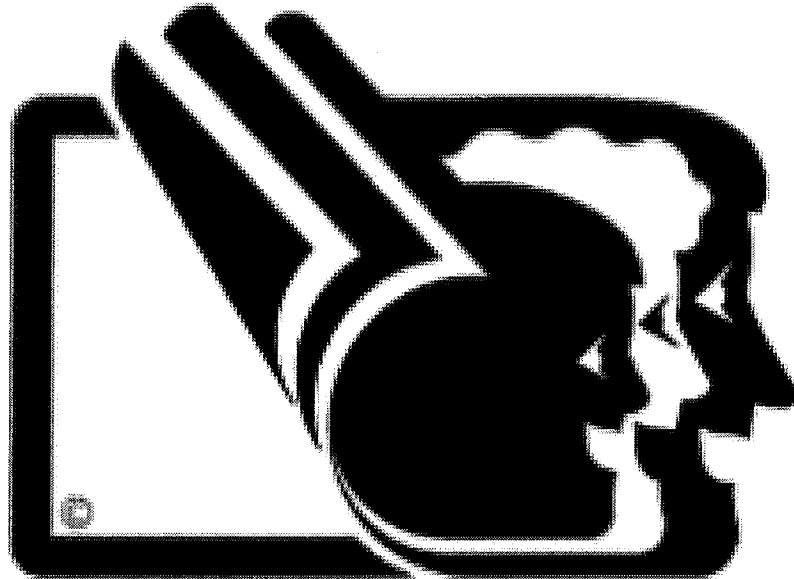


# **Read Aloud America**



**2012**  
**GIA Grant Proposal**  
**State of Hawaii**

House District \_\_\_\_\_

Senate District \_\_\_\_\_

THE TWENTY-SIXTH LEGISLATURE  
HAWAII STATE LEGISLATURE  
APPLICATION FOR GRANTS & SUBSIDIES  
CHAPTER 42F, HAWAII REVISED STATUTES

Log No: 84-0

For Legislature's Use Only

Type of Grant or Subsidy Request:

GRANT REQUEST – OPERATING

GRANT REQUEST – CAPITAL

SUBSIDY REQUEST

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

"Subsidy" means an award of state funds by the legislature, by an appropriation to a recipient specified in the appropriation, to reduce the costs incurred by the organization or individual in providing a service available to some or all members of the public.

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

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

DEPARTMENT OF HUMAN SERVICES

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

1. APPLICANT INFORMATION:

Legal Name of Requesting Organization or Individual:  
Read Aloud America, Inc.

Dbas: Read Aloud America

Street Address: 1314 S. King Street, #G4, Honolulu, HI 96814

Mailing Address: 1314 S. King Street, #G4, Honolulu, HI 96814

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name DR. MARYELLEN MARKLEY

Title Director, Fund Development

Phone # 808-561-8096

Fax # 808-593-1984

e-mail memarkley1@me.com

3. TYPE OF BUSINESS ENTITY:

- NON PROFIT CORPORATION
- FOR PROFIT CORPORATION
- LIMITED LIABILITY COMPANY
- SOLE PROPRIETORSHIP/INDIVIDUAL

6. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:

THE READ ALOUD PROGRAM

4. FEDERAL TAX ID #: [REDACTED]

5. STATE TAX ID #: [REDACTED]

7. AMOUNT OF STATE FUNDS REQUESTED:

FY 2012-2013: \$ \$450,293

8. STATUS OF SERVICE DESCRIBED IN THIS REQUEST:

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

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

STATE \$ 0

FEDERAL \$ 0

COUNTY \$ 0

PRIVATE/OTHER \$ 471,535

TYPE NAME

JED GAINES, FOUNDER/PRESIDENT  
NAME & TITLE

1/31/12  
DATE SIGNED

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# **Section I**

## **Background and Summary**

# Section I

## Background and Summary

### Background

Read Aloud America is a Hawaii 501 (c)(3) nonprofit organization founded in 1995 by local businessman and entrepreneur Jed Gaines. Its mission is to promote literacy, bond families, and build communities of lifetime readers. In 1999, Read Aloud America created RAP, the Read Aloud Program, designed to train parents to use simple strategies that convey morals and values, help them establish a literate environment in the home, and increase their children's chances for success in school – and in life. Since 1999, RAP has served the needs of 278,238 of Hawaii's children and adults. In 2011, we lost 95% of our state funding, but ***we continue to have requests for services from Hawaii's poorest schools*** - those most in need of support as they struggle to help parents and children stay connected and succeed.

RAP is an evening family-based read-aloud program, hosted by public elementary and middle schools in some of Hawaii's ***most needy communities***. It is not a "one-shot" workshop, but consists of a faculty presentation, six to nine classroom presentations, and six early evening family sessions that are completed over the course of one semester. RAP includes whole families, from infants to grandparents, so that everyone in the home environment receives the same training. All members of the school community are encouraged to participate, giving parents opportunities to socialize with the parents of their children's friends and to meet teachers, school administrators, and staff in friendly social situations.

The tone of RAP is deliberately kept relaxed and informal so that participating families do not feel threatened or stressed. Many families who attend RAP are intimidated by a 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 morals and values, and representation of positive role models. The three main messages of RAP are:

1. Read aloud to children on a regular basis.
2. Limit exposure to TV and other electronic media.
3. Spend quality time together as a family.

During the six family sessions, trained presenters work with parents and other caregivers to convey fundamental reading and literacy concepts. The program includes read-alouds for both children and adults and provides guidelines for the judicious use of television and other electronic media. Parents learn how to become reading role models, how to read aloud to their children, and how to establish and maintain family

strengthening activities. Each RAP family builds a "Family Reading Handbook," which contains tips and resources to help them incorporate RAP's ideals and strategies into their daily lives; RAP families also receive suggestions on ways to sustain RAP ideals in their homes through the activity booklet, *RAP UPI*.

Read Aloud America believes RAP, only available in Hawaii, is the largest, most effective family literacy program in America. It has a 13-year "track record" of success and makes a lasting impression on school communities. We bring families together, involve parents in their children's learning, improve children's (and parents') attitudes about school, and build relationships within communities. We help families provide a better life for their children and establish a strong foundation for future generations.

## **Goals and Objectives**

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

RAP has five goals:

1. To encourage parents/caregivers and teachers to read to children on a regular basis.
2. To provide resources to help parents and teachers choose books and read to children.
3. To demonstrate the pleasure of reading and its relevance to daily life.
4. To nurture a love of reading in parents and awaken a love of reading in children.
5. To encourage families to limit television, computer, and video time and *read*.

These goals are measured through seven objectives. Program results as shown below come from surveys delivered to parents and students grade 3 and above at every RAP program since 1999:

(see next page)

Program Objectives	Results of 128 RAP Programs
1. 50% parents read to their children at least 3 times a week	58%
2. 50% parents report watching less TV	70%
3. 50% parents report increase in children's voluntary reading time	89%
4. 50% parents increase their own reading time	76%
5. 100% participating families build Family Reading Handbooks	100%
6. 50% students report a more positive attitude toward school	69%
7. 60% students increase their interest in reading	71%

## **Need to Be Served**

Most young working parents of Hawaii's children have grown up in households with multiple televisions, video games, and cell phones, and in many cases, ***technology largely replaced the quality family time enjoyed by earlier generations.*** Many of the parents we work with tell us that their parents did not read to them, and ***family communications were often strained, especially as the children became teenagers.*** Parents often report that they had no role models to show them how to develop the important habit of positive family communications and how to make time spent focused together enjoyable for both the parents and children. **Although reading to their children may sound like a natural activity for a parents, many of the parents we work with tell us that they just did not know where to start, what books to choose, or how to keep their children engaged in our rapid-paced technology driven society.**

Renowned educator Jim Trelease writes, "Each year, a child is in school for 900 hours and outside of school for 7,800 hours. **By improving the curriculum of the home, the chances of improving the child's school performance are six times greater than if we change only the classroom"** (2009). These numbers are staggering, showing the need for not simply quality after-school programs but more importantly, quality *family* after school programs. To prevent students from making negative social choices, we need to do much more than give them a place to get tutoring help or play a sport from 3:00-6:00 p.m. While those alternatives are helpful, the crucial part missing is the ***involvement of the parents.*** To have a lasting effect, programs that nurture healthy lives and healthy communities must bridge the gap between the school and the home by making the parents an active participant. Read Aloud America's Read Aloud Program (RAP) fulfills this critical need.

By strengthening students' at-home support system while bridging the gap between school and the home, RAP can help prevent students from making negative academic

and social choices later in life simply by focusing on reading with family. The simplicity of this concept actually fulfills a critical need. **Research shows that children who attend high-quality programs after school hours are more likely to make better grades and behave better in school, spend less time watching TV, make better social choices growing up and have lower incidences of drug use, gang involvement, and teenage pregnancy (U.S. Departments of Education and Justice 2000).** Specific results from RAP show that families watch less TV and spend more time together; parents are more involved in their children's learning; and students have an increased interest in reading and a more positive attitude toward school.

Reading is the keystone of education. Students who are competent and engaged readers do well in all areas of the curriculum. Students who are not competent readers struggle in the primary grades, begin a "slideout" around third grade, lose ground in all academic areas as they advance through the grades, and eventually lose interest in school, often falling prey to the perceived security of gangs and drugs. **Students who don't achieve success in school are more likely to drop out, not find employment as adults, and wind up on welfare rolls, drug rehabilitation programs, or jail. 70-82% of prison inmates are school dropouts (Trelease 2009).**

To that end, Read Aloud America offers RAP as a tool for school communities to not only strengthen the connection between school and the home, but also to provide a safe and fun *family* activity during after-school hours. RAP supports education by helping parents learn how to incorporate educational – and *fun* – activities into the home. It promotes making healthy choices, such as reducing dependence on electronic media, engaging in more quality family time, and creating a reading-friendly home environment. As a result, students have a greater possibility for success in school – and in life.

## **Target Population**

**Read Aloud America targets Title I schools in Hawaii's *underprivileged communities*, where schools face such challenges as *homelessness, single parent households, foster care, language barriers, special needs, and poverty*. Across the state, 55% of Hawai'i public school students have special needs, including ESL, special education, and economic disadvantages. 16.6% of students drop out of high school. 32.7% of students do not demonstrate proficiency in reading scores (DOE Superintendent's 2010 Annual Report). 62% of students who attend RAP receive free/reduced cost lunches.**

Statistics like these demand after-school programs like RAP, which are designed to support education by inspiring and teaching students *and* their adult caregivers. 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*. Examples of such schools that RAP has served include



Nanaikapono Elementary, Nanakuli Elementary, Waipahu Elementary, Linapuni Elementary, Maunaloa Elementary, and Pa'ia Elementary.

Read Aloud America considers all Title I schools in our serviceable areas. Below is a list of Title I schools within the Senatorial Districts of Senators seated on the Committee on Education and the Ways and Means Committee. All schools on this list would be among Read Aloud America's top priorities for hosting RAP in 2012-2013.

