

House Districts 6, 15, and 44

Senate Districts
3, 8, and 21
and surrounding districts on O'ahu.

**THE TWENTY-EIGHTH LEGISLATURE
APPLICATION FOR GRANTS
CHAPTER 42F, HAWAII REVISED STATUTES**

Log No: _____

For Legislature's Use Only

Type of Grant Request:

GRANT REQUEST – OPERATING

GRANT REQUEST – CAPITAL

"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.

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

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:

HAWAII LITERACY, INC.

Db: Hawaii Literacy

Street Address: 245 N. Kukui Street, Suite 202 Honolulu, HI 96817

Mailing Address: 245 N. Kukui Street, Suite 202 Honolulu, HI 96817

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name SUZANNE SKJOLD

Title Executive Director

Phone # 808-537-6706

Fax # 808-537-3072

E-mail suzanne.skjold@hawaiiliteracy.org

3. TYPE OF BUSINESS ENTITY:

- NON PROFIT CORPORATION INCORPORATED IN HAWAII
- FOR PROFIT CORPORATION INCORPORATED IN HAWAII
- LIMITED LIABILITY COMPANY
- SOLE PROPRIETORSHIP/INDIVIDUAL
- OTHER

6. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:

ADULT LITERACY PROGRAM SUPPORT AND SERVICE EXPANSION FOR KONA, KAUA'I AND WAI'ANAE COAST OF O'AHU

4. FEDERAL TAX ID #: _____

5. STATE TAX ID #: _____

7. AMOUNT OF STATE FUNDS REQUESTED:

FISCAL YEAR 2017: \$92,000

8. STATUS OF SERVICE DESCRIBED IN THIS REQUEST:

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

EXPANSION OF EXISTING SERVICES, AS WELL AS NEW SITE SERVICES

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

STATE \$ 0

FEDERAL \$ 0

COUNTY \$ 122,800 (OTHER PROGRAMS)

PRIVATE/OTHER \$ 76,000

TYPE NAME & TITLE OF AUTHORIZED REPRESENTATIVE:

SUZANNE SKJOLD, EXECUTIVE DIRECTOR
NAME & TITLE

Jan 21, 2016
DATE SIGNED



Application for Grants

If any item is not applicable to the request, the applicant should enter "not applicable".

I. Background and Summary

1. Brief description of the applicant's background

Hawaii Literacy is a 501c3 agency operating on O'ahu, Kaua'i and Hawai'i Island with the mission "to help people gain knowledge and skills by providing literacy and lifelong learning services." Founded in 1971, our five proven literacy programs each year help 3,000 low-literacy adults and children, 95% who are low-income, to build critical reading, writing, computer, school and work skills they need for future opportunity. Our highly effective Adult Literacy tutoring program is the first and most established in the state, and has helped over 6,500 low-literacy adults and parents increase basic reading and writing skills with individual tutoring and support from trained, certified volunteer tutors, and professional staff who provide initial assessments, monitor ongoing progress, and increase student outcomes. With hundreds of trained volunteers providing this crucial 1-to-1 attention struggling adults need, Hawaii Literacy's Adult Literacy tutoring program is one of the most cost-effective and life-changing services the state can support.

2. Goals and objectives related to the request

The core goal of Hawaii Literacy is to improve our state's educational and economic standing by increasing literacy skills and life outcomes for thousands of adults and children who now struggle to read and write. In 2016, the Adult Literacy tutoring program will serve over 200 low-literacy/ low-income adults and reach hundreds of children. We will provide free and accessible literacy services, dedicated 1-to-1 help, and over 5,000 tutoring hours to help adults and parents in need build basic reading and writing skills, help them to reach their life goals for better employment or quality of life, and provide targeted help for low-literacy parents to better assist their own children in reading and schoolwork. This project has three critical goals, which cannot be accomplished without this requested support.

a) To support expanded literacy services and program hours at new or recently opened Wai'anae, Kaua'i, and Kona sites. This request will support additional staff hours to provide set drop-in hours and work directly with low-literacy students to increase student retention and measurable increases in literacy skills, including a new staff follow-up system, especially for low-literacy parents, to identify students and families needing more intensive support;

b) To support costs of three program spaces essential to the growth of adult literacy services in Kaua'i, Kona, and Wai'anae. This request will allow us to support long-term investment in two recently opened offices in Kona and Wai'anae, to secure a new office in Lihue, and make much needed updates to tutoring center spaces and technology and learning resources available to students; and

c) To support increased outreach and awareness for each new location, by using various media and creating materials to raise awareness of literacy services; increase volunteer tutor recruitment, and offer new partnership activities, all targeting adults and parents unable to read and write in each location.

3. Public purpose and need to be served

Literacy is truly fundamental to a successful life. Yet in Hawai'i, 1 in every 6 adults (or 16% of the adult population) can not read or write at a basic level! This means about 150,000 adults in the state are considered "functionally illiterate." (*National Assessment of Adult Literacy, U.S. Department of Education, 2003*). In our state, illiteracy directly leads to generational poverty, an overburdened school system, higher crime rates, increased healthcare and state assistance costs, and homelessness.

Low literacy skills are strongly correlated with higher unemployment, lower income, greater poverty, and dependence on welfare. (*National Institute for Literacy; Bird & Akerman, 2005*). 70% of people with the lowest literacy skills have no full or part time job, and even those who work earn only 44% of what a literate adult earns, a loss of about \$800,000 in a lifetime. Adults who cannot read are at far higher risk of homelessness, incarceration, and substance abuse, as are children who have parents who are illiterate. About 60-70% of men and women in prison cannot read or write at a basic level. (*National Institute for Literacy, 2008*)

Children raised by parents with low literacy skills enter school unprepared and face early reading and writing difficulties that are difficult to overcome. The strongest predictor of a child's future success is the education level of their parent. Early education and literacy efforts are crucial, but not enough. Helping low-literacy adults become readers is one of the best interventions to improve education outcomes and reduce the number of children who live in poverty.

On average, each adult unable to read or write can cost government agencies and employers over \$5,100 a year! Evidence shows short-term and long-term economic gains for governments, communities and families when adult literacy is increased. Literacy skills are absolutely essential to any long-term solution to the State's most challenging issues, particularly homelessness, increasing poverty and wealth disparities, poor educational outcomes, and workforce readiness. Without literacy, gains in any of these areas will be temporary. With an estimated 150,000+ adults in Hawaii who struggle to read and write at the level needed to earn a living, there is much to be done!

