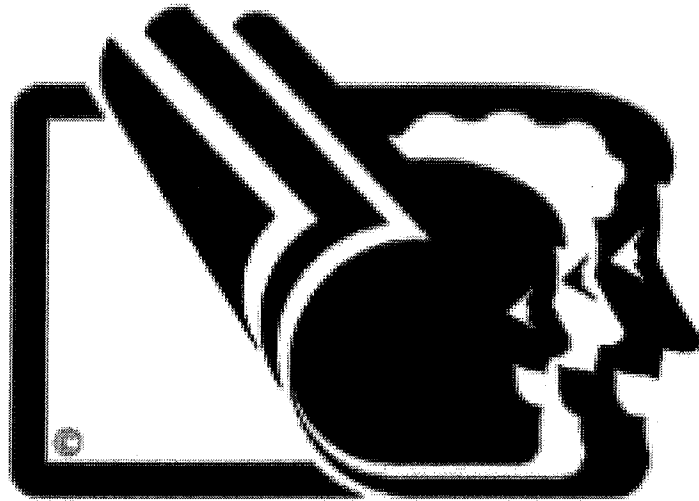


# **Read Aloud America**



**2013**

**GIA Grant Proposal  
State of Hawaii**

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

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

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

Log No: \_\_\_\_\_

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 HEALTH

1. APPLICANT INFORMATION:

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

Db: 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 MARYELLEN MARKLEY, PH.D.-Development Coordinator

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 #: \_\_\_\_\_

5. STATE TAX ID #: \_\_\_\_\_

7. AMOUNT OF STATE FUNDS REQUESTED:

FY 2012-2013: \$ \$620,293

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 \$ 180,535

JED GAINES, FOUNDER/PRESIDENT

NAME & TITLE

DATE SIGNED

1.30.13

## Application for Grants and Subsidies

### I. Background and Summary

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

Read Aloud America (RAA), a 501(c) (3), is a ***Hawaii-founded program that helps parents to communicate better and bond with their children, forging family ties that remain strong throughout their children's lives.*** Read Aloud America has provided services in Hawaii for nearly 15 years, forging virtually unbreakable family and community bonds through the love of reading.

RAA created RAP, the Read Aloud Program, which is hosted by Hawaii elementary and middle schools – primarily those in low-income communities. RAP brings families together for six evenings through the course of a school semester, and ***gives the parents tools and information to help them develop better lines of communication with their children, develop a consistent reading program in their homes, and work as more effective partners with their children's school and public library.*** Since 1999, RAP has drawn over 300,000 people to well over 100 programs on Kaua'I, Oahu, Moloka'I, and the Big Island, and counts on more than 1,500 volunteers across the state. **No other literacy program in the United States has attracted such numbers.**

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 parent’s take-home activity book, RAP UP!.

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

2. The goals and objectives related to the request;

Participating in RAP 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:

1. 58% parents read to their children at least 3 times a week
2. 70% parents report watching less TV
3. 89% parents report increase in children’s voluntary reading time
4. 76% parents increase their own reading time
5. 100% participating families build Family Reading Handbooks
6. 79% students report a more positive attitude toward school
7. 71% students increase their interest in reading

3. The public purpose and need to be served;

***Now more than ever there is a need for initiatives that build strong families and engage parents in their children's education.*** Read Aloud America answers this call and takes it a step further. RAA creates a bridge between the school and the home, where the *entire community* gathers to learn about reading and improving the lives of families. 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). ***Read Aloud America supports education by helping parents learn how to incorporate educational – and fun – activities into the home. As a result, youth have a greater possibility for success in school – and in life.***

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.***

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).

4. Describe the target population to be served;

*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.**

5. Describe the geographic coverage

Read Aloud America programs are held in public schools across the state, with particular priority for Title I schools with a high percentage of low-income families. ***Offices both on Oahu and outer islands are staffed and operated entirely by local residents, supported for more than 1,500 local volunteers, and serving local communities virtually statewide.***

## II. Service Summary and Outcomes

1. Describe the scope of work, tasks and responsibilities;  
With support from GIA and other funders, Read Aloud America will implement a total of 12 Read Aloud America RAP programs (72 sessions) between July 1, 2013 and June 30, 2014 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 nearly 15-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 requested 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.

**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  
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 completed programs indicate that RAP has consistently surpassed its goals in helping families adopt more positive and supportive parenting attitudes and behaviors.

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

With funding from GIA and other sources, Read Aloud America plans to implement 12 RAP programs in School Year 2013-2014. ***We will run 6 different school 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, 2 programs will be run on O’ahu, and 2 programs will be run on Maui and 2 on the Big Island. 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 2013**

1. Schedule Schools for Fall 2013 – schools will be aware that implementing RAP will be pending funding from various sources. 2 schools will be scheduled on O'ahu, 2 schools will be scheduled in the Maui service area (including Moloka'i and Lana'i) and 2 on the Big Island.
2. Read Aloud America staff work with school staff to begin promoting RAP.

**July – August 2013**

1. Promotional activities continue at all 6 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.
2. 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 2013 – December 2013**

1. RAP sessions continue as scheduled. Promotional activities continue. Continual training for volunteers provided as needed.
2. Schedule schools for Spring 2014 – schools will be aware that implementing RAP will be pending funding from various sources. 4 schools will be scheduled on O'ahu and 2 schools will be scheduled in the Maui service area (including Moloka'i and Lana'i) or on the Big Island
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 2014.