*Note: If a Senator on either committee is not listed below, it is because either a) the Senator's District does not have Title I elementary or middle schools, or b) the Senator's District is not in Read Aloud America's serviceable areas.*

**Senate Committee on Education**

<b>Senator</b>	<b>Title I Schools within Senatorial District</b>
<b>Jill Tokuda</b>	Olomana School, King Intermediate, Enchanted Lake Elementary, Kaelepulu Elementary, Kapunahala Elementary, Keolu Elementary, Maunawili Elementary, Mokapu Elementary, Parker Elementary, Puohala, Elementary
<b>Michelle Kidani</b>	Kipapa Elementary
<b>Suzanne Chun Oakland</b>	Likelike Elementary, Pauoa Elementary, Puuhale Elementary, Kawananakoa Middle, Kauluwela Elementary, Lanakila Elementary
<b>Clarence Nishihara</b>	Waipahu Elementary, August Ahrens Elementary, Pearl City Elementary, Honowai Elementary, Lehua Elementary School, Manana Elementary School
<b>Brian Taniguchi</b>	Ala Wai Elementary, Stevenson Middle, Prince Kuhio Elementary

**Senate Committee on Ways and Means**

<b>Senator</b>	<b>Title I Schools within Senatorial District</b>
<b>David Ige</b>	Waimalu Elementary
<b>Michelle Kidani</b>	Kipapa Elementary
<b>Suzanne Chun Oakland</b>	Likelike Elementary, Pauoa Elementary, Puuhale Elementary, Kawananakoa Middle, Kauluwela Elementary, Lanakila Elementary
<b>Jill Tokuda</b>	Olomana School, King Intermediate, Enchanted Lake Elementary, Kaelepulu Elementary, Kapunahala Elementary, Keolu Elementary, Maunawili Elementary, Mokapu Elementary, Parker Elementary, Puohala, Elementary
<b>Donovan Dela Cruz</b>	Iliahi Elementary, Wahiawa Elementary, Soloman Elementary, Wheeler Elementary, Wheeler Middle, Waiialua Elementary, Haleiwa Elementary, Helemano Elementary, Hale Kula Elementary, Kaala Elementary, Wahiawa Middle

<b>J. Kalani English</b>	Hana Elementary, Haiku Elementary, Pukalani Elementary, Makawao Elementary, Paia Elementary, Molokai Middle, Kaunakakai Elementary, Kualapuu Elementary, Kilohana Elementary, Maunaloa Elementary, Lanai Elementary
<b>Will Espero</b>	Ewa Beach Elementary, Ewa Elementary, Pohakea Elementary, Iroquois Point Elementary, Ilima Middle, Waipahu Middle
<b>Carol Fukunaga</b>	Queen Kaahumanu Elementary, Royal School, Lincoln Elementary,
<b>Donna Mercado Kim</b>	Kalihi Elementary, Kalihi Waena Elementary, Kalihi Kai Elementary, Kalihi Uka Elementary, Kaewai Elementary, Kapalama Elementary, Linapuni Elementary, Dole Middle, Fern Elementary, Aiea Middle
<b>Pohai Ryan</b>	Kailua Elementary, Kainalu Elementary School, Waimanalo Elementary and Intermediate, Pope Elementary
<b>Glenn Wakai</b>	Aiea Elementary School, Alvah Scott Elementary, Nimitz Elementary, Salt Lake Elementary

## **Geographic Coverage**

Since 1999, Read Aloud America has implemented RAP on every major Hawaiian island, plus Moloka'i. In 2009, we opened our first full-time neighbor island office on Maui, and in 2011, we opened a full-time office on the Big Island. These two offices joined our main office on O'ahu in being staffed and operated entirely by local residents, supported by local volunteers, and in serving communities on their own islands.

**However, in 2011, Read Aloud America received a 95% cut in its funding, forcing us to close our Big Island office and drastically reduce programs on O'ahu and Maui.**

Currently, Read Aloud America operates from two offices on O'ahu and Maui, serving schools across each island. Our Maui office is also equipped to service schools on Moloka'i and Lana'i.

## **Section II**

# **Service Summary and Outcomes**

## Section II

# Service Summary and Outcomes

### Scope of Work and Responsibilities

With support from GIA and other funders, Read Aloud America will implement a total of 16 RAP programs (96 sessions) between July 1, 2012 and June 30, 2013 by:

1. Scheduling elementary and middle schools to host RAP;
2. Recruiting and training volunteers to help with program implementation;
3. Working with School leadership teams to communicate with the school community, motivate them to attend, and coordinate each session.
4. Surveying participants on RAP's impact and compiling reports to describe results.

Read Aloud America leadership will contact elementary and middle schools, using the personal contact and school information procedures already in place. As a priority, Read Aloud America first offers RAP to Title I schools; that is, ***schools with limited income populations***. In fact, throughout RAP's 13-year operation, ***school principals diligently and consistently request RAP to come to their school***, making our job to schedule programs swift and easy. Staff, faculty, or parents from interested schools attend RAP sessions to observe how the program works. Meetings with school administration follow, and a faculty presentation is given to provide information to faculty and staff. After a school's teachers and staff have "bought into" RAP, Read Aloud America staff visit classrooms to model reading aloud, explain how the program works, and encourage student participation.

Read Aloud America provides the staff and volunteer readers (supplemented by school volunteers) for each program. We also provide on-going training and support for RAP participants, volunteers, and staff. All family members are included in the RAP experience, from toddlers to grandparents, and extended family are encouraged to participate. Readers and Presenters use the strategy of social modeling as a training tool: they model, through their enthusiasm, voice, and actions, positive reading and read-aloud behaviors. Volunteers who help out in classroom reading groups also model appropriate engagement behaviors.

Read Aloud America Program Coordinators provide host schools with a user-friendly manual, which gives them the "how-to's" of implementing RAP. School organizers, known as "School Liaisons," follow directions in the manual and work with a Read Aloud America Program Coordinator to ensure that RAP is being promoted and organized effectively. With assistance from the Program Coordinator, School Liaisons recruit and train volunteers; disseminate promotional flyers and display posters; develop other promotional activities; and track RSVPs as they are returned. School Liaisons are the key school organizer on RAP nights, working as a team with the Program Coordinator to

manage program operations and usher hundreds of adults and children through the program.

Schools who host RAP provide meeting space, volunteers, and some paper goods. In the past, they were asked to pay a small fee, which signifies their willingness to support the program and ensures a high level of engagement. Before Read Aloud America experienced drastic budget cuts, schools paid a modest fee, as described below. We hope to implement this fee again, once ample funding is secured through GIA and other grantors and donors. Currently, schools pay what they can afford.

School fee schedule before budget cuts (to be re-implemented pending funding):

Small School (50-399 students)	\$600.00
Medium School (400-799 students)	\$800.00
Large School (800 or more students)	\$1,000.00

Each school that hosts RAP received the following program components:

- Six two-hour evening sessions
- Parent training presentations
- Program Coordinator services
- One faculty presentation
- Six – nine classroom presentations
- Volunteer training
- Trained readers for children’s age-appropriate read-aloud sessions
- Professional early childhood teachers as Toddler Readers
- Light dinner for all participants
- Snack and drink for all participants
- Printed handouts at each session
- Family Reading Handbook binder for each family
- RAP UP!* Activity book for each family
- Children and adult book swaps
- All necessary program supplies: pencils, pens, forms, name tags, etc.
- Postage for two all-school mailings
- Banners with program schedule
- Gift books and other incentives
- Session summaries and compilations of parent comments for each session
- Comprehensive attendance data
- Program evaluation survey data

At sessions 5 and 6, Program Coordinators distribute surveys to parents, teachers, school staff, volunteers, and students grade 3 and above to gather feedback on RAP’s impact on habits, behaviors, student performance, and family relations. RAP Program Coordinators and the Program Director keep careful records of participants’ feedback and survey responses. Within a month of the program’s end, a formal school report is completed and shared with the school’s leadership team. Survey responses from all 128 completed programs indicate that RAP has consistently surpassed its goals in helping families adopt more positive and productive attitudes and behaviors. Results are discussed in more detail below.

## **Projected Annual Timeline**

With funding from GIA and other sources, Read Aloud America plans to implement 16 RAP programs in School Year 2012-2013. We will run 8 programs per semester, giving priority to Title I schools, or schools with high percentages of ***low-income families, homeless families, Native Hawaiian and/or immigrant families, or schools in underserved rural areas.*** Each semester, 4 programs will be run on O'ahu, and 4 programs will be run on Maui. Our Maui office is equipped to serve Moloka'i and Lana'i, so we include those islands in Maui's service area. A detailed timeline is as follows:

### **Spring 2012**

1. Schedule Schools for Fall 2012 – schools will be aware that implementing RAP will be pending funding from various sources. 4 schools will be scheduled on O'ahu and 4 schools will be scheduled in the Maui service area (including Moloka'i and Lana'i).
2. Read Aloud America staff work with school staff to begin promoting RAP.

### **July – August 2012**

1. Promotional activities continue at all 8 schools.
2. Read Aloud America makes presentations at faculty meetings, in classrooms, and at school assemblies and/or open houses. A "buy-in" is earned from audiences.
3. Volunteers are recruited and trained, and detailed preparations are made.
4. Read Aloud America staff continue to work as a team with school staff to prepare for sessions, promote the program, and motivate the communities to attend.
5. RAP Session I begins.

### **September 2012 – December 2012**

1. RAP sessions continue as scheduled. Promotional activities continue. Continual training for volunteers provided as needed.
2. Schedule schools for Spring 2013 – schools will be aware that implementing RAP will be pending funding from various sources. 4 schools will be scheduled on O'ahu and 4 schools will be scheduled in the Maui service area (including Moloka'i and Lana'i).
3. Surveys are distributed at final RAP sessions and school reports are prepared to illustrate RAP's impact. Final meetings are held with school officials to review the results.
4. Read Aloud America staff work with school staff to begin promoting RAP for Spring 2013.

### **January 2013 – May 2013**

1. Promotional activities continue at all 8 schools.
2. Read Aloud America makes presentations at faculty meetings, in classrooms, and at school assemblies and/or open houses. A "buy-in" is earned from audiences.
3. Volunteers are recruited and trained, and detailed preparations are made.
4. Read Aloud America staff continue to work as a team with school staff to prepare for sessions, promote the program, and motivate the communities to attend.

5. RAP begins and progresses as scheduled.
6. Promotional activities continue. Continual training for volunteers provided as needed.
7. Surveys are distributed at final RAP sessions and school reports are prepared to illustrate RAP's impact. Final meetings are held with school officials to review the results.

Read Aloud America maintains detailed manuals for staff, the schools, and volunteers that describe in detail how to prepare for RAP, when tasks should be complete, and who to contact with questions. The manuals are designed to keep the program's complexities smooth and transitions seamless.

