GRANT-IN-AID (GIA) APPLICATION

Project Title
RELAXOLOTL: A WHOLE-CLASS STORYTELLING AND LITERACY PLATFORM

Applicant
Nicholas Davis

Project Lead
Nicholas Davis

Service Area
State of Hawaiʻi (Primary service area: Oʻahu)

Requested Amount
$75,000

Submission Date
January 23, 2026

Submitted in accordance with Hawaiʻi State Grant-in-Aid application requirements.

DECLARATION STATEMENT

I hereby declare that the information contained in this Grant-In-Aid application is true and correct to the best of my knowledge. I certify that the requested funds will be used solely for the purposes described in this application and in accordance with all applicable state laws, rules, and regulations.

I understand that submission of false or misleading information may result in disqualification or repayment of awarded funds.

Applicant Name: Nicholas Davis

Title: Project Lead

Date: January 23, 2026

Signature: _____

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

signature	NICHOLAS DAVIS, PROJECT LEAD	23 JANUARY 2026
AUTHORIZED SIGNATURE	PRINT NAME AND TITLE	DATE

Public Purpose Statement

The Relaxolotl platform is designed to serve a clear public purpose by supporting early literacy, social-emotional learning, and language development for elementary-age children in Hawaiʻi. The application enables teachers and caregivers to guide whole-class storytelling experiences that encourage communication, creativity, emotional expression, and cultural inclusion.

Features such as read-aloud text highlighting, classroom-safe prompts, and bilingual English–Tagalog translation directly support equitable access to learning tools for Hawaiʻi families. The program is educational in nature, non-commercial, and focused on child development outcomes that benefit the broader public.

Background and Summary

Relaxolotl is an interactive, educator-guided storytelling application created to help children relax, reflect, and communicate through story. The project centers around *Rel*, an axolotl mascot whose name is a play on "relax" and "axolotl," reinforcing the platform's purpose: helping children slow down, talk about their day, and answer open-ended questions through narrative play.

Within the application, children select from a set of friendly character cards—such as Pip the Inventor—and participate in guided story creation led by an educator or caregiver. Rel serves as the mascot and guiding presence across the application, while characters such as Pip function as story-specific protagonists selected by students.

The platform emphasizes safe, age-appropriate prompts, inclusive language options, and visual consistency to support classroom use, multilingual households, and early readers.

BUDGET NARRATIVE

The total amount requested for this project is $75,000 in state funds. The requested funds will be used exclusively for operating expenses associated with the development, testing, and initial deployment of the Relaxolotl educational storytelling platform.

Personnel costs represent the primary expense category and include project management, curriculum alignment, content development, and technical implementation. No funds are allocated for motor vehicles or capital construction.

Equipment and technology costs are limited to essential software licenses, cloud services, and development tools required to deliver a secure, accessible, and scalable educational platform.

The applicant has less than $5,000 in unrestricted assets and has no pending litigation. There are no existing government contracts or grants in aid related to this project.

All requested funds directly support public educational purposes, with an emphasis on literacy access, multilingual support, and classroom-based learning for Hawaii's students.

No funds will be used for political activity, lobbying, or private benefit.

Service Summary and Expected Outcomes

Relaxolotl provides guided storytelling sessions for classrooms and families, enabling children to collaboratively build stories while practicing listening, speaking, and comprehension skills. Educators lead students through structured prompts that support decision-making, teamwork, and emotional expression.

Expected outcomes include improved narrative skills, increased student engagement, enhanced social-emotional awareness, and expanded access to bilingual literacy tools. The platform is designed to support both general education classrooms and culturally diverse communities across Hawai'i.

Budget Summary

The total funding request of $75,000 will be used to support application development, educational content creation, accessibility features, and project administration. No other state funds are requested. The applicant has less than $5,000 in unrestricted assets and no pending litigation. All requested funds will be used solely for public, educational purposes.

Experience and Capability

Nicholas Davis brings operational leadership experience, project management expertise, and a demonstrated ability to deliver functional digital tools. The Relaxolotl prototype is already operational, with completed storytelling flows, accessibility features, and multilingual support. This demonstrates the applicant's capability to execute the proposed project within the grant period.

The project will be led by Nicholas Davis, Project Lead, who is responsible for overall coordination, development oversight, and delivery. Content development is informed by educator input, including contributions from Jaimelynne Cruz, an experienced educator, ensuring classroom relevance and child-appropriate design.
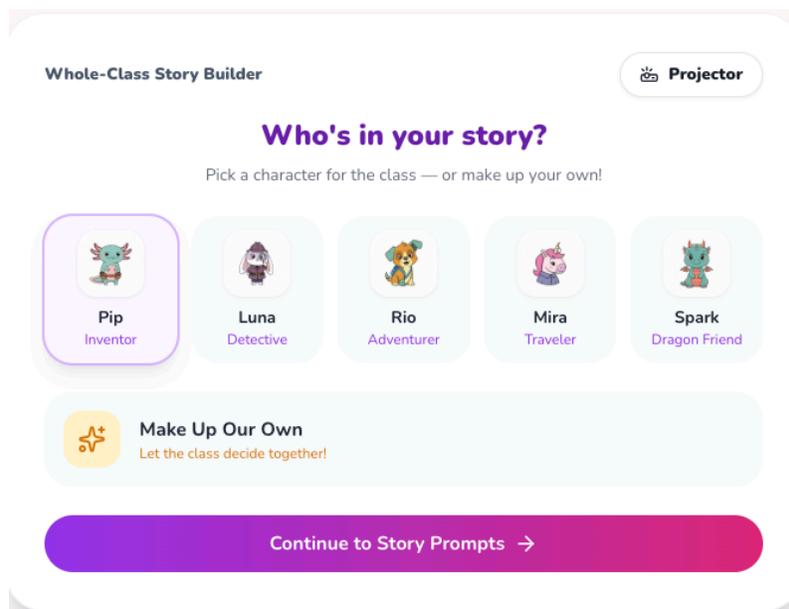
Figure A1. Whole-Class Story Builder character selection interface.
Educators guide students in selecting a main character, supporting inclusive storytelling, choice-based learning, and classroom discussion. This interface demonstrates how the platform facilitates collaborative story creation in an age-appropriate, school-safe environment.

