

**THE THIRTIETH LEGISLATURE
APPLICATION FOR GRANTS
CHAPTER 42F, HAWAII REVISED STATUTES**

Type of Grant Request:

Operating Capital

Legal Name of Requesting Organization or Individual: Db: Hawaii Literacy, Inc Hawaii Literacy

Amount of State Funds Requested: \$ 140,000

Brief Description of Request (Please attach word document to back of page if extra space is needed):

Adult Literacy and ELL Program Support and Service Expansion for Waipahu (O'ahu), LThu'e (Kaua'i), and Wailuku (Maui).

Amount of Other Funds Available:

State: \$ 0
Federal: \$ 0
County: \$ 0
Private/Other: \$ 138,400

Total amount of State Grants Received in the Past 5 Fiscal Years:

\$ 110,000
Unrestricted Assets: \$ 337,489

New Service (Presently Does Not Exist): Existing Service (Presently in Operation):

Type of Business Entity:

501(C)(3) Non Profit Corporation
 Other Non Profit
 Other

Mailing Address:

245 N Kukui Street, Suite 202
City: State: Zip:
Honolulu HI 96817

Contact Person for Matters Involving this Application

Suzanne Skjold

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Suzanne Skjold

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[REDACTED]

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Authorized Signature

Suzanne Skjold, Executive Director
Name and Title

January 18, 2019
Date Signed

received
1/18/19 2:25 PM JS

I. Certification – Please attach immediately after cover page

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

Please see attached document dated January 18, 2019, from the Director of Commerce and Consumer Affairs.

2. Declaration Statement

Hawaii Literacy, Inc. affirms it is in compliance with Section 42F-103, Hawai'i Revised Statutes. Please see attached declaration statement.

3. Public Purpose

Hawaii Literacy, Inc. affirms this grant will be used for a public purpose, pursuant to Section 42F-102, Hawai'i Revised Statutes, specifically to provide new, needed education and literacy services for low-income and low-literacy residents on O'ahu, Kaua'i, Hawai'i Island and Maui. Detail on the public purpose being served, services supported, target group, and costs and budget are each provided in the sections below.

II. Background and Summary

1. A brief description of the applicant's background

Hawaii Literacy is a 501(c)(3) agency currently operating on O'ahu, Kaua'i, and Hawai'i Island with the mission *"to empower Hawaii's children and adults with essential reading, writing, and lifelong learning skills to strengthen themselves, families and communities."* Founded in 1971, our five proven literacy programs annually help 3,100 low literacy (2,700 youth and 400 adults in 2018), 94% who are low-income, to build critical reading, writing, speaking, computer, school, and employment skills they need to access future opportunity and success.

Our highly effective Adult Literacy tutoring and Parents Achieving Literacy program is the first and most established in the State, and has helped thousands of 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 positive learner life outcomes.

Since hundreds of trained volunteers provide the crucial 1-to-1 attention struggling adults need, our Adult Literacy tutoring program is one of the most cost-effective and life-changing services the State of Hawai'i can help to support. We work to ensure that every child and adult in Hawai'i, regardless of socioeconomic status, has the opportunity to read and write at a level needed to become self-sufficient, improve income and opportunity, reduce crime and homelessness, and end cycles of under-education and poverty.

2. The 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 the tens of thousands of local adults and children who face enormous barriers because they can not read. In 2019, the Adult Literacy tutoring and English Learner (ELL) programs will serve over 400 low-literacy, low-income adults and help hundreds of children living in low-income families.

We will provide free and accessible literacy services, dedicated 1-to-1 help, ELL classes, and 4,000 tutoring hours to help high-need adults and parents build basic reading, writing, and listening skills, work toward their life goals, achieve better employment and quality of life, and provide targeted help for low-literacy parents to assist their own children in reading and schoolwork. This proposal has two critical goals to bring this cost-effective service to those in need across Hawai'i, which cannot be accomplished without this requested support.

1) To expand statewide literacy services and volunteer tutor training by developing three new literacy centers in Waipahu (O'ahu), Līhu'e (Kaua'i), and Wailuku (Maui). Each has been identified as a high need area for literacy and English language services in the state. This request will support basic site operation costs and part-time staffing to provide dedicated drop-in service schedules, initial and follow up assessment and tutoring help for low-literacy adults to increase basic reading, writing, and/or English skills, and additional services for low-literacy parents to identify families needing more intensive supports or referrals; and

2) To support expansion of key services, including literacy tutoring, outreach and referral services for low-literacy adults, English language classes, state-wide volunteer training and Parents Achieving Literacy (PALs) workshops and resources to broad populations and parents of public school youth near the proposed sites in Waipahu and Wailuku, as well as in Wai'anae, Honolulu, Līhu'e, and Kona to increase outreach and awareness of available Adult Literacy services, increase volunteer tutor recruitment, and expand partnership with state agencies and non-profit service providers who serve adults and parents with literacy needs.

3. The public purpose and need to be served

In Hawai'i, the numbers are sobering: 1 in every 6 adults (16% of the adult population) cannot read or write at a basic level. This means about 155,000 adults in the state are considered "functionally illiterate" (National Assessment of Adult Literacy, U.S. Dept of Ed, 2003). Literacy costs local and federal governments and businesses an estimated \$230 billion annually. In Hawai'i that translates to a direct cost of over \$5,100 per year for each adult unable to read or write. Literacy is truly fundamental to success in life, deeply and persistently impacting access to education, economic development, and life outcomes.

When a person struggles with reading and writing, social impacts are profound. A person who cannot read and write struggles to know their rights, to vote, to find work, to pay bills, and to secure adequate housing. They may also have low self-esteem and feel shame, fear, and powerlessness. Even by age 8 or 9, people who struggle with basic reading skills feel ostracized from peer environments, avoid situations where they may be "found out," and feel unable to fully

participate in their community. Poor literacy skills lead to generational poverty, an overburdened school system, higher crime rates, increased healthcare and state assistance costs, under- and unemployment, and homelessness (*The Economic Impact of the Achievement Gap in America's Schools*, McKinsey & Company).