## **Quality Assurance and Evaluation**

The integrity of RAP is of critical importance to Read Aloud America, and we use a variety 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, Program Director, and Assistant Training Director 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, stating that because of RAP:

<u>Objective:</u>	<u>Outcome since 1999</u>
1. 50% of parents read to their children at least 3 times per week.	58%
2. 50% Parents report the family watches less TV.	70%
3. 50% Parents believe their children are reading more because of RAP.	89%
4. 50% Parents report they increase their own reading time.	76%
5. 100% of families build a Family Reading Handbook.	100%
6. 50% Students report a more positive attitude toward school.	69%
7. 60% Students report they are more interested in reading.	71%

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:

94% parents say their **children seem to like reading and books more** since attending RAP.

88% say their **children are reading more**.

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

83% say their **family spends more time together**.

77% say they, they **adults, read more** because of RAP.

89% say they feel **more confident about reading** to their children.

97% feel RAP gives them **helpful reading information and resources**.

90% say they are **more involved in their children's learning** since attending RAP.

82% say they are **more involved with their children's school**.

## Measures of Effectiveness

The State Agency through which grant funds are appropriated will receive detailed reports of RAP's impact. The Agency will receive:

1. Copies of **parent evaluations** filled out at each RAP session (randomly selected) at each of the served schools.
2. Copies of "**Session Summaries**," or reports that tally attendance and compile registration data at each session.
3. Copies of **survey results** from parents, volunteers, school staff, students grade 3 and above, and faculty, to include subjective comments.
4. Copies of comprehensive **RAP program reports**, including our "Goals & Benefits" form (attached) and our "Total Attendance" Form (attached).
5. A copy of **Read Aloud America's official Program Report**, completed at the end of each fiscal year, which assesses RAP's impact, program developments, challenges, successes, networks, and future direction.



Applicant: Read Aloud America, Inc.

These forms will give the Agency a clear demonstration of how effective RAP was in achieving its goals, and it will represent the positive changes that the Agency's funds enabled RAP to make.

## **Section III Financial**

## Section III Financial

### Budget

After losing 95% of our funding in 2011, Read Aloud America significantly reduced the number of programs we ran each semester. RAP is strategically designed to be flexible enough to serve as many schools as we can, based upon the funding we receive.

***Although the majority of our funding was lost, the need for RAP certainly was not.*** We continue to receive ***dozens of requests each semester, from schools who wish to have RAP serve their families.***

Since losing our funding, Read Aloud America has worked diligently to develop new sources of funding so that we may reach the level of operation at which we previously worked. 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 and Federal funding.***

For FY 2012-2013, Read Aloud America respectfully requests \$450,293. Please see attached documents that itemize our funding request.

### Anticipated Quarterly Funding Requests

As RAP is a semester-long program, the majority of preparation is done before the semester begins, requiring the purchase of supplies for both the programs and the presentations to promote them. As a result, we anticipate requesting more money in Quarters 1 and 3 than we will in Quarters 2 and 4.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$118,773.50	\$106,373	\$118,773.50	\$106,373	\$450,293

### Other Sources of Funding

For the last year, Read Aloud America has actively searched for funding through grants and corporate and private donations, raising over \$120,000. We continue to apply for

small and large grants through local and national agencies, and we also plan to apply for State and Federal grants such as GIA. Schools also pay a fee for hosting RAP. In the past, Read Aloud America was able to offer RAP at the small price of \$600, \$800, or \$1000, depending on the school size. Due to funding cuts, we discuss with schools the cost to run the program and ask that they pay whatever they can afford. When more secure funding is available, we will return to our previous fee schedule as described above.

Below lists other funding sources we have applied for and plan to apply for.

<b><u>Funding Source</u></b>	<b><u>Amount (all pending)</u></b>
Kamehameha Schools	\$384,586
Macy's/RIF Campaign	\$10,000
HMSA Corporate Donations	\$65,000
HMSA Foundation	\$71,463.78
Friends of Hawaii Charities	\$10,000
Private Donations in 2012	\$5,000
Corporate Donations in 2012	\$50,000
School Fees (avg \$800 per school, 16 schools)	\$12,800
In Kind	\$42,000
Other federal and local granting sources	\$60,000

## **State and Federal Tax Credits**

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.

## **Section IV**

# **Experience and Capability**

## **Section IV**

### **Experience and Capability**

#### **Necessary Skills and Experience**

Read Aloud America has the necessary skills, abilities, and knowledge to deliver services successfully. Read Aloud America has developed a three-step hiring process, requiring any staff member to observe and “get to know” the program before interviewing. Read Aloud America directors narrow down candidates and thoroughly review references, in order to carefully select the right person for the job. Our staff generally come 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 Program Director shares these skills, but also has experience supervising, managing a budget, and networking in the community.

Each RAP component is coordinated by specific staff, and a network of volunteers assist staff members with implementation. We have developed working relationships with local businesses and organizations in order to secure the resources we need, and we have created systems for recruiting, training, and recognizing volunteers, selecting schools, and providing program information to school communities. RAP coordinators present school teams with detailed implementation schedules and provide all necessary flyers, notices, and home-school communications. Handouts are printed and organized in the RAP offices under the supervision of the Program Director and distributed to RAP host schools by the Program Coordinators and Program Assistants. Books for reading aloud are selected, organized by grade level, and grouped for each session. All other materials, including book swap books, incentives, and sound systems, are gathered, transported, and monitored by Program Coordinators and Program Assistants.

From January 1999 through December 2011, RAP implemented 128 programs (728 sessions) and served a total of 278,238 children and adults. Please see Attachments for a list of RAP schools, sponsors, and attendance figures. RAP has a proven track record in serving Hawaii’s schools, and we make it a priority to consider suggestions and feedback given to us at the end of (or during) each RAP semester. Over the last 13 years, Read Aloud America has developed a network of positive relationships with Hawaii schools, and our management works diligently to improve the program on a continual basis.

Our central office on O’ahu, staffed by three personnel, and our Maui office, staffed by two personnel, will implement the proposed programs. Both offices are supported by dozens of volunteers per semester. Based on 13 years’ past performance, we expect to serve a cumulative audience of 28,800 children and adults.

We have received numerous letters of support and recommendation and are pleased to provide the references listed below. ***Please find their letters of support in the Attachments section.***

Kent Matsumura – Principal, **Honowai Elementary**  
Cynthia Sunahara – Principal, **Linapuni Elementary**  
Richard Burns – State Librarian  
Martina Kapololu – Principal, **Fern Elementary**  
Myron Brumaghim – Former Principal, Nanaikapono Elementary  
Noel Richardson – Principal, **Waimanalo Elementary and Intermediate**

We will gladly furnish additional letters of support and/or references upon request.

In the past three years, Read Aloud America has brought RAP to the following schools  
(*Note: numbers in parentheses indicate the number of times the school hosted RAP between 2009 and 2012. All other schools hosted RAP once in the given time.*):

Aiea Elementary (2)	<b>Molokai Middle</b>
Jarrett Middle	Princess Nahienaena
<b>Kalihi Elementary</b>	<b>Honowai Elementary</b>
Kamaile Academy	Kamalii Elementary
Makaha Elementary (2)	Kaneohe Elementary
Kihei Elementary	King Kamehameha III Elementary
<b>Kaunakakai Elementary</b>	<b>Linapuni Elementary</b>
<b>Kilohana Elementary</b>	Maui Waena Elementary
<b>August Ahrens Elementary</b>	Princess Victoria Kaiulani Elementary
Kaaawa Elementary	<b>Pukalani Elementary</b>
<b>Kalihi Uka Elementary</b>	<b>Stevenson Middle</b>
Kaimiloa Elementary	<b>Waimanalo Elementary &amp;</b>
Nanaikapono Elementary	<b>Intermediate</b>
Hookena Elementary	<b>Haiku Elementary</b>
Konawaena Elementary	<b>Kapunahala Elementary</b>
Kahului Elementary	Kaumana Elementary
Wailuku Elementary (2)	Leihoku Elementary
<b>Paia Elementary (2)</b>	<b>Makawao Elementary</b>
<b>Alvah Scott Elementary</b>	Pomaikai Elementary
Barbers Point Elementary	Red Hill Elementary
<b>Fern Elementary</b>	Waiakea Elementary
<b>Iliahi Elementary</b>	<b>Waialua Elementary</b>
Kahakai Elementary	Waihee Elementary
Kealakehe Elementary	<b>Kaala Elementary</b>
<b>Kualapuu Elementary</b>	Waianae Elementary
Lihikai Elementary	

Read Aloud America believes that collaboration among community organizations provides more efficient and comprehensive services. We welcome opportunities to join with other agencies with similar goals.

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 27,000 times and obtain 3,517 library cards. (Letter from Richard Burns, Hawaii State Librarian, attached)

In 2007, we formed a partnership with RIF (Reading Is Fundamental), which enables us to **distribute free books** to children at RAP schools with a **high population of low-income students**. Placing books in the hands of **low-income children** increases the opportunity for independent, recreational reading and **raises the literacy level of the home**. Recent research indicates that the more books in the home, the higher level of education children achieve. (*ScienceDaily, May 21, 2010*) We are pleased to have been selected to participate in Macy's/RIF's annual campaign since 2008, which provides funds for the purchase of RIF books.

Read Aloud America has enjoyed a long relationship with Hawaii's Rotary Clubs. Since 2005, RAP staff and Rotary members have collaborated to install raingutter bookshelves in eight schools on O'ahu and Maui. This Raingutter Program gives teachers and librarians an attractive, creative way to display books so that children (and parents) are enticed to pick up books and read. Read Aloud America's President and Program Director regularly make presentations at Rotary Club meetings to encourage Rotarians to become volunteer readers.

In summer of 2009, RAP staff members experimented with read-alouds for children at various public libraries. The readings were so popular that we expanded the program to provide multiple readings at the following public libraries in summer 2010, and continued the program at a smaller level in 2011, despite budget setbacks and staffing constraints.

## **Facilities**

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

Our central office is located at 1314 S. King Street in Honolulu, and we maintain two discounted storage units for supplies and equipment. Our Maui office is located at 115



Applicant: Read Aloud America, Inc.

E. Lipoa Street in Kihei. These offices 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.

## **Section V Personnel**

## **Section V Personnel**

### **Proposed Staffing and Staff Qualifications**

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 remains on our Board of Directors.

Each RAP program is implemented by a coordination team consisting of a RAP Program Coordinator and a Program Assistant. Each coordination team can conduct four programs per semester. In addition, each program has a staff Presenter and a Toddler Reader. Every RAP session requires 9-15 volunteer readers and approximately 20-50 school volunteers, depending on the school's size.

The Program Director must have exemplary written and oral communication skills, organizational skills, and experience managing staff. The Program Director 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 Director must have at least a bachelor's degree and relevant work experience.