Who else is in our story?

Step 1 of 4

Ask students to suggest ideas. Type what they say. Whole-class mode.

📢 SAY THIS OUT LOUD

We already picked our main character. Now let's decide if anyone or anything else joins the story.

💡 These join the story — they do NOT replace the main character.

🗳 QUICK VOTE OPTIONS

A butterfly 🦋

A helpful friend 😊

A silly animal 🐿

A magical creature ✨

No one else

Tip: tap one option to fill the box, then edit it if you want.

Add a supporting character (optional):

No one else

Figure A2. Educator-guided storytelling prompt.
Teachers facilitate discussion by prompting students to contribute ideas verbally, supporting oral language development, turn-taking, and collaborative decision-making.

Figure A3. Read-to-me accessibility feature with synchronized text highlighting.

This feature pairs audio narration with real-time text highlighting to support early readers, students with learning differences, and multilingual learners.

Figure A4. Multilingual story translation (English to Tagalog).

Stories can be instantly translated to support bilingual families and learners, expanding access to culturally responsive literacy resources for Hawaii's diverse communities.
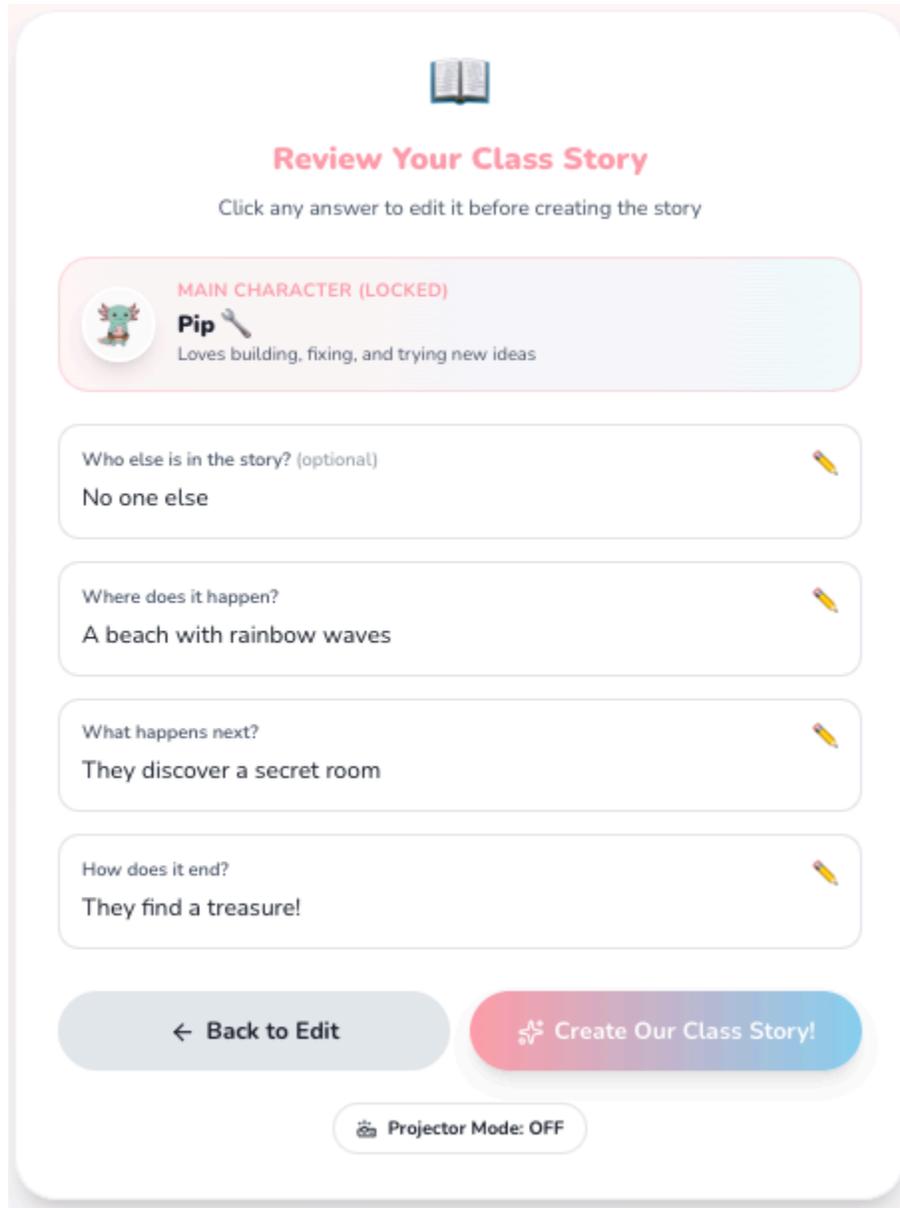
Figure A5. Story review and generation workflow.
Educators review and finalize student-generated story elements before creation, ensuring age-appropriate content, narrative coherence, and instructional alignment.

Figure A6. Completed student-generated story with positive resolution.
Finished stories emphasize kindness, curiosity, and emotional reflection, reinforcing social-emotional learning outcomes alongside literacy development.

Figure A7. Export and reuse options for classroom and home learning.
Stories can be exported as PDFs or coloring books, extending learning beyond the classroom
and supporting family engagement.