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. About 60-70% of men and women in prison cannot read or write at a basic level (National Institute for Literacy, 2008), and adults who cannot read or write are at far higher risk of homelessness, incarceration, and substance abuse. Children raised by parents with low literacy skills enter school unprepared and face early reading and writing problems that are difficult to overcome.

Evidence shows short-term and long-term economic gains for governments, communities and families when adult literacy is increased. Such skills are absolutely essential to any long-term solution to our State's most challenging issues. "Literacy permeates all areas of life, fundamentally shaping how we learn, work, and socialize. Literacy is essential to informed decision-making, personal empowerment, and community engagement. Communication and connection are the basis of who we are and how we live together and interact with the world" (Dwyer, 2018). Our Adult Literacy program helps parents and adults improve their own lives and the lives of their children. Research has proven that utilizing volunteer tutors to teach adults to read and write is literally one of the most effective and cost-efficient interventions available to alter the course of these personal, social, and economic conditions.

4. Describe the target population to be served

While it is often assumed that adults who are illiterate are mostly immigrants, about 65%-70% of all adults in Hawai'i 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. 1-to-1 attention is crucial for literacy progress, and well-established as a most effective practice in national research to help adult learners. Often low-literacy adults and parents also need help to work toward very specific life goals, typically related to employment or helping family. While demographics vary between the three proposed Literacy Center 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 25% are Hawaiian or part-Hawaiian, 20% are Pacific Islander other than Hawaiian, 25% are of Asian descent, 19% are Caucasian, and 11% identify with multiple races or are not known.

All 400+ adults we will serve with your support share one trait in common—a deep desire to better themselves and build the skills they know will improve their situation, and often, the

situation of their children. "When individuals learn how to read, write, do basic math, and use computers, they have the power to lift themselves out of poverty, lower health care costs, find and keep sustainable employment, and ultimately change their lives" (ProLiteracy, 2018).

5. Describe the geographic coverage

This proposal is designed to meet the great need for literacy programs and services in Waipahu (O'ahu), Līhu'e (Kaua'i), and Wailuku (Maui), each documented from community data and partner discussions. State funding will allow us to fill a gap where no other similar services exist and provide significant and effective adult and family literacy services in each location, strengthening and expanding accessible and free Adult Literacy tutoring programs statewide.

III. Service Summary and Outcomes

1. Describe the scope of work, tasks and responsibilities

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

- 1) Secure three program spaces in high-need areas and add the physical resources (computers, furniture, books, literacy materials, and utilities) needed to supply and successfully open and operate three new Adult Literacy Center spaces in Waipahu (O'ahu) public housing, Wailuku (Maui), and Līhu'e (Kaua'i);
- 2) Staff each of these proposed new Adult Literacy Centers on each island for outreach, assessment, training and tutoring activities to reach all increased literacy outcomes listed below:
 - **Waipahu:** a new part-time Adult and Family Literacy Coordinator (24 hours per week)
 - **Wailuku:** a new part-time Adult Literacy Coordinator (19 hours per week)
 - **Līhu'e:** an expanded part-time Adult Literacy Coordinator (21 hours per week);
- 3) Provide at least 1,500 set weekly service and drop-in hours for low-literacy adults across three new Adult Literacy Center sites and the existing Wai'anae and Kona sites (separate from individual tutoring hours);
- 4) Provide at least 4,000 tutoring hours to help high-need adults and parents build basic reading, writing, and listening skills; and provide direct ongoing support for tutor-learner pairs
- 5) Provide at least 6 new certified volunteer tutor trainings (2 or more per newly added site), and train at least 60 new literacy volunteers to serve low-income parents and adults in Waipahu, Kaua'i, and Wailuku areas in 2019-2020,
- 6) Offer additional literacy training and locally based staff support for the islands of O'ahu, Kaua'i, Hawai'i Island and Maui, and specifically expand services and outreach in Waipahu, Wailuku, and Līhu'e.
- 7) Increase the number of low-literacy or English Language Learner adults receiving needed literacy, English and workforce readiness services to at least 400 adults annually and provide weekly ongoing one-to-one tutoring services, parenting support, and workforce readiness help statewide, with a focused expansion in Waipahu, Līhu'e, and Wailuku;
- 8) Support work at current and new program sites specific to this GIA request with a Literacy Program Manager (6 hours per week) for program implementation, reporting and oversight;

9) Increase targeted staff efforts for learner retention and greater literacy outcomes, and meet the benchmarks for adult student retention and achievement described in Section #4 below.

The Coordinators for each of the three new sites (outlined above) and the Literacy Program Manager will allow for new regular program hours, which will benefit outreach recruitment in the targeted areas as well as across their respective islands, and dramatically increase access to literacy and technology resources, greater volunteer support, and a learner check-in system to help to identify pairs that may benefit from more intensive support.

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

Tasks and Responsibilities by Position	
Literacy Center Coordinators	<ul style="list-style-type: none"> - Assist with set-up and operate Centers in Waipahu, Līhu'e, and Wailuku. - 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 - Lead trainings for Waipahu, Wailuku, and Līhu'e - Design and lead media outreach efforts for each new location - Provide guidance for matches needing specialized support - Hold responsibility for accurate and meaningful data collection and outcomes, including student retention and progress - Ensure follow up system for client retention and outcomes is in place at each site - With Center Coordinators, directly contact all students on set schedule - Actively research and provide 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 Coordinators - 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 proposed grant outcomes are met

	- Support new multi-island partnerships and Advisory Committees
Board of Directors	- 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
Finance Manager	- Provide budgetary management and oversight for all GIA grant related accounting and financial activity - Track all GIA grant related payroll accounts, payments and expenses - Assist in financial reporting and maintain all GIA contract related records
Advisory Committees	- Help develop local program awareness and support media and outreach campaigns - Help provide resources and volunteers, and develop partnerships - Guide program direction and services to best meet needs of the local community - Collaborate with staff and Board of Directors for successful, sustainable outcomes