**January 2014 – May 2014**

1. Promotional activities continue at all 6 Spring 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.
2. Volunteers are recruited and trained, and detailed preparations are made.
3. 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.



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

The integrity of RAP is of critical importance to Read Aloud America, and we use a 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, as stated above.

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

**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.**

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

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.

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.

### III. Financial

#### Budget

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

After losing 95% of our state contract 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.*

Throughout this past year, 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 2013-2014, Read Aloud America respectfully requests \$620,000 to provide services to an estimated 28,800 program participants.* Please see attached documents that itemize our funding request.

2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2014.

As RAP is a semester-long program, the majority of preparation is done before the semester begins, requiring the purchase of large amounts of books and supplies for both the programs and the presentations to promote them. As a result, if we receive this Grant in Aid funding, we anticipate requesting larger payments in Quarters 1 and 3 than we will in Quarters 2 and 4.

<u>Quarter 1</u>	<u>Quarter 2</u>	<u>Quarter 3</u>	<u>Quarter 4</u>	<u>Total Grant</u>
\$200,000	\$110,000	\$200,000	\$110,000	\$620,000

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2014:

**Committed Funding or Services:**

\$9,250 – Macy’s and Reading is Fundamental Program  
\$9,000 - Hana Support (in-kind)  
\$31,500 – Pepsi/Frito-Lay – in-kind support of food for programs  
\$1,000 – Whole Foods – in-kind

**Grant Funding – Not Yet Committed:**

\$19,669 - First Hawaiian Bank  
\$10,000 – HMSA Foundation  
\$50,000 - WalMart State Giving  
\$50,000 - Gift Foundation  
\$5,000 - Armstrong Foundation  
\$7,500 - Henry & Colene Wong Foundation  
\$2,500 - Joseph and Vera Zilber Foundation  
\$2,500 - McVay Family Foundation  
\$1,000 – Pacific Rainbow Foundation  
\$ 500 - Larry & Beatrice Ching Foundation  
\$15,000 – Annual Donation Campaign  
\$ 5,000 - Friends of Hawaii Charities  
\$42,000 - School Contributions (often Title I money)  
\$20,000 - Miscellaneous unrestricted donations

\$230,669 Total – Requested, but not yet committed

4. The applicant shall provide a listing of all state and federal tax credits it has been granted within the prior three years. Additionally, the applicant shall provide a listing of all state and federal tax credits they have applied for or anticipate applying for pertaining to any capital project, if applicable.

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

## IV. Experience and Capability

### A. 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 2012, RAP implemented 136 programs (816 sessions) and served a total of just under 300,000 children and adults. 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 15 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 five personnel, and our Maui office, staffed by two personnel, will implement the proposed programs. Both offices are supported by a network of over 1,500 dedicated of volunteers across the state. Based on 15 years’ past performance, we expect to serve a cumulative audience of 28,800 children and adults in FY 2014.

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 30,000 times and obtain more than 4,000 library cards.

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 and 2012, including presentations given at Whole Foods Stores and Maui Mall Family Sundays, despite budget setbacks and staffing constraints.

## **B. 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 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.

## V. Personnel: Project Organization and Staffing

### A. Proposed Staffing, Staff Qualifications, Supervision and Training

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 12 programs in 2013-2014. No additional staff members are required to be hired.

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.

## **B. Organizational Chart**

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

## **VI. Other**

### **A. Litigation**

We have no outstanding litigation involvement, nor know of any threats of litigation.

