

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

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

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: READ ALOUD AMERICA

Dbas: READ ALOUD AMERICA

Street Address: 1314 S. King St., Suite 1056, Honolulu, HI 96814

Mailing Address: 1314 S. King St., Suite 1056, Honolulu, HI 96814

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name LARRY LAIRD

Title Director of Operations and Grants

Phone # 808-242-8229

Fax # \_\_\_\_\_

E-mail larry@readaloudamerica.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:

**RAA's Read Aloud Program (RAP) is a Hawaii-only literacy program offered every in six evening sessions at underserved schools (Title I) to teach parents how to develop strong communication skills with their children; teach their children to love reading for both pleasure and education; limit technology as a replacement for family interaction; and develops positive attitudes and lifelong learning skills. For 2016-17, RAA will be adding a one session Mini-RAP Program for schools to consider and a 60 to 90 Minute adult/Parent Training Program.**

4. FEDERAL TAX ID # \_\_\_\_\_

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

7. AMOUNT OF STATE FUNDS REQUESTED:

FISCAL YEAR 2017: \$ 112,871.00

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 \$ 00  
 FEDERAL \$ 00  
 COUNTY \$ 00  
 PRIVATE/OTHER \$ 00



JED GAINES, PRESIDENT  
NAME & TITLE

JANUARY 21, 2016  
DATE SIGNED



## Application for Grants

### I. Background and Summary

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

Read Aloud America's Mission Statement: "Through the fun of reading and being read to, Read Aloud America promotes literacy, bonds families, and builds communities of lifetime readers." Since 1999, Read Aloud America (RAA), a 501[c] [3], has reached out to Hawaii elementary and middle school families by implementing **153 programs** and serving almost **337,650 children and adults** on Kaua'i, Maui, Moloka'i, Oahu, and the Island of Hawaii, and counts on more than 500 volunteers across the state. **No other literacy program in the United States has attracted such numbers.**

For 2016, RAA is going to expand workshop offerings to three different formats while continuing to offer the traditional Read Aloud Program (RAP). The RAP Programs are the only family literacy programs in Hawaii that are presented in six evening sessions at underserved schools. These programs teach parents how to develop strong communication skills with their children; teach their children to love reading for both pleasure and education; limit technology as a replacement for family interaction; and develops positive attitudes toward learning and lifelong learning skills. Using the same objectives as the regular RAP Program, RAA will begin offering a one session "Mini RAP" evening program for those schools who would prefer only one program each semester or each year. The third program format will be a 60 to 90 minute adult program designed especially for parents entitled Reading Aloud Tips - "Connect With Your Children With A Book!"

This new adult program focuses on family bonding and literacy with parents in high need public elementary and middle schools and will take place in the school cafeteria or auditorium. The evening will begin with all parents and children enjoying a light meal courtesy of RAA and their sponsoring partners. The school will be asked to provide child care in the library or classrooms during the adult presentation. RAA will provide the school appropriate grade level books to read to the children who attend with their parents. The presentation will include a discussion of family time together; importance of reading aloud; how to read aloud; becoming a lifetime reader; dinner together as a family; indoor and outdoor activities as a family; using the library system as a family source; discussion of RAA and other book list; use and limitation of screen activities; reading to adults from different genres such as adult books, children's books,

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poetry, newspaper, magazines and the Internet. Prize drawings will end the presentation.

Whether it is one session or six sessions, RAP is an evening family-based literacy program, hosted by public elementary and intermediate schools in some of Hawaii's most needy communities. It is a comprehensive program that involves classroom teachers, administration, students and their families. The six session RAP program includes a staff presentation, six to twelve classroom presentations, and six early evening family RAP sessions that are completed over the course of one semester. The Mini RAP program follows the same format for one session. RAP includes whole families, from infants to grandparents, so that all who reside in the home environment receive the same training, which provides them with the tools for learning to continue at home. All members of the school community are encouraged to participate, giving parents opportunities to socialize with other community members and to meet teachers, school administrators, and staff in friendly social situation.

The tone of a RAP Program is deliberately kept relaxed and informal so that participating families are not threatened or stressed. Many families who attend RAP are intimidated by the 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 values, and representation of positive role models.

During the family sessions, trained presenters work with parents and other care givers to convey fundamental reading and literacy concepts and parents learn how to become reading role models, how to read aloud to their children, and how to establish and maintain family strengthening activities. The program includes Read-Aloud breakout sessions for both children and adults and provides guidelines for the judicious use of television and other electronic media. Each RAP family builds a "Family Reading Handbook," which contains tips and resources to help them incorporate RAP's ideas and strategies into their families' daily lives. New for 2016, as part of the Family Reading Handbook, is the addition of articles pertinent to the military family. RAP families also receive suggestions on ways to sustain RAP strategies 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 promotes family engagement; communication between families; school and families; and builds lifetime readers. The school will discover 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.