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

Month	Activities and Outcomes
Month 1	- Finalize site leases or agreements for Waipahu and Maui - Acquire needed furniture and equipment (donated or purchased) and installation - Develop grant work plan for new Coordinator positions - Identify new Advisory Boards to guide efforts and support
Month 2	- Establish 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 - Convene founding Advisory Boards
Month 3	- All Centers are staffed and operating on set schedule - Begin volunteer training series #1 - Continue outreach and service hours - Identify and develop additional community partners and referral sources - Match and assess all new students - Plan and contract for additional and new media outreach
Month 4	- Begin volunteer training series #2 - Continue outreach and service hours - First quarterly progress evaluation - Final media outreach materials - Convene Advisory Board, identify additional potential members
Month 5	- Begin volunteer training series #3 - Continue outreach and service hours - Launch round of media outreach efforts
Month 6	- 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"> - 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"> - Completion of at least two volunteer training series per site, with at least 60 new tutors trained in the program - 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 400 total Adult Literacy and ELL learners served - Complete at least 1,500 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. Describe its quality assurance and evaluation plans for the request

A. Evaluation of Physical Site Expansion and Operational needs

Hawaii Literacy has in place a staff team, including the Executive Director, Adult Literacy Program Manager and Board members, who have created a site needs checklist to evaluate minimum requirements for any potential space. The plan has also prioritized the opening and operation of new sites in Wailuku and Waipahu. For Maui, the Millyard Plaza complex has been identified as a top location, due to bus line access and close proximity to social services low-literacy adults often require. In Waipahu, a potential centrally located site has been identified off Farrington Highway near Waipahu Intermediate and Waipahu I public housing.

In addition to the site needs checklist, a separate operational needs checklist to evaluate progress on immediate and longer-term needs is in place. The site requirements list will be used in securing the 3 proposed sites, with the help of community partners in Waipahu and Līhu'e, with evaluation being completed as sites are secured and set up for operation during Months 1-3. This will include acquiring all furniture, equipment, and utilities needed to begin site operation. For Waipahu and Līhu'e, we have additional priorities for technology and site needs, that we anticipate aligning with DOE English language program efforts.

The launch team will document successful addition of each item should this request be awarded, and meet after Month 2 to discuss any outstanding or future needs for each site and will review each on a quarterly basis to ensure the three new sites grow to their maximum effectiveness, use, and community engagement.

Benchmarks for successful evaluation for the new Adult Literacy Centers are:

- 1) Three secured and operational sites, with regular service hours, appropriate resources and technology, and adequate and trained staff
- 2) Set benchmarks for adult learners served by site, and regular use of tutoring area space;
- 3) Demonstrated appropriate scope of services, including usage and addition of technology or literacy resources within the Centers and effectiveness of each Center in increasing student access to new resources and support; and
- 4) Measurable literacy gains are made by individuals receiving services at the Center.

It is expected benchmarks for initial program services will be met by the end of the first quarter.

B. Evaluation of Staff Training and Knowledge

Adequate and well-trained staff are essential to the effective growth of Adult Literacy services for each community and site, and evaluation includes:

- 1) Evaluation of minimum requirements and experience for role for each new hire
- 2) Successful completion of the training plan for each site Coordinator
- 3) Operation of regular site hours and meeting benchmarks for outreach and adult learners assessed and served

The Program Manager has strong work and education experience in Adult Education and literacy training and will be responsible for providing and evaluating the Coordinators' initial and in-service trainings, including mastery of the volunteer tutor training series, and review and affirm the Coordinators proficiency in at least seven areas:

- 1) accurate and respectful student assessment;
- 2) effective volunteer recruitment;
- 3) proficiency in providing effective and engaging volunteer tutor training;
- 4) providing accurate program information to various audiences;
- 5) guidelines for appropriate and successful tutor-student matches;
- 6) knowledge to support common tutor and student learning needs; and
- 7) knowledge to use and maintain and instruct others on use of all Center resources

Beginning in Month 4 and on a quarterly basis, the program staff team of Coordinators, the Learner Services Coordinator, and Program Manager will evaluate program effectiveness and growth, including evaluation of the:

- 1) effectiveness of various outreach methods;
- 2) data relating to growth in Center usage;
- 3) results of consistent follow-up (check in) systems for new learners;
- 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 five decades 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 & improve tutor training effectiveness
- 2) monthly reports from current volunteer tutors to monitor and support student progress
- 3) annual phone survey results on satisfaction and unmet needs for Adult Literacy Learners.
- 4) data from set interval learner check-ins to evaluate real-time attendance and retention rates, stated learner needs, and document staff interventions, and outcomes
- 5) learner progress on achieving measurable literacy gains and reaching life goals.

Hawaii Literacy Program Managers and Coordinators have a strong history of strategically growing and adapting program service to better meet the needs of clients and the community being served. Examples include:

- services to address the unique needs of low-literacy parents;
- online monthly data collection system;
- a revised and shortened volunteer tutor certification training; and
- focus on technology and the workforce and network needs of Adult Learners.

Each improvement has stemmed from information collected during program evaluations, client surveys, focus group 'talk stories', staff evaluation, and community round tables. Information collected from site, training, program and student outcomes evaluations will be actively reviewed and results shared in grant reports, as detailed in the section below.

Finally, we evaluate ongoing and new outreach efforts. We track the number of referrals that come from each source or community partner, where both volunteers and learners heard of our programs, and maintain lists of all outreach activities and dates of last contact.

4. List the measure(s) of effectiveness that will be reported to the State agency through which grant funds are appropriated (the expending agency)

Hawaii Literacy will, with support from this GIA application, achieve the following:

- 1) Open and operate 3 new Adult Literacy Centers spaces in Waipahu (O'ahu), Lihu'e (Kaua'i), and Wailuku (Maui), which with the existing Wai'anae and Kona sites, will provide at least 1,500 hours of service during the grant period.

Measure: Confirmed operation start dates; monthly calendar of service hours by site

- 2) Offer at least 18 tutor training series annually, including at least two for each new proposed location (6 new trainings for a total of 18 trainings series equalling 180+ training hours) to train at least 60 new volunteer tutors.

