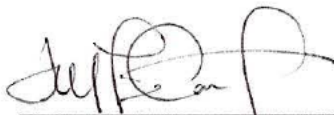


Application Submittal Checklist

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) Hawaii Compliance Express Certificate (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
EXECUTIVE DIRECTOR

PRINT NAME AND TITLE

JANUARY 18, 2024

DATE



STATE OF HAWAII
STATE PROCUREMENT OFFICE

CERTIFICATE OF VENDOR COMPLIANCE

This document presents the compliance status of the vendor identified below on the issue date with respect to certificates required from the Hawaii Department of Taxation (DOTAX), the Internal Revenue Service, the Hawaii Department of Labor and Industrial Relations (DLIR), and the Hawaii Department of Commerce and Consumer Affairs (DCCA).

Vendor Name: HAWAII LITERACY, INC.

DBA/Trade Name: HAWAII LITERACY

Issue Date: 01/17/2024

Status: **Compliant**

Hawaii Tax#: [REDACTED]

New Hawaii Tax#:

FEIN/SSN#: XX-XXX8698

UI#: XXXXXX0974

DCCA FILE#: 23345

Status of Compliance for this Vendor on issue date:

Form	Department(s)	Status
A-6	Hawaii Department of Taxation	Compliant
8821	Internal Revenue Service	Compliant
COGS	Hawaii Department of Commerce & Consumer Affairs	Exempt
LIR27	Hawaii Department of Labor & Industrial Relations	Compliant

Status Legend:

Status	Description
Exempt	The entity is exempt from this requirement
Compliant	The entity is compliant with this requirement or the entity is in agreement with agency and actively working towards compliance
Pending	A status determination has not yet been made
Submitted	The entity has applied for the certificate but it is awaiting approval
Not Compliant	The entity is not in compliance with the requirement and should contact the issuing agency for more information

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

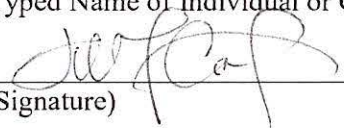
The undersigned authorized representative of the applicant certifies the following:

- 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; and
- 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.
- 4) The use of grant-in-aid funding complies with all provisions of the Constitution of the State of Hawaii (for example, pursuant to Article X, section 1, of the Constitution, the State cannot provide "... public funds ... for the support or benefit of any sectarian or nonsectarian private educational institution...").

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 18, 2024
(Date)

Jill Takasaki Canfield
(Typed Name) Executive Director
(Title)



FY25 State Grants-in-Aid

Should Hawaii Literacy receive funding through the Grant-In-Aid process, the grant will be used for a public purpose pursuant to Section 42F-102, Hawai'i Revised Statutes. Refer to Hawaii Literacy's completed application, which includes information on the requested information:

- (1) The name of the requesting organization or individual;
- (2) The public purpose for the grant;
- (3) The services to be supported by the grant;
- (4) The target group; and
- (5) The cost of the grant and the budget. [L 1997, c 190, pt of §3; am L 2014, c 96, §6]

Board of Directors

Doug Shimokawa, President • Kara Kitazaki-Chun, Vice President
Aaron K. Masuoka, Co-Treasurer • Jamie Asato, Co-Treasurer • Jill Takasaki Canfield, Secretary
Jamie Cheng • Lyssa Fujie • Jason Fujita • Mitchell Ka'aiali'i • Kevin Katsura • Sean K. Knox • Brandon Kurisu
Bryan Luke • Lynelle Marble • Jason Masaki • R. Scott Simon • Jamie Tica Kawamoto • G.Todd Withy • James A. Wong
Hawaii Literacy • 245 N. Kukui Street, Suite 202 • Honolulu, HI 96817
phone: (808) 537-6706 • web: hawaiiliteracy.org • social: @HawaiiLiteracy

I. Certification – Please attach immediately after cover pages

1. Hawaii Compliance Express Certificate (If the Applicant is an Organization)

Refer to ATTACHMENT: One (1) copy of Hawaii Compliance Express Certificate from the Comptroller of the Department of Accounting and General Services that is dated no earlier than December 1, 2023.

2. Declaration Statement

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

Refer to ATTACHMENT: 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.

Refer to ATTACHMENT: Public Purpose Statement

II. Background and Summary

1. A brief description of the applicant's background

Founded in 1971, Hawaii Literacy is a 501(c)(3) nonprofit organization 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." Each year, our **five free literacy programs** help over 4,000 low literacy residents, 94% who are low-income, to build critical reading, writing, speaking, computer, school, and employment skills they need to access future opportunity and success. Our programs: Adult Literacy, English Language Learner, Bookmobile, Family Literacy Libraries, and Digital Literacy, work to ensure that every child and adult in Hawai'i, regardless of socioeconomic status, have the chance to read and write at a level needed to become self-



Keiki are excited when the Bookmobile arrives

sufficient, improve income and opportunity, reduce crime and homelessness, and end cycles of under-education and poverty.

Hawaii Literacy addresses one of the most significant underlying challenges for our community, that 1 in 6 adults struggles to read and write, which impacts every aspect of their lives and closely relates to increased poverty, negative health outcomes, government dependence, lower graduation rates, less civic engagement, houselessness— for themselves and future generations. The single greatest determinant of a child’s future academic success is the literacy level of his or her parents, outweighing other factors such as neighborhood and family income. More capacity in our proven programs - Adult Literacy 1:1 Tutoring, English Language Learner designed to help in real-life scenarios, Digital Literacy demonstration model and Family Literacy Libraries in public housing sites, Parent Achieving Literacy (PALs) Workshops, and Bookmobile that serves children in high-need areas and connects children and adults to resources so they can empower themselves to succeed. For 50 years, Hawaii Literacy has worked with communities disproportionately affected by high illiteracy and poverty and helped improve their reading, writing, and life skills, and build a better life. We help connect people to resources they need -- whether books, a tutor, technology, digital skills training or support -- so they can empower themselves to succeed, ending generational cycles of poverty and under-education and helping our communities to thrive.

2. The goals and objectives related to the request

This request aims to provide needed direct services to help families (both adults and youth) in our Bookmobile (BM) program, with opportunity for referrals to our Adult Literacy 1:1 Tutoring Program, English Language Learner (ELL) program, Digital Literacy (DL) program, Parents Achieving Literacy (PALs) and other resources in the community. At the Bookmobile, and our other programs, we also provide experienced staff and instructors with literacy and phonics expertise, engaging learning activities, resources, high-quality books for adults and keiki, and trained volunteers to provide 1-to-1 help.