Program results data as documented below come from Exit Surveys delivered to parents and students grade 3 and above at every RAP program since 1999:

#### **RAP has five goals:**

- 1. To encourage families to read to their children on a regular basis.**
  - 60% families read to their children at least 3 times a week
  - 87% families report an increase in their children's reading time
- 2. To provide resources to help families and teachers choose books and read to children.**
  - 100% families build RAA Family Reading Handbooks
- 3. To nurture a love of reading in parents and awaken a love of reading in their children.**
  - 76% parents increase their own reading time
  - 72% students increase their interest in reading
- 4. To encourage families to limit technology and read.**
  - 70% families report spending less time with electronic media
- 5. To encourage positive family, teacher and school relationships.**
  - 83% families report that RAP and reading more to their children led to positive behavior changes in the family
  - 70% students report a more positive attitude toward school
  - 78% teachers report improved home to school relationship
  - 75% teachers report positive changes in students behaviors

RAP was designed for communities with schools that have a high percentage of high need students who are often significantly behind in achievement in most academic areas and particularly in reading. Major studies over decades have provided irrefutable evidence that *Reading is the Keystone of Learning*. Students, who are competent and engaged readers, do well in all academic areas.

Students, who are not competent readers, struggle throughout their academic careers and eventually lose interest in school. (Jim Trelease, *The Read Aloud Handbook*)

Data collected from 16 years of implementing RAP has shown that as a result of the program parents are more involved in their children's learning and students have both an increased interest in reading and a more positive attitude toward school after participating in a Read Aloud America program. Families also watch less TV and spend more time with family activities. In addition, teachers report that students that have participated in RAP have increased listening span, more interest in reading and being read to, better attitude towards school, better or more confident oral reading skills, improved academic performance, and fewer discipline problems in the classroom.

### **3. The public purpose and need to be served:**

According to the National Center for Education Statistics, in 2013 Hawaii's public school students scored below the national average in almost all subject matter and grades tested, except for 4th grade math. Furthermore, in 2013 the gap in scores between the highest and lowest quintile students in reading was particularly high - 50 points for 4th graders (only 4 states have higher gaps) and 46 points for 8th graders (only two states have higher gaps). According to the Strive HI Accountability Report for 2015, only 36% of disadvantaged students and 48% of all students tested were deemed proficient in English Language Arts and Reading.

These statistics point to two critical issues - reading as paramount to academic success and the achievement gap between students from higher and lower income families. Studies show that students who are competent and engaged readers do well in all curricular areas while those who are not begin struggling in the primary grades and fall even further behind in all academic areas as they get older. Students with below grade level reading skills are twice as likely to drop out of school as those who can read on or above grade level. (*Adolescent Literacy: A National Reading Crisis*) Socio-economic status accounts for more differences in language, vocabulary and other academic skills than any other factor by far, including race and ethnicity. (*Inequality at the Starting Gate*, *Economic Policy Institute*). Countless studies have documented the disparities between students from higher and lower income households. In addition, a study by Sean Reardon in 2013 (*The Widening Income Achievement Gap*) showed that this gap has grown significantly over the last three decades. Finally, while test show that 48% are proficient in the English Language Arts and Reading, an alarming 52% or the majority of students in Hawaii have not reached the proficiency level.

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". Now more than ever there is a need for initiatives that build family engagement. RAA is one of the few programs in the state that has been able to engage families in children's learning particularly in high-need schools. RAA achieves an average participation of 54% of the student body and there is often standing room only in its family-student sessions.

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. 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.

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 (Jim Trelease, *The Read Aloud Handbook*).

#### **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 are designated special needs, which includes ESL, special education, and the economic disadvantaged. Sixty two percent of students who attend RAP receive free/reduced cost meals. Statistics such as 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 rural areas, where social services are scarce.

Child and family homelessness is at an escalating crisis. What happens in early childhood can impact for a lifetime. According to the National Center on Homeless Education the impact of homelessness on children often lead to chronic stress and trauma from frequent moves; inconsistent relationships; lack of places to play; and witnessing domestic violence and substance abuse. The stress and trauma is emotionally and cognitive damaging. In young children stress resulting from major trauma such as extreme poverty and homelessness,

can weaken the developing brain and can lead to lifelong problems.

By providing a well-established **POSITIVE** family-centered literacy program the consequences of early trauma can be prevented and society can ensure that all children are prepared for school and life success. According to the research, conducted by the Horizons for Homeless Children Organization, children who are read to from the time they are very young become better readers, do better in school, stay in school longer, and are more likely to avoid the cycle of poverty due to the lack of work-related skills. **PREVENTION is the key!**

### 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 and military impacted schools. Local residents staff the Read Aloud America offices on Oahu and Maui. Over 500 local volunteers serving their local communities support programs.

