

House District _____

Senate District _____

THE TWENTY-SEVENTH LEGISLATURE
APPLICATION FOR GRANTS AND 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): _____

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

1. APPLICANT INFORMATION:

Legal Name of Requesting Organization or Individual:
READ ALOUD AMERICA
Dbas:
READ ALOUD AMERICA
Street Address:
1314 S. King Street, Suite G4, Honolulu, HI 96814
Mailing Address:

1314 S. King Street, #G4, Honolulu, Hawaii 96814

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name MARYELLEN MARKLEY, PH.D.
Title 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:

READ ALOUD PROGRAM – TITLE 1 SCHOOLS
DEVELOPING STRONGER FAMILIES, BETTER
COMMUNICATIONS, AND READERS FOR LIFE.

4. FEDERAL TAX ID #: _____
5. STATE TAX ID #: _____

7. AMOUNT OF STATE FUNDS REQUESTED:

FISCAL YEAR 2015: \$ 491,628

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 \$ 68,000
PRIVATE/OTHER \$ 15,000

TYPE NAME & TITLE OF AUTHORIZED REPRESENTATIVE:

[Redacted Signature]

AUTHORIZED SIGNATURE

JED GAINES, PRESIDENT AND FOUNDER
NAME & TITLE

DATE SIGNED

1.31.14

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 this state Grant in Aid and other funders, Read Aloud America will implement a total of 13 Read Aloud America RAP programs (78 sessions) between July 1, 2014 and June 30, 2015 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 13 RAP programs in School Year 2014-2015. ***We will run 6 different school programs in the Fall of 2013, and 7 in the Spring of 2015, 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. In the Spring of 2015, we intend to add a third Oahu program if funding permits. 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 2014

1. Schedule Schools for Fall 2014 – 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 2014

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 2014 – December 2014

1. RAP sessions continue as scheduled. Promotional activities continue. Continual training for volunteers provided as needed.
2. Schedule schools for Spring 2015 – schools will be aware that implementing RAP will be pending funding from various sources. 3 schools will be scheduled on O‘ahu, 2 on the Big Island, 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 2015.

January 2015 – May 2015

1. Promotional activities continue at all 7 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. Volunteers are recruited and trained, and detailed preparations are made.
3. Read Aloud America staff continues to work as a team with school staff to prepare for sessions, promote the program, and motivate the communities to attend.

2. 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.

3. 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 parents and schools who wish to have RAP serve their families.**

Throughout this past year, Read Aloud America has worked diligently to develop new sources of funding so that we may 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 2014-2015, Read Aloud America respectfully requests \$491,628 to provide services to an estimated 31,800 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 - 2015.

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	\$75,000	\$150,000	\$66,628	\$ 491,628

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2014 - 2015:

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:

\$ 5,000 Fred Baldwin Memorial Foundation Grant
\$ 52,814 Atherton Family Foundation Grant
\$ 40,000 Maui County PLI Grant
\$ 90,000 Island of Hawaii County NP Grant
\$297,132 Honolulu City and County Grant
\$ 5,000 Armstrong 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

\$573,446.....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 2013, RAP implemented 142 programs 86 total schools (850 sessions) and served a total of over 315,000 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, and our Big Island office with one provider will implement the proposed programs. All three 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 31,800 children and adults in FY 2014- 2015.

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 33,000 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 from 2011 through 2013, including presentations given at Whole Foods Stores and Maui Mall Family Sundays, Makawao Library and Lahaina Library, as well as Savers Discount Store 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 13 programs in 2014-2015. 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.

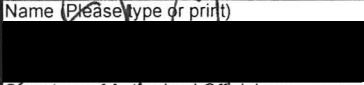
B. Licensure or Accreditation

Not applicable

BUDGET REQUEST BY SOURCE OF FUNDS
(Period: July 1, 2014 to June 30, 2015)