Measure: Calendar of quarterly training dates and trainee sign in sheets for total attendance

- 3) Provide literacy tutoring to at least 400 low-literacy adults across sites (actual numbers served per site will be higher due to students assessed, 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, and sign in for parent workshops or activities.

- 4) Provide at least 4,000 tutoring hours to help high-need adults and parents build basic reading, writing, and listening skills.

Measure: Total volunteer Adult Literacy tutoring time in reading and writing provided both one-to-one and within ELL classrooms

- 5) Demonstrate student retention for at least 70% of students who begin tutoring (national averages are under 50%).

Measure: Percent of learners who begin tutoring and meet retention benchmark of 10 or more tutoring hours.

- 6) Demonstrate significant literacy level and life achievement increases for at least 70% of adults who reach the 30 tutoring hour benchmark.

Measure: Increases in student literacy levels by completion of 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.

This overall expansion plan is designed to meet a massive need for free, accessible, client-centered literacy services for the tens of thousands of adults in Hawai'i who can not achieve their goals and effectively support their families because of a lack of literacy or basic English skills. This proposal and the proven effectiveness of Hawaii Literacy's adult programs stem from significant research showing that:

- Literacy is at the core of having the opportunity for a better life, and it is never too late for an adult to learn to read and write;
- Well-trained, dedicated volunteers can successfully and cost-effectively teach large numbers of adults to read and write; but access to regular staff expertise and support is essential for long-term success
- The most effective way to help children become successful students and reduce their chance of living in poverty is to increase the education and literacy level of their parents.
- Ongoing assessments provide strong measures of literacy gains and educational achievement;
- Stronger literacy skills are a key factors in hiring decisions and are positively correlated with earnings. In many cases, gains can be measured in less than one year.
- That greater literacy is key to building stronger families and communities.

From the point of view of the adults we will serve, successful outcomes and effectiveness will mean they now possess the literacy skills necessary to access knowledge and opportunity to realize their full potential. This will for many of the 400 adults we will serve include progress in:

- securing a General Equivalency Development (GED) high school diploma;
- obtaining adequate literacy skills for employment;
- learning to use technology;
- enrolling in and completing job training programs or higher education programs; and/or
- being able to support their own children in becoming readers and stronger students.

In summary, the Hawaii Literacy Adult Literacy program and the proposed expansions will help to increase access to educational help and resources for low-literacy adults across much of the State, and will demonstrate measurable positive literacy gains and life outcomes for learners in the program, to help increase income, reduce state dependence and build greater literacy and opportunity for those in need in Hawai'i.

IV. Financial

Budget

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

- a. Budget request by source of funds (attached page 6)
- b. Personnel salaries and wages (attached page 7)
- c. Equipment and motor vehicles (attached page 8)
- d. Capital project details (attached page 9)
- e. Government contracts, grants, and grants in aid (attached page 10)

2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2020

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$28,500	\$32,500	\$39,500	\$39,500	\$140,000

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2020.

Intended Funding for Fiscal Year 2020			
Funding Source	Program	Estimated Amount	Status
State of Hawai'i Grant-in-Aid	Adult Literacy Expansion	\$140,000	Requested
Rose Perenin Foundation	Agency-Wide Support	\$30,000	Ongoing annual support to be requested Jan 2019
Rose Perenin Foundation	Adult Literacy restricted	\$50,000	Ongoing annual support to be requested Jan 2019
Aloha United Way	Agency-Wide Support	\$15,000	Support from annual workplace giving (2018 figure)
Hawai'i Community Foundation (FLEX)	Agency-Wide Support	\$49,000	Secured
City & County of Honolulu	Family Literacy Libraries	\$125,000	Pending request awarded in March 2019
Freeman Foundation	Adult Literacy Support	\$30,000	Ongoing annual support to be requested in Aug 2019

Atherton Family Foundation	Adult Literacy Expansion	\$12,000	Intend to request - new support
Dorrance Family Foundation	Adult Literacy (Hawai'i Island only)	\$20,000	Intend to request - new support
Clarence T.C. Ching Foundation	Agency-Wide Support	\$18,000	Intend to request
Pizza Hut Literacy Fund	Bookmobile Expansion	\$25,000	Secured
First Hawaiian Bank Foundation	Bookmobile Expansion	\$12,000	Pending request
Campbell Family Foundation	Bookmobile Support	\$7,500	Intend to request continuing support
Visitor Industry Charity Walk	Family Literacy Libraries	\$3,000	Ongoing annual support to be requested
Friends of Hawaii Charities	Bookmobile & Peer Tutoring Support	\$8,500	Ongoing annual support to be requested
Pettus Foundation	Agency-Wide Support	\$10,000	Pending request
Hawaiian Telcom	Agency-Wide Support	\$5,000	Intend to request continuing support
Hawaiian Electric Company	Agency-Wide Support	\$10,000	Secured
TJX Foundation	Family Literacy Libraries	\$5,000	Ongoing annual support to be requested
Irvin Stern Foundation	Adult Literacy Support	\$20,000	Intend to request - new support
Local Initiatives Support Corporation	Agency-Wide Support	\$40,000	Intend to request - new support
May & Stanley Smith Charitable Foundation	Adult Literacy Support	\$12,000	Intend to request - new support
Office of Hawaiian Affairs	Bookmobile & Peer Tutoring Project	\$88,000	Pending request
Bank of Hawaii Foundation	Bookmobile	\$8,000	Intend to request - new support
Sullivan Foundation	Youth & Education	\$10,000	Pending request

4. **The applicant shall provide a listing of all state and federal tax credits it has been granted within the prior three years**

Prior Years Tax Credits			
Type	Description	Year	Amount
State	None	N/A	N/A
Federal	None	N/A	N/A

5. **The applicant shall provide a listing of all federal, state, and county government contracts, grants, and grants in aid it has been granted within the prior three years and will be receiving for fiscal year 2020**

Federal, State, and County Government Contracts, Grants, & Grant-in-Aid					
Applied	Fiscal	Type	Description	Status	Amount
2016	2017	City & County of Honolulu Grant-in-Aid	Family Literacy Libraries Program	Awarded	\$122,220
2017	2018	City & County of Honolulu Grant-in-Aid	Family Literacy Libraries Program	Awarded	\$125,000
2018	2019	City & County of Honolulu Grant-in-Aid	Family Literacy Libraries and Youth Tutoring Program	Awarded	\$125,000
2018	2019	State Grant-in-Aid	Bookmobile Expansion Program	Awarded	\$110,000

6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2018

Balance of Unrestricted Current Assets	
Balance as of December 31, 2018	\$ 337,489

V. Experience and Capability

1. Necessary Skills and Experience

For nearly 50 years, Hawaii Literacy has focused on helping individuals with low literacy skills, and our Adult Literacy program has been a part of this essential work since the beginning. Our team has decades of combined experience in successfully helping underserved adults, youth and families measurably increase their knowledge, access to resources, and reading, writing and communication skills to succeed in school, find work, or help their own families.

