

Application Submittal Checklist

The following items are required for submittal of the grant application. Please verify and check off that the items have been included in the application packet.

- 1) Certificate of Good Standing (If the Applicant is an Organization)
- 2) Declaration Statement
- 3) Verify that grant shall be used for a public purpose
- 4) Background and Summary
- 5) Service Summary and Outcomes
- 6) Budget
 - a) Budget request by source of funds ([Link](#))
 - b) Personnel salaries and wages ([Link](#))
 - c) Equipment and motor vehicles ([Link](#))
 - d) Capital project details ([Link](#))
 - e) Government contracts, grants, and grants in aid ([Link](#))
- 7) Experience and Capability
- 8) Personnel: Project Organization and Staffing



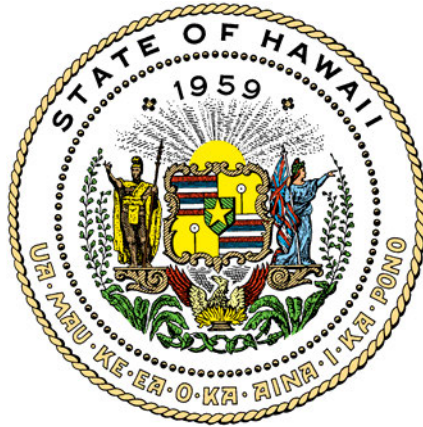
AUTHORIZED SIGNATURE

Jill Takasaki Canfield, Executive Director

PRINT NAME AND TITLE

1/21/2022

DATE



Department of Commerce and Consumer Affairs

CERTIFICATE OF GOOD STANDING

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

HAWAII LITERACY, INC.

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



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

Dated: January 12, 2022

Director of Commerce and Consumer Affairs

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

The undersigned authorized representative of the applicant certifies the following:

- 1) The applicant meets and will comply with all of the following standards for the award of grants pursuant to Section 42F-103, Hawaii's 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's 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's 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's 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)  _____
(Date) 1/21/2022 _____

Jill Takasaki Canfield, Executive Director _____
(Typed Name)

(Title)
Rev 12/2/16



FY23 State Grants-in-Aid

Should Hawaii Literacy receive funding through the Grant-In-Aid process, the grant will be used for a public purpose pursuant to Section 42F-102, Hawai'i Revised Statutes. Refer to Hawaii Literacy's completed application, which includes information on the requested information:

- (1) The name of the requesting organization or individual;
- (2) The public purpose for the grant;
- (3) The services to be supported by the grant;
- (4) The target group; and
- (5) The cost of the grant and the budget. [L 1997, c 190, pt of §3; am L 2014, c 96, §6]

Board of Directors

Brandon Kurisu, *President* • **Jason Fujita, *Vice President***

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I. Certification – Please attach immediately after cover pages

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

Refer to ATTACHMENT: Certificate of Good Standing from. 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.

Refer to ATTACHMENT: 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 needed education and literacy services for low-income and low-literacy residents on O‘ahu and Hawai‘i Island.

Refer to ATTACHMENT: Public Purpose Statement

II. Background and Summary

1. A brief description of the applicant's background

Hawaii Literacy is a 501(c)(3) nonprofit organization 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 free** literacy programs help 4,000 low literacy residents, 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 five programs: Adult Literacy, English Language Learner, Bookmobile, Family Literacy Libraries, and Digital Literacy, work to ensure that every child and adult in Hawai‘i, regardless of socioeconomic status, have the chance 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.



Keiki are excited when the Bookmobile arrives

2. The goals and objectives related to the request

This request aims to provide needed direct services to help families (both adults and youth) in our Bookmobile (BM) program, English Language Learner (ELL) program, and new Digital Literacy (DL) program.

Our ELL program serves adults who speak English as a second language to build English proficiency and increase school and workforce readiness on O‘ahu and Hawai‘i Island. Currently, our ELL Program pivoted to online classes during the pandemic where any Hawai‘i resident can attend, but we aim to provide community-based English literacy-building programs in five high need areas, including public housing sites in Kalihi-Pālama and Waipahu, and south Kona on Hawai‘i Island, assuming we can re-launch in-person services during this grant period. At the Bookmobile and our Family Literacy Libraries, where some Digital Literacy and English Language Learner classes take place, we also provide experienced staff and instructors with literacy and phonics expertise, engaging learning activities, resources, high-quality books for adults and keiki, and trained volunteers to provide 1-to-1 help (if it is safe to do so).