By expanding our existing and successful Adult Literacy program into three new physical centers, we will provide more effective and comprehensive services in areas where such help has been limited or not easily accessible. Hawaii Literacy's proposed activities will increase literacy and benefit hundreds of individuals on three islands who are trying to earn a living and better help their families but are unable to read. Each Center will provide free tutoring, drop-in staff support, volunteer training, and regular access to books, computers, and workshops for parents and financial literacy.

Increasing literacy can concretely improve the lives of struggling individuals and families who need a second chance, and it is one of the essential ingredients to breaking the cycles of poverty and under-education that contribute to homelessness, unemployment, and the societal issues we all seek to solve.

4. Target population to be served

While it is commonly assumed that adults who are illiterate are mostly immigrants, about 60%-70% of all adults in Hawaii unable to read and write are native or fluent English speakers. The needs of this target population are far greater than English Language Learners.

They have experienced past school failure, came from troubled homes where education was not valued, were or are homeless or transient, and/or have struggled with a long undiagnosed learning disability. One-to-one attention is crucial for literacy progress, and often low-literacy adults and parents also need help to work toward very specific life goals, usually related to employment or helping family. While the demographics vary between the three proposed service sites, overall about half (52%) of our target population is female, 72% are working age (18-59), and 77% did not complete high school. Ethnically, about 24% are Hawaiian or part-Hawaiian, 18% are Pacific Islander other than Hawaiian, 25% are of Asian descent, 19% are Caucasian, and 13% identify with multiple races or are not known.

5. Geographic coverage

This proposal will improve coverage of our Adult Literacy tutoring program in the following locations: Kaua'i, Kona, Wai'anae, and all parts of O'ahu by increasing outreach activities in each location, further developing programs and increasing staff support, expanding service hours, supporting new media outreach efforts, and building resources and hours for Literacy Centers in Kona and Wai'anae and a new Center on Kauai to be acquired.

II. Service Summary and Outcomes

1. Scope of work, tasks and responsibilities

With your support, we will complete the following scope of work:

- 1) Update and add the physical resources (computers, furniture, books, literacy materials, and utilities) needed to successfully operate new Adult Literacy program spaces in Kona and Wai'anae recently opened in 2015;
- 2) Secure, furnish, and staff a proposed Literacy Center on Kauai;
- 3) Expand hours and regular program services at the three above sites with a new part-time Adult Literacy Program Assistant for Wai'anae and two part-time (16 hours per week) Coordinators for Kauai and Kona, and provide at least 1,000 set weekly service and drop-in hours for low-literacy adults across the three centers (separate from individual tutoring hours);
- 4) Increase multi-island outreach, new student recruitment, and trained volunteers with a media campaign and at least 14 certified volunteer tutor trainings (2 or more per site);
- 5) Expand free and accessible Adult Literacy tutoring services to reach at least 200 adults in need;
- 6) Increase specific staff efforts and follow-up for student retention and support for greater literacy outcomes, and meet the set benchmarks for student retention and achievement described in Section #4 below.

Outreach and student recruitment is an important part of any successful Adult Learner program, and the requested funding will specifically support staff time and resources to reach students who may not yet be confident or motivated to seek out the help they need to be successful. Part of the requested funding will be used to support the development and airing of new outreach messages in various public media (PSAs, radio spots, ads and flyers) to reach more adults in the target population on each island, which we consider especially essential for the new sites are being opened or updated.

The new Coordinators for each site and the Program Assistant will allow for new set program hours that will benefit student recruitment and access to literacy and technology resources, greater volunteer support, and the implementation of a new, more frequent student check in system to help to identify pairs that may benefit from earlier and more intensive support. Lastly, this support will allow for the much needed updating of the recently acquired Kona Literacy Center on Hawai'i Island, which needs all new computer hardware and most furniture replaced as well as new book series and software for program offerings. It will also allow us to acquire and furnish a modest program space in Lihue to serve as a base of our Kauai program. Last, we will add 7 new computers, plus new tablets, and offer technology access at locations on three islands with this support.

All sites have been identified and, except for the site in Kauai, we have begun operation of the Kona and Wai'anae sites in very basic and less than optimal circumstances. For staffing, a part-time Coordinator for Kona will be hired, and a new Program Assistant will perform similar duties for the Wai'anae Coast program site. There is a part-time Coordinator in place in Kaua'i, who we anticipate will continue with the program at the new office site.

Both the Assistant and Coordinators will receive comprehensive training on literacy assessments, volunteer recruitment, supporting adult learners, and use of Laubach literacy method and various literacy materials. Once operational, all sites will maintain set posted part-time hours each week for students to drop-in or make appointments and will provide our Adult Literacy program's proven tutoring and ongoing support and resources for high-need populations of adults who would otherwise not be reached. Our staff also make it a priority to join and participate in community groups, build partnerships and referral options with other service providers, and ensure our services are meeting the needs of each community.

Tasks and responsibilities by position	
Literacy Center Coordinators	<ul style="list-style-type: none"> - Assist with set up, updating, and operation of Centers - Assist with volunteer recruitment and training registration - Provide set schedule of weekly Adult Literacy services - Guide area outreach efforts and media campaign resources - Assess, match and support adult learners. Provide follow-up services. - Maintain Center space for tutoring and learning activities - Collect assessment results, service numbers, and progress reports - Report to and coordinate services with Program Manager - Work with island Advisory Board to evaluate and improve services
Adult Literacy Program Manager	<ul style="list-style-type: none"> - Plan for each Center's needs, and assist with set up of Centers - Provide comprehensive staff training for Coordinators and Assistant - Lead trainings for O'ahu and Kona, coordinate with volunteer trainer on Kaua'i - Design and lead media outreach efforts - Provide guidance for matches needing specialized support - Hold responsibility for accurate and meaningful data collection and outcomes
Adult Literacy Program Assistant	<ul style="list-style-type: none"> - Ensure new follow up system for student retention and outcomes is implemented for all sites - With Center Coordinators, directly contact all students on set schedule - Serve as Center Coordinator for Wai'anae site and maintain set drop-in hours