Hawaii Literacy has worked consistently in lower-income communities and public housing developments and has built trust, long-time relationships with community members and a strong network of service providers across the islands, and we have unique expertise in effectively training and overseeing training hundreds of volunteers to provide the 1-to-1 help that is essential to helping a struggling adult become literate.

Our five programs are aligned with best educational practices and collectively offer critical reading, writing, communication, technology, school readiness, and workforce skills for more than 3,100 low-income, struggling readers each year. In 2018, nearly half of those we served (1,689 individuals) identified as Hawaiian, and 94% were low-income.

Our experience includes operation of two Family Literacy Libraries in public housing for over 20 years; a successful Bookmobile program which began in 2001 and has a long record of effectively addressing literacy needs and book access in underserved areas of O’ahu, provision

of English language learner classes at 5 current sites, and providing Adult Literacy tutoring across O'ahu, Kaua'i, and Kona that has helped thousands of adults and parents become literate, self-sufficient, and successful.

Our staff has long experience in supporting 1-to-1 models of adult learning and in using a phonics-based curriculum and Laubach method, recognized as one of the most effective basic literacy methods for adults. Our Adult Literacy staff are also certified by ProLiteracy, a national literacy organization that provides materials and standards for Adult Literacy programs. Please see the Personnel section below (VI) for detailed qualifications of staff.

Hawaii Literacy staff have conducted hundreds of trainings to prepare new volunteer tutors in nationally recognized adult tutoring materials and techniques and have structures to support and expand the program to the new high-need sites identified and to expand the capacity and reach of the program to better address the need for literacy services for adults in Hawai'i.

Hawaii Literacy's staff, both program and management, have strong experience and actively seek to partner and work directly with a variety of institutions including State agencies. Hawaii Literacy recently completed a new Memorandum of Understanding with the Department of Public Safety to expand the literacy tutoring model to help individuals currently in two prison sites (Halawa and Waiawa) as well as a soon-to-be-completed MOU with the Hawai'i State Public Libraries, to formalize current partnerships in youth programs and expand the availability of free adult literacy services within public library branches.

Our staff also has developed and maintained strong partnerships with dozens of transitional housing sites and homeless shelters, several community colleges, GED prep programs, the Community Schools for Adults, 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 for State agencies, educational institutions and local partners. This GIA support will dramatically increase our ability to continue to offer literacy services that help to make other state efforts more successful, and provide individual client support that may be possible in other programs.

Last, Hawaii Literacy has a record of sustaining and growing new programs. We grow slowly but strategically to ensure our efforts to fill an unmet need are sustainable and will have benefit for years to come. We have successfully expanded the Adult Literacy program to open new program offices in the past, including Kona in 2015 and Wai'anae in 2016. Both continue to operate and to grow services. Our experience shows we can successfully deliver the expansion outcomes on this proposal and provide measurable community benefits and impact long past the grant period. After this grant ends, operation will require a lower annual cost (less than 80% of the initial year) to maintain. With the above expertise and infrastructure in place and your support, we can confidently expand our services and replicate this success, and serve hundreds of struggling adults and families in the identified communities, particularly Waipahu, Līhu'e and Wailuku and the surrounding areas.

2. Facilities

The core of this request is to establish and operate three new literacy center offices to expand Hawaii Literacy's Adult Literacy services to serve 400+ individual adults, and their children and families. The facilities we propose to establish, outfit, and staff are:

1) Waipahu: Hawaii Literacy, in partnership with DOE Waipahu complex services, is committed to expanding needed adult and family services to serve Waipahu residents. We are currently in discussion with DOE staff at Waipahu Intermediate School to expand adult and family literacy programs and a possible site has been identified at 94-133 Pupupuhi St, Waipahu in a shared social services and community center space also used by Weed & Seed, and one of our close partners, the Chuuk Language and Culture School. Hawaii Literacy would provide both after-school youth and family programs, and, if secured, would expand to provide Adult Literacy outreach, assessment, and available tutoring space. This site is appropriate for these needs, as it is located on an easily accessible area in proximity to low-income populations with a high need for literacy and learning services. It also provides access to existing shared technology resources. Hawaii Literacy would take responsibility for further developing the resources of the site, including the addition of a community lending library, parent resources, and expanding hours of service. It would also provide all assessment and tutoring materials and books, as well as new tutoring stations and office furniture. This identified site is located on the first floor of a centrally located apartment building, and offers approximately 400 square feet and space for small trainings or lessons, 4 computer stations, and private meeting or tutoring rooms. This site is also very cost-effective as it will be shared with existing state and private service providers.

2) Wailuku: We have identified and have placed a tentative request for a new program and office space in Wailuku in Millyard Plaza, 220 Imi Kala, Wailuku. The space is part of a shared office, with a private office, shared conference room facilities, waiting room, and kitchenette. It is appropriate because staff have completed an area assessment and determined that many existing and likely service and referral partners are located nearby, including Kamehameha Schools community outreach programs, who in the past have offered to host volunteer tutor trainings at their nearby facilities. The site is also directly on the bus line and several state agencies that serve our target population are located on the same block or plaza. There is also free parking and the space is newly renovated and welcoming for potential learners. Securing this site will require new funding support, and will also require about \$2,400 in one-time costs for a new computer station, tutoring station, books, and storage.