Our Bookmobile program served 4,250+ children and parents at 60 sites across O‘ahu in 2021, including the Wai‘anae Coast and metro Honolulu. We also shipped a bookmobile to Hawai‘i island at the start of the pandemic in 2020 and hope to begin service in mid-2022 or 2023. The Bookmobile has a proven track record of reaching low-income families, mostly in public housing, rural areas, and family homeless shelters, who have poor access to books, tablets, learning resources, or educational support outside school, and who, for financial or transportation reasons, do not use or access the public library system. During the surges and shutdowns, the Bookmobile pivoted to distributing literary kits filled with PPE, COVID-19 informational resources in simplified language, brand new locally published books, school supplies, literary activities, and healthy snacks. They also attended COVID-19 testing and vaccination events to encourage families to get tested and/or vaccinated by making it a fun and safe experience with books and prizes.

These past two years, the pandemic has highlighted the importance of digital literacy skills and underscored the gulf between people who can leverage technology and those that can’t – it’s an equity issue. Digital literacy is literacy. Access to technology and the opportunity to read, write, and develop digital skills are critical for academic success for adults and students.

To address this issue, Hawaii Literacy joined the Workforce Resiliency Initiative (WRI) to reach the goal of connecting 100,000 people to opportunities to develop digital skills. This partnership with existing programs is to help the 1 in 6 adults in Hawaii who struggle to read and write to reach a basic level of digital and traditional literacy to ensure they can participate in the initiative despite having lower literacy skills than necessary to use the standard curriculum for WRI.

We’ve created a Digital Literacy class focusing on connectivity, culturally informed digital skills training, and access to technology that can scale to public housing sites and other organizations that serve low literacy adults. We recently completed the first series of ongoing classes that help residents at the public housing communities of Mayor Wright Homes and the Towers at Kuhio Park and



will increase outreach to recruit and support more residents. However, any adults from low-income communities are welcome to attend.

Our grant request will allow us to:

- A. Provide services for 2,200 underserved adults and youth through proven English Language Learner classes, Digital Literacy classes, and after-school and weekend youth literacy program activities through the Bookmobile;
- B. Log 6,335 hours of instruction received (for DL and ELL classes)
- C. Provide at least 1,500 literacy kits to youth and families in under-resourced communities (for BM)
- D. Provide laptops/Chromebooks and if possible, wifi access to a hotspot for a year for our ELL & Digital Literacy learners from low-income communities

Strong, basic English, digital, and literacy skills are critical to helping keiki and adults do well in and graduate from school and to have opportunities to find living-wage jobs as adults.

3. The public purpose and need to be served

Poor literacy skills lead to generational poverty, an overburdened school system, higher crime rates, increased healthcare and state assistance costs, and homelessness (*The Economic Impact of the Achievement Gap in America's Schools*, McKinsey & Company). An adult who cannot read will, on average, earn \$880,000 LESS than a literate adult in their lifetime. 70% of people with the lowest literacy skills have no full or part-time job, and if working, they earn only 44% of what a literate adult makes. Literacy costs local, state, and federal governments and businesses an estimated \$300 billion annually (WorldWide Literacy).

Recently, Hawai'i has made some progress increasing access to high-quality experiences supporting literacy. Still, in our state, 1 in 6 adults (16% of the adult population) cannot read or write, and nearly half of Hawai'i public school third graders do not meet the English Language Arts achievement standards on the annual statewide assessment. This figure means about 155,000 adults in Hawai'i are considered "functionally illiterate" (National Assessment of Adult Literacy, U.S. Dept of Ed, 2003). Adults who cannot read, write, or find employment are at far higher risk of homelessness, incarceration, and substance abuse. Children raised by parents with low literacy skills enter school less prepared and struggle to reach grade-level standards, especially reading. The situation is worse among Hawai'i citizens who are economically disadvantaged, English learners, and may rely on special education services.