	<ul style="list-style-type: none"> - With Program Manager, assist in collecting all data to track and increase student retention and progress - Actively research and provide additional resources needed for student success
Executive Director	<ul style="list-style-type: none"> - Secure appropriate sites and adequate staffing coverage - Recruit for and hire part-time Coordinator and Assistant - Find resources for needed furniture and equipment purchase and set up - Ensure utility agreements and insurance coverage are appropriate and in place - Oversee all financial matters for the grant, including budget reports and appropriate expenditure of grant funds - Maintain all required grant records, and ensure the proposed grant outcomes are being met - Assist with new inter-island partnerships and Advisory Committee development
Board of Directors	<ul style="list-style-type: none"> - Hold (with ED) final responsibility for contracting and maintaining sites - Assist in securing needed donations of furniture and set up assistance - Develop sustainable funding sources for future year services - Work with newly established Advisory Boards
Kona and Kaua'i Advisory Committees	<ul style="list-style-type: none"> - Help develop local program support and awareness, support media campaigns - Help provide resources and volunteers and develop partnerships - Guide program direction and services to best meet the needs of the local community - Collaborate with staff and Board of Directors to create successful and sustainable outcomes

2. Projected annual timeline for accomplishing the results or outcomes of the service

MONTH	ACTIVITIES and OUTCOMES
Month 1	<ul style="list-style-type: none"> - Finalize site lease for Kauai - Acquire needed furniture and equipment (both donated and purchased) and installation - Develop grant work plan for new Coordinator positions - Convene Kona Advisory Board to guide new efforts and support
Month 2	<ul style="list-style-type: none"> - Set new or expanded Coordinator position hours - Provide new staff trainings on all areas essential to site services - Begin expanded schedule of weekly site service hours - Begin or expand student and volunteer outreach efforts for each local area - Create initial materials and awareness of new site and service - Set volunteer tutor training schedule for each site - Evaluate remaining furniture/equipment needs, purchase as allowable
Month 3	<ul style="list-style-type: none"> - All three Centers are staffed and operating on set schedule - Begin volunteer training series #1 - Continue outreach and service hours

	<ul style="list-style-type: none"> - Match and assess all new students - Plan and contract for additional media outreach
Month 4	<ul style="list-style-type: none"> - Begin volunteer training series #2 - Continue outreach and service hours - First quarterly progress evaluation - Final media outreach materials
Month 5	<ul style="list-style-type: none"> - Begin volunteer training series #3 - Continue outreach and service hours - Launch media outreach efforts (initial 3 month duration)
Month 6	<ul style="list-style-type: none"> - Continue outreach and service hours
Month 7	<ul style="list-style-type: none"> - Begin volunteer training series #4 - Continue outreach and service hours - Second quarterly progress evaluation
Month 8	<ul style="list-style-type: none"> - Begin volunteer training series #5 - Continue outreach and service hours
Month 9	<ul style="list-style-type: none"> - Begin volunteer training series #6 - Continue outreach and service hours
Month 10	<ul style="list-style-type: none"> - Completion of at least two volunteer training series per site - Continue outreach and service hours - Third quarterly progress evaluation, including media outreach evaluation - Begin annual student surveys (mailing and phone)
Month 11	<ul style="list-style-type: none"> - Continue outreach and service hours - Complete student surveys (phone)
Month 12	<ul style="list-style-type: none"> - Continue outreach and service hours - Complete all grant objectives and reach goal of 200 students served - Complete at least 1,000 hours of service for new Center sites
Month 13	<ul style="list-style-type: none"> - Quarterly and annual progress evaluation - Final report on grant outcomes, successes and areas and plans for improvement - Continue site services within long-term sustainability plans

3. Quality assurance and evaluation plans for the request, and plans to monitor, evaluate, and improve results

A. Evaluation of Physical Site Expansion and Updating

For the Kauai site, we will first evaluate immediate and longer-term needs, and create a pre-opening and Month 1 and Month 2 check list of all furniture, equipment, and utilities needed to begin site operation. Each outstanding item will be formally assigned to a Coordinator, Program Manager, or Executive Director, with a deadline for completion. For Kona and Wai’anae, we currently have a prioritized list of technology and site needs and will document successful addition of each item should this request be awarded. After Month 2, the same team will discuss any outstanding and future needs for the Wai’anae, Kona, and Kaua’i sites on a quarterly basis to ensure the three new sites grow to their maximum potential.

Adequate staffing is essential to the effective growth of each site, and evaluation of these ongoing expansion efforts will include 1) students served by site and effectiveness of hours for increasing services 2) usage and need for additional technology or literacy resources

within the Centers, 3) regular usage of tutoring area space, and 4) effectiveness of each Center in increasing student access to new resources and support. The benchmark for successful evaluation will be that each of the three Literacy Centers are updated and operational and have set hours, regular staffing, and program services by the end of the first quarter of the grant.

B. Evaluation of Staff Training and Knowledge

As new Coordinators complete initial and in-service trainings, and shadow the Program Manager for four to six days during the volunteer tutor training series, the Program Manager will evaluate successful completion of training, and review and affirm the Coordinators proficiency in at least seven areas: 1) accurate and respectful student assessment, 2) effective volunteer recruitment, 3) providing accurate program information to various audiences, 4) guidelines for appropriate and successful tutor-student matches, 5) knowledge to support common tutor and student needs, and 6) knowledge to use and maintain all Center resources. Beginning in Month 4 and on a quarterly basis, we will evaluate the development of the program and effectiveness of activities, including: 1) effectiveness of various outreach methods, 2) growth in Center usage statistics, 3) consistent use of new follow-up system for students, and 4) quarterly progress toward meeting proposed grant outcomes.

C. Evaluation of Outreach, Program Services, and Outcomes

Hawaii Literacy has a strong and well established system of reporting progress for Adult Literacy students, and evaluating program effectiveness from nearly 45 years of providing services for low-literacy adults and parents. In addition to measuring program service levels, we have systems to collect and evaluate 1) feedback from newly trained volunteers to monitor and improve tutor training effectiveness, 2) monthly reports from current volunteer tutors to monitor and support student progress, and 3) annual phone survey results on satisfaction and unmet needs for Adult Literacy students.

Beginning in 2016, we will also implement an additional series of follow-up and support activities for students, which will themselves be documented, and which will help to more fully track student attendance and retention rates in real time (instead of after a period end) to help identify concerns, provide new resources, and encourage continued participation for those that may need additional support to succeed. We will evaluate these efforts by increases in student retention and in reaching benchmarks of achievement described in #4 below.

Hawaii Literacy's Program Managers have a strong history of strategically growing and adapting program service to better meet the needs of clients and the community being served. Recent examples include services to address the unique needs of low-literacy parents, on-line monthly data collection system, a revised and shortened volunteer tutor certification training, and focus on technology. Each improvement stemmed from information collected during program evaluations, client surveys or 'talk storys' and community round tables. Information collected from site, training, program and student outcomes evaluations is actively reviewed and results will be reported in grant reports, as detailed in the section below.