3) Līhu'e: Hawaii Literacy's Kaua'i 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 are currently seeking an appropriate space in the Līhu'e area, and while none has been secured, we have identified the community office at St. Michaels and All Angels Episcopal Church as a top choice, with several additional private office options in Līhu'e or Kapa'a identified as back-up. The hoped for space is centrally located at 4364 Hardy St. We have met with St. Michaels staff

and are on a waitlist for an appropriately sized space to become available at this location. The office spaces are easily accessible, near other relevant social services and provide favorable rent for non-profit services.

Additional existing facilities available:

Services will also be provided from our main Adult Literacy office at 245 N. Kukui St **Honolulu**, in family literacy centers in **Mayor Wright Homes and Kuhio Park**, at two Drop-In ELL centers at Kaumakapili Church and St. Peter's Church, and at the **Leeward O'ahu** Adult Literacy office established in the Wai'anae location of Honolulu Community Action Program (HCAP), which provides a small space with convenient access, a private area for assessments, and storage. We also have a tentative offer of donated space in the Wai'anae Comprehensive building to expand outreach to client families, which would be explored if this funding is successful. Last, we have a dedicated office and tutoring space that serves the **Kailua-Kona and the Kona Coast**, located Bougainvillea Plaza, 75-5656 Kuakini Hwy, 102B, Kailua-Kona.

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.

VI. Personnel: Project Organization and Staffing

1. Proposed Staffing, Staff Qualifications, Supervision and Training

The Adult Literacy Program Manager, Justin Jansen, is a well-qualified literacy expert and volunteer trainer who joined Hawaii Literacy in June of 2016. He holds a Bachelor's Degree in Communications, with an emphasis on Intercultural Communication, from University of Northern Iowa and has management and training experience to train and provide ongoing support and oversight for part-time Coordinators at each site and for volunteers. He is responsible for overseeing all Adult Literacy Program efforts and instructs 1 ELL class at Hawaii Literacy's Drop-In Center. He has 8 years of experience in building English as a Second Language, Adult Literacy, and Family Literacy programs. Prior to joining Hawaii Literacy, Justin spent four years with UNITE HERE! Local 5 Union Adult Education & Training Program. Prior to that, he worked as a Family Literacy Program Director at Jane Addams Hull House Association in Chicago and with the Escondido Public Library Literacy Services. He brings expertise in training methods and strategies for meeting the needs of adult learners from diverse populations, including training on cultural awareness, addressing learning disabilities, and motivating adult learners.

The Adult Literacy Program Manager will oversee overall program development and the proposed scope of work, and will supervise and support the new part-time Adult and Family Literacy Coordinator in Waipahu, and new part-time Adult Literacy Coordinators in Wailuku and Kaua'i. The Adult and Family Literacy Coordinator in Waipahu and two Center Coordinators will report directly to the Adult Literacy Program Manager, who is supervised by and reports directly to Hawaii Literacy's Executive Director. The Adult Literacy Program Manager, assisted by the Coordinators, will provide all staffing, learner support, assessment and volunteer training.

The three new positions proposed in this grant request will be hired if State GIA support is secured. Full job descriptions for each are available on request. Successful candidates will meet the below qualifications:

1. Have professional work experience working in literacy, adult education, workforce education, teaching role, or in a social services setting. **REQUIRED.**
2. A college degree is highly desired, but significant relevant experience may substitute.
3. Knowledge of the communities in and around the to be established center and understanding of Hawai'i's varied cultures, and the ability to offer relevant outreach, training, and inspiration for adult learners is required.
4. The ability to conduct trainings or information sessions to small groups is required and/or experience in training adults highly valued
5. Experience with community outreach and recruiting and managing volunteers is desired.
6. Strong organization and computer skills, including database/ spreadsheet management, record keeping, and program reporting are required
7. Strong compassion and commitment to helping clientele and be committed to maintaining confidentiality, and providing literacy help that will truly help adults learn to read and write and benefit them in their lives.
8. The ability to pick up boxes of books and move supplies and equipment, which can be up to 30lbs, as this is required to successfully operate the Center.
9. Positive communication skills, flexibility to meet program needs, willingness to work some weekend hours, and ability to travel to meet students in other areas surrounding the Center is required.

Each Literacy Center Coordinator candidate will pass through an initial resume and qualifications review and will complete separate interviews with the Program Manager and Executive Director prior to being hired for this role. They will be expected to be capable of overseeing progress and achievement of the following responsibilities:

- Assist with set-up and operate their respective center in Waipahu, Līhu'e, or Wailuku
- Lead local volunteer and learner outreach in coordination with Program Manager
- of volunteer recruitment, registration, and training
- Provide a set schedule of weekly Adult Literacy services at their respective Center
- Assess, match and support adult learners and their assigned tutors
- Provide follow-up services and referrals as needed
- Maintain Center space for tutoring and learning activities
- Collect assessment results, service numbers, and progress reports
- Report to and coordinate services with the Adult Literacy Program Manager
- Work with the Advisory Board to evaluate and improve services

Hawaii Literacy Executive Director, Suzanne Skjold, will hold responsibility for initial site selection and securing rental agreements, as well as hiring and initial expansion plans. Suzanne Skjold has held the position of Executive Director since 2008. She has worked in non-profit management in social services and academic settings for the past 15 years. Prior to joining Hawaii Literacy, Suzanne was Executive Director of a Boston-based non-profit neighborhood development group that worked to increase public access and economic growth

in a previously underdeveloped area of the city. In Boston, she also worked with Harvard School of Public Health on several national and international grant funded projects, and authored a published chapter on Gender and Human Resources in Health Care. Suzanne began her non-profit career with Boys & Girls Clubs of the (Florida) Keys as a Unit Director before assuming the Executive Director position. Suzanne's areas of experience include program design and implementation, fundraising, grants management, board development, data collection and analysis, and community relations. Suzanne is an alumna of the Omidyar Fellowship and Weinberg Fellows Program, and holds an M.A. in International Relations from Boston University and a B.A. in Psychology and History from Williams College, Massachusetts.