In 2023, our Bookmobile program served over 6500 children and parents at 60 sites across O’ahu, including the Wai’anae Coast and metro Honolulu and in South Kona. The Bookmobile has a proven track record of reaching low-income families, mostly in public housing, rural areas, and family homeless shelters, who have poor access to books, tablets, learning resources, or educational support outside school, and who, for financial or transportation reasons, do not use or access the public library system. The Bookmobile distributes literary kits and resources in simplified language, brand new locally published books, school supplies, literary activities, and healthy snacks.

We are seeking funding to support our Bookmobile Program, which currently operates two Bookmobiles on O’ahu and one on Hawai’i Island. Our Bookmobile program plays a crucial role in providing enhanced access to interactive educational materials and high-quality books for keiki and their ‘ohana, while instilling a deep appreciation for reading.

Our program encompasses five key areas that not only create safe spaces for learning within the community but also ensure alignment with the state standards across different grade levels, ensuring a seamless continuum of education. Through book lending opportunities, captivating story times, facilitated discussion circles, and youth leadership developments, we aim to empower and uplift those who are most in need of these resources.

- 1) Bookmobile visits to community sites on weekly or regular basis - Our Bookmobiles travel weekly from the Waiʻanae Coast to Kalihi-Palama and the surrounding areas of Honolulu to provide families with access to books, educational materials, and hopefully cultivate a life-long love of reading and learning. We visit afterschool programs, affordable housing developments, transitional housing, and shelters.
- 2) The Bookmobile will make regular visits to selected DOE school sites, delivering thematic lessons that may intertwine Hawaiian or Polynesian culture with learning objectives aligned with Hawaiʻi state student standards. Additionally, the Bookmobile will attend community events and collaborate with partner organizations to expand its outreach and impact.
- 3) Summer Fun Lessons centered on Culture and Storytelling. In 2023, we established partnerships with five (5) Summer Fun sites along the Waiʻanae Coast and 1 in Kailua. This year's summer fun lessons were designed to explore the profound significance of names. Our dedicated staff initiated a chant that encouraged children, Junior Leaders, and staff members to introduce themselves and share their origins. A remarkable pahu drum, crafted from a tree rooted near a Waiʻanae stream, was employed, generating excitement among the keiki and opio as they seized the opportunity to play it.

We are currently developing a curriculum that integrates Hawaiian/Polynesian and Micronesian Culture, fostering a sense of identity, pride, and connection within the Micronesian community, while simultaneously promoting cross-cultural awareness, knowledge, and respect within the broader community. This initiative aligns seamlessly with the state's strategic plan for 2023-2029, which emphasizes culturally responsive learning to cultivate creative and critical thinkers, preparing them for success in higher education, careers, community involvement, and civic engagement.

- 4) The staff and volunteers of our Bookmobile are committed to catering to diverse learning styles by incorporating kinesthetic, auditory, visual and digital literacy-focused activities. These activities are designed to enhance crucial skills such as phonemic awareness, phonics, fluency, vocabulary, and comprehension skills. Our tutoring program aims not only to improve these skills but also to provide ongoing support for their development and reinforce the skills taught in the classroom.
- 5) Youth Leadership -In response to many of our female tutors expressing their need to better address the challenges they face (personal and academic), we launched a pilot Girl's Leadership Group in 2017. The project was well received and participants

were more likely to consider college and were able to better articulate and share their strengths, values, dreams, and challenges while encouraging this in others. Most recently we have pivoted because of site closures during the pandemic and have partnered with the Waiʻanae Boys & Girls Club and have held our groups there with their youth.

Our grant request will allow us to:

- Provide increased access to literacy services for 2,800 underserved adults and youth through proven after-school and weekend youth literacy program activities
- Develop and implement the Children of the Pacific initiative
- Log 8,000 visits for book borrowing and literacy building core activities, Keiki Tutoring and the Leadership Program.
- Provide at least 1,000 literacy activities to youth and families in under-resourced communities
- Engage with parents and offer resources to any who may part of the 1 in 6 adults with low literacy or ask parents to consider becoming a trained tutor for children or adults.
- Measurable gains in high-frequency vocabulary, phonemic awareness, or kindergarten readiness in 65% of youth assessments
- See 90% of parents and keiki report increased reading and greater joy of reading
- Increase academic enrichment support through Youth Leadership Groups
- Provide access to laptops/Chromebooks and tablets for core literacy activities and the Children of the Pacific initiative.
- Track at least 450 youth and adults participating in site visits during regular, weekly site visits and Summer Fun sites where the intercultural curriculum and events will be implemented during the *Children of the Pacific* program.

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

3. The public purpose and need to be served

While Hawaiʻi has made progress increasing access to high-quality experiences supporting literacy, still, in our state, 1 in 6 adults (16% of the adult population) cannot read or write, and nearly half of Hawaiʻi public school third graders do not meet the English Language Arts achievement standards on the annual statewide assessment. This figure means about 155,000 adults in Hawaiʻi are considered "functionally illiterate" (National Assessment of Adult Literacy, U.S. Dept of Ed, 2003). Adults who cannot read, write, or find employment are at far higher risk of homelessness, incarceration, and substance abuse. Children raised by parents with low literacy skills enter school less prepared and struggle to reach grade-level standards, especially reading. The situation is worse among Hawaiʻi citizens who are economically disadvantaged, English learners, and may rely on special education services.

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). 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 makes. Literacy costs local, state, and federal governments and businesses an estimated \$300 billion annually (WorldWide Literacy).

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

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 is only 32% and 40%, respectively. For Chuukese and Marshallese speakers who developed English proficiency and were no longer classified as English Learners, the on-time graduation rate for both groups increased to 63% (Hawaii Data Exchange Partnership, 2018).

Because the greatest determinant in a child's academic success remains the literacy level of their parents, in addition to working with children and youth directly, we also reach out to parents/adults with language barriers. We offer 1:1 tutoring for adults through our Adult Literacy Program and our English Language Learner program seeks to provide individuals with the English language skills necessary for future success through in-person and online classes as well as 1:1 tutoring. These programs are vital so adults can increase their literacy level in order to be able to access other educational and work opportunities.

There is a solid and direct correlation between not learning to read and living in poverty. If a child fails to learn to read, they are less likely to graduate high school, find work or afford decent housing, and far more likely to become homeless or dependent on state assistance as adults. 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 participate in school or their community fully.