The recent Aloha United Way ALICE (Asset Limited, Income Constrained, Employed) Report found that immigrants with limited English proficiency are one group at significantly increased risk of living below the ALICE level. At the ALICE level, families are above the federal poverty at the ALICE level line, but their household budget is below the level needed to afford basic housing, transportation, and food needs in Hawai'i (AUW, 2017).

Low literacy skills are correlated to higher rates of school failure. In 2018, DOE data showed that the on-time graduation rate for Chuukese and Marshallese speakers who remained classified as English Learners throughout high school is only 32% and 40%, respectively. For Chuukese and Marshallese speakers who developed English proficiency and were no longer classified as English Learners, the on-time graduation rate for both groups increased to 63% (Hawaii Data Exchange Partnership, 2018). Our English Language

Learner program seeks to provide individuals with the English language skills necessary for future success.

There is a solid and direct correlation between not learning to read and living in poverty. If a child fails to learn to read, they are less likely to graduate high school, find work or afford decent housing, and far more likely to become homeless or dependent on state assistance as adults. By age 8 or 9, children who struggle with basic reading skills feel ostracized from peers, avoid situations where they may be “found out,” and feel unable to participate in school or their community fully.

The link between socioeconomic status and the loss of reading skills contributes to a more pronounced achievement gap over time, and third graders who cannot read on grade level today are on track to be our lowest income, least skilled citizens. Despite this, we know that consistent, accessible support and increased access to literacy resources can reverse this spiral. The Bookmobile program has helped turn hundreds of low-income children into readers and better students. We believe expanding the reach of this proven, cost-effective, and flexible program to new communities with a need for services serves a positive public purpose by increasing literacy, education, and future employment outcomes in Hawai‘i.

In the pandemic, the digital divide has widened even further for adults and children who struggle to read, write, and use computers. The core competencies of using computers, navigating the internet, and accessing broadband internet are essential to success. Students who utilize online research and display computer skills in today's schools are more likely to graduate. Additionally, organizations like DigitalLiteracy.gov emphasize the importance of harnessing technology to find work and advance in employment. Embracing technology and digital literacy is a key factor in encouraging learning from infancy through adulthood. The development of a global society has made involvement mandatory for successful individuals from all walks of life and we seek to help adults gain digital literacy skills for success in this ever-evolving digital world.

Ultimately, evidence shows immediate and longer-term economic gains for governments, communities, and families when literacy levels are increased. Literacy is simply fundamental to success in life, school or work and is essential to any long-term solution to our State's most challenging issues. Hawaii Literacy’s services have a proven record of directly addressing this need, and increasing literacy, job opportunities, and school outcomes for adults and keiki in Hawai‘i.

4. Describe the target population to be served

The services described in this request will help 2,200 adults and keiki each year. The adults and youth we will serve are majority low-income and come from under-resourced communities. Over 60% of those we serve in our Bookmobile program are Hawaiian, and over 30% are from other Pacific Islander families. With our focus on serving high-need communities, 94% of those served are considered low-income, about 75% live in public or transitional housing, and about 12% are houseless. The need for such programs that build book access and reading skills in under-resourced areas has been well-documented.

In communities in Kalihi-Palama, Wai‘anae Coast, and south Kona, where our youth programs serve, illiteracy rates are estimated to be closer to 1 in 4 adults. The youth we will serve



Hawaii Literacy has decades of experience in operating literacy programs that are highly effective and highly utilized by the communities we serve.

is 95% low-income, and more than 80% identify as Hawaiian or Pacific Islander. Over 80% live in public housing, and nearly all attend public schools.

Our English Language Learners are primarily from Pacific Islander or Asian countries, most commonly China, Chuuk, Marshall Islands, and other Micronesian states, Japan, Vietnam, South Korea, and countries in Central/South America. 100% have a stated need to improve their English to reach a specific life goal, typically employment, citizenship, or helping their family. Both on-site English Language Learner in-person classes and Digital Literacy in-person classes will focus on serving residents in the public housing complexes of KPT, MWH, and in Waipahu, but are open to all district residents, especially if they are low-income.