## II. Service Summary and Outcomes

### 1. Describe the scope of work, tasks and responsibilities:

With support from this state Grant in Aid and other funding sources, Read Aloud America will implement between July 1, 2016 and June 30, 2017 the following programs:

- 10 Mini RAP Programs
- 10 Adult Programs - Reading Aloud Tips – “Connect With Your Children With A Book!”
- One regular RAP Program at Hana School K-12 Complex – Twelve Sessions with one per month during the course of the 2016-17 school year. The school has applied for a 21<sup>st</sup> Century Grant which will fund eight of the twelve sessions.
- One regular RAP Program at Pu`u Kuku`i Elementary School in Wailuku. Pu`u Kuku`i is one of only three elementary schools on Maui who have not experienced a Read Aloud Program

To book the above programs Read Aloud America 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, Mini RAP and Adult Reading Aloud Tips Programs to Title I schools; which are schools with limited income populations and schools impacted by the military. In fact, throughout RAP's nearly 16-year operation, school principals consistently request RAP to come to their school, demonstrating on-going need for the program. Meetings with school administration are held, a school liaison is selected, and a faculty presentation is given to provide information to faculty and

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staff. Once The RAP dates are determined, 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 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. Trained volunteers who assist in classroom reading groups also model appropriate engagement behaviors. A unique feature at the Hana RAP Program is RAA will train high school students to serve as volunteer readers at each program. These high school students will receive Community Service hours for serving as volunteer readers.

### **Each school that hosts RAP or Mini RAP may receives the following program components:**

- One school staff presentation (RAP)
- 6-12 classroom visits (RAP)
- One to twelve two-hour RAP evening sessions (Mini RAP -1, RAP -6 to 12)
- Parent training sessions (All)
- Handouts & Registration materials (All)
- Family Reading Handbook for each family (RAP)
- RAA Annual Reading List (ALL)
- Book Swap Books at each session for children & adults (RAP)
- Trained Presenter (ALL)
- One to Three sets of 3'x12' RAP School Banners (Mini RAP - 1, RAP - 3)
- 10 Door Prizes at each Session (ALL)
- New books with each door prize for adults & students at each session (ALL)
- First Class postage for two mailings to all school families (RAP)
- Flyers and reminder memos (ALL)
- Read Aloud sessions for children by age level -Toddler through Grade 8 (ALL)
- Snacks, Drinks & Light Dinners (ALL)
- Trained Volunteer Readers (ALL)
- Trained Early Ed Specialist for Toddler Read-Aloud (ALL)
- Every child receives a free book at each session from Reading Is Fundamental (ALL)
- RAP UP! Book for each family at Session 6 or Session 12 (RAP)
- Liaison Manual (ALL)
- Session Summaries and compilations of parent comments for each session (ALL)
- Comprehensive attendance data and
- Program evaluation survey data (RAP)
- Formal School Report (RAP)



**Each school that hosts the Adult Reading Aloud Tips Program may receive the following program components:**

- One 60 to 90 minute Adult/Parent Training Presentation
- Handouts and Registration Materials
- RAA Annual Reading List
- Trained Presenter
- One 3'x12' RAP School Banner
- 10 Door Prizes
- New books as prizes
- Flyers and reminder memos
- Light Dinner

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

The Read Aloud America year is matched with the Hawaii Public Schools school year calendar. Fall programs would begin in September of 2016 and spring programs will begin in February of 2017 except for the 12 session Hana school programs, which would begin in July of 2016. Planning and preparation would be necessary in the months prior to the starting month. The Mini RAP Program has the same format as an RAP Program but is for one session only. Those timeline features that pertain only to the RAP Program are indicated in the detailed timeline as follows:

**July/August 2016**

- Each selected school site selects a School Liaison who will coordinate efforts from the school site and is the main contact for RAA staff.
- Liaison Handbook is developed for each RAP program.
- RAA Program Coordinator/Specialist meets on a regular basis with School Liaison to begin planning and preparation for the RAP program.
- Volunteers are recruited and assigned as Classroom Readers for Toddler to Grade 8.
- Books, supplies, incentives and giveaways are ordered for programs
- Beverages and Chips are ordered for programs.
- Customized RAP School Banners are designed with individualized for programs.
- Customized Reading Family Handbook printed and assembled for each program. (RAP)
- RAA presentation to school staff/faculty. (RAP)
- RAA presentation at Back to School Night and school assemblies.
- RAA Presenter will provide at each school site 6 to 12 classroom promotional sessions. (RAP)
- Promotional Activities begin at each program site.
- First of two mailings is sent home to parents. (RAP)
- School volunteers are trained.