The link between socioeconomic status and the loss of reading skills contributes to a more pronounced achievement gap over time, and third graders who cannot read on grade level today are on track to be our lowest income, least skilled citizens. Despite this, we know that consistent, accessible support and increased access to literacy resources can reverse this spiral. The Bookmobile program has helped turn hundreds of low-income children into readers and better students. We believe expanding the reach of this proven, cost-effective, and flexible program to new communities with a need for services serves a positive public purpose by increasing literacy, education, and future employment outcomes in Hawai'i.

In the pandemic, the digital divide has widened even further for adults and children who struggle to read, write, and use computers. The core competencies of using computers, navigating the internet, and accessing broadband internet are essential to success. Students who utilize online research and display computer skills in today's schools are more likely to graduate. Additionally, organizations like DigitalLiteracy.gov emphasize the importance of harnessing technology to find work and advance in employment. Embracing technology and digital literacy is a key factor in encouraging learning from infancy through adulthood. The development of a global society has made involvement mandatory for successful individuals from all walks of life and we seek to help adults gain digital literacy skills for success in this ever-evolving digital world.

Ultimately, 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 essential to any long-term solution to our State's most challenging issues. Hawaii Literacy's 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.

Our Bookmobiles continue to serve families with school-aged keiki in high-need communities. Most students are enrolled in DOE schools that qualify for Title I status. Common challenges that are connected to low literacy rates in children are low academic performance, lack of confidence that leads to a diminished self-worth and truancy.

A child struggling with reading difficulties and lacking proper support and access to adequate resources may face challenges as an adult, with limited literacy skills posing significant barriers to employment opportunities. The families we primarily serve encounter socio-economic disadvantages, including unemployment, educational gaps, unstable living conditions, and poverty. Access to high-quality books and educational support beyond school settings remains scarce for the majority of our patrons.

Funding will not only support continued programming but expand access to other underserved communities as well as the further development of our *Children of the Pacific* initiative. This will not only deepen engagement with the Pacific Island children, adults and families we serve but will equip all children who call Hawai'i home with literacy skills, cross cultural skills, empathy, critical thinking and increase appreciation for the diversity of cultures.

The Pacific is one. Though modern demarcations have created divisions, Polynesia, Micronesia as well as Melanesia are confluent. Arrival to an unfamiliar land as well as the adjustments that come with new people offer challenges and opportunities. While ethnic relationships in Hawai'i have been touted as an example of interracial harmony, many problems and contradictions exist. Micronesians are among the most recent people to move to these shores, lower estimates from the U.S. Census Bureau put their Hawai'i population at 22,000 in 2023. Many have come for economic and educational opportunities as have previous groups, but they also come because of the need for advanced health care due to American nuclear testing in their homeland. Discrimination in Hawai'i towards them is prevalent in many areas including employment, housing, medical/social services, criminal profiling and education.

In the paper *Risk and Protective Factors of Micronesian Youth in Hawai'i: An Exploratory Study* it is stated that:

Culturally specific prevention programs focused on fostering a sense of community among Micronesian youth may function as buffers toward antisocial behaviors, ... Community education about the Micronesian population in Hawai'i may also be a way of addressing racism at a societal level, and may also promote awareness of the unique social needs of this population.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2886516/>

4. Describe the target population to be served

Over 60% of those we serve in our Bookmobile program are Hawaiian, and over 30% are from other Pacific Islander families. With our focus on serving high-need communities, 94% of those served are considered low-income, about 75% live in public or transitional housing, and about 12% are houseless. The need for such programs that build book access and reading skills in under-resourced areas has been well-documented.

In communities in Kalihi-Palama, Wai'anae Coast, and south Kona, where our youth programs serve, illiteracy rates are estimated to be closer to 1 in 4 adults. The youth we will serve is 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.



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

5. Describe the geographic coverage

This proposal meets the great need for literacy programs and services in Kalihi-Pālama (O'ahu), Waipahu (O'ahu), Leeward Coast such as Wai'anae and Nanakuli (O'ahu) and/or Kona (Hawai'i), documented from community data and partner discussions.

The current Bookmobile program covers sites along the Wai'anae Coast and less accessible and high-need areas of O'ahu. These include public housing in Waipahu (Waipahu I/Waipahu II), Papakōlea, Waimānalo Hawaiian Home Lands, Pālolo public housing, and Kahalu'u. On Hawai'i Island, south Kona is our main focus.

III. Service Summary and Outcomes

1. Describe the scope of work, tasks and responsibilities

This request will support continued and expand core services to include *Children of the Pacific* program:

Bookmobile services for regular activities during visits will include reading tutors that provide literacy support for struggling students, weekly story times, technology, and e-reader/tablet access, healthy after-school snacks, monthly and summer reading tracking, free book lending, assessments of reading level progress, school supplies, and book gifts, parent workshops, cultural activities, and literacy or other educational games, and a fun, accessible place that keiki love.

All services are free and offered weekly and semi-monthly. Hawaii Literacy is committed to serving all persons in need and providing client-centered, culturally responsive, and effective literacy programs safely and responsibly.

In 2023 our cultural lessons taught during Summer Fun were focused on the power of names. Staff began by creating a chant that allowed the children, Junior Leaders and staff to introduce their names as well as where they are from. A pahu drum created from a tree rooted near a stream in Wai'anae was used and the keiki & opio were excited to have a chance to play it. The following week, we performed the poem *Choosing My Name* by local poet Puanani Burgess, followed by a discussion of the different names people have and how it forms our identity. It also gave kids space to express how they felt when they were called names they didn't like or felt bullied by. In the third week, we spoke about the love for our homeland and staff taught participants the song *Hawaii Aloha*, which was written by Lorenzo Lyons, who was not born here but was able to capture and voice this sentiment. Staff brought ukuleles and invited individuals to play them and learn some cords. Other lessons highlight the 'anae that lend its name to this community and the hukilau. Many of the students who participated in our survey at the end of summer reported that they enjoyed not only the books but also the lessons and activities we shared. Summer Fun staff noted that all the older kids were interested and engaged which is the hardest group to reach.