5. Describe the geographic coverage

This proposal meets the great need for literacy programs and services in Kalihi-Pālana (O‘ahu), Waipahu (O‘ahu), Leeward Coast such as Waianae and Nanakuli (O‘ahu) and/or Kona (Hawai‘i), documented from community data and partner discussions. Although focused on serving public housing communities, classes and after-school programs are open to all districts, especially low-income residents we currently serve, including Oahu, Kauai, and Hawai‘i, with plans to expand to Maui county.

The current Bookmobile program covers sites along the Wai‘anae Coast and less accessible and high-need areas of O‘ahu. These include public housing in Waipahu (Waipahu I/Waipahu II), Papakōlea, Waimānalo Hawaiian Home Lands, Pālolo public housing, and Kaha‘ulu. On Hawai‘i Island, south Kona is our main focus.

III. Service Summary and Outcomes

1. Describe the scope of work, tasks and responsibilities

This request will support continued and expand:

- **English Language Learner services** for low-income adults and youth at five sites in Kalihi-Pālana, Kona, and Waipahu, focusing on serving youth and adults on-site in public housing or at easily accessible community sites and online classes for any Hawaii residents in need of English Language lessons. Classes in Kalihi-Palana are planned to take place at our on-site Family Literacy Libraries, located at KPT and MWH public housing communities. While there, our team also provides additional services including free literacy tutoring, family and parent literacy workshops, free book lending for both adults and keiki, school supplies for keiki, technology access, and safe learning places. Online classes are also available, with foundational digital literacy support to access the online classes.
- **Digital Literacy services** for low-income adults in Kalihi-Pālana will also be held on-site at KPT and MWH to stay focused on serving adults in public housing or easily accessible community sites. We will provide digital literacy classes, technology access, tablets or laptops to use, and, if possible, a free tablet or laptop to keep with a Wi-Fi hotspot with Wi-Fi access for a year upon class completion. The Family Literacy Libraries services are also included, like English Language Learner services (above). Continued tutoring and support are available, along with the ability to move to our Adult Literacy or English Language Learner classes as needed.

- **Bookmobile services** for regular activities during visits will include reading tutors for struggling students, weekly story times, technology, and e-reader/tablet access, healthy after-school snacks, monthly and summer reading tracking, free book lending, assessments of reading level progress, school supplies, and book gifts, parent workshops, cultural activities, and literacy or other educational games, and a fun, accessible place that keiki love.

All services are free and offered at least weekly. Due to the ongoing effects of the pandemic, some activities may be modified, adapted, or stopped temporarily in response to changing social distancing rules and to keep staff, volunteers, learners, and keiki safe. Hawaii Literacy is committed to serving all persons in need and providing client-centered, culturally responsive, and effective literacy programs safely and responsibly.

Tasks and Responsibilities by Position	
Bookmobile Program Manager	<ul style="list-style-type: none"> - Formalize approval from each new partner site to be served in new locations - Provide training, oversight, & schedule for Bookmobile Coordinator/Driver & Assistants - Hold responsibility for accurate and meaningful data collection and outcomes - Lead PR efforts for program in collaboration with Program Manager and Director
Bookmobile Coordinator and Driver (3)	<ul style="list-style-type: none"> - Support Program Manager with efforts to manage the program - Drive the Bookmobile to each weekly site and deliver high-quality literacy activities, book and tablet access, and tutoring services - Maintain a safe and welcoming vehicle and ensure safe operation - Provide comprehensive oversight for all components of the program and report any concerns to Program manager - Keep Bookmobile fully stocked with books and ensure technology is in working condition - Assist in collecting all data to track and increase student retention and progress - Help to support volunteers and provide 1-to-1 attention for keiki (when safe to do so)
Digital Literacy (DL) Manager	<ul style="list-style-type: none"> - Grow and oversee all aspects of the DL program, including teaching classes - Lead outreach and recruitment efforts - Develop curriculum and provide set schedule of weekly classes - Set up devices and ensure technology is in working condition - Conduct & collect assessment results, service numbers, and progress reports - Support digital literacy in other programs
English Language Learner (ELL) Program Manager	<ul style="list-style-type: none"> - Grow and oversee all aspects of the ELL program - Develop curriculum and provide set schedule of weekly classes (online & in-person, if safe to do so) - Guide area outreach, recruitment, & PR efforts - Collect assessment results, service numbers, and progress reports - Assist with volunteer recruitment and oversee volunteers (if safe to do so)
ELL Instructor	<ul style="list-style-type: none"> - Lead operation of Literacy Centers - Provide tailored instruction to learners to build literacy skills and meet set goals - Plan daily literacy-building activities - Make referrals to other client services, as needed - Oversee on-site volunteers (when safe to do so) - Conduct and collect assessment results, service numbers, and progress reports - Report to and coordinate services with the ELL Program Manager - Provide tailored instruction to learners to build literacy skills and meet set goals