Lastly, in this grant, we will evaluate the impact of all new media and staff outreach efforts, to determine which methods are most effective in building awareness of the availability of literacy services and the importance of literacy and reading to future success. We will track the source of information for new students as well as volunteers who join future trainings.

4. Measures of effectiveness to be reported to the State agency through which grant funds are appropriated, to provide a standard and objective way for the State to assess the program's achievement or accomplishment.

Hawaii Literacy will, with this support, achieve the following accomplishments:

- 1) Operate 3 Adult Literacy office and learning center spaces in Kona, Lihue, and Wai'anae, which will together provide at least 1,000 hours of service during the grant period.
 Measure: Confirmed operation start dates; monthly calendar of service hours by site
- 2) Offer at least 14 tutor training series annually, including at least two for each location (14 trainings series totaling 150 hours)
 Measure: Calendar of quarterly training dates and trainee sign in sheets
- 3) Provide literacy tutoring to at least 200 low-literacy adults across all sites (actual numbers served per site will be higher due to students assessed who do not enter program, one-time drop-in students, and parent and skill workshops attendees not matched with a tutor)
 Measure: Total assessments and matched Adult Literacy students by site; number of tutoring sessions by month from tutor progress reports; weekly logs of drop-in students assisted
- 4) Demonstrate student retention for at least 75% of students who begin tutoring (national averages are about 50%)
 Measure: Percent of students who begin tutoring and meet retention benchmark of 10 or more tutoring hours.
- 5) Demonstrate significant literacy level and life achievement increases for at least 75% of adults who reach the 30 tutoring hour benchmark.
 Measure: Increases in student literacy levels by completion at least 1 Skill Book level (a major student achievement milestone) or significant life outcome achievement (improved employment or wages, schooling, parenting, and daily life skills) from monthly tutor progress reports and student check-ins.

In summary, Hawaii Literacy's Adult Literacy program and the proposed expansions will help to increase access to educational help and resources for low-literacy adults across more of the state, and demonstrate positive literacy gains and life outcomes for students in the program, to help increase literacy and opportunity for those in need in Hawai'i.

III. Financial

Budget

1. Please see enclosed budget forms detailing the costs of the request.
2. Anticipated quarterly funding requests for the fiscal year 2017.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$27,176	\$22,858	\$22,008	\$19,957	\$92,000

3. Hawaii Literacy has been awarded, has applied for, or plans to seek the following sources of funding for our agency and all programs for fiscal year 2016:

Secured or Pending for FY2017 (July 1, 2016- June 30, 2017)			
Funding Source	Program	Amount requested/awarded	Status
Rose Perenin Foundation	Adult Literacy, ELL, PALs & Agency-wide	\$80,000	Awarded continued support for 2015-2017
Aloha United Way	Bookmobile/ Family Literacy Libraries	\$91,000	Awarded through 2017, amount not guaranteed
Ludwick Family Foundation	Agency-wide	\$28,500	Awarded, amount is prorated for period
Hawaii Community Foundation FLEX award	Agency-wide	\$14,000	Awarded, amount is prorated for period
City & County of Honolulu	Family Literacy Libraries	\$122,800	Awarded, support for FY2016-17
Freeman Foundation	Adult Literacy	\$12,500	Awarded, amount is prorated for period
State of Hawai'i Grant in Aid	Adult Literacy Expansion	\$92,000	Requested January 2016

Plan to Seek for FY2017			
Funding Source	Program	Amount requested/awarded	Status
Hawaii Community Foundation FLEX award	Agency-wide	\$50,000	Plan to request continued support
Clarence T.C. Ching Foundation	Family Literacy Libraries	\$25,000	Plan to request renewed support
Pizza Hut Literacy Fund	Bookmobile Program	\$22,000	Plan to request continued support
Campbell Family Foundation	Bookmobile Program	\$14,000 (est)	Plan to request
Visitor Industry Charity Walk	Family Literacy Libraries	\$2,000	Plan to request continued support
Friends of Hawaii Charities	Bookmobile Program	\$6,000	Plan to request continued support
Atherton Family Foundation	Family Literacy Libraries/ Bookmobile	\$10,000	Plan to request
Pettus Foundation	Agency-wide	\$10,000	Plan to request continued support
Hawaiian Telcom	Agency-wide	\$5,000	Plan to request continued support
Hawaiian Electric	Agency-wide	\$5,000	Plan to request continued support
TJX Foundation	Family Literacy Libraries	\$5,000	Plan to request continued support

4. Not applicable. We have not been granted any state or federal tax credits within the prior three years, and have not applied for or anticipate applying for any pertaining to any capital project.
5. We have received or been awarded and will be receiving the following government contracts and grants for program funding:

	AWARDED BY:	EFFECTIVE DATES	PROGRAM FUNDED	CONTRACT/ GRANT VALUE
1.	City & County of Honolulu Dept. of Community Services, Office of Special Projects	Application submitted in December 2015. No award has been made.	Family Literacy Libraries Program	\$ 122,220
2.	City & County of Honolulu Dept. of Community Services, Office of Special Projects	April 1, 2016- March 31, 2017	Family Literacy Libraries Program	122,800
3.	City & County of Honolulu Dept. of Community Services, Office of Special Projects	February 1, 2015- March 31, 2016	Family Literacy Libraries Program	\$ 114,833
4.	City & County of Honolulu Dept. of Community Services, Office of Special Projects	July 1, 2015- August 31, 2015	Family Literacy Libraries Program	\$ 22,270
5.	City & County of Honolulu Dept. of Community Services, Office of Special Projects	January 15, 2014- January 14, 2015	Family Literacy Libraries Program	\$ 66,810
6.	City & County of Honolulu Dept. of Community Services, Community Based Development Division (CDBG)	November 12, 2012- October 31, 2013	Family Literacy Libraries Program	\$ 113,500
7.	City & County of Honolulu Dept. of Community Services, Community Based Development Division (CDBG)	October 20, 2011- October 31, 2012	Family Literacy Libraries Program	\$ 113,500
8.	City & County of Honolulu Dept. of Community Services, Community Based Development Division (CDBG)	August 1, 2010- September 15, 2011	Family Literacy Libraries Program	\$ 103,775
9.	Office of the Governor State of Hawaii	August 2010	O'ahu In-Step STEM fiscal sponsor project in partnership with DOE	\$ 7,560

6. As of December 31, 2015, the balance of Hawaii Literacy's unrestricted current assets were \$25,604.12, including (book) inventory.