This funding request will allow us to create a cross-cultural program for 2025, *Children of the Pacific*, that focuses on the connections and overlap between Micronesian and Polynesian cultures, history and practices. Some of the lessons will explore navigation, food, cooking, dance, music, clothing, celebrations, and weaving. We will hire a Cultural Program Specialist to assist existing Bookmobile Staff to craft and implement these lessons both during summer and school year site visits. The lessons provided will encompass a wide range of topics, incorporating the Common Core student standards of Hawai'i. This deliberate approach ensures alignment with classroom learning, promoting seamless integration and reinforcing educational objectives.

We will hold at least 10 events total at 2 or more sites visited during the school year and produce a booklet (or book using AI and on-demand publishing project option) featuring

some of the key lessons and stories gathered and shared. During the summer we will feature the *Children of the Pacific* curriculum at least 5 Summer Fun or other summer sites. The Children of the Pacific unit will comprehensively address key standards for English Language Arts, serving as an effective means to sustain and enhance literacy skills throughout the summer months. By focusing on these standards, our program aims to ensure that children maintain their proficiency in reading and writing during this critical period known as the summer slide. We are requesting funds for tablets that will be used for educational activities during Keiki Tutoring, as well as recording stories shared by community members at or in preparation for cultural storytelling events.

Tasks and Responsibilities by Position	
Bookmobile Program Manager	<ul style="list-style-type: none"> - Formalize approval from each new partner site to be served in new locations - Provide training, oversight, & schedule for Bookmobile Coordinator/Driver & Assistants - Hold responsibility for accurate and meaningful data collection and outcomes - Lead PR efforts for program in collaboration with Program Manager and Director
Bookmobile Coordinator and Driver (3)	<ul style="list-style-type: none"> - Support Program Manager with efforts to manage the program - Drive the Bookmobile to each weekly site and deliver high-quality literacy activities, book and tablet access, and tutoring services - Maintain a safe and welcoming vehicle and ensure safe operation - Provide comprehensive oversight for all components of the program and report any concerns to Program manager - Keep Bookmobile fully stocked with books and ensure technology is in working condition - 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
BM Pacific Island and Keiki Tutoring Coordinator (BM-PIC)	<ul style="list-style-type: none"> - In partnership with the Program Manager, will develop the Children of the Pacific initiative curriculum and lead the integration of this initiative into the Bookmobile program. - Deliver high-quality literacy activities, book and tablet access, and tutoring services - Maintain a safe and welcoming environment for children - Provide comprehensive oversight for all components of the program and report any concerns to Program manager - Keep Bookmobile fully stocked with books and ensure technology is in working condition for Children of the Pacific initiative - Assist in collecting all data to track and increase student retention and progress - Assist Program Manager in developing and executing outreach plans for

	<ul style="list-style-type: none"> - the Children of the Pacific Initiative - Help to support volunteers and provide 1-to-1 attention for keiki
Adult Literacy (AL) Manager	<ul style="list-style-type: none"> - Collaborate with the Bookmobile Manager to develop curriculum
Executive Director	<ul style="list-style-type: none"> - Provide leadership and oversight to managers and their programs - Secure appropriate sites and adequate staffing coverage - Support new multi-island partnerships
Finance Manager	<ul style="list-style-type: none"> - Budget management and oversight of GIA-related accounting and finance activity - Track all GIA-related payroll accounts, payments, and expenses - Assist in financial reporting and maintain all GIA contract-related records

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

Month	Activities and Outcomes
Month 1	<ul style="list-style-type: none"> - BM: Provide focused outreach and/or translated materials to increase awareness of services - BM: Bookmobile service begins to identified sites for visits or distributions. - Begin recruitment for any new staff including BM-PIC coordinator and BM-PIC assistant.
Month 2	<ul style="list-style-type: none"> - BM-PIC: Develop curriculum. Coordinator and assistant begins working at Bookmobile sites with other Bookmobile team members - Continue focused outreach including materials and service hours for all programs
Month 3	<ul style="list-style-type: none"> - Continue outreach and service hours - Finalize development of Children of the Pacific initiative materials/curriculum and begin use. - Finish 1st quarterly round of youth assessments
Month 4	<ul style="list-style-type: none"> - Continue outreach and service hours including Children of the Pacific initiative materials/curriculum
Month 5	<ul style="list-style-type: none"> - Continue outreach and service hours - Begin annual student surveys (online, mailing, and phone)
Month 6	<ul style="list-style-type: none"> - Continue outreach and service hours - Collect feedback surveys - Finish 2nd quarterly round of literacy assessments - Distribute annual student surveys
Month 7	<ul style="list-style-type: none"> - Continue outreach and service hours
Month 8	<ul style="list-style-type: none"> -Continue outreach and service hours
Month 9	<ul style="list-style-type: none"> - Continue outreach and service hours - Collect feedback surveys

	- Finish 3 rd quarterly round of literacy assessments
Month 10	- Continue outreach and service hours
Month 11	- Continue outreach and service hours
Month 12	- Continue outreach and service hours - Collect feedback surveys - Finish 4 th quarterly round of literacy assessments - Complete all grant objectives
Month 13	- Final report on grant outcomes, successes, and areas and plans for improvement - Continue site services within long-term sustainability plans

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

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

- Evaluation of minimum requirements for each/any new hire (if needed), including experience and knowledge in literacy strategies, youth development (for the Bookmobile team), and formal experience or certifications for managers and instructors/coordinators
- Ongoing assessment of operations, regular site hours, and benchmark evaluations for outreach and learners assessed and served and visits by the Bookmobile for youth.

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

- Providing comprehensive services tailored to meet the needs of parents with low literacy levels. By offering targeted support and resources, we empower these parents with the necessary skills and knowledge to navigate various aspects of their lives effectively.
- Strong emphasis on technology that aligns with the state's workforce development initiative, effectively bridging the gap for adult learners and enhancing their employment opportunities. We aim to equip adults with the necessary skills and knowledge to thrive in the rapidly evolving job market.
- Restructuring 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, staff evaluations, and the current climate regarding health and safety. Data collected from program, training, and student outcomes evaluations are reviewed, and results are shared in grant reports, as detailed 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:

- A. Provide increased access to literacy services for 2,800 underserved adults and youth through proven after-school and weekend youth literacy program activities
- B. Develop and implement the Children of the Pacific initiative
- C. Log 8,000 visits for book borrowing and literacy building core activities, Keiki Tutoring and the Leadership Program.
- D. Provide at least 1,000 literacy activities to youth and families in under-resourced communities
- E. Engage with parents and offer resources to any who may part of the 1 in 6 adults with low literacy or ask parents to consider becoming a trained tutor for children or adults. Measurable gains in high-frequency vocabulary, phonemic awareness, or kindergarten readiness
- F. See measureable gains in 65% of youth assessments and see 90% of parents and keiki report increased reading and greater joy of reading
- G. Provide access to laptops/Chromebooks and tablets for core literacy activities and the Children of the Pacific initiative.