	<ul style="list-style-type: none"> - Support site and class operations (online and in-person, when safe to do so) - Assist drop-in clients with literacy needs
Executive Director	<ul style="list-style-type: none"> - Provide leadership and oversight to managers and their programs - Secure appropriate sites and adequate staffing coverage - Support new multi-island partnerships
Finance Manager	<ul style="list-style-type: none"> - Budget management and oversight of GIA-related accounting and finance activity - Track all GIA-related payroll accounts, payments, and expenses - Assist in financial reporting and maintain all GIA contract-related records

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

Month	Activities and Outcomes
Month 1	<ul style="list-style-type: none"> - BM/DL/ELL: Provide focused outreach and/or translated materials to increase awareness of services -ELL: Begin providing services for adults at locations in-person and online -BM: Bookmobile service begins to identified sites for visits or distributions. Begin recruitment for any new staff. -DL: Begin next cohort of classes for adults
Month 2	<ul style="list-style-type: none"> - Continue focused outreach including translated materials and service hours for all programs
Month 3	<ul style="list-style-type: none"> - Continue outreach and service hours for all programs - DL: Collect feedback surveys - Finish 1st quarterly round of youth and adult literacy assessments
Month 4	<ul style="list-style-type: none"> - DL: Begin next cohort of classes in-person - Continue outreach and service hours for all programs
Month 5	<ul style="list-style-type: none"> - Continue outreach and service hours for all programs - Begin annual student surveys (online, mailing, and phone)
Month 6	<ul style="list-style-type: none"> - Continue outreach and service hours for all programs - DL: Collect feedback surveys - Finish 2nd quarterly round of literacy assessments - Distribute annual student surveys (mailing and phone)
Month 7	<ul style="list-style-type: none"> - Continue outreach and service hours for all programs - DL: Begin next cohort of classes for adults X# locations in-person
Month 8	<ul style="list-style-type: none"> -Continue outreach and service hours for all programs
Month 9	<ul style="list-style-type: none"> - Continue outreach and service hours for all programs - DL: Collect feedback surveys - Finish 3rd quarterly round of literacy assessments
Month 10	<ul style="list-style-type: none"> - Continue outreach and service hours for all programs
Month 11	<ul style="list-style-type: none"> - Continue outreach and service hours for all programs - DL: Begin next cohort of classes for adults X# locations in-person
Month 12	<ul style="list-style-type: none"> - Continue outreach and service hours for all programs - DL: Collect feedback surveys - Finish 4th quarterly round of literacy assessments - Complete all grant objectives
Month 13	<ul style="list-style-type: none"> - 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

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

1. Evaluation of minimum requirements for each/any new hire (if needed), including experience and knowledge in literacy strategies, youth development (for the Bookmobile team), and formal experience or certifications for managers and instructors/coordinators
2. Ongoing assessment of operations, regular site hours, and benchmark evaluations for outreach and adult learners assessed and served and visits by the Bookmobile for youth.

Hawaii Literacy has a strong and well-established system of reporting progress and evaluating program effectiveness from five decades of providing services for low-literacy adults and parents and youth. In addition to measuring program service levels (number of visits, unique visitors, etc.) we have systems to collect and evaluate:

1. Client feedback and ideas through annual surveys, client focus groups, and informal channels; and
2. Monthly and quarterly learner progress on achieving measurable literacy gains and life outcomes such as new employment increased income, and continuing education.