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-schoolers, as well as helping parents implement educational activities in the home. Finally, Toddler Readers must have a clear understanding of the organization's mission.

Read Aloud America completes background checks on all staff and volunteers.

Currently, Read Aloud America is staffed to implement the proposed 16 programs in 2012-2013. No additional staff members are required to hire.

## **Supervision and Training**

The Founder and President oversees the Program Director and Presenters. He meets and communicates with the Program Director regularly to evaluate the direction of the organization, assess the semester's programs, and to discuss and personnel issues. He also hires and trains Presenters, who engage in an "Apprentice Program," which allows them to learn from watching experienced Presenters, participate in parts of the program, and practice presenting themselves.

The Program Director oversees all Program Coordinators, Program Assistants, Toddler Readers, and Volunteers. The Program Director is present at the first two sessions a Program Coordinator leads, to offer assistance and to evaluate his or her performance. The Program Director 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 Director visits sessions "in between" as needed and to evaluate more experienced Program Coordinators, Program Assistants, Toddler Readers and Volunteers.

It is of utmost importance that all staff members engage in a rigorous, hands-on training process for two to four weeks. As RAP is logistically demanding with a different set of variables at each school, it is essential that staff are adequately trained to implement RAP at each school and knowledgeably handle any issues that arise. We have found our hiring and training process to be successful in placing well trained, substantially equipped individuals in charge of the program. Twice a year, all full-time staff meet in the O'ahu Central Office to participate in on-going training and coordinate, evaluate, and update activities and schedules.

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.

## **Organization Flowchart**

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

## **Section VI Other**

## **Section VI Other**

### **Litigation**

There are no litigation issues involving Read Aloud America.

### **Licensure or Accreditation**

Not applicable.

## **Section VII Attachments**

## **Section VII Attachments**

### **A. Cost Proposal**

- i. Proposal Budget
- ii. Budget Justification – Personnel: Salaries & Wages
- iii. Budget Justification – Equipment and Motor Vehicles (N/A)
- iv. Budget Justification – Capital Projects (N/A)

### **B. Organization Flowchart**

### **C. Program Data and Performance Measures**

- i. Goals, Benefits, and Results/Schools and Donors
- ii. Total Attendance 1999 – 2011
- iii. Returning Family Survey Results

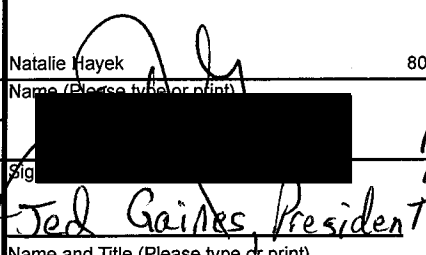
### ***D. Letters of Support***

### ***E. Parent Evaluations***



**BUDGET REQUEST BY SOURCE OF FUNDS**  
(Period: July 1, 2012 to June 30, 2013)

Applicant: Read Aloud America, Inc.

BUDGET CATEGORIES		Total State Funds Requested (a)	Other Grant Funds Requested (b)	(c)	(d)
A.	PERSONNEL COST				
	1. Salaries	263,640	123,360		
	2. Payroll Taxes & Assessments	5,632	3,706		
	3. Fringe Benefits	50,123	21,481		
	<b>TOTAL PERSONNEL COST</b>	<b>319,395</b>	<b>148,547</b>		
B.	OTHER CURRENT EXPENSES				
	1. Airfare, Inter-Island	5,760	3,840		
	2. Insurance	12,844	8,562		
	3. Lease/Rental of Equipment	0	9,120		
	4. Lease/Rental of Space	0	43,152		
	5. Staff Training	3,600	2,400		
	6. Supplies (Office)	11,520	7,680		
	7. Telecommunication	0	12,360		
	8. Utilities	0	0		
	9 Postage Freight/Delivery	2,400	1,600		
	10 Publication and Printing	3,600	2,400		
	11 Transportation	32,774	21,850		
	12 Program Supplies	58,400	151,600		
	13 Contractual Services	0	16,700		
	14 Lease Motor Vehicles	0	27,924		
	15 Repair and Maintenance	0	1,800		
	16 Subsistence/Per Diem	0	4,000		
	17 Audit	0	8,000		
	18				
	19				
	20				
	<b>TOTAL OTHER CURRENT EXPENSES</b>	<b>130,898</b>	<b>322,988</b>		
C.	EQUIPMENT PURCHASES	0	0		
D.	MOTOR VEHICLE PURCHASES	0	0		
E.	CAPITAL	0	0		
<b>TOTAL (A+B+C+D+E)</b>		<b>450,293</b>	<b>471,535</b>		
<b>SOURCES OF FUNDING</b>				Budget Prepared By:	
	(a) Total State Funds Requested	450,293		Natalie Hayek	808-352-3919
	(b) Other Grant Funds Requested	471,535		Name (Please type or print)	Phone
	(c)				
	(d)				
<b>TOTAL BUDGET</b>		<b>921,828</b>		 Name and Title (Please type or print)	
					1/31/12 Date

## BUDGET JUSTIFICATION PERSONNEL - SALARIES AND WAGES

Read Aloud America, Inc.

Period: July 1, 2012 to June 30, 2013

POSITION TITLE		FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
President		1	\$75,000.00	70.00%	\$ 52,500.00
Program Director		1	\$50,000.00	70.00%	\$ 35,000.00
Assistant Program Director		1	\$45,000.00	70.00%	\$ 31,500.00
Assistant Training Director		1	\$45,000.00	70.00%	\$ 31,500.00
Program Specialist (Oahu Coordinator)		1	\$35,000.00	70.00%	\$ 24,500.00
Maui Program Coordinator		1	\$35,000.00	70.00%	\$ 24,500.00
Office Manager		1	\$27,000.00	70.00%	\$ 18,900.00
16 Toddler Readers (\$300 per program)		0.5	\$4,800.00	62.50%	\$ 3,000.00
10 Presenters (\$2700 per program)		0.5	\$27,000.00	60.00%	\$ 16,200.00
6 Presenter Apprentices (\$300 per program)		0.25	\$1,800.00	66.67%	\$ 1,200.00
Program Consultant		0.5	\$18,000.00	60.00%	\$ 10,800.00
2 Program Assistants		0.5	\$23,400.00	60.00%	\$ 14,040.00
					\$ -
					\$ -
<b>TOTAL:</b>					<b>263,640.00</b>

**JUSTIFICATION/COMMENTS:**

Presenters and Toddler Readers are hired for the duration of one program. Program Consultant paid on hourly basis: \$50/hr X 30hours/month.

## BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Read Aloud America, Inc.

Period: July 1, 2012 to June 30, 2013

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
NA			\$ -	NA
			\$ -	
			\$ -	
			\$ -	
			\$ -	
<b>TOTAL:</b>				NA

JUSTIFICATION/COMMENTS:

NA

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
NA			\$ -	NA
			\$ -	
			\$ -	
			\$ -	
			\$ -	
<b>TOTAL:</b>				NA

JUSTIFICATION/COMMENTS: NA

## BUDGET JUSTIFICATION CAPITAL PROJECT DETAILS

Read Aloud America, INC

Period: July 1, 2012 to June 30, 2013

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: 2010-2011	FY: 2011-2012	FY:2012-2013	FY:2012-2013	FY:2013-2014	FY:2014-2015
PLANS						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
<b>TOTAL:</b>			NA		NA	NA
JUSTIFICATION/COMMENTS NA						

**DECLARATION STATEMENT  
APPLICANTS FOR GRANTS AND SUBSIDIES  
CHAPTER 42F, HAWAII REVISED STATUTES**

The undersigned authorized representative of the applicant acknowledges that said applicant meets and will comply with all of the following standards for the award of grants and subsidies pursuant to section 42F-103, Hawaii Revised Statutes:

- (1) 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 or subsidy is awarded;
- (2) Comply 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;
- (3) Agree not to use state funds for entertainment or lobbying activities; and
- (4) Allow the state agency to which funds for the grant or subsidy 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 or subsidy.

In addition, a grant or subsidy may be made to an organization only if the organization:

- (1) Is incorporated under the laws of the State; and
- (2) Has bylaws or policies that describe the manner in which the activities or services for which a grant or subsidy is awarded shall be conducted or provided.


Further, a grant or subsidy may be awarded to a non-profit organization only if the organization:

- (1) Has been determined and designated to be a non-profit organization by the Internal Revenue Service; and
- (2) Has a governing board whose members have no material conflict of interest and serve without compensation.

For a grant or subsidy used for the acquisition of land, when the organization discontinues the activities or services on the land acquired for which the grant or subsidy 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 or subsidy 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.

Lead Cloud America, Inc.  
(Typed Name of Individual or Organization)

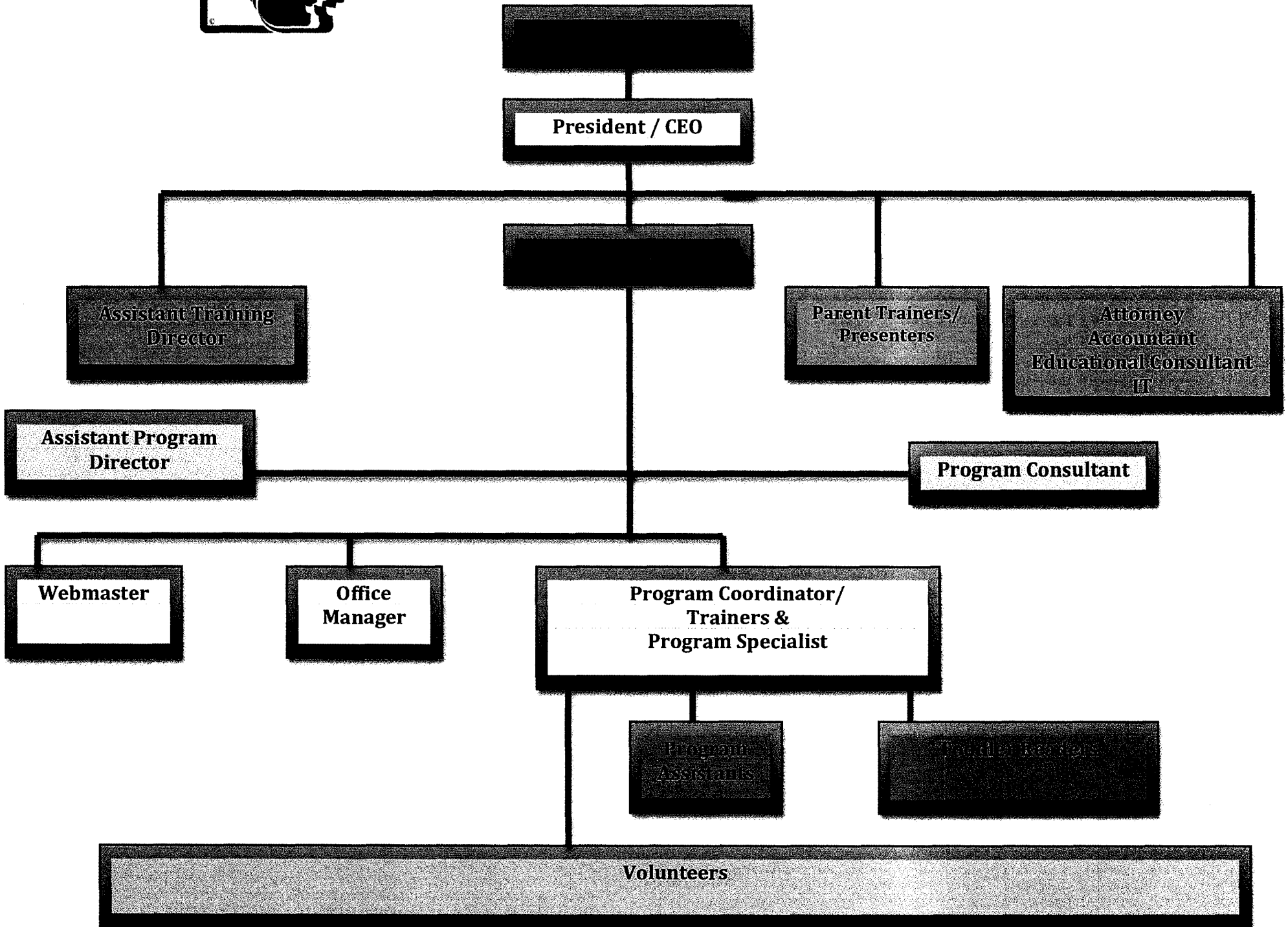
 1/31/12  
(Signature) (Date)