App

Read Aloud America

BUDGET CATEGORIES	Total State Funds Requested	Total Other Funding all Sources	(c)	(d)
	(a)	(b)		
A. PERSONNEL COST				
1. Salaries	196,410	121,390		
2. Payroll Taxes & Assessments	2,707	23,485		
3. Fringe Benefits	40,087	2,373		
TOTAL PERSONNEL COST	239,204	147,248		
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island	9,970	7,190		
2. Insurance	14,100	13,545		
3. Lease/Rental of Equipment	5,800	17,705		
4. Lease/Rental of Space	43,154	35,984		
5. Staff Training	3,340	660		
6. Supplies	9,500	3,500		
7. Telecommunication	9,800	2,200		
8. Utilities	2,400	0		
9. Postage/Freight/Delivery	6,400	5,600		
10. Publications/Printing/Marketing	10,000	1,000		
11. Repair and Maintenance	500	0		
12. Transportation (Programs/Ohau Parking)	23,300	9,700		
13. Program (Books, Incentives, Giveaways)	82,560	135,725		
14. Contractual Services	21,600	22,000		
15.				
16.				
17.				
18.				
19.				
20.				
TOTAL OTHER CURRENT EXPENSES	242,424	254,809		
C. EQUIPMENT PURCHASES	10,000	0		
D. MOTOR VEHICLE PURCHASES	0	0		
E. CAPITAL	0	0		
TOTAL (A+B+C+D+E)	491,628	402,057		
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	491,628	Larry Laird, Assistant Program Director	808-856-3100	
(b) Total - Grants/Found/Counties	402,057	Name (Please type or print)	Phone	
(c)			1-31-14	
(d)		Signature of Authorized Official	Date	
TOTAL BUDGET	893,685	Jed Gaines, President and Founder		
		Name and Title (Please type or print)		

BUDGET JUSTIFICATION PERSONNEL - SALARIES AND WAGES

Applicant: Read Aloud America

Period: July 1, 2014 to June 30, 2015

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Jed Gaines President - Oahu and Big Island Presenter	1	\$50,000.00	62.00%	\$ 31,000.00
Joanne Laird Program Director/ Trainer - all islands	1	\$47,000.00	66.00%	\$ 31,020.00
Larry Laird Assistant Program Director/Maui Coordinator	1	\$45,000.00	69.00%	\$ 31,050.00
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
TOTAL:				93,070.00
JUSTIFICATION/COMMENTS:				
These are not "Administrative" Salaries, but direct and critical program costs as presenters, volunteer and employee trainers				

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Applicant: Read Aloud America _____ Period: July 1, 2014 to June 30, 2015

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
Mac Pro Notebook Computer with advanced Educational software	2.00	\$2,000.00	\$ 4,000.00	4000
Mac Pro Desk Top Computer with advanced Educational software	2	\$3,000.00	\$ 6,000.00	6000
			\$ -	
			\$ -	
			\$ -	
TOTAL:	4		\$ 10,000.00	10,000

JUSTIFICATION/COMMENTS: RAA has not updated our educational technology necessary to provide direct services at programs in years.

This is the beginning of a replacement plan starting with 2014-2015.

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
N/A			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				0

JUSTIFICATION/COMMENTS:

**BUDGET JUSTIFICATION
CAPITAL PROJECT DETAILS**

Applicant: _____

Period: July 1, 2014 to June 30, 2015

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: 2012-2013	FY: 2013-2014	FY:2014-2015	FY:2014-2015	FY:2015-2016	FY:2016-2017
PLANS						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
TOTAL:						
JUSTIFICATION/COMMENTS:						
Read Aloud America is not requesting any Capital Funding.						

**DECLARATION STATEMENT OF
APPLICANTS FOR GRANTS AND SUBSIDIES PURSUANT TO
CHAPTER 42F, HAWAI'I REVISED STATUTES**

The undersigned authorized representative of the applicant certifies the following:

- 1) The applicant meets and will comply with all of the following standards for the award of grants and subsidies pursuant to Section 42F-103, Hawai'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) Complies with all applicable federal and state laws prohibiting discrimination against any person on the basis of race, color, national origin, religion, creed, sex, age, sexual orientation, or disability;
 - c) Agrees not to use state funds for entertainment or lobbying activities; and
 - d) Allows the state agency to which funds for the grant 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, Hawai'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, Hawai'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.

