed, and used to evaluate all components of the program each semester.

At the semester's end, Read Aloud America's Program Director compiles survey results from all schools and applies it to RAP's comprehensive program results. RAP's goals as listed in "Background and Summary" are measured through 7 objectives. RAP's success is measured by participants' responses, as stated above.

Since RAP attempts to influence attitudes and habits which change slowly over time, we feel it is important to measure the feedback from families who have attended more than one RAP program. The results from our "Returning Family Survey" show that families are internalizing RAP concepts: strengthening families, providing positive role models for youth, and developing firmer home-school relationships. **What are returning family parents saying about RAP?**

95% say their children seem to like reading books more since attending RAP.

92% say their children read better since attending RAP.

69% say their families' watch less TV since attending RAP.

85% say their family spends more time together because of RAP.

80% say they (adults), read more because of RAP.

90% say they feel more confident about reading to their children.

97% say RAP provides them with helpful reading information and resources.

91% say they are more involved in their children's learning since attending RAP.

86% say they are more involved with their children's school.

4. List the measure(s) of effectiveness that will be reported to the State agency through which grant funds are appropriated (the expending agency). The measure(s) will provide a standard and objective way for the State to assess the program's achievement or accomplishment. Please note that if the level of appropriation differs from the amount included in this application that the measure(s) of effectiveness would need to be updated and transmitted to the expending agency.

GOAL	OBJECTIVE
To encourage families/caregivers to read to children regularly and become more engaged in their children's learning	<ul style="list-style-type: none"> ▪ 50% families read to their children at least 3 times a week - Achieved 59% 50% families report an increase in their children's reading time - Achieved 87%
To provide resources to help families and teachers choose books and read to children.	<ul style="list-style-type: none"> ▪ 100% families build RAA Family Reading Handbooks - Achieved 100%

**Read Aloud America
January, 2020**

GOAL	OBJECTIVE
To nurture a love of reading in the adults in the family and awaken a love of reading in children.	<ul style="list-style-type: none"> ▪ 50% parents increase their own reading time – Achieved 77% ▪ 50% students increase their interest in reading – Achieved 72%
To encourage families/caregivers to read to children regularly and become more engaged in their children’s learning.	<ul style="list-style-type: none"> ▪ 50% families read to their children at least 3 times a week - Achieved 59% ▪ 50% families report an increase in their children’s reading time – Achieved 87%
To provide resources to help families and teachers choose books and read to children.	<ul style="list-style-type: none"> ▪ 100% families build RAA Family Reading Handbooks – Achieved 100%
To nurture a love of reading in the adults in the family and awaken a love of reading in children.	<ul style="list-style-type: none"> ▪ 50% parents increase their own reading time – Achieved 77% ▪ 50% students increase their interest in reading – Achieved 72%
To encourage families to limit television, computer, and video time and read.	<ul style="list-style-type: none"> ▪ 50% families report spending less time with electronic media – Achieved 71%
To encourage positive family, teacher and school relationships.	<ul style="list-style-type: none"> ▪ 50% families report that RAP and reading more to their children led to positive behavior changes in the home – Achieved 83% ▪ 50% students report a more positive attitude toward school – Achieved 70% ▪ 50% teachers report improved home to school relationship – Achieved 79% ▪ 50% teachers report positive changes in students’ behaviors – Achieved 73%

III. Financial

Budget

1. The applicant shall submit a budget utilizing the enclosed budget forms as applicable, to detail the cost of the request.

RAP is strategically designed to be flexible enough to serve as many schools as we can, based upon the funding we receive. We continue to receive requests each semester, from parents and schools who wish to have RAP serve their families.

Throughout this past year, Read Aloud America has worked diligently to develop new sources of funding so that we may grow the level of operation to include more school RAP programs. In addition to applying for grants both small and large, we have worked hard to develop alternative funding and fee-for-service funding sources.

If we are awarded GIA funding, we will continue working on our strategic plans to diversify funding sources and be better able to provide needed services for schools and families without relying as much on State funding.

For FY 2020-2021, Read Aloud America respectfully request \$74,000 to provide services to an estimated 7,000 program participants

2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2020 - 2021.

<u>Quarter 1</u>	<u>Quarter 2</u>	<u>Quarter 3</u>	<u>Quarter 4</u>	<u>Total Grant</u>
\$25,000	\$20,000	\$20,000	\$9,000	\$74,000

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2020 - 2021:

\$16,000	Central Pacific Bank and First Hawaiian Bank
\$27,000	Hana Schools K-12 partner for 21 st Century Community Learning Grant -20 grant
\$50,000	RAA Fundraising Campaign (estimate)
\$93,000	Total

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.