Jed Gaines President  
(Typed Name) (Title)



# Read Aloud America / Organization Chart

1/30/12





# Read Aloud America

*Building Families of Lifetime Readers*

**Our Mission:** Through the fun of reading and being read to, Read Aloud America promotes literacy, bonds families, and builds communities of lifetime readers.

## GOALS

1. To encourage parents/caregivers and teachers to read to children on a regular basis
2. To provide resources to help parents and teachers choose books and read to children
3. To demonstrate the pleasure of reading and its relevance to daily life
4. To nurture a love of reading in parents and awaken a love of reading in children
5. To encourage families to limit television, computer, and video time and *read*

## BENEFITS

### For the Family:

1. provides a family activity that promotes closeness and communication
2. gets parents and children reading more
3. provides book lists and handy tips for reading together
4. creates lifetime readers, not just school time readers

### For the School:

1. helps students read better and listen better
2. strengthens the links between school and home
3. actively involves parents in the education process
4. creates good feelings towards the school

### For the Community:

1. raises the literacy level of adults and children
2. brings families together for a common goal
3. forges bonds among schools, businesses, and community agencies
4. creates informed citizens and a literate work force

## RESULTS

Program Objectives	Results of 128 RAP Programs since inception in 1999
1. 50% parents read to their children at least 3 times a week	58%
2. 50% parents report watching less TV	70%
3. 50% parents report increase in children's voluntary reading time	89%
4. 50% parents increase their own reading time	76%
5. 100% families build RAA Family Reading Handbooks	100%
6. 50% students report a more positive attitude toward school	69%
7. 60% students increase their interest in reading	71%

- An average of 58% of a school's total student body attends RAP.
- Approximately 61% of RAP students receive free or reduced cost lunch.
- 3,517 state library cards issued since RAP library project inception in 2006.
- Over 27,000 visits to state public libraries since RAP project inception in 2006.

[www.readaloudamerica.org](http://www.readaloudamerica.org)

1314 S. King St # G4, Honolulu, Hawaii 96814 Phone: (808) 531-1985 Fax: (808) 593-1984 1/10/12



# Read Aloud America

## *Building Families of Lifetime Readers*

Since January 1999, RAP, the Read Aloud Program, has become the largest and most effective family literacy program in America and has served **268,409** adults and children at 81 Hawai'i public schools.\*

Aiea Elementary School (3)  
 Alvah Scott Elementary School  
 August Ahrens Elementary (3)  
 Barbers Point Elementary School (4)  
 Fern Elementary School (2)  
 Haiku Elementary School  
 Hale Kula Elementary School (2)  
 He'eia Elementary School  
 Highlands Intermediate School (2)  
 Hilo Union Elementary School  
 Honowai Elementary School  
 Hookena Elementary School  
 Iliahi Elementary School (3)  
 Iroquois Point Elementary School  
 Jarrett Middle School  
 Ka'ala Elementary School (2)  
 Ka'a'awa Elementary School  
 Ka'ewai Elementary School  
 Kahakai Elementary School  
 Kahului Elementary School  
 Kailua Elementary School  
 Ka'imiloa Elementary School  
 Kalakaua Middle School  
 Kalihi Elementary School (4)  
 Kalihi Uka Elementary School  
 Kalihi Waena Elementary School  
 Kamaile Academy  
 Kamali'i Elementary School

Kaneohe Elementary School (3)  
 Kanoelani Elementary School  
 Kapa'a Elementary School  
 Kapolei Middle School  
 Kapunahala Elementary School  
 Kaumana Elementary School  
 Kaunakakai Elementary School (2)  
 Kealakehe Elementary School  
 Kihei Elementary School  
 Kilohana Elementary School  
 King Kamehameha III Elementary School  
 Kipapa Elementary School (2)  
 Konawaena Elementary School  
 Kualapu'u Elementary School (2)  
 La'ie Elementary School  
 Lehua Elementary School  
 Leihoku Elementary School  
 Lihikai Elementary School  
 Linapuni Elementary School (2)  
 Lincoln Elementary School  
 Ma'ili Elementary School  
 Makaha Elementary School (2)  
 Makawao Elementary School  
 Maui Waena Intermediate School  
 Maunaloa Elementary School  
 Mililani Uka Elementary School (2)  
 Mililani Waena Elementary School (2)  
 Moloka'i Middle School

Nanaikapono Elementary School (10)  
 Nanakuli Elementary School  
 Pa'ia Elementary School  
 Palisades Elementary School  
 Palolo Elementary School (5)  
 Pauoa Elementary School  
 Pomaika'i Elementary School  
 Pope Elementary School (2)  
 Princess Nahienaena Elementary School  
 Princess Victoria Ka'iulani Elementary School  
 Pukalani Elementary School  
 Red Hill Elementary School  
 Stevenson Middle School  
 Waiakea Elementary School  
 Waialua Elementary School  
 Waianae Elementary School (3)  
 Waiiau Elementary School  
 Waihe'e Elementary School  
 Waimalu Elementary School (2)  
 Waimea Elementary School  
 Waimea Middle School  
 Waikoloa Elementary and Middle School  
 Wailuku Elementary School  
 Waimanalo Elementary & Intermediate School  
 Waipahu Elementary School (3)

\*Numbers in parentheses indicate how many programs have been conducted at that school. Since 1999, 124 RAP programs have been held at elementary and middle schools throughout Hawaii.

Read Aloud America thanks the generous sponsors who made these programs possible since 1999:

### *State of Hawai'i Department of Human Services*

ABC Stores  
 Aloha Signs  
 Aloha United Way  
 American Savings Bank  
 Atherton Family Foundation  
 Barbara Cox Anthony Foundation  
 Becker Communications  
 BookEnds  
 Book Gallery (Big Island)  
 Bose Entertainment  
 Building Industry Labor (BILA)  
 Castle & Cooke  
 Central Pacific Bank  
 City & County of Honolulu  
 Dave & Buster's

Domino's Pizza (Big Island)  
 Easy Music Center  
 First Hawaiian Foundation  
 Foodland  
 Frear Eleemosynary Trust  
 Friendly Market Center (Molokai)  
 Friends of Hawaii Charities  
 Friends of the Library HI  
 Frito-Lay of Hawaii  
 G.N. Wilcox Trust  
 Gannett Foundation  
 HI Community Foundation  
 Hawaii Hotel Association  
 Hawaiian Electric Company  
 Hayaku Gas (Molokai)

Honda Windward  
 Honolulu Advertiser  
 Jamba Juice  
 James Campbell Foundation  
 Jams World  
 Kamehameha Schools  
 Kenjo Inc.  
 Kona Coffee Company  
 Kona Storage Kings  
 Kona Stories (Big Island)  
 KTA Superstores  
 Lego  
 Lex Brodie's Tire Company  
 Macy's  
 Malibu Shirts

McInerney Foundation  
 McKinley Car Wash  
 Molokai Com. Fed. Credit Union  
 Molokai Com. Service Council  
 Moloka'i Drugs, Inc.  
 Monsanto Hawaii (Molokai)  
 Mutual Publishing  
 MW Group  
 National Football League  
 Outrigger Enterprises  
 Papa John's Hawaii  
 Parker Ranch  
 Pepsi-Cola Hawaii  
 Peterson Sign Company  
 Punahou School

Rotary Club Honolulu  
 Round Table Pizza (Maui)  
 Samuel N. and Mary Castle  
 Sheraton Keauhou (Big Island)  
 Starbucks Coffee  
 Tesoro Foundation  
 Tiffany & Co.  
 Tiger Woods Foundation  
 University of Hawaii Press  
 Verizon Foundation  
 Geist Foundation  
 Walmart  
 Weinberg Foundation  
 Wet n' Wild Hawaii  
 World Book, Inc.