### **B. Licensure or Accreditation**

Not applicable

## **Attachments**

Organizational Chart

Budget Request by Source of Funds – FY2014

Budget Justification – Personnel Salaries and Wages

Budget Justification – Equipment and Motor Vehicles

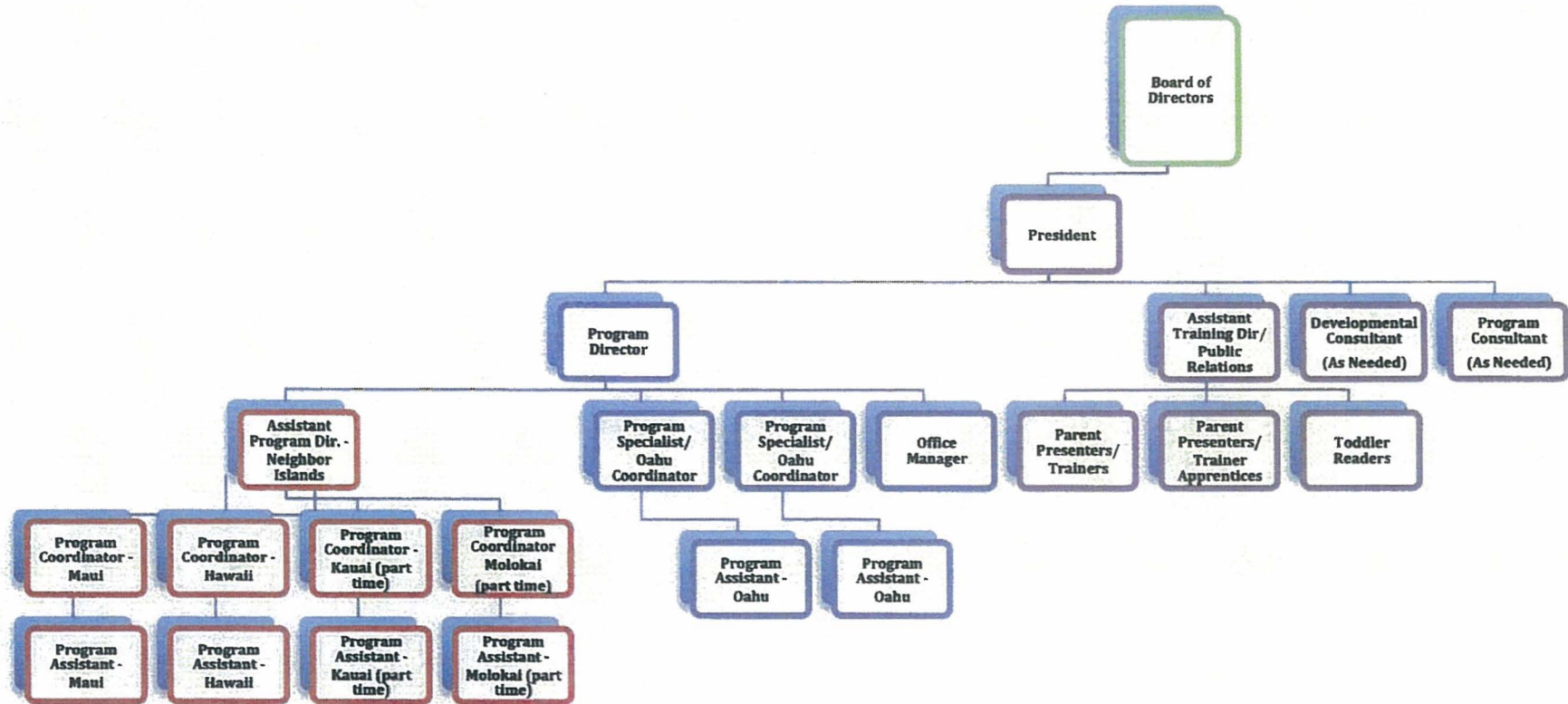
Budget Justification – Capital Project Details

Declaration State



Read Aloud America Organizational Chart

July 1, 2012



**BUDGET REQUEST BY SOURCE OF FUNDS**  
(Period: July 1, 2013 to June 30, 2014)

Applicant: Read Aloud America, Inc.

<b>BUDGET CATEGORIES</b>		Total State Funds Requested (a)	Fee for Service Income (b)	Grants, Private & Corporate (c)	(d)
A.	PERSONNEL COST				
	1. Salaries	256,288	43,832	20,240	
	2. Payroll Taxes & Assessments	4,021	0	1,004	
	3. Fringe Benefits	51,408	0	12,852	
	<b>TOTAL PERSONNEL COST</b>	<b>311,717</b>	<b>43,832</b>	<b>34,096</b>	
B.	OTHER CURRENT EXPENSES				
	1. Travel Inter-Island	13,110	0	0	
	2. Insurance	16,677	0	4,168	
	3. Lease Motor Vehicles	0	9,200	28,900	
	4. Lease/Rental of Space & Storage	39,725	20,000	19,725	
	5. Staff Training (School Readers, etc)	4,000	0	0	
	6. Supplies- Office	12,000	0	0	
	7. Telecommunication	20,160	0	5,040	
	8. Audit	0	0	8,000	
	9 Postage, Freight, Delivery	7,000	0	0	
	10 Publication/Printing	3,000	0	0	
	11 Repair/Maintenance	0	929	71	
	12 Contractual Services (Administrative)	33,761	10,039	0	
	13 Transportation	25,650	0	0	
	14 Program Supplies/Expenses	133,200	0	0	
	15				
	16				
	17				
	18				
	19				
	20				
	<b>TOTAL OTHER CURRENT EXPENSES</b>	<b>308,283</b>	<b>40,168</b>	<b>65,904</b>	
C.	EQUIPMENT PURCHASES				
D.	MOTOR VEHICLE PURCHASES				
E.	CAPITAL				
<b>TOTAL (A+B+C+D+E)</b>		<b>620,000</b>	<b>84,000</b>	<b>100,000</b>	
<b>SOURCES OF FUNDING</b>			Budget Prepared By:		
	(a) Total State Funds Requested	620,000		808-531-1985	
	(b) Fee for Services	84,000		Phone	
	(c) Grants, Private & Corp. Donatio	100,000		1.30.13	
	(d)			Date	
<b>TOTAL BUDGET</b>		<b>804,000</b>	Name and Title (Please type or print)		