Hawaii Literacy Program Managers and Coordinators have a strong history of strategically growing and adapting program service to better meet the needs of our residents and communities we serve. Examples include:

- Services to address the unique needs of low-literacy parents;
- Focus on technology and the workforce and network needs of adult learners
- Restructuring after-school programs to increase 1-to-1 literacy help and tutor training

Changes to our programs frequently stem from information collected in program evaluations, client surveys, informal client feedback, staff evaluations, and the current climate regarding health and safety. Data collected from program, training, and student outcomes evaluations are reviewed, and results are shared in grant reports, as detailed below.

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

With GIA support, we will achieve & measure these outcomes:

1. Provide services for 2,200 adults and youth through proven English Language Learner classes, Digital Literacy classes, and after-school and weekend youth literacy program activities through the Bookmobile;
2. Log 6,335 hours of instruction received (for Digital Literacy and ELL classes)
3. Provide at least 1,500 literacy kits to youth and families in under-resourced communities; and
4. Provide laptops or tablets with wifi access to a hotspot for a year for our digital literacy learners from low-income communities who complete the 8-10 week course schedule.

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 - Refer to attachment
- b. Personnel salaries and wages - Refer to attachment
- c. Equipment and motor vehicles - Refer to attachment
- d. Capital project details - Refer to attachment
- e. Government contracts, grants, and grants in aid - Refer to attachment

2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2023

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$47,959	\$47,959	\$47,959	\$47,959	\$191,836

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2023.

Intended Funding for Fiscal Year 2023			
Funding Source	Program	Estimated Amount	Status
Rose Perenin Foundation	Agency-Wide Support	\$30,000	Intend to request
Rose Perenin Foundation	Adult Literacy restricted	\$50,000	Intend to request
Pettus Foundation	Agency-Wide Support	\$10,000	Ongoing annual support to be requested in January 2022 and 2023
Hawai'i Community Foundation (CHANGE)	Agency-Wide Support	\$50,000	Intend to Request (new)
City & County of Honolulu	Family Literacy Libraries	\$150,000	Pending
Freeman Foundation	Adult Literacy Support	\$30,000	Ongoing annual support to be requested in Aug 2022
Motiv8 Foundation	Bookmobile & Peer Tutoring	\$7,000	Intend to request continuing support
Clarence T.C. Ching Foundation	Agency-Wide Support	\$15,000	Intend to request
Pizza Hut Literacy Fund	Bookmobile	\$10,000	Intend to request continuing support
First Hawaiian Bank Foundation	Bookmobile	\$15,000	Intend to request continuing support
Campbell Family Foundation	Bookmobile	\$15,000	Intend to request continuing support
Visitor Industry Charity Walk	Family Literacy Libraries	\$2,000	Ongoing annual support to be requested
Friends of Hawaii Charities	Bookmobile & Peer Tutoring	\$6,000	Intend to request continuing support
Wish You Well Foundation	Adult Literacy and English Language Learner	\$7,000	Pending – new request
Hawaiian Telcom	Agency-Wide Support	\$5,000	Intend to request continuing support
Hawaiian Electric Company	Agency-Wide Support	\$15,000	Intend to request continuing support

Hawaii Bowl Foundation	Bookmobile & Peer Tutoring	\$5,000	Intend to request continuing support
Bank of Hawaii Foundation	Bookmobile	\$8,000	Intend to request - new support
Sullivan Foundation	Youth & Education	\$15,000	Intend to Request ongoing support
Thomas & Sumie McCabe Foundation	Youth Programs	\$10,000	Intend to request ongoing support
Annie Sinclair Knudsen Memorial	Adult Literacy – Kauai	\$10,000	Intend to request continuing support
Sidney Stearn Memorial Trust	Agency-Wide	\$5,000	Intend to request continuing support

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 listing of all federal, state, and county government contracts, grants, and grants in aid it has been granted within prior three years and will be receiving for fiscal year 2023

Refer to ATTACHMENT: Government Contracts, Grants, and/or Grants In Aid.