IV. Experience and Capability

A. Necessary Skills and Experience

Hawaii Literacy has been providing effective Adult Literacy tutoring services since 1971. We have helped over 6,500 adults on O'ahu and Kaua'i become more literate, self-sufficient and more successful. Our tutoring program is both well-developed and cost-effective, as we make use of trained volunteer tutors to provide the 1-to-1 support key to successfully teaching adults to read. Our curriculum makes use of the Laubach method, recognized as one of the most effective basic literacy methods for adults. Adult Literacy staff are certified by ProLiteracy, a national literacy organization that provides materials and standards for Adult Literacy programs.

Our Program Manager holds a Master's Degree in Adult education and methods, and is able to train and provide ongoing support to both part-time Coordinators and volunteers at an exceptional level. The Program Manager is particularly skilled in training methods and has offered modules on understanding the daily struggles of illiterate adults and strategies for meeting the needs of the populations we serve, including cultural awareness, working with various learning disabilities, and motivating adult learners to reach their goals. Please see the staff section for detailed qualifications.

Hawaii Literacy staff have conducted hundreds of trainings to prepare new volunteer tutors in nationally recognized adult tutoring materials and techniques. The Manager and Coordinator have a coordination structure that can be adapted for the Centers and new staff, and staff connect with volunteer tutors at least monthly to monitor tutor/student progress and needs, and are skilled in troubleshooting as needed.

In order to have the maximum amount of impact and growth in number of both students and volunteers, Hawaii Literacy partners or works directly with a variety of institutions including local libraries, transitional housing and homeless shelters, community colleges, GED prep programs, and Adult Schools, and numerous job skills and employment programs. Basic literacy skills are often a barrier for otherwise qualified students to enter many of these services, and the Adult Literacy program can and has served as a bridge service that fills that gap and provides individual support.

Hawaii Literacy also has a record of sustaining and growing new programs. We grow slowly but strategically to ensure our efforts to fill an unmet need will have benefit for years to come. This is true for this proposal, where we are requesting support to fund an expansion that will have community benefits and impact long past the grant period, and which, after the grant ends, which require a lower annual cost (less than 80% of the initial year) to maintain. For example, we began with a modest initial program on Kauai to address an unmet need on Kauai. Our program grew and now serves over 30 students a year, demonstrating our ability to run successful Adult Literacy on multiple islands. With the above training and infrastructure and your support, we can confidently expand our services and replicate and grow this success and the Adult Literacy program to reach more communities and struggling adults.

B. Facilities

The core of this request is to establish and operate three new offices and literacy centers to expand Hawaii Literacy's Adult Literacy services. The facilities we propose to establish, outfit, and staff are:

- 1) Kona, Hawai'i Island: In July 2015, Hawaii Literacy assumed operation of the existing Kona Literacy Council, via a non-profit merger, and established a Hawaii Literacy office and Adult Literacy program in the space the Kailua Learning Center (KLC) currently rents. The Kona Literacy Council fully supported the merger and the desperately needed re-development of this facility and program, as it had struggled to fund and provide services despite the high need for adult literacy and ELL services in the surrounding area. Basic facility rent and utility costs are \$5,000 annually, but initial upgrades are immediately needed to sustain a viable program. The site requires updating of all computers, which are over 12 years old, new tutoring materials and books, and new tutoring stations and office furniture, some of which we have been seeking via donation. The site is located on the first floor of a centrally located apartment building at 74-5766 Kuakini Hwy, and offers approximately 180 square feet and space for small trainings or lessons, 3 possible computer stations if equipment were available, and a small meeting or tutoring area. The landlord, Triad Management, will continue the past favorable rent agreement with a long-term lease to Hawaii Literacy. This site is appropriate because it has been known as a site for literacy help in the past, has the needed space and infrastructure for the program, and is offered long-term at a very favorable rental rate.
- 2) Kaua'i: Hawaii Literacy's Kauai Adult Literacy program has been in existence since 2006, and has slowly grown each year. The program, however, has no dedicated office or tutoring space. Supplies are currently stored at the Coordinator's home and meetings are scheduled in public places, which has been a major limitation on the program's growth and outreach. We propose to establish a public office and tutoring space at 2970 Kele Street Suite 213, Room 5 which is approximately 141 square feet in size and centrally located with parking. An open, tentative agreement is in place with HI Employment, LLC, to sublet the space within a larger office at favorable rent if funding can be secured. They have committed to Hawaii Literacy first option for the space and will provide reception and access to conference room facilities where trainings can be held. The space is currently vacant, and operation will require furnishings, some computer equipment and a modest office set up. This site is appropriate because of the central location, relatively large space and relevant building and conference room facilities available, and the favorable rental rate offered by HI Employment to support this expansion.
- 3) Leeward O'ahu: Hawaii Literacy currently offers island-wide Adult Literacy services on O'ahu, including for residents of the Leeward coast. In June 2015, a small space with convenient access, a private area for assessments, and storage was established in the Wai'anae location of Honolulu Community Action Program (HCAP). Current funding allows for only 1 partial day a week of staffing, despite student demand and need for additional days of service, and computer and internet access are also currently lacking. Funding for additional staffing and resources is essential to effectively reach and support low-literacy adults on the Leeward Coast. We also have a tentative offer of donated space in the Wai'anae Comprehensive building to expand outreach to client families, which

would also be possible only with this funding. Last, we have explored a partnership with Kamehameha Schools to bring relevant youth and parent literacy activities to families with pre-school children in the area that will require staffing.

Each site has been selected first because it meets essential program and client needs for the expansion, makes literacy services more accessible to high need and underserved populations, takes advantage of existing strong community partnerships and support, and are highly cost-effective in relation to market value rental costs.

V. Personnel: Project Organization and Staffing

A. Proposed Staffing, Staff Qualifications, Supervision and Training

The Adult Literacy Program Manager, Darci Walker will oversee program development and the proposed scope of work, and will supervise and support a new part-time Program Assistant and two part-time Center Coordinators, including the existing part-time Kaua'i Coordinator, whose hours will be increased to staff a new Center. The Program Assistant and Center Coordinators will report directly to the Adult Literacy Program Manager, who is supervised by and reports directly to the Executive Director. The Adult Literacy Program Manager, assisted by the new Program Assistant, will provide all staff and volunteer trainings, with the exception of Kauai, where a volunteer tutor trainer is in place.