**RAP: THE READ ALOUD PROGRAM**  
**ATTENDANCE FIGURES • JANUARY 1999 – NOVEMBER 2011**

**TOTAL ATTENDANCE SINCE RAP BEGAN: 278,238**

**TOTAL NUMBER OF RAP PROGRAMS: 128**

School	Faculty	Classrooms	1	2	3	4	5	6	7	Sess.Total	Sess.Avg.	Total Served
<b>Spring 1999</b>												<b>1459</b>
Barbers Point Elementary	40	150	150	156	168	193	163	210	229	1269	181	1459
<b>Fall 1999</b>												<b>1704</b>
Waimalu Elementary	40	156	186	228	257	186	211	208	232	1508	215	1704
<b>Spring 2000</b>												<b>2907</b>
Highlands Intermediate	75	180	113	101	151	202	171	170	184	1092	156	1347
Barbers Point/Kapolei Middle	45	180	175	189	222	272	235	242	NA	1335	223	1560
<b>Fall 2000</b>												<b>8950</b>
Hale Kula Elementary	40	168	314	249	286	169	221	214	291	1744	249	1952
Kaneohe Elementary	38	700	422	287	302	340	316	297	319	2283	326	3021
Nanaikapono Elementary	75	168	402	326	339	313	239	304	305	2228	318	2471
Nanakuli Elementary	50	168	173	214	193	192	157	166	193	1288	184	1506
<b>Spring 2001</b>												<b>9095</b>
Heeia Elementary	55	560	346	290	286	253	280	278	285	2018	288	2633
Iliahi Elementary	35	224	461	375	360	245	257	283	357	2338	334	2597
Kapaa Elementary	75	196	357	268	237	245	213	222	276	1818	260	2089
Lincoln Elementary	40	196	237	216	230	228	208	209	212	1540	220	1776
<b>Fall 2001</b>												<b>9195</b>
Barbers Point Elementary	35	163	230	192	206	139	155	174	205	1301	186	1499
Highlands Intermediate	75	168	270	262	142	196	186	170	200	1426	204	1669
Laie Elementary	50	162	661	553	490	483	439	415	525	3566	509	3778
Nanaikapono Elementary	70	165	384	426	271	272	223	215	223	2014	288	2249
<b>Spring 2002</b>												<b>8623</b>
Hale Kula Elementary	40	196	361	223	215	260	237	245	289	1830	261	2066
Kanoelani Elementary	55	168	478	437	445	353	360	324	362	2759	394	2982
Palolo Elementary	25	168	350	199	223	158	179	207	241	1557	222	1750
Ma'ili Elementary	60	252	290	248	257	177	157	186	198	1513	216	1825
<b>Fall 2002</b>												<b>8451</b>
Kaneohe Elementary	39	162	417	346	311	277	296	294	NA	1941	324	2142
Nanaikapono Elementary	50	162	462	341	298	214	203	218	NA	1736	289	1948
Pope Elementary	25	150	337	268	210	163	218	262	NA	1458	243	1633
Waiiau Elementary	47	189	503	499	420	382	319	369	NA	2492	415	2728
<b>Spring 2003</b>												<b>7601</b>
Iliahi Elementary	27	162	365	363	258	299	285	300	NA	1870	312	2059
Ka'ala Elementary	29	162	428	290	304	211	255	195	NA	1674	279	1865
Kipapa Elementary	36	162	334	361	305	236	297	334	NA	1867	311	2065

School	Faculty	Classrooms	1	2	3	4	5	6	7	Sess.Total	Sess.Avg.	Total Served
Palolo Elementary	21	162	235	269	276	209	234	206	NA	1429	238	1612
<b>Fall 2003</b>												<b>9812</b>
Iroquois Point Elementary	53	243	367	353	315	285	292	353	NA	1941	328	2261
Mililani Waena Elementary	42	243	453	380	357	279	350	328	NA	1736	358	2432
Nanaikapono Elementary	70	243	412	421	394	305	300	317	NA	1458	358	2462
Waianae Elementary	56	459	380	494	316	319	268	365	NA	2142	357	2657
<b>Spring 2004</b>												<b>8261</b>
Ka'ala Elementary	32	162	393	307	247	177	235	365	NA	1724	286	1918
Kailua Elementary	55	270	193	379	303	280	242	272	NA	1669	278	1994
Palisades Elementary	27	150	249	192	216	205	231	267	NA	1360	226	1537
Palolo Elementary	26	162	201	259	240	203	211	213	NA	1327	221	1515
Pope Elementary	28	150	266	235	177	162	128	151	NA	1119	185	1297
<b>Fall 2004 (Student Population)</b>												<b>11158</b>
Nanaikapono Elementary (893)	72	243	421	597	500	369	322	321	NA	2530	422	2845
Pauoa Elementary (441)	35	265	331	343	301	279	268	301	NA	1823	304	2123
Waianae Elementary (591)	57	240	482	385	362	225	255	400	NA	2109	351	2406
Waipahu Elementary (1070)	94/88	307	768	539	518	448	467	555	NA	3295	549	3784
<b>Spring 2005 (Student Population)</b>												<b>6958</b>
Kipapa Elementary (623)	50	246	401	380	420	351	294	435	NA	2281	380	2577
Mililani Uka Elementary (794)	60	336	390	426	391	282	261	498	NA	2248	371	2644
Palolo Elementary (269)	24	225	313	295	177	236	192	275	NA	1488	248	1737
<b>Fall 2005 (Student Population)</b>												<b>11170</b>
Lehua Elementary (397)	31	255	435	305	324	281	233	322	NA	1900	317	2186
Nanaikapono Elementary (976)	70	265	664	535	541	404	469	408	NA	3021	503	3356
Waianae Elementary (618)	43	240	369	413	311	328	329	346	NA	2096	349	2379
Waipahu Elementary (1060)	92	270	725	393	431	367	394	577	NA	2887	481	3249
<b>Spring 2006 (Student Population)</b>												<b>3417</b>
Mililani Waena Elementary (598)	42	243	398	322	230	126	333	299	NA	1708	285	1993
Kalihi Elementary (210)	27	240	222	233	179	166	170	187	NA	1157	193	1424
<b>Fall 2006 (Student Population)</b>												<b>7948</b>
August Ahrens Elementary (1260)	85/85	270	487	369	398	329	242	383	NA	2208	368	2648
Mililani Uka Elementary (734)	60	270	402	532	403	348	302	359	NA	2346	391	2676
Nanaikapono Elementary (964)	75	260	465	492	482	281	252	317	NA	2289	382	2624
<b>Spring 2007 (Student Population)</b>												<b>4846</b>
Kalihi Elementary (245)	27	240	243	197	190	137	195	171	NA	1133	189	1400
Kaunakakai Elementary (212)	29	275	273	293	264	284	221	308	NA	1643	274	1947
Palolo Elementary (259)	24	260	213	224	184	149	211	234	NA	1215	203	1499
<b>Fall 2007 (Student Population)</b>												<b>8735</b>
Aiea Elementary (372)	37	230	301	260	215	210	168	295	NA	1449	242	1716
August Ahrens Elementary (1272)	85	270	514	361	485	392	336	344	NA	2432	406	2787
Linapuni Elementary (225)	33	155	397	234	261	185	237	285	NA	1599	267	1787
Nanaikapono Elementary (923)	75	260	504	332	387	279	275	333	NA	2110	352	2445
<b>Spring 2008 (Student Population)</b>												<b>9984</b>
Kalihi Waena Elementary (553)	41	210	258	213	203	197	238	269	NA	1378	230	1629
Fern Elementary (466)	37	168	293	275	270	257	245	259	NA	1599	267	1804

Kalihi Elementary	(270)	19	156	172	127	158	140	134	174	NA	905	151	1080
<b>School</b>		<b>Faculty</b>	<b>Classrooms</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>Sess.Total</b>	<b>Sess.Avg.</b>	<b>Total Served</b>
Waipahu Elementary	(995)	95	270	582	428	430	317	379	434	NA	2570	428	2935
Maunaloa Elementary	(61)	7	48	96	135	106	96	81	90	NA	604	101	659
Kualapu'u Elementary	(361)	27	162	363	280	214	273	258	300	NA	1688	281	1877
<b>Fall 2008 (Student Population)</b>													<b>12967</b>
Ka'ewai Elementary	(309)	20	155	427	254	241	208	188	250	NA	1568	261	1743
Nanaikapono Elementary	(887)	79	270	563	448	418	335	198	284	NA	2246	374	2595
Waimalu Elementary	(578)	42	142	547	474	439	435	372	491	NA	2758	460	2942
Waikoloa Elementary and Middle	(611)	40	160	473	424	340	364	317	363	NA	2281	380	2481
Waimea Elementary	(635)	43	175	370	326	196	237	237	374	NA	1740	290	1958
Waimea Middle	(459)	45	150	247	192	121	144	148	201	NA	1053	176	1248
<b>Spring 2009 (Student Population)</b>													<b>13698</b>
Aiea Elementary	(350)	34	172	227	235	193	212	166	217	NA	1250	208	1456
Jarrett Middle	(290)	30	375	145	175	149	147	170	152	NA	938	156	1343
Kalihi Elementary	(330)	22	141	237	163	213	166	116	214	NA	1109	185	1272
Kamaile Academy	(710)	54	270	311	344	220	211	260	216	NA	1562	260	1886
Makaha Elementary	(570)	47	180	428	350	348	297	229	312	NA	1964	327	2191
Kihei Elementary	(836)	57	185	588	473	442	375	282	433	NA	2593	432	2835
Kaunakakai Elementary	(231)	22	160	191	250	288	224	225	319	NA	1497	250	1679
Kilohana Elementary	(111)	11	111	191	156	153	139	124	154	NA	914	152	1036
<b>Fall 2009 (Student Population)</b>													<b>24786</b>
August Ahrens Elementary	(1284)	91	285	982	758	679	510	424	616	NA	3969	662	4345
Kaaawa Elementary	(147)	15	147	136	157	144	117	114	130	NA	798	133	960
Kalihi Uka Elementary	(249)	21	150	256	290	203	229	168	220	NA	1366	228	1537
Kaimiloa Elementary	(628)	49	162	398	369	307	266	247	290	NA	1877	313	2088
Nanaikapono Elementary	(887)	78	270	499	553	316	389	275	369	NA	2401	400	2749
Hookena Elementary	(142)	18	142	285	191	193	194	178	174	NA	1215	203	1375
Konawaena Elementary	(572)	36	144	572	445	411	341	367	431	NA	2567	428	2747
Kahului Elementary	(920)	56	256	862	733	664	489	469	532	NA	3749	625	4061
Wailuku Elementary	(849)	105	280	762	635	569	506	489	622	NA	3583	597	3968
Paia Elementary	(211)	17	115	173	165	86	135	114	151	NA	824	137	956
<b>Spring 2010 (Student Population)</b>													<b>26247</b>
Aiea Elementary	(323)	35	154	220	190	209	151	195	232	NA	1197	200	1386
Alvah Scott Elementary	(475)	40	135	308	295	285	303	271	311	NA	1773	296	1948
Barbers Point Elementary	(513)	40	155	411	463	294	305	305	395	NA	2173	362	2368
Fern Elementary	(492)	40	163	500	383	350	291	299	268	NA	2091	349	2294
Iliahi Elementary	(420)	45	131	391	267	239	295	260	312	NA	1764	294	1940
Kahakai Elementary	(593)	40	164	294	279	251	234	239	294	NA	1591	265	1795
Kealakehe Elementary	(946)	75	243	840	600	464	371	346	520	NA	3141	524	3459
Kualapu'u Elementary	(379)	25	151	322	282	211	164	206	249	NA	1434	239	1610
Lihikai Elementary	(970)	75	256	907	645	590	449	411	560	NA	3562	594	3893
Makaha Elementary	(580)	65	162	346	294	275	239	295	282	NA	1731	289	1958
Moloka'i Middle	(171)	20	137	106	124	158	114	94	102	NA	698	116	855