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### **September/October/November 2016**

- RAP Programs begin at each site every other week over a course of twelve week time period (RAP - 2 sessions per month or one session monthly for 12 months).
- Families from a previous RAP Program complete a "Returning Family Survey" at RAP Sessions One or Two. (RAP)
- Registration data is updated after each program. (RAP)
- Program summary and adult evaluations are compiled and sent to each school for review.
- RAA Coordinator, School RAP Liaison and School Principal review program and make changes as needed. (RAP)
- Volunteer Readers are monitored on a regular basis.
- Second of two mailings sent home to parents (After Session III) (RAP)
- Exit survey data is completed by the schools faculty/staff, parents, and children grades three and above at RAP Session VI. (RAP)
- Schools Selected for spring programs based on Title I criteria (RAP)
- Each selected spring school site selects a School Liaison who will coordinate efforts from the school site and is the main contact for RAA staff.
- Liaison Handbook is developed for each spring program.

### **December 2016/January 2017**

- Exit Surveys are calculated and analyzed from each program.
- A School Report is produced for each school. The School Report provides the school with the compiled data from the Staff, Parent and Student Surveys, The Returning Family Survey Data and Attendance Data.
- A meeting is held between RAA and the School Principal and Liaison to review the School Report Data.
- All Supplies/Equipment are inventoried.
- All Books are inventoried.
- RAA Program Coordinator/Specialist meets on a regular basis with spring School Liaison to begin planning and preparation for the second semester RAP program.
- Volunteers are recruited and assigned as Classroom Readers for Toddler – Grade 8.
- Books, supplies, incentives and giveaways are ordered for programs
- Beverages and Chips are ordered for programs.
- Customized RAP School Banners are designed with individualized for programs.
- Customized Reading Family Handbook printed and assembled for each program. (RAP)
- RAA presentation to school staff/faculty. (RAP)
- RAA presentation at holiday programs and school assemblies.
- RAA Presenter will provide at each school site 6 to 12 classroom promotional sessions. (RAP)
- Promotional Activities begin at each program site.

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- First of two mailings is sent home to parents. (RAP)
- School volunteers are trained.

### **February/March/April 2017**

- RAP Programs begin at each site every other week over a course of 12 week time period (2 sessions per month and the six remaining one per month sessions that began in January).
- Families from a previous RAP Program complete a “Returning Family Survey” at RAP Sessions I or II. (RAP)
- Registration data is updated after each program. (RAP)
- Program summary and adult evaluations are compiled and sent to each school for review.
- RAA Coordinator, School RAP Liaison and School Principal review program and make changes as needed. (RAP)
- Volunteer Readers are monitored on a regular basis.
- Second of two mailings sent home to parents (After Session III) (RAP)
- Exit survey data is completed by the schools faculty/staff, parents, and children grades three and above at RAP Session VI. (RAP)

### **May/June 2017**

- Exit Surveys are calculated and analyzed from each program.
- A School Report is produced for each school. The School Report provides the school with the compiled data from the Staff, Parent and Student Surveys, The Returning Family Survey Data and Attendance Data.
- A meeting is held between RAA and the School Principal and Liaison to review the School Report Data.
- All Supplies/Equipment are inventoried.
- All Books are inventoried.
- Preparations begin for fall 2017 programs.
- Final Reports are provided to the State of Hawaii

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

The integrity of RAP is of critical importance to Read Aloud America, and we use a variety of ways to monitor quality:

1. Participating adults fill out evaluation forms at each RAP session.
2. Participating adults and students in grades three and up complete written end-of-program surveys.
3. Families who have participated in more than one RAP program complete an additional written survey.
4. School principals and liaisons fill out written reports at the end of each program.
5. Faculty and staff at each RAP school complete an end-of-program survey.

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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, the Director of Program/Training, and the Director of Operations/Grants 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. What are returning family parents saying about RAP?

94% say their children seem to like reading 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% say RAP provides them with helpful reading information and resources.

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

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

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

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Following are the goals and objectives that will be reported to the state agency through which grants funds may be appropriated.

Goal	Objective
To encourage families/caregivers to read to children regularly and become more engaged in their children's learning.	<ul style="list-style-type: none"> <li>▪ 50% families read to their children at least 3 times a week - <b>Achieved 60%</b></li> <li>▪ 50% families report an increase in their children's reading time – <b>Achieved 87%</b></li> </ul>
To provide resources to help families and teachers choose books and read to children.	<ul style="list-style-type: none"> <li>▪ 100% families build RAA Family Reading Handbooks – <b>Achieved 100%</b></li> </ul>
To nurture a love of reading in the adults in the family and awaken a love of reading in children.	<ul style="list-style-type: none"> <li>▪ 50% parents increase their own reading time – <b>Achieved 76%</b></li> <li>▪ 50% students increase their interest in reading – <b>Achieved 72%</b></li> </ul>
To encourage families to limit television, computer, and video time and read.	<ul style="list-style-type: none"> <li>▪ 50% families report spending less time with electronic media – <b>Achieved 70%</b></li> </ul>
To encourage positive family, teacher and school relationships.	<ul style="list-style-type: none"> <li>▪ 50% families report that RAP and reading more to their children led to positive behavior changes in the home – <b>Achieved 80%</b></li> <li>▪ 50% students report a more positive attitude toward school – <b>Achieved 70%</b></li> <li>▪ 50% teachers report improved home to school relationship – <b>Achieved 78%</b></li> <li>▪ 50% teachers report positive changes in students' behaviors – <b>Achieved 75%</b></li> </ul>