Read Aloud America has not received or applied for any federal or state tax credits within the last three years. At this time, we do not anticipate applying for any federal or state tax credits pertaining to a capital project.

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

The balance on December 31, 2019 was \$122,300

IV. Experience and Capability

A. Necessary Skills and Experience

RAA has the necessary skills, abilities, and knowledge to deliver services successfully. With a nineteen year history of successfully implementing 170 programs to over 353000 children and adults, RAP has a proven process (which we call our "DNA") that specifically outlines how to run an effective RAP program.

One key to successful programs is our people – everyone from the CEO to the volunteer readers. RAA's core staff consists of three full time and four part time personnel. The two RAA Directors are former educators with a combined experience of over 76 years as teachers and administrators. . The two Directors oversee and support all program aspects. RAA has an extensive job descriptions and procedural manuals for each employee position. Each job description includes all the necessary steps in organizing and creating a RAP program. Each RAP program has a full time coordinator and a part-time assistant as well as a trained presenter, trained volunteer readers and a toddler reader with experience working with Pre-K children The RAA coordinator and school liaison meet on a regular basis to coordinate the program. We also provide each school liaison with a Liaison Manual outlining the role of the Liaison and the RAP Program.

The RAA staff comes from education-related and non-profit backgrounds, with extensive experience in service-related activities. Program Coordinators and Program Assistants have substantial experience in managing complex projects, leading groups of people, and operating effectively in a fast-paced environment. The RAA Directors share these skills, but also have experience supervising, managing a budget, and networking in the community. Both of our Directors have a background in education and education administration. One is certified as a School Librarian and is a former school principal. The second Director is a Reading Literacy Coach at a public elementary school.

RAA is also supported by a network of over 300 dedicated volunteers from across the state. With only limited paid staff we rely on volunteers to lower program costs and provide a needed service. The school needs volunteers for registration, the book swap tables, classroom escorts, site parking, serving food and clean up. Our volunteers come from the school staff, the business community, retired teachers, military personnel, librarians, college students, service clubs and high school student organizations.

RAA has also developed partnerships with local businesses and other organizations and institutions that strengthen the program and further leverage its resources. Examples of local business partnerships are Pepsi Cola, Domino's Pizza, Lex Brodie Tires, Barnes & Noble, Bose Systems and the Maui Ocean Center" and Scholastic Books.

Ten authors who write mysteries that focus on Hawaii have partnered with RAA. Because they each have a strong belief in literacy and the goals and objectives of RAA, they have each written a mystery story for a book entitled, "Paradise, Passion, Murder". All the proceeds from the book go to support the mission of Read Aloud America.

In 2006, RAP developed a joint program with the Hawaii State Public Library System designed to increase public library usage. Library card applications are available at every RAP session, and RAP families receive a special bookmark, which is stamped each time a member of the family visits a library. When the bookmark is turned in at a RAP session, the family member receives a coupon for a door prize. The Library Project has motivated participants to visit a library **over 40,000** times and obtain over **5000** library cards.

In summer of 2009, RAP began offering Outreach reading programs at Public Libraries. The Outreach Program has now expanded to Maui Ocean Center. We also do outreach for the Maui County Family Support Services working with their early Head Start parenting programs.

B. Facilities

RAP is conducted at public schools so all ADA requirements are met. The large group meetings are held in the school cafeteria, and small group reading sessions take place in individual classrooms. Because it is crucial to hear the parent trainers clearly, especially during the read-aloud, and because public school speaker systems vary greatly in quality, we take our own speaker systems to the schools. Vans are used to transport Supplies and equipment from the office or storage units too RAP sites.

Our central office is located at 1314 S. King Street Suite 1056 in Honolulu, and we maintain two storage units for supplies and equipment. Our Maui staff works out of three storage units located in Kihei. These sites give staff an area to store and maintain data and documents, prepare program materials, store books, and provide a central organization and distribution point for that island.

V. Personnel: Project Organization and Staffing

RAP was created by Jed Gaines, a local businessman with years of experience in promoting, writing, and speaking about reading aloud; James R. Harstad, former English Chair at the University of Hawaii Laboratory School; and Marion Coste, former classroom teacher, University of Hawaii College of Education instructor, and award winning children's book author. Jed Gaines is currently our President, and James Harstad is a member of the RAA Board of Directors.