Financial reporting and management of all GIA related income and expenses, will be provided by Finance Manager, Paul Harleman. Paul Harleman has worked with Hawaii Literacy since August 2015 as a part-time Finance Manager. Paul holds a Bachelor of Science degree in International Relations and an M.B.A. in Finance from Hawaii Pacific University. Paul has five years of financial management experience in both for-profit and non-profit sectors. In addition to business experience, Paul has six years of experience handling various fiscal and economic policy issues at the state legislature. Paul provides bookkeeping and oversight for all accounting, payroll, and financial matters, including grants.

2. Organization Chart

Please see attached.

3. Compensation

The applicant shall provide an annual salary range paid by the applicant to the three highest paid officers, directors, or employees of the organization by position title, not employee name.

Hawaii Literacy Salary Range of Three Highest Paid Officers, Directors, or Employees by Position	
Position	Salary Range
Executive Director	\$80,960
Grants and Giving Director	\$52,000
Assistant Director	\$50,003

VII. Other

1. Litigation

Hawaii Literacy affirms there is no pending litigation or any outstanding judgement to which we are a party.

2. 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.

3. Private Educational Institutions

Not applicable. This grant will not be used to support or benefit a sectarian or nonsectarian private educational institution.

4. Future Sustainability Plan

Hawaii Literacy places the highest priority on ensuring all program growth meets a true community need and is done in way that is sustainable for the long-term. We anticipate that after the initial year of requested funding (2019-20) to begin and outfit the proposed three new Adult Literacy Centers, the portion of new funding needed to continue staffing and operating the Centers at the proposed levels will be in amounts of less than 60% of this current request.

We will seek to reduce that need further by leveraging this State support to secure new private donations, volunteers, and gifts in-kind. These include new 2019 requests to Atherton Family Foundation, Irvin Stern Foundation, and May & Stanley Smith Charitable Foundation. Our sustainability plan beyond FY 2020 also includes requests for new or ongoing private support from funding sources listed in Section III to increase impact and resources for the Adult Literacy program and cover existing and new operational costs not requested here, as well as reduce the need for future State of Hawai'i support. These include a 2019-2021 request to Rose Perenin Foundation submitted January 2019 and a Freeman Foundation request in August 2019.

The Adult Literacy program is fortunate to have 2 long-time multi-year grants that provide a base of support for 80% of the Program Manager's time, a portion of support staff salary and partial rent support. Thus, we have a very solid base of operations and can confidently seek support from the State of Hawai'i and private foundations because of this base and long record of successful and cost-effective services. If Grant-in-Aid funding is received for one year only, this project will continue to have a multi-year impact as each Center will continue to operate, and in a worst case scenario, learners and volunteers could be supported from a more distant location.

In addition to new program grant sources, our Board of Directors completed a new Strategic Plan for 2019-2021 that includes commitments to add unrestricted funds to our annual budget within 3 years. This would be available in 2020 and beyond to ensure continued operation even in a year when grant support may not fully cover operational costs.

In short, our sustainability plan includes 3 components to achieve vital changes listed above:

1. We intend to integrate funding requests for our Center Coordinator and Program Director positions into new and existing funding sources and grant applications for the Adult

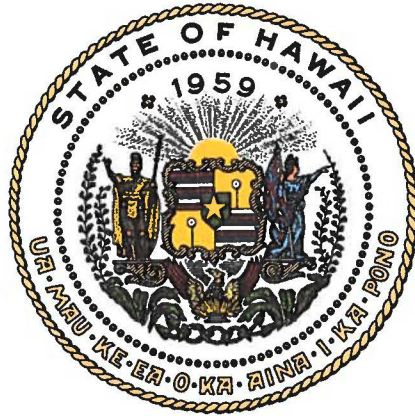
Literacy program and its continued expansion over the next three years.

2. A commitment by our Board of Directors to add unrestricted funding to our annual budget over the course of the next three years.
3. We recently added a new Grant Director position, with the specific responsibility to seek out and develop new sources of funding, especially from untapped national sources.

The long-term benefits of raising literacy levels for adults in Hawai'i have been proven over and over. Greater adult literacy directly leads to lower homelessness, dependence on state assistance, crime and high school dropout rates, and directly increases family well-being, income and employment opportunity and civic engagement.

Literacy is literally the strongest indicator of whether an adult can find regular employment, whether a children will graduate high school, and whether a family will live in poverty. It is also a core skill needed for individuals to be personally empowered, seek information to improve their lives, and understand and participate in local and global social communities. (Stromquist, 2005). Literacy is not enough to solve all the problems Hawai'i faces, but without it, the problems we face will not be solved.

Mahalo nui loa for your consideration and support for this critical request, and for all your hard work to serve our communities and State. With our aloha and wishes for a very successful 2019 legislative session.



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 18, 2019

Director of Commerce and Consumer Affairs



**DECLARATION STATEMENT OF
APPLICANTS FOR GRANTS PURSUANT TO
CHAPTER 42F, HAWAII REVISIED STATUTES**

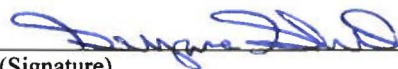
The undersigned authorized representative of the applicant certifies the following:

- 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.

Hawaii Literacy
(Typed Name of Individual or Organization)



(Signature) January 16, 2019
(Date)

Suzanne Skjold
(Typed Name) Executive Director
(Title)

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2019 to June 30, 2020

Applicant: Hawaii Literacy

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	80,370			88,900
2. Payroll Taxes & Assessments	6,638			8,810
3. Fringe Benefits	11,900			4,640
TOTAL PERSONNEL COST	98,908			102,350
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island	1,800			1,600
2. Insurance	1,400			550
3. Lease/Rental of Equipment	0			0
4. Lease/Rental of Space	18,900			19,700
5. Staff Training	3,100			1,200
6. Supplies	2,600			2,000
7. Telecommunication	1,992			
8. Utilities	2,200			
9. Books & Learner resources	2,200			4,000
10. Volunteer Training Costs	3,300			1,600
11. Initial one-time costs for site set up	3,600			1,800
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
TOTAL OTHER CURRENT EXPENSES	41,092			32,450
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	140,000			134,800
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	140,000	Suzanne Skjold	808-537-6706	
(b) Total Federal Funds Requested	0	Name (Please type or print)		Phone
(c) Total County Funds Requested	0			01/16/19
(d) Total Private/Other Funds Requested	134,800			Signature of Authorized Official
TOTAL BUDGET	274,800	Suzanne Skjold, Executive Director		
		Name and Title (Please type or print)		

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2019 to June 30, 2020

Applicant: Hawaii Literacy, Inc.