As back up documentation, the Hawaii 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 and our "Total Attendance" Form.
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.**

RAP is strategically designed to be flexible enough to serve as many schools as we can, based upon the funding we receive. We continue to receive dozens of requests each semester, from parents and schools who wish to have RAP serve their families. Because of program cost and the many request for programs we now offer three different formats of Read Aloud Programs to better meet the needs of our customers.

Throughout this past year, Read Aloud America has worked diligently to develop new sources of funding so that we may grow the level of operation to include more school RAP programs. 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 funding.

*For FY 2016-2017, Read Aloud America respectfully requests \$112,871 to provide services to an estimated 13,000 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 2016 - 2017.**

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 as follows.

<u>Quarter 1</u>	<u>Quarter 2</u>	<u>Quarter 3</u>	<u>Quarter 4</u>	<u>Total Grant</u>
\$30,000	\$26,871	\$30,000	\$26,000	\$112,871

**3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2016 - 2017:**

**Grant Funding – Not Yet Committed:**

\$10,000	Fred Baldwin Memorial Foundation Grant (will apply)
\$15,000	Atherton Family Foundation Grant (will apply)
\$15,000	HEI Charitable Foundation (will apply)
\$ 5,000	Friends of Hawaii Charities (applied)
\$15,000	AUW Community Impact Grant (will apply)
\$15,000	Flex Grant (will apply)
\$ 5,000	Central Pacific Bank (will apply)
\$ 5,000	First Hawaiian Bank (will apply)
\$ 5,000	Proceeds from “Paradise, Passion, Murder” Book Sales (1/26/16 Release date)
\$63,000	Hana Schools K-12 partner for 21 <sup>st</sup> Century Community Learning Grant (Applied)
\$25,000	RAA Fundraising Campaign
\$178,000	Total – Requested, but not yet committed

Other grant applications will be submitted as they become available. The number of RAP programs will be adjusted based on the amount of revenue available for programs.

**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.

**5. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2015.**

The balance on December 31, 2015 was \$1502.86

## IV. Experience and Capability

### A. Necessary Skills and Experience

RAA has the necessary skills, abilities, and knowledge to deliver services successfully. With a 16-year history of successfully implementing 153 programs to 337,650 children and adults, RAP has a proven process (which we call our "DNA") that specifically outlines how to run an effective RAP program.

One key to successful programs is our people – everyone from the CEO to the volunteer readers. RAA's core staff consists of two full time and four part time personnel. Two of RAA staff members are former educators with a combined experience of over 76 years as teachers and administrators. RAA has an extensive job descriptions and procedural manuals for each employee position. Each job description includes all the necessary steps in organizing and creating a RAP program. Each RAP program has a full time coordinator and a part-time assistant as well as a trained presenter, trained volunteer readers and a toddler reader with experience working with Pre-K children. The two Directors oversee and support all program aspects. The RAA coordinator and school liaison meet on a regular basis to coordinate the program. We also provide each school liaison with a Liaison Manual outlining the role of the Liaison and the RAP Program.

The RAA staff comes 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 RAA Directors shares these skills, but also has experience supervising, managing a budget, and networking in the community. Both of our Directors have a background in education and education administration. One is a certified as a School Librarian and responsible for all of the book selections. The second Director is a Reading Literacy Coach at a public elementary school.

RAA is also supported by a network of over 500 dedicated volunteers from across the state. With only limited paid staff we rely on volunteers to lower program costs and provide a needed service. RAA utilizes a wide range of volunteers in the office, reviewing books and as site readers. The school needs volunteers for registration, the book swap tables, classroom escorts, site parking, serving food and clean up. Our volunteers come from the school staff, the business community, retired teachers, military personnel, librarians, college students, service clubs and high school student organizations.

RAA has also developed partnerships with local businesses and other organizations and institutions that strengthen the program and further leverage its resources. Examples of local business partnerships are Pepsi, Frito Lay,



## Read Aloud America

Domino's Pizza, Lex Brody, Barnes & Noble, Target, Bose Systems, Macy's (Be Book Smart Campaign), and Mokulele Airlines.