Read Aloud Programs are coordinated by a team lead by the RAP Program Coordinator and RAP Program Assistant. In addition, each program has a Parent Presenter Trainer and a Toddler Reader. Every RAP session requires 9-16 volunteer readers and approximately 30-50 school volunteers, depending on the school's size.

The Program Directors must have exemplary written and oral communication skills, organizational skills, and experience managing staff. The Program Directors also must have experience managing a

budget, an ability to work well with a diverse group of people, and a belief in and understanding of the organization's mission. The Program Directors must have at least a bachelor's degree and relevant work experience. We are fortunate that both of our Directors hold Master's Degrees in Education and each has over 30 years of experience in public education.

Program Coordinators are hired based on experience coordinating events or large projects; working in a team environment; ability to work well with a diverse group of people; experience working at a non-profit; and a belief in and understanding of the organization's mission. Program Coordinators must have a bachelor's degree or relevant work experience.

Presenters must have demonstrated experience with public speaking and a clear understanding of RAP's mission and curriculum, and all volunteers must be able to model proper read-aloud techniques, such as pronunciation, elocution, expression, phrasing, and general facility with spoken language.

Toddler Readers are hired based on their experience working in an early-childhood environment, such as a pre-school or child development center. Toddler Readers must have a proven track record of engaging toddlers and pre-school children, as well as helping parents implement educational activities in the home. Finally, Toddler Readers must have a clear understanding of the organization's mission.

The Program Directors oversee all Program Coordinators, Program Assistants, Toddler Readers, and Volunteers. The Program Directors are present at the first two sessions a Program Coordinator leads, to offer assistance and to evaluate his or her performance. The Program Directors will also visit the final session for the same purpose. These three sessions are the most challenging for a new Program Coordinator, requiring the Program Director's presence. The Program Directors visit sessions periodically as needed and to evaluate more experienced Program Coordinators, Program Assistants, Toddler Readers and Volunteers.

The RAP Program Coordinators and/or Program Assistants handle complaints from RAP participants and customer service issues at the point of contact at the earliest opportunity. If the participant or volunteer is not satisfied, the issue is taken up the "chain of command" to the appropriate staff person on the Leadership Team. RAP Participants are encouraged to write concerns on their session evaluations or express them in person to any RAP staff member. Read Aloud America contact information is included on all evaluation forms and in all Family Reading Handbooks.

A. Organizational Chart

Please see Read Aloud America's organizational flowchart in the Attachments section.

B. Compensation

Please see Budget Justification – Personnel Salaries and Wages in the Attachments section. The highest paid employee is the Director of Operations at \$32,400, Director of Program at \$16,000 and the President takes no salary. The above three individuals believe strongly in the Read Aloud Program and have made salary sacrifices to keep the program functioning. They will take it upon

themselves to coordinate and present at all programs during the 2020-21 fiscal year. Other employees are paid hourly and include a Bookkeeper, four Assistant Program Coordinators, and four Toddler Readers.

VI. Other

A. Litigation

RAA has no outstanding litigation involvement, nor know of any threats of litigation.

B. Licensure or Accreditation - Not Applicable

C. Federal and County Grants - Not Applicable

D. Private Education Institutions

RAA will not provide grant funds to support or benefit a sectarian or non -sectarian private education institution. RAA focuses on DOE public schools with a designation as a Title I school or impacted military schools.

E. Future Sustainability Plan

In recent years, RAA redesigned its organizational chart and employee job responsibilities. We expanded our Community Outreach efforts in order to spread the word of our success in developing communities of lifelong readers and learners with emphasis on family engagement. RAA has also begun to offer Hawaiian Language programs at RAP schools, which have a Hawaiian Immersion Program.

As we move forward, we are committed to: increasing our community presence, strengthening our partnerships with local business and public libraries, increasing our program success, and offering Hawai'i the most effective way of building families and lifetime readers and learners.