**BUDGET JUSTIFICATION**  
**PERSONNEL - SALARIES AND WAGES**  
 Period: July 1, 2013 to June 30, 2014

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
President	1	\$47,000.00	80.00%	\$ 37,600.00
Program Director	1	\$42,000.00	80.00%	\$ 33,600.00
Assistant Program Director/Maui Program Coordinator	1	\$40,000.00	80.00%	\$ 32,000.00
Training Director	1	\$40,000.00	80.00%	\$ 32,000.00
Oahu Program Specialist	1	\$37,000.00	80.00%	\$ 29,600.00
Big Island Program Coordinator	1	\$37,000.00	80.00%	\$ 29,600.00
Office Manager	1	\$37,000.00	80.00%	\$ 29,600.00
Program Assistant	0.5	\$9,360.00	80.00%	\$ 7,488.00
Toddler Reader (12) (\$300 per program)	0.5	\$3,600.00	80.00%	\$ 2,880.00
Presenters/Parent Trainers (5) (\$1800-\$2100 per program)	0.5	\$10,200.00	80.00%	\$ 8,160.00
Presenter Apprentices (2) (\$200 per program)	0.25	\$400.00	80.00%	\$ 320.00
Program Consultant	0.5	\$16,800.00	80.00%	\$ 13,440.00
				\$ -
				\$ -
<b>TOTAL:</b>				<b>256,288.00</b>

**JUSTIFICATION/COMMENTS:**

Presenters and Toddler Readers are hired for the duration of one (1) program. Experienced Presenters are paid \$50 more per session than new Presenters. The Program Consultant is paid \$35 per hour for 10 hours per week.

## BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Applicant: READ ALOUD AMERICA

Period: July 1, 2013 to June 30, 2014

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

JUSTIFICATION/COMMENTS:  
  
N/A

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

JUSTIFICATION/COMMENTS:  
  
N/A

**BUDGET JUSTIFICATION  
CAPITAL PROJECT DETAILS**

Applicant: READ ALOUD AMERICA

Period: July 1, 2013 to June 30, 2014

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: 2011-2012	FY: 2012-2013	FY:2013-2014	FY:2013-2014	FY:2014-2015	FY:2015-2016
PLANS			N/A			
LAND ACQUISITION			N/A			
DESIGN			N/A			
CONSTRUCTION			N/A			
EQUIPMENT			N/A			
<b>TOTAL:</b>			N/A			
JUSTIFICATION/COMMENTS:						


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

The undersigned representative of the applicant certifies the following:

- 1) The applicant meets and will comply with all of the following standards for the award of grants and subsidies pursuant to section 42F-103, Hawaii'i Revised Statutes:
  - a) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide the services for which a grant or subsidy is awarded;
  - b) 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;
  - c) Agree not to use state funds for entertainment or lobbying activities; and
  - d) 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.
- 2) The applicant meets the following requirements pursuant to Section 42F-103, Hawaii'i Revised Statutes:
  - a) Is incorporated under the laws of the State; and
  - b) Has bylaws or policies that describe the manner in which the activities or services for which a grant or subsidy is awarded shall be conducted or provided.
- 3) If the applicant is a non-profit organization, it meets the following requirements pursuant to Section 42F-103, Hawaii'i Revised Statutes:
  - a) Is determined and designated to be a non-profit organization by the Internal Revenue Service; and
  - b) Has a governing board whose members have no material conflict of interest and serve without compensation.

Pursuant to Section 42F-103, Hawaii'i Revised Statutes, for grants or subsidies 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.

\_\_\_\_\_  
RI  \_\_\_\_\_  
\_\_\_\_\_  
(Signature) 1.30.13  
\_\_\_\_\_  
JED GAINES, FOUNDER/PRESIDENT (Date)



# 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 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	Program Results since 1999	Program Results since 2011
1. 50% parents read to their children at least 3 times a week	59%	
2. 50% parents report spending less time with electronic media	71%	
3. 50% parents report increase in children's voluntary reading time	86%	
4. 50% parents increase their own reading time	76%	
5. 100% families build RAA Family Reading Handbooks	100%	
6. 50% parents report that RAP and reading more to their children led to positive behavior changes in the home*		83%
7. 50% students report a more positive attitude toward school	70%	
8. 50% students increase their interest in reading	72%	
9. 50% teachers report improved home to school relationship		78%
10. 50% teachers report positive changes in students' behaviors**		78%

- 52% of a school's total student body attends RAP.
- 62% of RAP students receive free or reduced cost lunch.
- 3,850 state library cards issued since RAP library project inception in 2006.
- Over 30,369 visits to state public libraries since RAP project inception in 2006.

\* 83% of parents report children seem more interested in reading, being read to, & visiting the library; children have a better attitude toward school & spend less time "making mischief"; and/or family's communication improved.

\*\* 78% of teachers report that students have increased listening span & interest in reading and being read to, better attitude toward school, better or more confident oral readers, improved academic performance, and/or fewer discipline problems in the classroom.



# 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 **299,142** adults and children at 82 Hawai'i public schools:\*

Aiea Elementary School (3)  
Alvah Scott Elementary School  
August Ahrens Elementary (3)  
Barbers Point Elementary School (4)  
Fern Elementary School (3)  
Haiku Elementary School  
Hale Kula Elementary School (2)  
He'eia Elementary School  
Highlands Intermediate School (2)  
Hilo Union Elementary School  
Honowai Elementary School (2)  
Hookena Elementary School  
Iliahi Elementary School (3)  
Iroquois Point Elementary School  
Jarrett Middle School  
Ka'ala Elementary School (3)  
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  
Kalaniana'ole Elem. and 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 (2)  
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 (3)  
Makawao Elementary School  
Maui Waena Intermediate School  
Maunaloa Elementary School  
Miilani Uka Elementary School (2)  
Miilani Waena Elementary School (2)  
Moloka'i Middle School  
Nanaikapono Elementary School (10)