ANTICIPATED OUTCOME 1

Increased access to books and literacy activities, measured by benchmarks of at least 8,000 individual visits, 10,000 books lent, gifted, or read by youth, and 1,000 literacy activities.

- *MEASUREMENT* - Daily sign-in and activity sheets track the number of individual visits and books lent, gifted, and read, and literacy activities conducted

ANTICIPATED OUTCOME 2

Increased access to free literacy services and book borrowing for 2,800+ low-income children and parents at 12+ weekly high-need sites and 6+ community events during the grant

- *MEASUREMENT* - Daily sign-in sheets track the number of individuals served at each site and the total number of sites visited

ANTICIPATED OUTCOME 3

Increased time reading, measured by at least 65% of youth attendees who participate in a campaign, meet summer or school-year goals for books read or minutes of reading.

- *MEASUREMENT* - Reading logs record the number of books reads per individual and the number of minutes read.

ANTICIPATED OUTCOME 4

At least 90% of parents and youth report 'likes reading more' and 'spends more time reading' on annual youth or parent surveys.

- *MEASUREMENT* - Youth and parent surveys are administered at least once yearly

ANTICIPATED OUTCOME 5

Increased academic enrichment support for middle and high school youth through twice monthly Youth Leadership Groups during the school year (1218 total) at the Waianae Boys & Girls Club. Leadership groups provide middle and high school youth a safe space to reflect issues like identity, confidence, and bullying, using poems, literature, talk story, and gain valuable skills to prepare for college and careers.

- *MEASUREMENT* - Leadership attendance, sign-in sheets, and activity logs.

ANTICIPATED OUTCOME 6

Measurable gains in high-frequency vocabulary, phonemic awareness, or kindergarten readiness for at least 65% of youth assessed more than once.

- *MEASUREMENT* - Fry's High-Frequency Words Assessments and Young Child Assessments administered at least 2-3 times per year (significant housing insecurity means re-testing is not always possible) Increased time reading, measured by at least 65% of youth attendees who participate in a campaign, meet summer or school-year goals for books read or minutes of reading.

ANTICIPATED OUTCOME 7

Track at least 450 youth and adults participating in site visits during regular, weekly site visits and Summer Fun sites where the intercultural curriculum and events will be implemented during the *Children of the Pacific* program.

- *MEASUREMENT* - Daily and event sign-in sheets track the number of individuals served at each site and event

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 - Refer to attachment
 - b. Personnel salaries and wages - Refer to attachment
 - c. Equipment and motor vehicles - Refer to attachment
 - d. Capital project details - Refer to attachment
 - e. Government contracts, grants, and grants in aid - Refer to attachment

2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2025

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$53,300	\$53,300	\$53,300	\$53,300	\$213,200

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2025.

Intended Funding for Fiscal Year 2025			
Funding Source	Program	Estimated Amount	Status
Rose Perenin Foundation	ELL/PALS/AL restricted	\$80,000	Three-year support secured from 2022-2025
Bell Charitable Foundation	Digital Literacy	\$20,000	Intend to request continuing support
Pettus Foundation	Agency-Wide Support	\$10,000	Ongoing annual support to be requested in February 2024
McInerney Foundation	Bookmobile	\$30,000	Intend to request continuing support
City & County of Honolulu	Family Literacy Libraries	\$200,000	Pending
Freeman Foundation	Adult Literacy Support	\$45,000	Ongoing annual support to be requested in May 2024
M,otiv8 Foundation	Bookmobile & Peer Tutoring	\$7,000	Pending
Clarence T.C. Ching Foundation	Agency-Wide Support	\$15,000	Intend to request
Pizza Hut Literacy Fund	Bookmobile	\$10,000	Pending
Department of Education-Waipahu/Pearl City	English Language Learner and Agency-Wide Support	\$68,320	Intend to request renewal of contract pending 21 st CCLC grant to DOE
Campbell Family Foundation	Bookmobile	\$15,000	Intend to request continuing support
Visitor Industry Charity Walk	Family Literacy Libraries	\$2,000	Ongoing annual support to be requested
Friends of Hawai'i Charities	Bookmobile & Peer Tutoring	\$6,000	Intend to request continuing support
Women's Fund	Bookmobile & Youth	\$7,000	Intend to request continuing

	Leadership		support
Hawaiian Telcom	Agency-Wide Support	\$5,000	Intend to request continuing support
Hawaiian Electric Company	Agency-Wide Support	\$5,000	Intend to request continuing support
HMSA	Digital Literacy	\$15,000	Intend to request continuing support
Bank of Hawaii Foundation	Bookmobile	\$8,000	Intend to request - new support
Sullivan Foundation	Youth & Education	\$15,000	Intend to request ongoing support
Henry & Colene Wong Foundation	Program Agency-Wide	\$6,500	Intend to request continuing support
Kazuo & Mary Yamane Foundation	Program Agency-Wide	\$10,000	Intend to request continuing support
Michael J Marks Foundation	Agency-Wide	\$5,000	Intend to request continuing support
Pacific Rainbow Foundation	Agency-Wide	\$3,000	Intend to request continuing support
Mamoru & Aiko Takitani Foundation	Bookmobile	\$10,000	Intend to request continuing support
Kosasa Foundation	Bookmobile	\$20,000	Intend to request continuing support
Aloha United Way	Agency-Wide	\$12,500	Intend to apply to be annual workplace giving organization; amount based on 2022 and 2023 giving
DOE Waipahu/PC Complex and Nanakuli/Wai'anae Complex	Bookmobile, ELL Programs	\$18,500 to \$33,500	Intend to apply to be an approved vendor for the DOE's 21 st CCLC and Out of School Time funds
Thomas & Sumie McCabe Foundation	Youth Programs	\$6,500	Intend to request ongoing support
Annie Sinclair Knudsen Memorial	Adult Literacy – Kauai	\$10,000	Intend to request
Sidney Stearn Memorial Trust	Agency-Wide	\$2,500	Intend to request continuing support

4. The applicant shall provide 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 2023

Refer to ATTACHMENT: Government Contracts, Grants, and/or Grants in Aid.