Our newest partners are ten authors who write mysteries that focus on Hawaii. Because they each have a strong belief in literacy and the goals and objectives of RAA, they have each written a mystery story for a book entitled, "Paradise, Passion, Murder". All the proceeds from the book will go to support the mission of Read Aloud America.

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 35,000 times and obtain more than 4,673 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 (*Science Daily, 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 rain gutter bookshelves in eight schools on O'ahu and Maui. This Rain gutter 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 Directors regularly make presentations at Rotary Club meetings to encourage local Rotarians too become volunteer readers. During the spring of 2016, the Rotary Club of Kihei Sunrise will sponsor a one session Mini-RAP for Kihei Elementary School on Maui.

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 public libraries, at Whole Foods Stores, Savers Discount Store and Barnes and Noble.

### **B. Facilities**

RAP is conducted at public schools so all ADA requirements are met. The large

group meetings are held in the school cafeteria, and small group reading sessions take place in individual classrooms. Because it is crucial to hear the parent trainers clearly, especially during the read-aloud, and because public school speaker systems vary greatly in quality, we take our own speaker systems to the schools. Vans are used to transport supplies and equipment from the office or storage units to RAP sites.

Our central office is located at 1314 S. King Street in Honolulu, and we maintain two storage units for supplies and equipment. Our Maui staff works out of two storage units located in Kihei. These sites 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 is a member of the RAA Board of Directors.

Read Aloud Programs are coordinated by a team lead by the RAP Program Coordinator and RAP Program Assistant. In addition, each program has a Parent Presenter Trainer and a Toddler Reader. Every RAP session requires 9-15 volunteer readers and approximately 30-50 school volunteers, depending on the school's size.

The Program Directors must have exemplary written and oral communication skills, organizational skills, and experience managing staff. The Program Directors 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 Directors must have at least a bachelor's degree and relevant work experience. We are fortunate that both of our Directors have Master's Degrees in Education.

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.

## **Read Aloud America**

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

The Founder and President coordinates the actions of the Program Directors 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 the techniques of presenting themselves.

The Program Directors oversees all Program Coordinators, Program Assistants, Toddler Readers, and Volunteers. The Program Directors are present at the first two sessions a Program Coordinator leads, to offer assistance and to evaluate his or her performance. The Program Directors 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 Directors visit sessions periodically 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 is 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. Regular conference calls are held with staff. This gives staff an opportunity 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.

**C. Compensation**

Please see Budget Justification – Personnel Salaries and Wages in the Attachments section. The highest paid employee is the Director of Operations and Maui Coordinator at \$35,000 followed by the President at \$25,000 and the Director of Program at \$21,000. The above three individuals believe strongly in the Read Aloud Program and have made salary sacrifices to keep the program functioning. They will take it upon themselves to coordinate and present at all programs during the 2016-17 fiscal year. Other employees will be part time and include an office manager on Oahu, a Program Coordinator, Assistant Program Coordinator, and Toddler Reader.

**VI. Other**

**A. Litigation**

RAA has no outstanding litigation involvement, nor know of any threats of litigation.

**B. Licensure or Accreditation**

Not Applicable

**C. Federal and County Grants**

Not Applicable

**D. Private Education Institutions**

RAA will not provide grant funds to support or benefit a sectarian or non - sectarian private education institution. RAA focuses on DOE public schools with a designation as a Title I school or impacted military schools.

**E. Future Sustainability Plan**

In recent years, RAA redesigned its organizational chart and employee job responsibilities. We expanded our Community Outreach efforts in order to

spread the word of our success in developing communities of lifelong readers and learners with emphasis on family engagement. For the 2016-17 school year we have created a more diversified program with the addition of the Mini-RAP Program and the Adult Reading Tips Program. These two programs are appropriate for a school that does not have time to support a full RAP Program or a school who wants to focus on parents only.

RAA will also continue to rely on its business and other community partnerships developed over 16 years to help ensure the program's continuation. RAA has also worked to develop new sources of income. In addition to applying for grants, we have worked to develop alternative funding sources such as approaching national businesses and foundations. Finally, RAA's well-developed and documented process on our successful program model will also help ensure RAP can successfully continue over time, sustaining changes in funding and staffing that may occur in the future.

As we move forward, we are committed to: increasing our community presence, strengthening our partnerships with local business and public libraries, increasing our program success, and offering Hawai'i the most effective way of building families and lifetime readers and learners.

f. **Certificate of Good Standing**

Please see Read Aloud America's Certificate of Good Standing in the Attachments section listed as Declaration Statement.