Nanakuli Elementary School  
Pa'ia Elementary School (2)  
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 (2)  
Red Hill Elementary School  
Stevenson Middle School  
Waiakea Elementary School  
Waialua Elementary School  
Waianae Elementary School (4)  
Waiau Elementary School  
Waihe'e Elementary School  
Waimalu Elementary School (2)  
Waimea Elementary School  
Waimea Middle School  
Waikoloa Elementary and Middle School  
Wailuku Elementary School (2)  
Waimanalo Elementary & Intermediate School  
Waipahu Elementary School (4)

*\*Numbers in parentheses indicate how many programs have been conducted at that school. Since 1999, 135 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

ABC Stores  
Aloha Signs  
Aloha United Way  
American Savings Bank  
Apple  
Atherton Family Foundation  
Barbara Cox Anthony Foundation  
Beach House Publishing  
Becker Communications  
Bess Press  
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  
Frame Arts Hawaii  
Frear Eleemosynary Trust  
Friendly Market Center (Molokai)  
Friends of Hawaii Charities  
Friends of the Library HI  
Frito-Lay of Hawaii  
Gannett Foundation  
General Atlantic Corporation  
Geist Foundation  
G.N. Wilcox Trust  
Hagadone Publishing  
HI Community Foundation  
Hawaii Hotel Association  
Hawaii Self Storage  
Hawaiian Electric Company  
Hawaii Medical Service Association  
Honda Windward  
Jamba Juice

James & Juanita Wo Foundation  
James Campbell Foundation  
Jams World  
Kamehameha Schools  
Kean Properties (Maui)  
Kenjo Inc.  
Kona Storage Kings  
Kona Stories (Big Island)  
KTA Superstores (Big Island)  
(The) Learning Coalition  
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  
Paul's Carpet Installation (Maui)  
Pepsi-Cola Hawaii  
Peterson Sign Company  
Punahou School  
Reading is Fundamental (RIF)  
Rotary Club Honolulu  
Rotary Club of Kihei Sunrise  
Round Table Pizza (Maui)  
Samuel N. and Mary Castle  
Sheraton Keauhou (Big Island)  
Starbucks Coffee  
Tesoro Foundation  
Tiffany & Co.  
Tiger Woods Foundation

Town & Country Hawaii  
UH Manoa  
University of Hawaii Press  
Verizon Foundation  
Walmart  
Weinberg Foundation  
Wet n' Wild Hawaii  
Whaler TIO Association (Maui)  
Whole Foods Markets  
World Book, Inc.



**RAP: THE READ ALOUD PROGRAM**  
**ATTENDANCE FIGURES • JANUARY 1999 – NOVEMBER, 2012**

**TOTAL ATTENDANCE SINCE RAP BEGAN: 299,142**

**TOTAL NUMBER OF RAP PROGRAMS: 135**

School	Faculty	Classrooms	1	2	3	4	5	6	7	Sess.Total	Sess.Avg.	Total Served
<b>Spring 1999</b>												<b>1,459</b>
Barbers Point Elementary	40	150	150	156	168	193	163	210	229	1269	181	1459
<b>Fall 1999</b>												<b>1,704</b>
Waimalu Elementary	40	156	186	228	257	186	211	208	232	1508	215	1704
<b>Spring 2000</b>												<b>2,907</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>8,950</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>9,095</b>
He'eia 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
Kapa'a 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>9,195</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
La'ie 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>8,623</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>8,451</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
Wai'au Elementary	47	189	503	499	420	382	319	369	NA	2492	415	2728
<b>Spring 2003</b>												<b>7,601</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>9,812</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
Wai'anae Elementary	56	459	380	494	316	319	268	365	NA	2142	357	2657
<b>Spring 2004</b>												<b>8,261</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>11,158</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
Wai'anae 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>6,958</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>11,170</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
Wai'anae 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>7,948</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>4,846</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>8,735</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>9,984</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

School	Faculty	Classrooms	1	2	3	4	5	6	7	Sess.Total	Sess.Avg.	Total Served
Kalihi Elementary (270)	19	156	172	127	158	140	134	174	NA	905	151	1080
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>12,967</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>13,698</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>24,786</b>
August Ahrens Elementary (1284)	91	285	982	758	679	510	424	616	NA	3969	662	4345
Ka'a'awa 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
Ka'imiloa 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
Ho'okena 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
Pa'ia Elementary (211)	17	115	173	165	86	135	114	151	NA	824	137	956
<b>Spring 2010 (Student Population)</b>												<b>26,247</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

School	Faculty	Classrooms	1	2	3	4	5	6	7	Sess.Total	Sess.Avg.	Total Served
Princess Nahi'ena'ena Elementary (610)	55	167	588	445	427	337	314	408	NA	2519	420	2741
<b>Fall 2010 (Student Population)</b>												<b>22,890</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>27,547</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>9,829</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
Wai'anae 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
<b>Spring 2012 (Student Population)</b>												<b>6,936</b>
Kihei Elementary (930)	65	234	910	514	417	429	366	468	NA	3104	517	3403
Waipahu Elementary (1037)	76	311	793	528	410	372	393	650	NA	3146	524	3533
<b>Fall 2012 (Student Population)</b>												<b>13,968</b>
Fern Elementary (447)	66	227	504	510	414	395	312	509	NA	2644	441	2937
Honowai Elementary (830)	64	315	664	601	474	363	384	356	NA	2842	474	3221
Kalaniana'ole School (259)	42	286	286	286	264	261	252	297	NA	1646	274	1866
Makaha Elementary (609)	70	153	765	552	472	380	416	340	NA	2925	488	3148
Pukalani Elementary (511)	34	133	554	524	374	432	305	440	NA	2629	438	2796

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 Fall 2002 – Fall 2012

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 43 schools from Fall 2002 through Fall 2012.