Princess Nahienaena Elementary (610)	55	167	588	445	427	337	314	408	NA	2519	420	2741
<b>School</b>	<b>Faculty</b>	<b>Classrooms</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>Sess.Total</b>	<b>Sess.Avg.</b>	<b>Total Served</b>
<b>Fall 2010 (Student Population)</b>												<b>22890</b>
Honowai Elementary (832)	78	218	573	623	600	414	419	584	NA	3213	536	3509
Kaneohe Elementary (618)	38	156	392	355	346	277	241	323	NA	1934	322	2128
Kamali'i Elementary (660)	80	146	506	425	338	272	299	382	NA	2222	370	2448
King Kamehameha III Elementary (713)	48	144	502	419	340	292	276	316	NA	2145	358	2337
Linapuni Elementary (242)	25	159	339	309	260	275	211	259	NA	1653	276	1837
Maui Waena Intermediate (1054)	72	200	261	292	213	213	194	249	NA	1422	237	1694
Princess Victoria Ka'iulani Elementary (387)	30	127	346	306	191	267	214	222	NA	1546	258	1703
Pukalani Elementary (520)	65	156	614	564	523	399	365	452	NA	2917	486	3138
Stevenson Middle (665)	55	179	385	364	302	278	294	325	NA	1948	325	2182
Waimanalo Elementary & Intermediate (501)	53	135	363	309	288	264	200	302	NA	1726	288	1914
<b>Spring 2011 (Student Population)</b>												<b>27547</b>
Haiku Elementary (435)	28	142	464	310	244	235	224	294	NA	1771	295	1941
Hilo Union Elementary (446)	45	160	255	256	247	212	179	266	NA	1375	229	1580
Kalakaua Middle (994)	74	182	175	201	224	218	183	232	NA	1233	206	1489
Kapunahala Elementary (568)	43	246	475	425	274	324	283	274	NA	2053	342	2344
Kaumana Elementary (231)	25	133	326	272	252	209	184	268	NA	1511	252	1669
Leihoku Elementary (853)	68	207	649	428	382	382	350	376	NA	2567	428	2842
Makawao Elementary (471)	28	109	439	480	405	345	340	432	NA	2441	407	2578
Pomaika'i Elementary (592)	45	186	724	432	381	359	337	459	NA	2692	449	2923
Red Hill Elementary (431)	44	124	310	283	207	236	229	267	NA	1532	255	1700
Waiakea Elementary (840)	63	267	680	541	449	399	462	540	NA	3071	512	3401
Waialua Elementary (511)	42	119	406	302	248	276	212	229	NA	1673	279	1834
Waihe'e Elementary (764)	60	121	708	616	412	374	422	533	NA	3065	511	3246
<b>Fall 2011 (Student Population)</b>												<b>9829</b>
Ka'ala Elementary (450)	52	198	554	436	393	339	236	348	NA	2306	386	2556
Pa'ia Elementary (242)	22	112	332	290	166	160	173	222	NA	1343	223	1477
Waianae Elementary (595)	48	125	389	312	300	256	355	257	NA	1869	311	2042
Wailuku Elementary (871)	97	237	774	669	589	527	350	511	NA	3420	570	3754

Note: Programs reduced in length from seven sessions to six in Fall, 2002 due to scheduling constraints.



# RAP, the Read Aloud Program

*Building Families of Lifetime Readers*

## Composite Results of Returning Family Surveys 2002 - 2011

To determine the long-term effects of the program, families that attended RAP in previous years complete surveys when they begin a new series of sessions. The figures below show the composite results of Returning Family Surveys collected at 37 schools from Fall 2002 through Fall 2011.

Percentages of parents who answered "yes" to the following questions:	
1. Do your children seem to like reading and books more since they attended RAP?	94%
2. Are your children reading better since they came to RAP?	88%
3. As a family, would you say you watch less TV since you attended RAP?	69%
4. Does your family spend more time together since you've come to RAP?	83%
5. Do you, the adults, read more because of RAP?	77%
6. Do you feel more confident about reading to your children since you attended RAP?	89%
7. Do you feel RAP gave you helpful reading information and resources?	97%
8. Are you more involved in your children's learning since you've attended RAP?	90%
9. Are you more involved with your children's school since you've attended RAP?	82%

### Typical Comments:

- RAP is an excellent program and my child was very excited when she heard that RAP was coming back.
- This program gave me confidence to go back to school and get my high school diploma, I am proud to say that I am a recent graduate of Aiea adult school, and will be attending college next year.
- It changed the relationship of our family. It brought us a lot closer and the passion for reading has increased in my children's lives...
- RAP changed my kids' attitudes and they always want to read a lot nowadays. It really helps me and my kids to share our moments together and read, and also, less time watching TV.
- Before our first RAP outing we didn't know what family time was, but now we do, we read together and do things together.
- My family is a whole lot closer we share things with each other. We communicate better with each other, their attitude toward going to school has changed.
- RAP is awesome! We check out 12-14 books every 2 weeks from the library. We are all so motivated. We love our reading time together every night and more so on the weekend.
- My kids do not live with me but I get to spend time with them. This is an excellent opportunity for me to spend time with them in a different way. An extension beyond going fishing, beaches, movies, shopping and the usual hangouts at home.
- It has brought our family a lot closer than before. It also had made my children want to improve their reading. We have also started a home library with some of the books they have received for awards in school.
- RAP has made me appreciate reading again, so than I can encourage my children by example. We spend more time sitting and reading which leads to more conversation.

1/10/12

### Read Aloud America

1314 S. King Street, Suite G4 • Honolulu, HI 96814 • (808) 531-1985 • [www.readaloudamerica.org](http://www.readaloudamerica.org)



**STATE OF HAWAII**  
DEPARTMENT OF EDUCATION  
**WAIMANALO ELEMENTARY & INTERMEDIATE SCHOOL**  
41-1330 KALANIANA'OLE HIGHWAY  
WAIMANALO, HAWAII 96795

12/22/2010

Aloha Jed Gaines,

As Principal, we are constantly solicited to bring "programs" into our school that will do all sorts of "wonders" for the good of the school. Needless to say I was optimistic about the Read Aloud America Program. However, the first staff introductory meeting set me straight. From the start you and your staff lit a much needed fire under my staff and really got them excited about Reading. We were looking for a program that was exciting, fun and more importantly something that would draw the families to the school. Your program did just that!

The six sessions drew close to over 290 participants per session! While this might not seem a lot, let me put this in perspective for you. During one family event in the past, we had a total of four families attend the event. For a school that was looking to increase parent involvement and getting parent excited about reading, the Read Aloud America Program was the shot in the arm which we so desperately needed.

I would like to share with you just a few of many comments from the role groups who attended RAP.

Parent: "It has brought back my passion of reading."

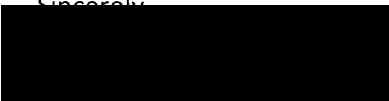
Teacher: "Great enthusiasm with the entire community."

Student: "I wish RAP could stay forever."

I could go on and on with positive comments and experiences from the RAP session. If your school is looking for a way to: increase family participation, increase family's understanding about the importance of reading and or an event just to bring families together for a educational fun filled wholesome night, then the Read Aloud Program is just what your need!

I would like to personally thank Jed Gaines for developing this program and bringing his love of reading to the schools of Hawaii. RAP delivered on every aspect. Thank you RAP for bringing our school and community together, but more importantly instilling the passion back into reading!

Sincerely,

  
Noel Richardson  
Principal

LINDA LINGLE  
GOVERNOR



Patricia Hamamoto  
SUPERINTENDENT

STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
NANAIKAPONO ELEMENTARY SCHOOL  
89-153 Mano Ave.  
WAIANAE, HAWAII 96792

December 1, 2007

Mr. Jed Gaines, Founder/President  
Read Aloud America, Inc.  
1314 South King Street  
Honolulu, Hawaii 96814

Dear Mr. Gaines:

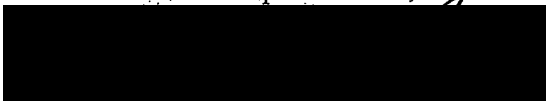
Again, I'm writing a letter to express my sincere gratitude for all the work and energy your team has done in bringing the Read Aloud Program, RAP, to our campus at Nanaikapono Elementary School. During the past eight years, your programs have reached over 14,000 parents and students.

The impact has been tremendous in our classroom, community and households. We continue to see data that supports families spending time together with reading, communicating and going to libraries. Each year what truly amazes me is how many more families are turning their televisions off during the week. What your program accomplishes will not only change test scores but will change America.

Parent involvement in the education of their children is so important if the attitudes in the child are to be successful. RAP supports this premise, of it allows our parents to learn with their children.

In closing, I would like to thank you for your continued support. Your programs strengthen families and bring our community together. I'm hopeful the day will come and we'll see Read Aloud America with RAP in all of our elementary schools throughout Hawaii.

Me kealoha pumehana,

  
Myron K. Brumaghim  
Principal

MKB:pc



STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
MAYOR JOSEPH J. FERN ELEMENTARY SCHOOL  
1121 MIDDLE STREET  
HONOLULU, HAWAII 96819

September 2, 2008

Read Aloud America Inc.  
Mr. Jed Gaines  
1314 S. King St. G#4  
Honolulu, HI 96814

Dear Mr. Gaines,


As this school year commences, I find myself reflecting upon the past year. One of the high points of last school year was the support that your organization provided through your Read Aloud America Program. Many of our parents are inquiring as to your status and whether you will continue to provide reading opportunities for our children and their families.

I understand that legislative budget reductions have impacted the extent to which you can now service schools. I have written letters of support for your mission to our legislatures. I hope they reconsider their decision and understand the influence that Read Aloud America has on everyone.

Let me share with you some of the results of last year's Read Aloud America at Mayor Joseph J. Fern Elementary School. One parent brought her four children to the first evening. It was a huge sacrifice because Dad was working and one child was an infant and another was a toddler. They all sat near the back of the cafeteria. With a great deal of enthusiasm, energy, noise and a little bit of confusion, the program started with introductions, questions, and prizes. Electricity filled the air. Children were then shuffled off to their respective rooms for storytelling and parents remained in the café to hear a story read to them. Upon their return to their home, all of the children were still talking about the events of the evening. It was then that she committed to attending all of the sessions. By the end of the second session, she started thinking of attending community college and possibly getting a degree. By the end of the sixth session, her family won water park tickets, books for children and adults, and she started the process to attend community college. In another family, a mother started a book club in her community. Neighbors were invited to her home to eat and talk about the importance of reading. It was decided that they would select a book, read it their children and meet weekly to discuss this book. These sessions drew their neighborhood closer and they spent quality time with their children.

Each week, we received an abundance of feedback with many life changing examples. Families turned off their television. Parents spoke to their children. Children shared their experiences. So as you see, your program not only addressed reading concerns of our community. It strengthened families and individuals. It is my sincere hope that our government leaders will understand this singular emphasis. Strong families build a strong nation. Strong families can resolve many of our criminal concerns. Let us continue to share this voice with our leaders. I hope you will be able to return to our school and continue your mission.