## **Attachments**

Organizational Chart

Budget Request by Source of Funds – FY2016

Budget Justification – Personnel Salaries and Wages

Budget Justification – Equipment and Motor Vehicles

Budget Justification – Capital Project Details

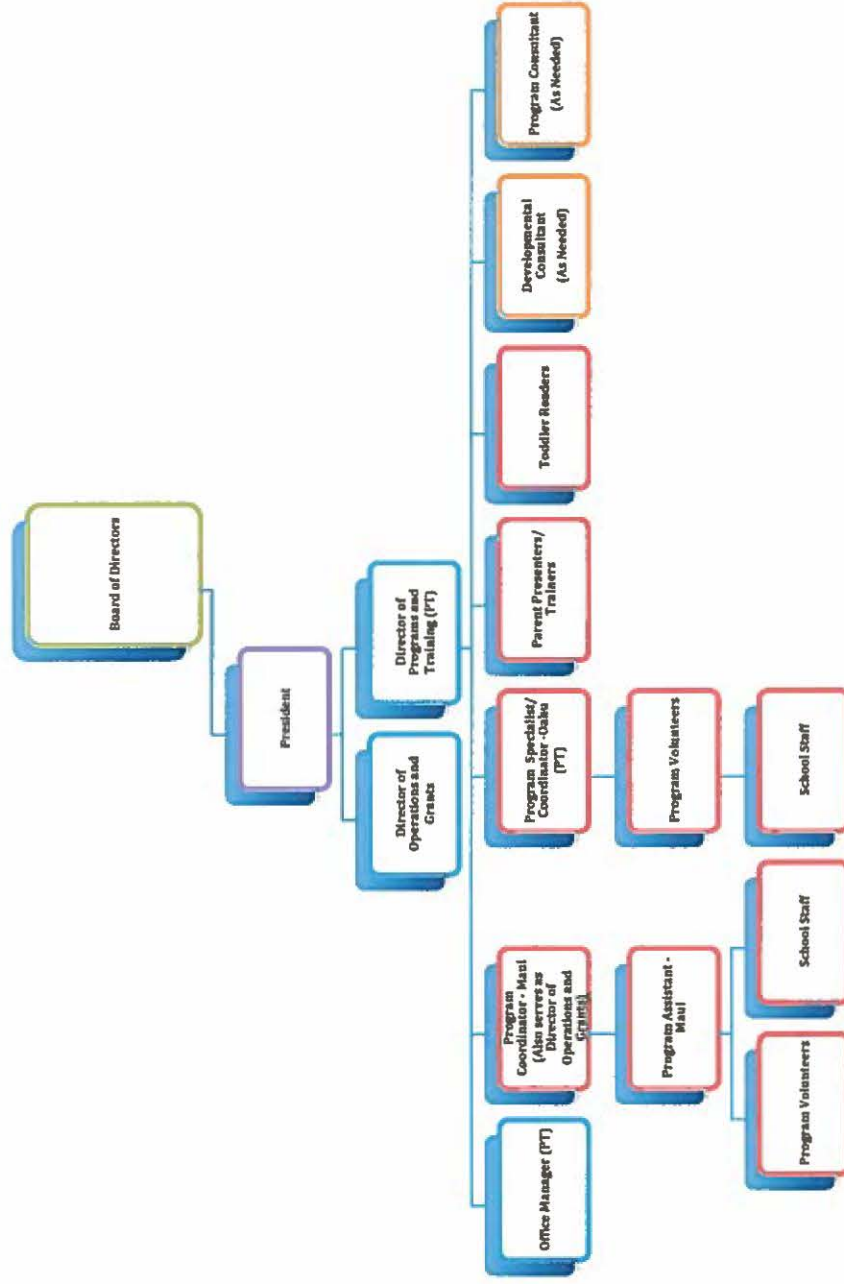
Budget Justification – Government Projects and Grants