Percentages of parents/guardians who answered “yes” to the following questions:	
1. Do your children seem to like reading and books more since they attended RAP?	95%
2. Are your children reading better since they came to RAP?	93%
3. As a family, would you say you use less electronic media since you attended RAP?	71%
4. Does your family spend more time together since you’ve come to RAP?	84%
5. Do you, the adults, read more because of RAP?	79%
6. Do you feel more confident about reading to your children since you attended RAP?	90%
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?	84%
10. RAP helped me understand how I can help my child succeed in school.	94%
11. My child likes school more since we participated in RAP.	94%

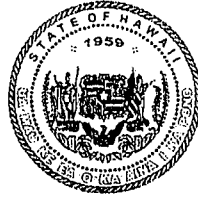
### Typical Comments:

- 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.

11/7/12

### 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  
MAKAHA ELEMENTARY SCHOOL  
84-200 Ala Naauao Place  
Waianae, HI 96792

Read Aloud America  
1314 South King Street  
Honolulu, HI 96814  
Attn: Mr. Jed Gaines

December 3, 2012


Aloha, Jed and Friends at Read Aloud America,

It seems as though we just sat down for our planning meeting, and in an instant, our six RAP sessions were complete! It was wonderful to have families who attended all 6 evenings as well as first timers at every session. One thing everyone had in common: positive comments and affirmations of the Read Aloud Program! Teachers, staff, parents, students and community members all agree that RAP has had an enormous effect by instilling the love of reading.

The RAP program works particularly well with Makaha Elementary School's efforts to promote reading. The message is the same: the more you read, the more you will enjoy reading! We leverage the excitement of RAP to promote our One Million Word campaign, and students are acknowledged at our Heroes' Assemblies when they meet their monthly reading goals! We are grateful for your partnership with the Reading is Fundamental (RIF) program, as we have been fortunate enough to have RIF visits three times a year for over 15 years!

As you know, the comments from parents and families echo my sentiments. RAP is a wonderful way for students and their families to enjoy an evening of fellowship, reading, and fun. We wish you continued success in securing the resources that make RAP possible. Mahalo again for bringing the RAP program to Makaha Elementary School!

Sincerely yours,

  
Lynn Okamura, Principal



STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
**PUKALANI ELEMENTARY SCHOOL**  
2945 IOLANI STREET  
PUKALANI, MAUI, HAWAII 96768

December 21, 2012

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

Dear Mr. Gaines:

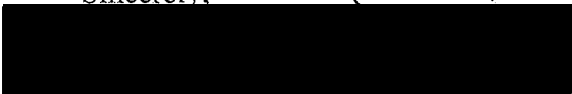
Pukalani Elementary School has hosted Read Aloud America (RAP) for two rounds. The dedicated and collective efforts of the RAP Staff, Pukalani Staff, and our community were rewarded by the enthusiastic turn-out of our Pukalani families. How heartwarming it was to see parents and their children being excited about having books read to them and sharing their literary experiences with their friends and family over pizza.

The volunteer participants exclaimed to me that to participate as a presenter, reader or food server at RAP was a "Win Win" for them! They got to work, listen to stories being read to them, and witnessed family literacy efforts at its finest.

The evaluations that were filled out by parents and staff echo how valuable the impact RAP had on our families. Attendance was high as were the ratings themselves. Everyone involved felt the enthusiastic energy and love of books in the air during each RAP session. This energy has extended far beyond the six RAP sessions. Many families committed to turning off their technological devices for a period of time as a way to increase their time reading and connecting with their families.

We are truly grateful for the exhaustive efforts by the RAP staff, and look forward to partnering with you again in the very near future. We are only sorry we have to wait two years!

Sincerely,

  
Kathleen Dimino, Ph.D  
Principal



**STATE OF HAWAII**

DEPARTMENT OF EDUCATION  
PRINCE JONAH KUHIO KALANIANAOLE  
ELEMENTARY & INTERMEDIATE SCHOOL  
27-330 Old Mamalahoa Hwy.  
Papaikou, Hawaii 96781

January 7, 2013

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

Dear Mr. Gaines,

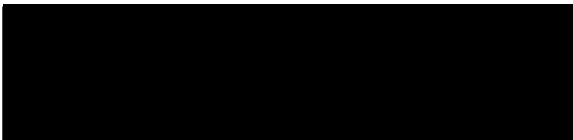
It was an honor to work with you and the organization's Read Aloud Program, known as RAP this past semester at our school.

The feedback from our parents and community members were genuinely warm and positive. I continue to hear comments from our parents that it has helped to make positive changes in their homes. It has also helped our parents see the importance of reading at home.

By attending the sessions, it helped build better relationships between the parents, students, and faculty members. The parents observed the hard work that the teachers and faculty members contributed to these sessions and appreciated their efforts. The teachers and faculty members had more opportunities to communicate with our parents and community members during these sessions. Teachers took advantage of the opportunities to promote reading with their students following the sessions.