Year	Fiscal Type	Description	Status	Amount
2016-2017	City & County of Honolulu Grant-in-Aid	Family Literacy Libraries Program	Awarded	\$122,220
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
2019-2020	City & County of Honolulu Grant-in-Aid	Family Literacy Libraries and Youth Tutoring Program	Awarded	\$125,000
2021-2022	City & County of Honolulu Grant-in-Aid	Family Literacy Libraries and Youth Tutoring Program	Awarded	\$125,000
2022-2023	City & County of Honolulu Grant-in-Aid	Family Literacy Libraries and Youth Tutoring Program	Awarded	\$125,000
2023-2024	City & County of Honolulu Grant-in-Aid	Family Literacy Libraries and Youth Tutoring Program	Awarded	\$150,000
2024-2025	City & County of Honolulu Grant-in-Aid	Family Literacy Libraries and Youth Tutoring Program	Awarded	\$200,000
2025-2026	City & County of Honolulu Grant-in-Aid	Family Literacy Libraries and Youth Tutoring Program	Pending	\$200,000
2018-2019	State Grant-in-Aid	Bookmobile Expansion Program	Awarded	\$110,000

2019-2020	State Grant-in-Aid	English Language Learner Program, Adult Literacy	Awarded	\$80,000
2022-2023	State Grant-in-Aid	English Language Learner Program, Digital Literacy, Bookmobile	Awarded	\$160,000
2023-2024	State Grant-in-Aid	Adult Literacy, PALs, Prison Literacy	Awarded	\$100,000

6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2021.

Balance of Unrestricted Current Assets	
Balance as of December 31, 2023	\$204,689

V. Experience and Capability

1. Necessary Skills and Experience

For over 50 years, Hawaii Literacy has helped individuals with low literacy skills to strengthen their reading and writing skills for a brighter future. Our team has decades of combined experience in successfully helping underserved adults, youth, and families measurably increase their English and literacy and digital 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 4000 low-income, struggling readers each year. Our experience includes the operation of two Family Literacy Libraries in public housing for over 22 years; a successful Bookmobile program which began in 2001 and has grown to three routes on O’ahu and Hawai’i Island, providing English language learner classes (in-person & available state-wide online), operating the longest-running Adult Literacy tutoring program in the state across O’ahu, Kaua’i, Hilo and Kona, and our Digital Literacy program. Our free programs have helped thousands of adults and parents become more literate, fluent, and self-sufficient in this ever-evolving digital world and increase the chances of a brighter future for youth in our communities.

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. 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 the Department of Education and public schools, organizations such as Boys & Girls Club, Family Promise of Hawaii, Rotary Club, nearly 20 transitional housing sites and homeless shelters, community colleges, GED prep programs, Community Schools for Adults, and many jobs and employment programs. Basic literacy skills are often a barrier for adult students to enter these services. Our adult programs can and have 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. We offer 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 benefits. Our record shows we can successfully deliver the outcomes in this proposal and provide measurable community benefits and impact beyond the grant period. With this expertise and infrastructure 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 the Leeward Coast, Waipahu, Kalihi-Palama, Waimanalo, Kauai, Kona, Hilo and the surrounding areas.

2. Facilities

1) Drop-In English Language Learner Center at Kaumakapili Church (Kalihi-Pālama): Free English and foundational digital literacy classes four times/week.

2) Kona Adult Literacy Center is currently sharing a space in the Healthy Mothers, Healthy Babies Office in Kona. Our Kona Adult Literacy Coordinator is the team lead on Hawaii Island for our Hilo Adult Literacy Coordinator and our English Language Learner (ELL) instructor in Kona.

3) Waipahu: Thanks to a collaboration with the DOE Waipahu-Pearl City Complex, Safe Haven and West O’ahu Christian Church in Waipahu, we held ELL classes for parents four times a week and now have a 2.5-3 hour Bookmobile weekly visits. Elementary students participate in the afterschool program which includes, story time, homework help, tutoring, book borrowing, assessments, and literacy building activities. During the pandemic, the church offered its outdoor space for social services and community based activities. It is located close to 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 English Language Learner and Digital Literacy Program sites (#4 and #5) alone, we serve over 650 families annually, and our literacy programs reach around 43% of all youth living on-site! 65% of the youth we serve there have no English-speaking adults in the home.

6) Bookmobile: Our three Bookmobiles are a variety of different sized converted passenger vans and feature interior shelves, lockable storage, seating, an outdoor awning, and portable furniture used to expand usable program space at sites. One of our vehicles is outfitted with internet or wi-fi capacity through mobile hotspots and we hope to add wifi access to the other two.

We have an existing collection of 10,000 books available to stock the new Bookmobile, which will be supplemented with future annual in-kind donations. We have dedicated space and organizational capacity to store rotating and donated books and school supplies. We have an existing network of annual donors and volunteers who help to donate needed school supplies, new books, and snacks, all of which are then given out to hundreds of keiki in need.

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.

7) We have a main office space in the Kukui Center, located at 245 N. Kukui Street, Suite 202, Honolulu, HI 96817 where we have program activities such as assessments, tutoring, tutor trainings, learner council meetings and referrals to other resources in the Kukui Center and the broader community.

VI. Personnel: Project Organization and Staffing

1. Proposed Staffing, Staff Qualifications, Supervision and Training

Bookmobile Manager: Pua'Ena Burgess has more than 25 years of combined experience in program development, implementation and instruction with children, youth leadership groups, DOE classrooms for keiki and adults and has also worked with incarcerated youth at risk for human trafficking. She has created successful programs used on Hawaii Literacy Bookmobiles including Youth Leadership Groups, Summer and Monthly Reading Campaigns, and a Keiki Tutoring Program that served as a model that was utilized in selected Hawai'i Public Libraries. She also has considerable working knowledge in Building Beloved Communities processes that have been used in classrooms, boardrooms, ohana gatherings, universities and other forums throughout Hawai'i and in New Zealand, Japan, South Africa and the U.S. These activities are based on techniques in Hawaiian education and philosophies of Ho'oponopono.

Bookmobile Staff and Leadership Instructor: Nuuanu Lenchanko has a long record of providing Hawaiian cultural services with over 28 years of teaching experience. Ever learning, he is a student and practitioner of hula, oli/chant, featherwork, lei making and lua with a passion to perpetuate these cultural practices, knowledge and virtues. He has used his training to compose chants and songs, train keiki in lei-making, and playing instruments. He has also uses his talents to develop curriculum and lead workshops to empower youth and strengthen inter-generational relationships.