F. Certificate of Good Standing

Please see Read Aloud America's Certificate of Good Standing following the Application For Grants page

G. Declaration Statement

Please see Read Aloud America's Declaration Statement following the Application For Grants page

V. Attachments

Organizational Chart

Budget Request by Source of Funds – FY2020 - 2021

Budget Justification – Personnel Salaries and Wages

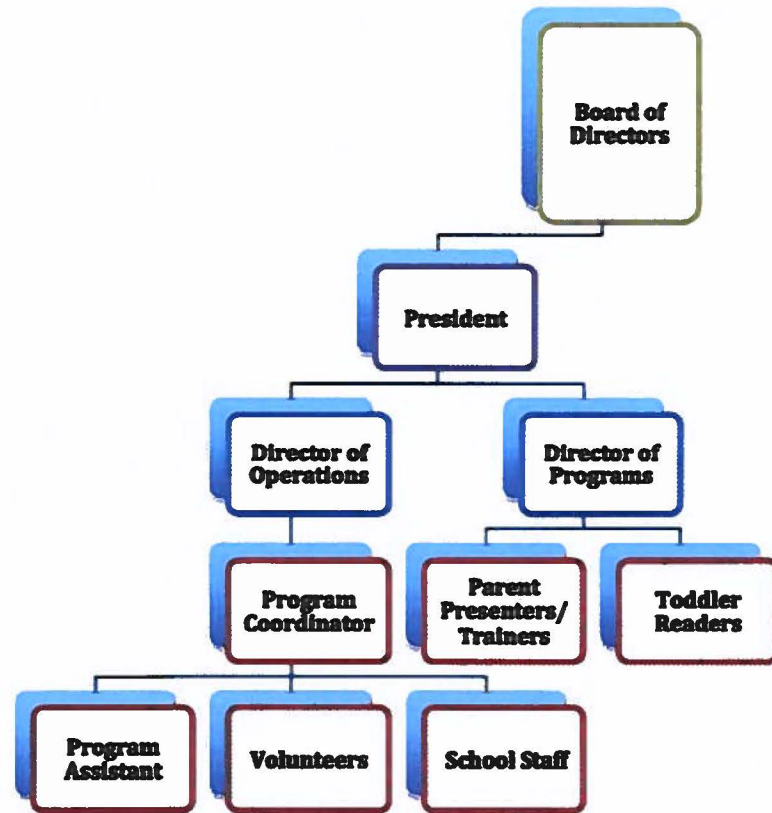
Budget Justification – Equipment and Motor Vehicles

Budget Justification – Capital Project Details

Budget Justification – Government Projects and Grants

Read Aloud America Organizational Chart

January 1, 2019



BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2020 to June 30, 2021

App

READ ALOUD AMERICA, 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	38,720			19,480
2. Payroll Taxes & Assessments				
3. Fringe Benefits				
TOTAL PERSONNEL COST	38,720			19,480
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island	0			400
2. Insurance	500			500
3. Lease/Rental of Equipment				
4. Lease/Rental of Space	16,280			7,200
5. Supplies	500			500
7. Telecommunication	0			1,900
8. IT Support	0			1,200
9. Tax Preparation	0			2,400
10. Accounting Services	0			4,000
11. Books for Each Student at Each Session	6,000			3,000
12. Giveaways/incentives	2,000			6,000
13. Books for Reading Sessions/Book Tower	5,800			2,000
14. Printing/Mailing/Shipping	3,000			4,000
15. Light Dinner	0			11,200
16. transportation	1,200			1,000
17.				
18.				
19.				
20.				
TOTAL OTHER CURRENT EXPENSES	35,280			45,300
C. EQUIPMENT PURCHASES	0			
D. MOTOR VEHICLE PURCHASES	0			
E. CAPITAL	0			
TOTAL (A+B+C+D+E)	74,000	0	0	64,780
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	74,000	Larry Laird 808-242-8229		
(b) Total Federal Funds Requested	0	Name (Please type or print) Phone		
(c) Total County Funds Requested	0	<i>Larry Laird</i> 1-15-20		
(d) Total Private/Other Funds Requested	64,780	Signature of Authorized Official Date		
TOTAL BUDGET	138,780	Larry Laird, Director of Operations Name and Title (Please type or print)		

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2020 to June 30, 2021

Applicant: READ ALOUD AMERICA, INC

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

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

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2020 to June 30, 2021

Applicant: READ ALOUD AMERICA, INC

FUNDING AMOUNT REQUESTED						
TOTAL PROJECT COST	ALL SOURCES OF FUNDS RECEIVED IN PRIOR YEARS		STATE FUNDS REQUESTED	OTHER SOURCES 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						
TOTAL:	N/A	N/A	N/A	N/A	N/A	N/A
JUSTIFICATION/COMMENTS:						

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

App:

READ ALOUD AMERICA, INC

Contracts Total:

-

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S. / State / Haw / Hon / Kau / Mau)	CONTRACT VALUE
1					
2	N/A				
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
29					