On behalf of Kalaniana'ole Elementary and Intermediate School, I would like to thank everyone that was involved in providing the Read Aloud Program to our school. This program was very instrumental in bringing our families and community together, creating meaningful memories and fostering a life-long love for reading! We wish you the best in your future endeavors and hope to see you return to our school with your program soon.

Sincerely,



Joyce Iwashita  
Principal





STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
P.O. BOX 2360  
HONOLULU, HAWAII 96804  
Fern Elementary School  
1121 Middle Street  
Honolulu, HI 96819

November 29, 2012

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

Dear Mr. Gaines,

It is with sincere pleasure to have hosted the Read Aloud America Program (RAP) for a third round here at Fern Elementary School. Our students, parents, teachers and community members are saddened that the program has ended all too soon. We have grown accustomed to the bi-monthly read aloud, dinner and gift giving that has been so rewarding for our community of learners. Thank you for bringing the joy of reading together as a family here to our Kalihi homes.

The impact of RAP is far beyond current indicators of success. We know through the evaluations that parents whom have attended all sessions have made positive changes in their homes....all technology is not used for school work is turned off, there is conscientious decision making to continue to read aloud to our children at home, and, vitally important is our students are reading more books than ever. We also see a strong desire from our students and parents that want to see this program continue here at Fern. There has been an overwhelming report of positive feedback from our parents as witnessed in the evaluations of every session. Thank you for aiding our school in helping parents and guardians see the importance of reading within the home as an activity that all can participate in.

Mr. Gaines, it is with deep gratitude that I convey our appreciation for all that RAP has done to continue our efforts to build literacy skills here at school and in our homes. RAP has increased our parent support for efforts made to get parents actively participate in school functions and support their children's learning. Thank you for helping to build positive relationships between school staff and our community members.

Sincerely,



Mrs. Tiare Uli'i, Principal  
Fern Elementary School



STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
HONOWAI ELEMENTARY SCHOOL  
94-600 Honowai Street  
Waipahu, Hawaii 96797  
(808) 686-7100

November 21, 2012

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

Dear Mr. Gaines,

We have just concluded our final RAP session here at Honowai Elementary School. This was our second go around with RAP in the last three years and it still continues to mesmerize and captivate the entire audience. RAP was highly involved and coordinated from the initial planning stages which began at the end of the 2011-12 school year through the final family session. The feedback from parents and adults attending the sessions was overwhelmingly positive and supportive. It is without doubt the most effective parent-community involvement activity connected to school and family literacy we have experienced.

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. Turning-off Technology Through Thursday (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 positive steps toward forging trust and cooperation between our families, communities and our school.

It is with boundless gratitude that we convey our appreciation for the tireless dedication of the RAP 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. The focus on literacy awareness and the love of reading is critical to the success of our children. We wish you all the best in your upcoming and future endeavors. Take care and Aloha!

Respectfully,

A black rectangular redaction box covering the signature of Kent Matsumura.

Kent Matsumura  
Principal



STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
**KIHEI ELEMENTARY SCHOOL**

250 E. Lipoa St.  
Kihei, HI 96753

05/01/2012

Read Aloud America  
1314 S. King St. #G4  
Honolulu, HI 96814  
Attn: Jed Gaines

On behalf of Kihei Elementary School and all of our families, I would like to thank everyone involved in providing the Read Aloud America Program (RAP) to our school. RAP has been a unique opportunity to bring our families together and to encourage literacy. RAP provided a fun and safe environment for parents and their children to learn to love reading!

Our families especially enjoyed our wonderfully talented presenter, Tim Shim. His enthusiasm and excitement about reading really connected with our families and I know it was one of the main reasons they returned week after week! I had several parents make comments regarding how nice it was to have someone read aloud to them and that it motivated them to read aloud to their children.

I would also like to thank all of your sponsors. The snacks, water, pizza and many, many prizes were all appreciated by our busy families. It made the RAP night a fun and worry-free experience and everyone really enjoyed winning fun prizes!

Lastly, as a school administrator, I am very grateful that you bring a well-packaged and very organized program to the school. The program comes already set-up for success and it runs very smoothly thanks to all of the planning and hard work by your staff members, especially Joanne and Larry Laird!

My school community faces many economic challenges. We also have a large population of families who do not have English as their native language. Despite these obstacles, our families made the time to attend RAP nights and they valued this time spent together as a family. It has been inspirational and touching to see how this program changes their lives for the better! This program has reminded me that the school and programs like RAP play an important role in helping to bring families together, create meaningful memories and foster a life-long love of reading!

With gratitude and aloha

[REDACTED]  
Halle Maxwell, Principal  
Kihei Elementary School  
808-875-6818



# Read Aloud America®

Building Families of Lifetime Readers

RAP #3

09/25/12

KALANIANA'OLE ELEM. & INTERM

Name (optional): Kapeka Hoapli Zip Code: 96728  
 Phone: 963-6789 Email: kapekahoapli@aol.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.