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
n/a			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				0
JUSTIFICATION/COMMENTS:				

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
n/a			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				0
JUSTIFICATION/COMMENTS:				

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2019 to June 30, 2020

Applicant: Hawaii Literacy, Inc.

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: 2017-2018	FY: 2018-2019	FY:2019-2020	FY:2019-2020	FY:2020-2021	FY:2021-2022
PLANS						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
TOTAL:	0	0	0	0	0	0
JUSTIFICATION/COMMENTS:						
not applicable						

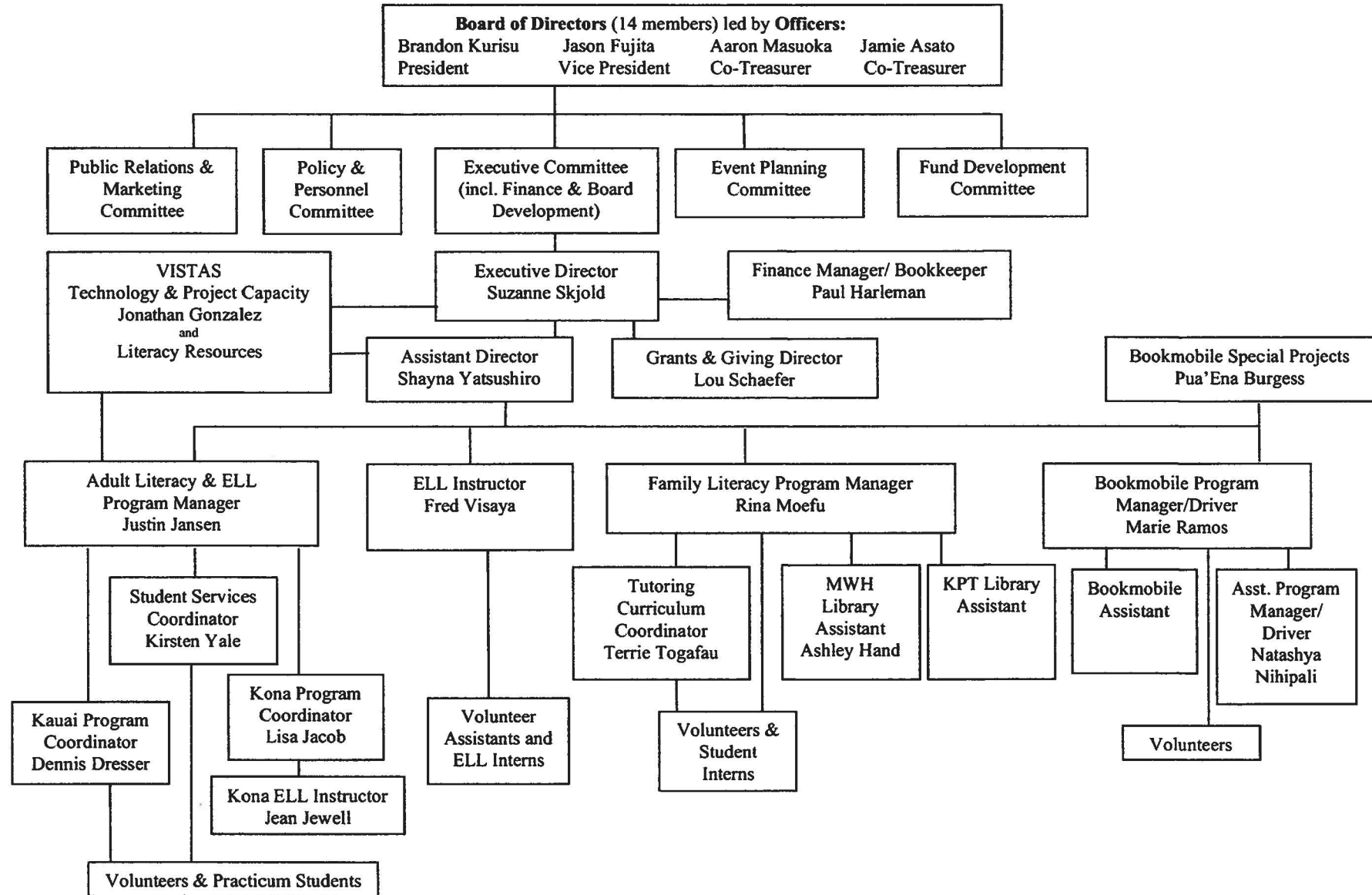
GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Applicant: Hawaii Literacy, Inc.

Contracts Total: 1,147,268

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S. / State / Haw / Hon / Kau / Mau)	CONTRACT VALUE
1	Funding to purchase new Bookmobile and expand literacy services to 8 new sites on Oahu in 2019	July 1, 2018- June 30, 2019	Dept of Education	State of Hawaii	110,000
	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)	May 1, 2019- April 30, 2020	Dept. of Community Services, Office of Grants Management	City & County of Honolulu	125,000
2	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)	May 1, 2018- April 30, 2019	Dept. of Community Services, Office of Grants Management	City & County of Honolulu	125,000
3	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, 2017- April 30, 2018	Dept. of Community Services, Office of Grants Management	City & County of Honolulu	122,220
4	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 Grants Management	City & County of Honolulu	122,800
5	Funding to increase reading time, comprehension, technology and English skills and operate 2 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
6	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
7	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
8	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
9	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
10	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
11	Funding as fiscal sponsor to continue Oahu In Step STEM project with DOE	August, 2010	Office of the Governor	State of Hawaii	7,560

Hawaii Literacy Organizational Chart 2019



Revised 1/16/2019