Certificate of Good Standing

Declaration Statement

# Read Aloud America Organizational Chart

January 1, 2016



## BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2016 to June 30, 2017

Appl

READ ALOUD AMERICA

BUDGET CATEGORIES	Total State Funds Requested (a)	Total Federal Funds Requested (b)	Total County Funds Requested (c)	Total Private/Other Funds Requested (d)
<b>A. PERSONNEL COST</b>				
1. Salaries	47,000	0	0	42,845
2. Payroll Taxes & Assessments	5,852	0	0	5,334
3. Fringe Benefits	0	0	0	6,232
<b>TOTAL PERSONNEL COST</b>	<b>52,852</b>	<b>0</b>	<b>0</b>	<b>54,411</b>
<b>B. OTHER CURRENT EXPENSES</b>				
1. Airfare, Inter-Island	0	0	0	0
2. Insurance	5,187	0	0	5,188
3. Lease/Rental of Equipment	4,400	0	0	4,500
4. Lease/Rental of Space	11,432	0	0	11,432
5. Staff Training	500	0	0	500
6. Supplies	1,750	0	0	1,750
7. Telecommunication	1,000	0	0	1,000
8. Utilities	1,200	0	0	1,200
9. Postage/Freight/Delivery	600	0	0	600
10. Publications/Printing/Promotion	4,700	0	0	4,700
11. Repair and Maintenance	0	0	0	600
12. Transportation	1,400	0	0	1,400
13. Program (Books/Incentives/Giveaways)	26,600	0	0	26,600
14. Contractual Services	1,250	0	0	1,275
15				
16				
17				
18				
19				
20				
<b>TOTAL OTHER CURRENT EXPENSES</b>	<b>60,019</b>			<b>60,745</b>
<b>C. EQUIPMENT PURCHASES</b>				
<b>D. MOTOR VEHICLE PURCHASES</b>				
<b>E. CAPITAL</b>				
<b>TOTAL (A+B+C+D+E)</b>	<b>112,871</b>			<b>115,156</b>
<b>SOURCES OF FUNDING</b>		Budget Prepared By:		
(a) Total State Funds Requested	112,871	Larry Laird	808-242-8229	
(b) Total Federal Funds Requested	0	Name (Please type or print) Phone		
(c) Total County Funds Requested	0	1/20/16		
(d) Total Private/Other Funds Requested	115,156	Date		
<b>TOTAL BUDGET</b>	<b>228,027</b>	Larry Laird, Director of Operations Name and Title (Please type or print)		

## BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2016 to June 30, 2017

Applicant: READ ALOUD AMERICA

July 1, 2016 to June 30, 2017

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/Parent Presenter Trainer	1	\$25,000.00	50.00%	\$ 12,500.00
Larry Laird      Director of Operations/Grants/Maui Coord.	1	\$35,000.00	50.00%	\$ 17,500.00
Joanne Laird      Director of Program/Parent Presenter Trainer	0.5	\$21,000.00	50.00%	\$ 10,500.00
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
<b>TOTAL:</b>				<b>40,500.00</b>

**JUSTIFICATION/COMMENTS:**

The bulk of the day to day work on all levels is being completed by the above three personnel. Not only are they the President and Direc



## BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2016 to June 30, 2017

Applicant: READ ALOUD AMERICA

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

JUSTIFICATION/COMMENTS:

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

JUSTIFICATION/COMMENTS:

## BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2016 to June 30, 2017

Applicant: READ ALOUD AMERICA

N/A

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: 2014-2015	FY: 2015-2016	FY:2016-2017	FY:2016-2017	FY:2017-2018	FY:2018-2019
PLANS						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
<b>TOTAL:</b>						
<b>JUSTIFICATION/COMMENTS:</b>						

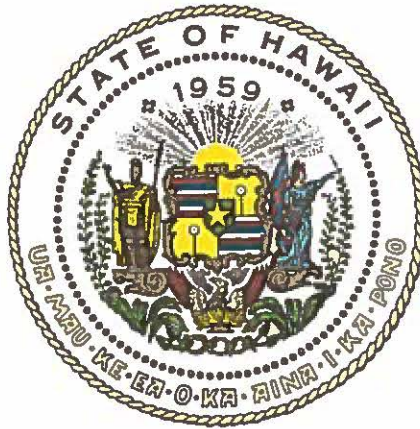
**GOVERNMENT CONTRACTS AND / OR GRANTS**

Appr

READ ALOUD AMERICA

Contracts Total:

	<b>CONTRACT DESCRIPTION</b>	<b>EFFECTIVE DATES</b>	<b>AGENCY</b>	<b>GOVERNMENT ENTITY</b> (U.S. / State / Haw / Hon / Kau / Mau)
1	N/A			
2				
3				
4				
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11				
12				
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27				
28				



## 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

READ ALOUD AMERICA, INC.

was incorporated under the laws of Hawaii on 10/30/1995 ;  
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: December 30, 2015



Director of Commerce and Consumer Affairs

**DECLARATION STATEMENT OF  
APPLICANTS FOR GRANTS PURSUANT TO  
CHAPTER 42F, HAWAII REVISIED 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 pursuant to Section 42F-103, Hawaii 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 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 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.
- 2) If the applicant is an organization, the applicant meets the following requirements pursuant to Section 42F-103, Hawaii 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 is awarded shall be conducted or provided.
- 3) If the applicant is a non-profit organization, it meets the following requirements pursuant to Section 42F-103, Hawaii Revised Statutes:
  - a) Is determined and designated to be a non-profit organization by the Internal Revenue Service; and
  - b) Has a governing board whose members have no material conflict of interest and serve without compensation.

Pursuant to Section 42F-103, Hawaii Revised Statutes, for grants used for the acquisition of land, when the organization discontinues the activities or services on the land acquired for which the grant 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 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.

READ ALOUD AMERICA  
(Typed Name of Individual or Organization)



January 20, 2016  
(Date)

Larry Laird  
(Typed Name)

Director of Operations/Grants  
(Title)