Adult Literacy Program Manager: Julianne Baker-Mattern is a well-qualified literacy expert and volunteer trainer who joined Hawaii Literacy in June of 2021. She holds a Master's Degree in Elementary Education, with an emphasis on Special Needs, from the University of Phoenix, Arizona. She has management and training experience to train and provide ongoing support and oversight for part-time Coordinators at each site and volunteers. She oversees all Adult Literacy Program efforts and has attended the Department of Public Safety's Volincor training for the prison project. She has over 10 years of professional experience working in a managerial and teaching setting. Before joining Hawaii Literacy, Julianne worked as Branch Manager at the Armed Services YMCA, Wheeler AAF, Wahiawa, developing curriculum, trainings and managing and supervising staff. Before that, she worked as a Special Education Teacher at Mokulele Elementary. She brings expertise in training methods and strategies for meeting the needs of learners from diverse populations, including training on cultural awareness, addressing learning disabilities, and motivating learners. The Adult Literacy Program Manager will collaborate with the Bookmobile team to develop curriculum.

The two new positions proposed in this grant request will be hired, and service hours for existing staff will be increased if State GIA support is secured. Full job descriptions for each are available on request. Successful candidates will meet the below qualifications:

- Have professional work experience in literacy, adult education, workforce education, teaching, or social services settings.
- Knowledge of, and experience working with the communities in and around Bookmobile sites, an understanding of Hawai'i's varied cultures, and the ability to offer relevant outreach, training, and inspiration for learners are required.
- The ability to conduct trainings or information sessions in small groups is required, and/or experience in training adults is highly valued.
- Experience with community outreach and recruiting and managing volunteers is desired.
- Strong organization and computer skills are required, including database/ spreadsheet management, record keeping, and program reporting.
- Strong compassion and commitment to helping clientele, maintaining confidentiality, and providing literacy help that will truly help adults learn to read and write and benefit them in their lives.
- Positive communication skills, cultural competency, flexibility to meet program needs, willingness to work some weekend hours, and ability to travel to meet students in other areas surrounding the Center are required.
- A college degree is highly desired, but significant relevant experience may substitute. The ability to pick up boxes of books and move supplies and equipment, which can be up to 30 lbs.

Executive Director: Jill Takasaki Canfield will be responsible for initial site selection, securing rental agreements, and hiring and initial expansion plans. Jill Takasaki Canfield brings 25 years of experience in K-12 schools, universities, and educational non-profits in Beijing, Honolulu, and Denver to her role at Hawaii Literacy. Prior to joining Hawaii Literacy, Jill served as the Director of Dual Language and International Programs at Maryknoll School where she helped launch Hawaii's first Chinese Immersion Program and developed new models of student exchange. Her experience also includes serving as Executive Director of the Pacific and Asian Affairs Council (Hawaii's World Affairs Council), Project Manager at the University of Denver's Center for China-US Cooperation, and teaching ESL, World Values & Culture in International Business and Project Management. She is on the Board of the Pacific and Asian Affairs Council and has served on the Sister-State Committee and UH CIBER Advisory Board. Jill holds a BA in Biology from UH Manoa, an MBA from Rollins College and an Early Childhood Technology graduate certificate from Tufts.

Bookkeeper/Finance Manager: Justine Lafata will be providing our financial reporting and management of all GIA-related income and expenses. Justine has worked with Hawaii Literacy since September 2021. Justine holds a Bachelor of Arts in Political Science from Pepperdine University and has over 12 years of financial management experience in both for-profit and nonprofit sectors. Justine provides bookkeeping and oversight for all accounting, payroll, and financial matters, including grants.

Consultant: Puanani Burgess has volunteers to consult with Hawaii Literacy staff to build the network of community and cultural resources. She will also aid in the development and honing of the *Children of the Pacific* curriculum. Puanani Burgess is a Zen Buddhist priest, a trainer and consultant in Hawai'i, the U.S. and the Pacific. She is also a published poet and cultural translator noted for her experience in community, family and values-based economic development, mediation and storytelling processes and a former board member of the Positive Futures Network, publishers of YES! Magazine.

As a consultant in Hawai'i, the U.S. and the Pacific, she is a process designer, facilitator and trainer for *Building the Beloved Community*, a community-building and conflict transformation process based on bringing people face to face for ceremony, storytelling, and healing circles of trust and respect. Poha and Popo, Mauna'ala and Gandhi, Castor Oil, Pearl City High School, and the Boy With the Gift are some of the core principles she shares which aim to draw people together to dream, heal, and build their beloved community. She is also a published poet, cultural translator and a former board member of the Positive Futures Network, publishers of YES! Magazine.

2. Organization Chart

Please see attached.

3. Compensation

Hawaii Literacy Salary Range of Three Highest Paid Officers, Directors, or Employees by Position	
Position	Salary Range
Executive Director	85,000-110,000
Assistant Director	65,00-75,000
Adult Literacy Manager	55,000-65,000

VII. Other

1. Litigation

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

2. Licensure or Accreditation

Not applicable. While our program staff holds 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 the highest priority on ensuring all program growth meets a true community need and that any expansion is sustainable long-term. We will leverage recent State support to secure new private donations, volunteers, and gifts-in-kind.

Our sustainability plan beyond FY 2025 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.

In addition to new program grant sources, our Board of Directors is in the process of completing completed a new Strategic Plan for 2024-2026 that includes commitments to add unrestricted funds to our annual budget within 3 years, to ensure continued operation even if grant support may only provide partial support.

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

1. We intend to integrate funding requests for our Coordinator, Instructor, and Director positions into new and existing funding sources and grant applications.
2. Our board of directors' commitment to add unrestricted funding to our annual budget over the next three years.
3. Our Executive Director and Giving & Operations Director will be responsible for seeking and developing new funding sources, especially from untapped national sources that can increase resources for Hawai'i.