Darci Walker is a well-qualified trainer and Program Manager who joined Hawaii Literacy as the **Adult Literacy Program Manager** in 2013. Darci holds a Master's of Education in Second Language Education from Concordia University, and brings experience in teaching and developing both ESL and Adult Literacy courses at community colleges, language schools, and volunteer programs. She has expertise in program recruitment and outreach, in multiple literacy assessment methods, is experienced in and responsible for matching tutors and students, providing targeted ongoing support and program development to meet the needs of adult learners. Since joining Hawaii Literacy, Darci has successfully conducted over 60 volunteer tutor trainings sessions and increased resources and in-service training opportunities and helped to increase student skill level completion by nearly 40% in the last two years. Darci's expertise and experience bring a professional training resource who can train and provide ongoing supervision and growth for all part-time Center Coordinators.

Dennis Dresser is the current **Kaua'i Adult Literacy Coordinator**, who we anticipate will assume the Kaua'i Center Coordinator role for the proposed expansion. Dennis joined Hawai'i Literacy in 2007 and, under the guidance of the Program Manager, is responsible for recruiting volunteers, conducting student assessments and outreach for services on Kaua'i, and providing ongoing student and tutor support. Dennis is also an experienced literacy tutor, and has tutored multiple students. Dennis has a successful record of program growth and student achievement, particularly in increased employment, and currently provides services for about 30 students annually without the benefits of a public office or center.

Suzanne Skjold is the **Executive Director**, a position she has held since 2008. She has 15 years of experience in non-profit management in social services and academic settings, including managing large federal grant awards, overseeing all aspects of direct service non-profit agencies, and successfully managing government awards to meet stated objectives and ensure maximum impact. Prior to joining Hawaii Literacy, Suzanne was Executive Director of the Boys & Girls

Clubs of the (Florida) Keys. She also worked in Project Administration and research with Harvard School of Public Health. Suzanne's areas of experience include program design and implementation, fundraising, grants management, data collection and analysis, staff training, and public relations and marketing. She has also overseen budgets, expenditures, and grant reporting and can effectively provide administrative direction and implementation support needed for this project.

The proposed work will require a new to-be-hired part-time Adult Literacy Program Assistant and part-time **Center Coordinator** for Kona. Job descriptions have been developed for each based on future needs and current Kaua'i Coordinator job duties, with the added duties of maintaining and operating the Centers. Per the job description, candidates will be required to have adult social services or basic education background, demonstrated ability in client outreach, capacity to recruit and support a group of volunteers, capacity and willingness to maintain the Center to best meet student needs, strong reading, writing, and communication skills, good computer skills, and strong familiarity with the community they will serve. Each full job description is available on request. Initial and ongoing training will be provided to Coordinators in administering student assessments, effective volunteer recruitment and program information presentation, making appropriate and successful tutor-student matches, supporting common tutor or student needs, and more.

B. Organization Chart

Please see attached.

C. Compensation

No individual is paid in their role as director or officer. The three highest paid employees are:

Suzanne Skjold, Executive Director (also serves unpaid as Board Secretary), annual salary of \$71,166.83

Darci Walker, Adult Literacy Program Manager, annual salary of \$42,106.00

Shayna Yatsushiro, Assistant Director, annual salary of \$41,600.00

VI. Other

A. Litigation

Not applicable. Hawaii Literacy is not party to any pending litigation or outstanding judgement.

B. Licensure or Accreditation

Not applicable. While our program staff hold nationally recognized educational credentials. No special qualifications, licensure, or accreditation are required for this program.

C. Private Educational Institutions

Not applicable

D. Future Sustainability Plan

Hawaii Literacy places a very high priority on ensuring all program growth both meets a true community need and is sustainable for the long-term. We anticipate that after the initial year of requested funding to outfit and update the proposed new Adult Literacy Centers, the portion of new funding needed to continue staffing and operating the Centers at the proposed levels will be less than 80% of the current request, and possibly less if we can secure various future services via donation, volunteer help, or private support. The Adult Literacy program is fortunate to have a long-time multi-year grant that provides a base of support for 80% of the Program Manager's time and partial rent support. Thus, we can maintain base operations and seek support from the State of Hawaii and additional private foundation sources and services in-kind to expand its reach and scope of services. If Grant-in-Aid funding is received for one year only, this project it will still have a multi-year impact as the Centers it helps to build will continue.

Our sustainability plan has three components to achieve this:

- 1) In 2015, our Board of Directors and Executive Director secured partial new support from geographically specific funding sources designated for the Adult Literacy Center in that area. We hope this partial funding will be multi-year and help to maintain the staffing and Centers proposed in this request in future years.
- 2) We plan to integrate funding requests for the Coordinator and Assistant positions into new and existing funding sources and grant applications for the Adult Literacy program and its continued growth.
- 3) Our Board of Directors makes annual strong commitments to increase overall agency fundraising and donation requests to continue to provide needed services when a grant ends or is reduced. Additionally, they will work with new Advisory Committees in Kona and Kauai to increase financial support for each Center through local bases of philanthropy, and to increase in-kind giving, as has been done successfully in the overall program.

E. Certificate of Good Standing (If the Applicant is an Organization)

Attached

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2016 to June 30, 2017

Applicant: HAWAII LITERACY, INC. *Figures include all Adult Literacy program costs, 4 locations*

BUDGET CATEGORIES	Total State Funds Requested (a)	Total Federal Funds Requested (b)	Total County Funds Requested (c)	Total Private/Other Funds Requested (d)
A. PERSONNEL COST				
1. Salaries	45,102	0	0	51,144
2. Payroll Taxes & Assessments	4,397	0	0	4,986
3. Fringe Benefits	1,530	0	0	4,470
TOTAL PERSONNEL COST	51,029			60,600
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island (PM x4, CC x4, ED x4)	2,100			
2. Insurance	350			
3. Lease/Rental of Equipment	925			
4. Lease/Rental of Space (3 locations)	10,800			7,200
5. Staff Training (incl. in salaries)				
6. Supplies (incl. new furnishing <\$500)	3,220			2,500
7. Telecommunication	1,920			
8. Utilities				
9. Lodging & per diem (10 interisland trips)	3,950			
10. Outreach costs (\$2K per island-media ads, f...)	6,000			
11. Student Literacy software/ebooks	2,400			
12. Admin. Costs (4.75%) (tax filings, background check costs, postage, bookkeeping)	4,308			5,700
13				
14				
15				
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	35,973			15,400
C. EQUIPMENT PURCHASES	4,998			
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	92,000			76,000
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	92,000	Suzanne Skjold 808-537-6706		
(b) Total Federal Funds Requested	0	Name (Please type or print) Phone		
(c) Total County Funds Requested	0	Signature of Authorized Official Date		
(d) Total Private/Other Funds Requested	76,000	Suzanne Skjold, Executive Director		
TOTAL BUDGET	168,000	Name and Title (Please type or print)		

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2016 to June 30, 2017

Applicant: HAWAII LITERACY, INC.