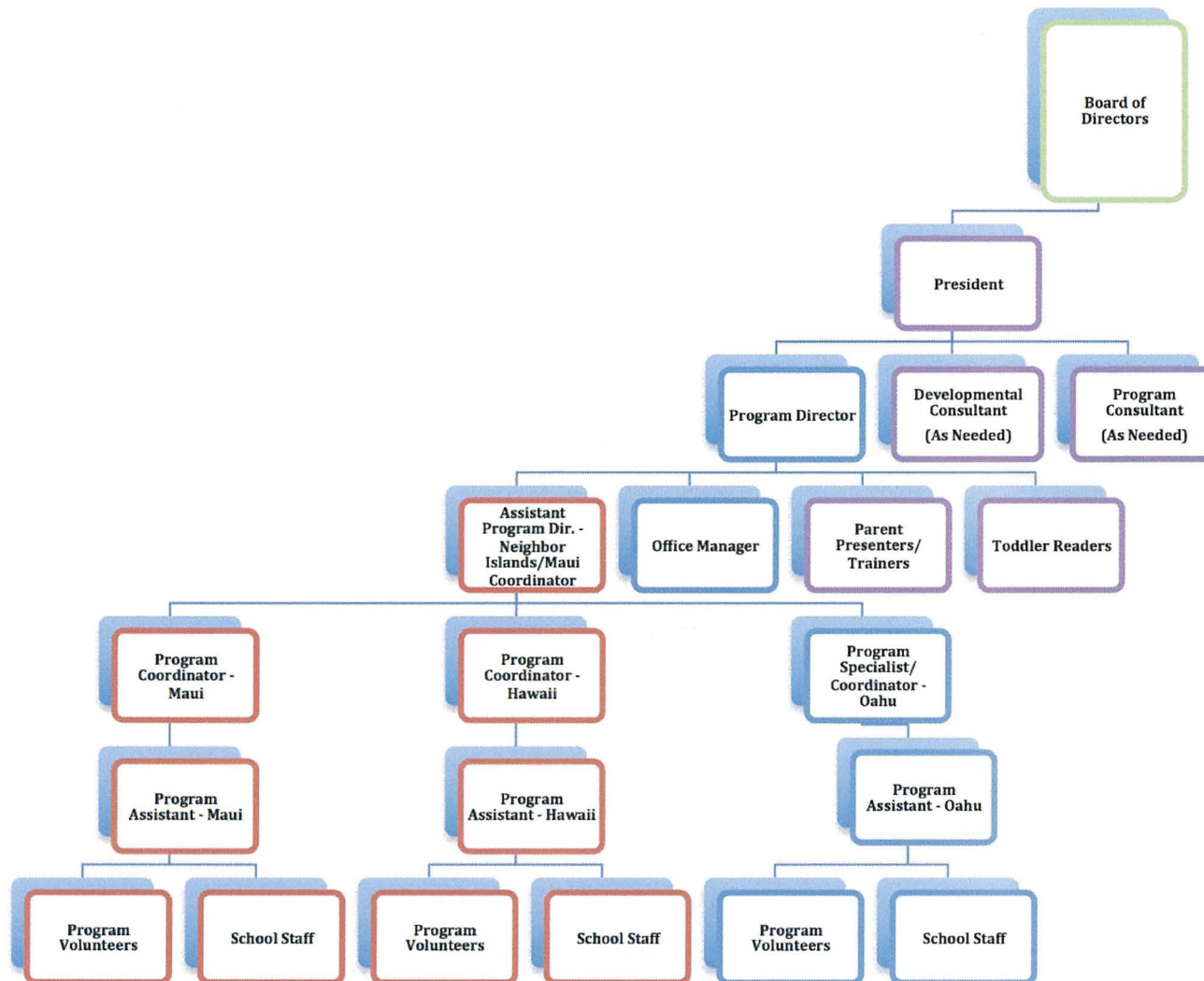
Pursuant to Section 42F-103, Hawai'i Revised Statutes, for grants or subsidies used for the acquisition of land, when the organization discontinues the activities or services on the land acquired for which the grant or subsidy was awarded and disposes of the land in fee simple or by lease, the organization 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.

<p style="text-align: center;">READ ALOUD AMERICA (Typed Name of Individual or Organization)</p> <p style="text-align: center;">[REDACTED SIGNATURE]</p> <p>(Signature)</p> <p>JED GAINES, PRESIDENT AND FOUNDER (Typed Name)</p>	<p style="text-align: center;">1.31.14 (Date)</p> <p>(Title)</p>
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Read Aloud America Organizational Chart

January 1, 2014



Other Sources of Funding We are Seeking FY 2014

- Shipper's Wharf Grant
- Fred Baldwin Memorial Foundation Grant
- Atherton Family Foundation Grant
- Maui County PLI Grant
- Island of Hawaii County NP Grant
- Honolulu City and County GIA Grant
- Friends of Hawaii Charity
- State Hawaii GIA Grant