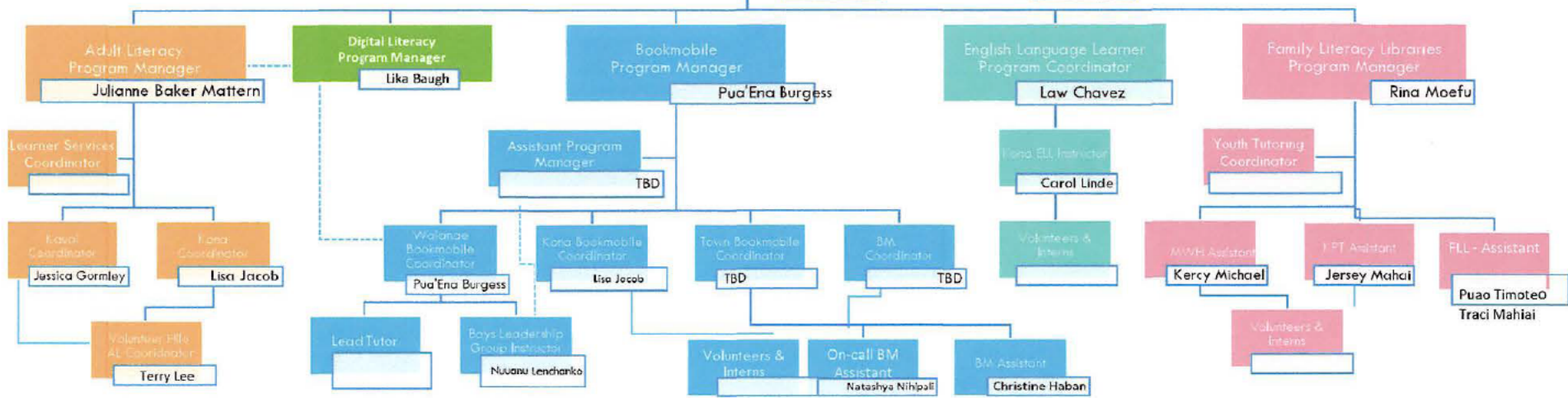
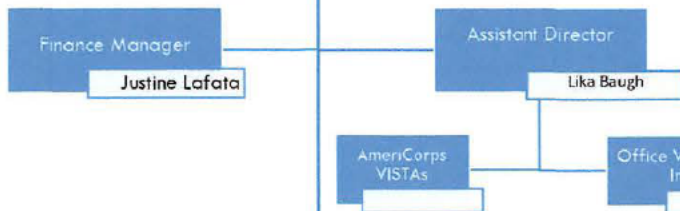
The long-term benefits of raising literacy levels for people in Hawai'i are well proven in individual as well as national data. Greater literacy and language skills directly increase family well-being, income, employment opportunity, civic engagement, lower homelessness, dependence on state assistance,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

Literacy is 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 the problems we face will not be solved without it.**

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 2024 legislative session.



Executive Director
Jill Takasaki Canfield



Regional & Ad Hoc Support Teams

- Big Island**
- Kona AL Coordinator
 - Hilo AL Coordinator
 - Kona BM Coordinator
 - Kona ELL Instructor

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2024 to June 30, 2025

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)
Bookmobile Program Manager	1	\$57,200.00	30.00%	\$ 17,160.00
Bookmobile Coordinator (Waianae)	0.75	\$37,440.00	30.00%	\$ 11,232.00
Bookmobile Coordinator (Town)	0.75	\$37,440.00	30.00%	\$ 11,232.00
Bookmobile Coordinator (Kona)	0.5	\$24,960.00	30.00%	\$ 7,488.00
Leadership Instructor	0.625	\$31,200.00	30.00%	\$ 9,360.00
Bookmobile Assistant	0.75	\$34,320.00	30.00%	\$ 10,296.00
Bookmobile Pacific Island & Keiki Tutoring Coordinator	0.75	\$37,440.00	100.00%	\$ 37,440.00
Bookmobile Pacific Island & Keiki Tutoring Assistant	0.75	\$34,320.00	100.00%	\$ 34,320.00
Executive Director	0.2	\$110,000.00	10.00%	\$ 11,000.00
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
TOTAL:				149,528.00
JUSTIFICATION/COMMENTS:				

31

NOT APPLICABLE

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2024 to June 30, 2025

Applicant: _____

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: 2022-2023	FY: 2023-2024	FY:2024-2025	FY:2024-2025	FY:2025-2026	FY:2026-2027
PLANS						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
TOTAL:						
JUSTIFICATION/COMMENTS:						

33

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Applicant: HAWAII LITERACY, INC

Contracts Total: \$ 1,547,220

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S./State/Hawaii/ Honolulu/ Kauai/ Maui County)	CONTRACT VALUE
1	Family Literacy Libraries Program	2016-2017	C&C Honolulu	City & County of Honolulu Grant-in-Aid	\$ 122,220
2	Family Literacy Libraries Program	2017-2018	C&C Honolulu	City & County of Honolulu Grant-in-Aid	\$ 125,000
3	Family Literacy Libraries and Youth Tutoring Program	2018-2019	C&C Honolulu	City & County of Honolulu Grant-in-Aid	\$ 125,000
4	Family Literacy Libraries and Youth Tutoring Program	2019-2020	C&C Honolulu	City & County of Honolulu Grant-in-Aid	\$ 125,000
5	Family Literacy Libraries and Youth Tutoring Program	2021-2022	C&C Honolulu	City & County of Honolulu Grant-in-Aid	\$ 125,000
6	Family Literacy Libraries and Youth Tutoring Program	2022-2023	C&C Honolulu	City & County of Honolulu Grant-in-Aid	\$ 125,000
7	Family Literacy Libraries and Youth Tutoring Program	2023-2024	C&C Honolulu	City & County of Honolulu Grant-in-Aid	\$ 150,000
8	Family Literacy Libraries and Youth Tutoring Program	2024-2025	C&C Honolulu	City & County of Honolulu Grant-in-Aid	\$ 200,000
9	Family Literacy Libraries and Youth Tutoring Program	2025-2026	C&C Honolulu	City & County of Honolulu Grant-in-Aid	\$200,000 PENDING
10	Bookmobile Expansion Program	2018-2019	HSPLS	State Grant-in-Aid	\$ 110,000
11	English Language Learner Program, Adult Literacy	2019-2020	HSPLS	State Grant-in-Aid	\$ 80,000

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12	English Language Learner Program, Digital Literacy, Bookmobile	2022-2023	DLIR	State Grant-in-Aid	\$ 160,000
13	Adult Literacy, PALs, Prison Literacy	2023-2024	DHS	State Grant-in-Aid	\$ 100,000
15	Bookmobile Expansion Program: Pacific Island & Keiki Tutoring	2024-2025		State Grant-in-Aid	\$213,200
16					PENDING
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