As you may have noticed I write you about how I readed to my children. My husband and I raise six kids and our two last are a year apart, I couldn't find the time to read to any of our children, I had every excuse to say that I'm very busy. Between me and you, I used just sign their reading logs because I was so tired. And I noticed ~~in~~ some of my kids were having a hard time reading, I blame myself. But thank you for bringing the RAP program to my kids school, because I now read to my kids, and actually make time for them, and the best my husband, their father gets involved.  
 Thank you so much.

RAP Sponsors:

STATE OF HAWAII, DEPARTMENT OF HEALTH

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1314 S. King St #G4 • Honolulu, HI 96814 • 808-531-1985 • Fax 808-593-1984

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

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



# Read Aloud America®

Building Families of Lifetime Readers

RAP #6  
11/8/2012

MAKAHA ELEMENTARY

Name (optional): Diane Nichols Zip Code: 96792  
Phone: 330-8034 Email: di2458@gmail.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 should be a requirement every year at every school. I am a full-time hurrying student w/a job & 2 kids. I really try to spend time getting my kids to read & to help them w/their homework. It's very difficult w/homework of my own. Many kids don't have time w/parents b/c they both work all day. This is an awesome way to get parents involved w/their kids' education & to encourage them to read. It's not just fun, it's ABSOLUTELY NECESSARY to their future!



# Read Aloud America®

Building Families of Lifetime Readers

RAP #3  
09/26/12

HONOWAI ELEMENTARY

Name (optional): DESIREE AGUILA Zip Code: 96797

Phone: (808) 671-7143 Email: UPTENDERON14LYFE76@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.

THANKS TO ALL OF U FOR ANOTHER GREAT  
 P.A.P. SESSION! THIS PROGRAM REALLY ENCOURAGED  
 ME TO DO MORE READING AT HOME ... READING  
 W/ MY 5TH GRADER. IT'S THE LITTLE DOWNTIME  
 THAT ME & MY LITTLE ONE TO HAVE TOGETHER  
 AND I THANK YOU FOR GIVING US ADVICE!  
 EXCITED TO GO BACK TO MAHALO!  
 ☺ THE LIBRARY AGAIN!!!

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





# Read Aloud America®

Building Families of Lifetime Readers

RAP #6  
11/15/2012  
FERN ELEMENTARY

Name (optional): Gardenia Unutoa Zip Code: 96819

Phone: 8087445604 Email: unutoa-denia@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 sucks that its the last session :  
Im really going to miss looking forward to Thursdays for RAP.  
Had a really great and awesome time attending all 6 sessions.  
Hope you guys get more funding and looking forward in two years  
or HOPEFULLY next year for RAP to come back.  
~~Wow~~ you have impacted so much lives. And changed alot of  
ways family communicate and spend time together.

Thank you,



# Read Aloud America®

Building Families of Lifetime Readers

RAP #2  
09/06/12

PUKALANI ELEMENTARY

Name (optional): Brandi Feiteira Zip Code: 96768

Phone: (808) 214-5695 Email: brandy1143@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.

The Rap program has shown my family that reading is fun. My family used to use most of our time with electronics, TV.. games... music etc. Until we came here to the rap program, we now turn off all electronics at night and we read to our kids and have story time were the kids read to us. My oldest son is now in the advanced reading group at school. And LOVES to read anything he can.

Thank you so much to All the Volunteers, teachers and Rap staff who make this All possible. You guys Really are doing something really great!!! 😊

KAUAI

O'AHU

MAUI

MOLOKA'I

LANA'I

HAWAII





# Read Aloud America®

Building Families of Lifetime Readers

RAP #6

04/03/2012

KIHEI ELEMENTARY

Name (optional): GLORI BUTERO Zip Code: 96753

Phone: 808.419.1048 Email: butero5@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 husband has attended every RAP session + unfortunately I could not until the 6<sup>th</sup> + final session. I am so disappointed that I was unable to attend All sessions.

What a treasure. I believe that parents need just as much guidance as children. We are not taught how to be parents at school so having a program like RAP that gives suggestions on how to connect with your children and help our children learn is more valuable to me than gold.

I appreciate all that has been done to put this program together. I only hope that it can/will continue.

Mahalo nui loa!

KAUA'I

O'AHU

MAUI

MOLOKA'I

LANA'I

HAWA'I



# Read Aloud America<sup>®</sup>

Building Families of Lifetime Readers

RAP #5  
03/22/12

Waipahu Elementary

Name (optional): Daisy Hartsfield Zip Code: 96797  
Phone: 768-6549 (w) Email: dayshart@hawaii.vr.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.

Dear Legislators,

This letter is to express my support for the Read Aloud America Program. As a parent, I appreciate any free program that would be of benefit to my child. In this case however, this is a program that benefits not only a child but also positively impacts families and communities that may not have the opportunity to be exposed to the joy and benefits of literacy.

This program lays the foundation to improved reading skills, increased creativity, and enhanced knowledge. For communities that have many immigrant residents, this type of program provides a safe environment where children are exposed and encouraged to read. Being able to read well often results in academic achievement which in turn, leads to opportunities for success.

Funding this program is an investment to a better future for these families who are not fortunate enough to have material luxuries in their lives. The joy of reading can be a form of stress relief for parents, an activity for families to do together, and a tool for children to enrich their daily lives. Please vote to fund this program, it will be money well spent.

Sincerely,  


RAP Sponsors

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1314 S. King St #G4 ● Honolulu, HI 96814 ● 808-531-1985 ● Fax 808-593-1984

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