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
3 new computer stations for Kona Literacy Center remodel	3	\$629.00	\$ 1,887.00	
2 new computer stations for Kauai Literacy Center	2	\$629.00	\$ 1,258.00	
1 new laptop computer for Leeward office	1	\$699.00	\$ 699.00	
1 new computer station for Leeward Center	1	\$629.00	\$ 629.00	
Printer/Copier for each location	3	\$175.00	\$ 525.00	
TOTAL:	10		\$ 4,998.00	

JUSTIFICATION/COMMENTS: Equipment is urgently needed for the Kona site, as all hardware for both staff and students is over 10 years old and functions poorly. our proposal is a We hope to replace 3 new computer stations and add a printer, as well as add two station for new proposed Kauai site. All stations are made available for student use. A new laptop will be provided to Leeward staff, to allow access to Honolulu office resources. Prices are based on Dec 2015 pricing from Dell and Techsoup. Actual cost may vary slightly at time of purchase, but will not exceed total computer equipment cost request.

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

JUSTIFICATION/COMMENTS:

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2016 to June 30, 2017

Applicant: HAWAII LITERACY, INC.

FUNDING AMOUNT REQUESTED						
TOTAL PROJECT COST	ALL SOURCES OF FUNDS RECEIVED IN PRIOR YEARS		STATE FUNDS REQUESTED	OF FUNDS REQUESTED	FUNDING REQUIRED IN SUCCEEDING YEARS	
	FY: 2014-2015	FY: 2015-2016	FY: 2016-2017	FY: 2016-2017	FY: 2017-2018	FY: 2018-2019
PLANS						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
TOTAL:						
JUSTIFICATION/COMMENTS: Not applicable						

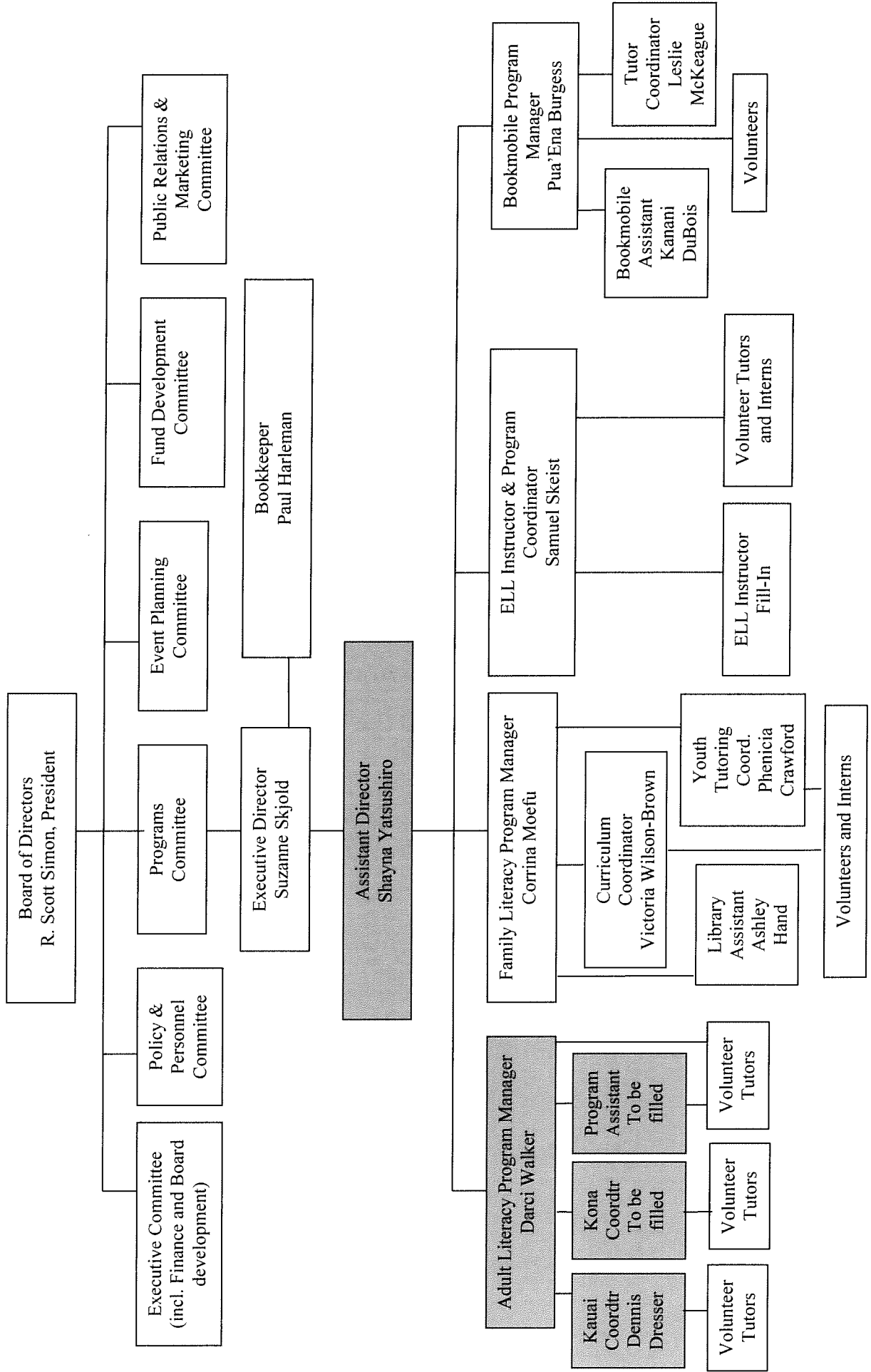
GOVERNMENT CONTRACTS AND / OR GRANTS

Applicant: HAWAII LITERACY, INC.