Sincerely,

  
Martina M. Kapololu, Principal



LINDA LINGLE  
GOVERNOR



StLib-10-072

RICHARD BURNS  
STATE LIBRARIAN

STATE OF HAWAII  
HAWAII STATE PUBLIC LIBRARY SYSTEM  
OFFICE OF THE STATE LIBRARIAN  
44 MERCHANT STREET  
HONOLULU, HAWAII 96813

November 16, 2009

Mr. Jed Gaines, Founder/President  
Read Aloud America  
1314 S. King Street, #G4  
Honolulu, Hawaii 96814

Dear Jed:

The Hawaii State Public Library System and Read Aloud America share a common vision: families spending quality time together enjoying the pleasure and fulfillment of reading and being read to. As Hawaii's State Librarian, I hope to make that vision a reality, and to help find ways to motivate families to take advantage of their libraries' many resources. Because of our partnership with Read Aloud America's Read Aloud Program (RAP), that reality is becoming more and more common.

Since 2006, RAP has partnered with HSPLS to encourage families to visit their local public library, enjoy its resources and meet its librarians, check out a book, and share the power of story with each other in their homes. By providing simple incentives like the chance to win picture books, novels, or even an encyclopedia set, RAP adds more fun and excitement to the library experience.

Families bring their orange RAP bookmarks to the library, excited to explore the library's wealth of materials and resources, and to receive that coveted stamp on their bookmark when they borrow a book. With your rule that individuals can get one stamp per day, families visit libraries daily, finding new, fun books during each visit! It is a pleasure to see so many people enjoying the library and utilizing it for one of its primary purposes: the joy of reading.

As of April 30, 2009, RAP has brought 6,468 people to libraries across the state 18,224 times! In doing so, RAP has motivated 1,188 people to obtain library cards. More people using library cards and more people having fun in the library indicates a positive change in attitudes and in the home – families are bonding through the sheer joy and pleasure of reading. Read Aloud America's RAP program has helped inspire this change.

Our partnership is a win-win situation: libraries experience increased patronage and families enjoy the world of benefits available inside our walls. Thank you for creating and developing Read Aloud America's RAP Library Project: now more than ever families across the islands are experiencing the joy available at Hawaii's public libraries!

Mahalo

Richard Burns  
State Librarian



STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
P.O. BOX 2360  
HONOLULU, HAWAII 96804

December 20, 2010

Dear Mr. Gaines: *Jed*

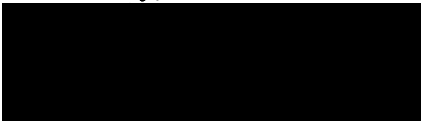
What an amazing community event! Linapuni Elementary School was so very fortunate to have been a recipient of the ever popular Read Aloud America Program (RAP) this past Fall. I was truly impressed with the huge numbers of participants for each of the six sessions. Although the numbers dipped after the initial session, we never had less than 200 participants in attendance. By comparison, our attendance averages about 150 participants for our school events featuring students performing or receiving awards. We were truly excited to have the Read Aloud Program consistently generate such a great turn out of our parents.

In addition, by the 5<sup>th</sup> and 6<sup>th</sup> sessions, most of our immigrant parents began to acknowledge the value of reading and the joy of spending quality time with their children which was evident in their feedback on the evaluation forms. Parents also expressed interest in wanting to learn how to help their children succeed in school. It was gratifying to read the evaluations which started with comments on the door prizes and food. By the 5<sup>th</sup> and 6<sup>th</sup> sessions, most of the comments were about the read aloud experience, the value of reading, and a desire to help their children succeed in school. Having Jennifer introduce our Chuukese translators at the beginning of the sessions was a great way to encourage parent involvement. That is, parents felt comfortable responding on the evaluation forms because they could ask questions/write comments in their own language.

I know that many parents felt reluctant to attend the read aloud sessions because they were tired from a long day at work. However, to their credit, because their children really loved RAP, parents decided to attend with their children and were so glad they decided to come to the sessions after all.

In closing, I am truly grateful for the wonderful experience RAP provided to Linapuni Elementary School. The program reinforces the value of reading, the importance of school and the need for family time in a fun and engaging manner. Thank you for your wonderful partnership!

Sincerely,

  
Cynthia Sunakara, Principal

LINDA LINGLE  
GOVERNOR



KATHRYN MATAYOSHI  
ACTING SUPERINTENDENT

STATE OF HAWAII  
HONOWAI ELEMENTARY SCHOOL  
94-600 HONOWAI STREET  
WAIPAHU, HAWAII 96797  
PHONE (808) 675-0165  
FAX (808) 675-0167

November 17, 2010

Mr. Jed Gaines  
Read Aloud America, Inc.  
1314 South King Street, Suite G4  
Honolulu, HI 96814

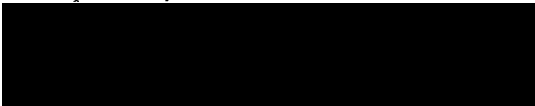
Dear Mr. Gaines,

We are still on a high from the recently concluded final RAP session here at Honowai Elementary School. The session #6 finale was a highly charged, much anticipated, momentous culminating activity which highlighted our twelve week experience with the Read Aloud Program (RAP). What a ride! From the planning stages which began at the end of the 2009-10 school year through the last session, you and your staff were absolutely fantastic. The feedback from parents and adults attending the sessions, both written and oral, was overwhelmingly positive and supportive. Almost to a person, every adult asked when RAP would be able to return to Honowai and where else would it be headed so that they could possibly attend other session. We could not possibly hope for a better activity to boost our parent involvement that also had a profound impact on student and family literacy

The implications of RAP went far beyond developing a fondness and appreciation for literacy. The adults were truly appreciative of the non-threatening and fun atmosphere and welcomed strategies for effective parenting. TTTT was something which many had mentioned as a practice which was easy and effective in helping children focus on homework and in providing an appropriate setting for reading. Honowai appreciates RAP's role in promoting active participation and strengthened communication between parents and school. We are confident that these are steps toward forging trust and cooperation between our families, communities and us.

It is with boundless gratitude that we convey our appreciation for the tireless dedication of your staff, the volunteer readers, and special guests for everything they have done for our Honowai 'Ohana. We at the school and especially our parents and community look forward to working with you again in the near future. Read Aloud America and RAP are special in what they promote and provide for the keiki of Hawai'i. We wish you all the best in your upcoming and future endeavors. Take care and Aloha!

Respectfully,



Kent Matsumura, Principal



# Read Aloud America<sup>®</sup>

Building Families of Lifetime Readers

RAP #1  
01/26/2012

Waipahu Elementary School

Name (optional): Chase & Macloves Zip Code: 96797  
Phone: 450-8199 Email: O.Peneveta@yahoo.com

*Please take a few moments to write a question for next session and comment on today's session - Mahalo!*

*Please share my comments with my legislators and other community leaders.*

I highly recommend RAP Program to any school. We really enjoy being here for the 1<sup>st</sup> time, enjoyed it very much with our family. It would be nice to have funds put aside for programs like "RAP" to help our children and their parents in our communities come closer in their children's education. Thank-you

"RAP"



# Read Aloud America®

Building Families of Lifetime Readers

RAP #5  
10/27/11

Waianae Elementary

Name (optional): Noah Miller Zip Code: 96792

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Please take a few moments to write a question for next session and comment on today's session – Mahalo!  
 Please share my comments with my legislators and other community leaders.

Just wanted to comment on how my granddaughter has changed some of her habits shes 2 yrs. old and weve been coming since the first session it is ~~now~~ the <sup>5<sup>th</sup></sup> sessions at home she will grab a book and tell me "papa I'll read you a story" of course its never the story but as she starts to talk jibberish I can only smile happily just wanted you folks to know  
Sincerely, Happy Papa



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[www.readaloudamerica.org](http://www.readaloudamerica.org)

- KAUA'I     O'AHU     MAUI     MOLOKA'I     LANA'I     HAWAII



# Read Aloud America®

Building Families of Lifetime Readers

RAP #4  
10/20/11

Ka'ala Elementary

Name (optional): DEAN CONATY Zip Code: 96786  
Phone: 254-8509 Email: \_\_\_\_\_

Please take a few moments to write a question for next session and comment on today's session – Mahalo!  
 Please share my comments with my legislators and other community leaders.

READ ALOUD AMERICA IS ONE OF THE LAST,  
RARE, DISAPPEARING ACTIVITIES THAT PROVIDE  
QUALITY FAMILY TIME WITH AN ~~ACTUAL~~ ACTUAL PURPOSE  
IT'S REALLY UPSETTING THAT LEGISLATORS  
WOULD RATHER SPEND FUNDING ON 'BANDAIDS'  
THAN PREVENTION PROGRAMS SUCH AS THIS.



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KAUA'I     O'AHU     MAUI     MOLOKA'I     LANA'I     HAWAII



# Read Aloud America

Building Families of Lifetime Readers

RAP #2  
09/06/11

WAILUKU ELEMENTARY

Name (optional): Deanna Kuaana Zip Code: 96793  
Phone: (808) 264.6153 Email: deanna.kuaana@yahoo.com

Please take a few moments to write a question for next session and comment on today's session - Mahalo!  
 Please share my comments with my legislators and other community leaders.

My family and I really enjoy your RAP program. My younger daughter was only one when we attended last and now she is going to be 3 and really enjoys reading. She is constantly asking to read to her and we walk to the library about 3-4 times a week. All this is a result from your program that we attended. I thank you very much and please keep this program going we really enjoy it.

Mahalo



# Read Aloud America®

Building Families of Lifetime Readers

RAP #1  
08/30/11

PA'IA ELEMENTARY

Name (optional): Tara Sabado Zip Code: 96732 96732  
Phone: 2507372 Email: sabadot002@hawaii.rr.com

Please take a few moments to write a question for next session and comment on today's session – Mahalo!  
 Please share my comments with my legislators and other community leaders.

Aloha Legislators,

I would like to state that this program is an intrigal part of our child's learning & reading enthusiasm. My husband and I appreciate the Reading Aloud America Program because it includes and incorporates our cultural diversity through Ohana participation & prize incentives that allow families the ability to take home new books and resource information about reading and accessing books in our community. This program meets DOE indicators and Rural community outreach that deems important to Maui community members. They should have fundin to continue. Mahalo for your time.





# Read Aloud America®

Building Families of Lifetime Readers.

RAP 2  
02/08/11

WAIAKEA ELEMENTARY

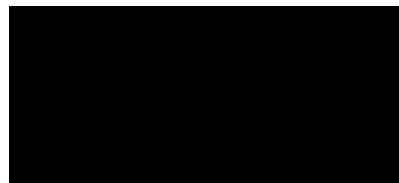
Name (optional): Mark Gomes Zip Code: 96720

Phone: 808-315-6394 Email: markgomes2002@yahoo.com

*Please take a few moments to write a question for next session and comment on today's session - Mahalo!*  
 *Please share my comments with my legislators and other community leaders.*

This Program has brought our family together closer than ever. Thank you from the bottom of my heart for creating such a great program.

I will do my part to help save R.A.P.  
Just let me know how and I'll spread the word.



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