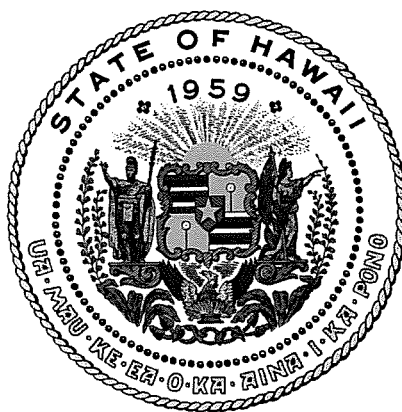
Contracts Total: 665,048

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S. / State / Haw / Hon / Kau / Mau)	CONTRACT VALUE
1	Funding to provide literacy and educational activities, book and technology access, and expand services at 2 Family Literacy Libraries in Honolulu public housing. (Family Literacy Program)	April 1, 2016- March 31, 2017	Dept. of Community Services, Office of Special Projects	City & County of Honolulu	122,800
2	Funding to increase reading time, comprehension, technology use and English skills and operate two Family Literacy Libraries & education services in Honolulu public housing. (Family Literacy Program)	February 1, 2015- June 30, 2015 & September 1, 2015- March 31, 2016	Dept. of Community Services, Office of Special Projects	City & County of Honolulu	114,833
3	Funding to operate two Family Literacy Libraries & education services in Honolulu public housing. (Family Literacy Program)	July 1, 2015 - August 31, 2015 (award from 25% cut in FY14)	Dept. of Community Services, Office of Special Projects	City & County of Honolulu	22,270
4	Funding to provide family literacy, library services, and English classes and operate two Family Literacy Libraries in Honolulu public housing. (Family Literacy Program)	January 15, 2014- January 14, 2015	Dept. of Community Services, Office of Special Projects	City & County of Honolulu	66,810
5	Funding to provide family literacy, library services, and English classes and operate two Family Literacy Libraries in Honolulu public housing. (Family Literacy Program)	November 12, 2012- October 31, 2013	Dept. of Community Services, Community Based Development Division (CDBG)	City & County of Honolulu	113,500
6	Funding to provide family literacy, library services, and English classes and operate two Family Literacy Libraries in Honolulu public housing. (Family Literacy Program)	October 20, 2011- October 31, 2012	Dept. of Community Services, Community Based Development Division (CDBG)	City & County of Honolulu	113,500
7	Funding to provide family literacy, library services, and English classes and operate two Family Literacy Libraries in Honolulu public housing. (Family Literacy Program)	August 1, 2010- September 15, 2011	Dept. of Community Services, Community Based Development Division (CDBG)	City & County of Honolulu	103,775
8	Funding as fiscal sponsor to continue Oahu in Step STEM project with DOE	August, 2010	Office of the Governor	State of Hawaii	7,560
9	<i>Information on CDBG and DOE awards prior to 2010 available on request</i>				
10					
11					

Hawaii Literacy Organizational Chart 2016



All positions in gray boxes will complete work in proposal.



Department of Commerce and Consumer Affairs

CERTIFICATE OF GOOD STANDING

I, the undersigned Director of Commerce and Consumer Affairs of the State of Hawaii, do hereby certify that

HAWAII LITERACY, INC.

was incorporated under the laws of Hawaii on 11/27/1972 ; that it is an existing nonprofit corporation; and that, as far as the records of this Department reveal, has complied with all of the provisions of the Hawaii Nonprofit Corporations Act, regulating domestic nonprofit corporations.



IN WITNESS WHEREOF, I have hereunto set my hand and affixed the seal of the Department of Commerce and Consumer Affairs, at Honolulu, Hawaii.

Dated: January 12, 2016

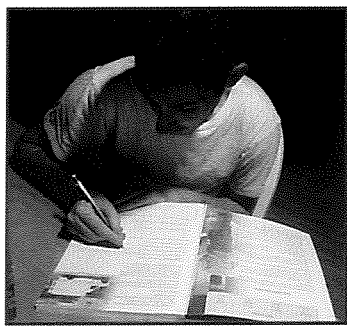
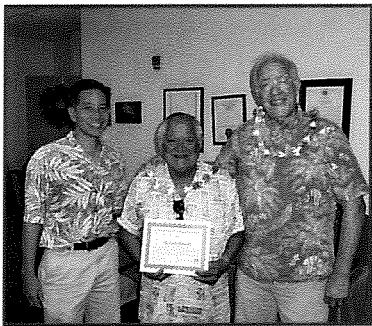


Director of Commerce and Consumer Affairs



Testimonials from students in the Adult Literacy Program

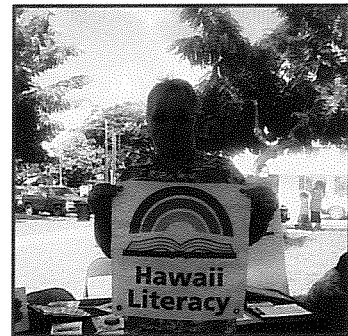
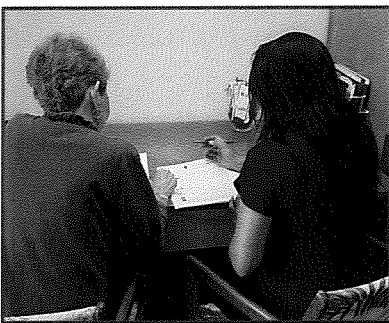
"Hawaii Literacy has helped me with reading and writing. I became excited about learning. My tutors have helped me achieve my dream... of one day earning an education. I want that dream to continue, to take advantage of other opportunities and to grow in knowledge." – R.J., age 75, father of 7 & grandfather of 14, Waimanalo



"I'm very grateful for the help I receive to achieve my goal of an AA degree from KCC" – E.G., age 50, mother of 2, Kauai

"I'm so happy I got American citizenship. My tutor helps me a lot. Thank you for your support....my dreams came true!"

– R.E., age 46, mother of 2, Wahiawa



"I started my own small business in agriculture because I can read and write now!" – N.S., age 36, mother of 2, Kauai

"Learning to read is so important to me and my goal of getting a better job and being a better mom." – S.P., age 32, mother of 1, Lihue

"I am learning how to use a computer and text! I am so happy!" – Y.C., age 62, Honolulu



It is my dream to...

It is my dream to better my education by continuing my tutoring. Since starting to study with my Hawaii Literacy tutor, I've been able to sign up for adult community school classes. I've completed four books and I'm on my last book. I will finish this class in September, and then take the master test in October. With the certificate I'll receive, I will go to a trade school where I can study auto mechanics, welding or construction. I'll learn new skills and improve what I've already learned. I want to work for a union company because the pay and benefits are better. With a better job, I would be able to support my kids and get my own house one day. It's possible and reachable.



Comments from Student Surveys 2015

Comments: I Enjoy reading and writing today to learn new things and ideas I learn what I need to know in this world I need to continue on my study. I love Literacy program it is really helping me Thank you Darci

Comments: I Fee that The Tutoring is helping me and my tutoring Lynn is very helpful I can read and spell Bether Thank you Lynn!

Im so grateful and thankful to have a tutor in my life, it helps me out alot. Thank you so much for sending this person tutor David. to help me. I appreciate for all the time he spent with me, it means alot to me and I'll never forget this experiences. Very kind helpful person.

Comments: I want to keep my tutor all the time.