6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2021.

Balance of Unrestricted Current Assets	
Balance as of December 31, 2021	\$414,493.79

V. Experience and Capability

1. Necessary Skills and Experience

For 50 years, Hawaii Literacy has helped individuals with low literacy skills to strengthen their reading and writing skills for a brighter future. Our team has decades of combined experience in successfully helping underserved adults, youth, and families measurably increase their English and literacy and digital literacy skills and knowledge and using those to improve their lives.

Our five programs align with best educational practices and provide critical reading, writing, communication, school, and workforce readiness skills for more than 3,100 low-income, struggling readers each year. Our experience includes the operation of two Family Literacy Libraries in public housing for over 20 years; a successful Bookmobile program which began in 2001 and has grown to three

routes on O‘ahu and Hawai‘i Island, providing English language learner classes (in-person & available state-wide online), operating the longest-running Adult Literacy tutoring program in the state across O‘ahu, Kaua‘i, and Kona, and we just launched a new Digital Literacy program. Our free programs have helped thousands of adults and parents become more literate, fluent, and self-sufficient in this ever-evolving digital world and increase the chances of a brighter future for youth in our communities.

Hawaii Literacy’s consistent work in lower-income communities and public housing developments has built trust and long-time relationships with community members and a strong network of service providers across the islands. We have unique expertise in effectively training and overseeing hundreds of volunteers to provide individual and class English help and 1-to-1 reading tutoring. Research has shown to be a most effective practice in helping adults become more fluent or literate.

Our staff has developed and maintained strong partnerships with the Department of Education and public schools, organizations such as Boys & Girls Club, Family Promise of Hawaii, Rotary Club, nearly 20 transitional housing sites and homeless shelters, community colleges, GED prep programs, Community Schools for Adults, and many jobs and employment programs. Basic literacy skills are often a barrier for adult students to enter these services. Our adult programs can and have successfully served as a bridge service to fill that gap for State agencies, educational institutions, and local partners. This GIA support will dramatically increase our ability to provide critical literacy services that make other state programs and agencies more successful. We offer cost-effective individual client support that is not possible in other programs.

Last, Hawaii Literacy has a record of slowly but strategically growing programs in ways that fill an unmet need, are sustainable, and have long-term benefits. Our record shows we can successfully deliver the outcomes in this proposal and provide measurable community benefits and impact beyond the grant period. With this expertise and infrastructure and your support, we can confidently achieve the proposed goals and success and serve hundreds of struggling adults and families in the identified communities, particularly Waipahu, Kalihi-Pālana, Kona, and the surrounding areas.

2. Facilities

1) Drop-In English Language Learner Center at Kaumakapili Church (Kalihi-Pālana): Before the pandemic, ELL provided free English classes four times/week before pivoting to online classes. We hope to resume our partnership with this site and have in-person classes again when it is safe to do so.

2) Kona Adult Literacy Center serves as a dedicated office and tutoring space for the Kailua-Kona and the Kona Coast, located at Bougainvillea Plaza, 75-5656 Kuakini Hwy, 102B, Kailua-Kona. It is also the administrative base for our English Language Learner (ELL) instructor in Kona.

3) Waipahu: We are discussing with DOE staff at Waipahu Intermediate School to expand ELL adult and family literacy programs. A possible outdoor site has been identified at West Oahu Christian Church in Waipahu. During the pandemic, the church offered its outdoor space for social services and community based activities. It is located close to Waipahu public housing and is easily accessible to low-income populations with a high need for literacy and English language services. It also provides access to existing shared technology resources. We are hopeful that an indoor site will become available whenever it is safe to resume indoor services.

4) Mayor Wright Homes Family Literacy Library is located within a public housing unit on-site at Mayor Wright Homes housing. We have long-term in-kind commitments for this Library space and utilities.

5) Kuhio Park Towers Family Literacy Libraries and Tech Center is located within a ground-floor public housing unit directly across the street from Linapuni Elementary School. We have long-term in-kind commitments for the Library space, Technology space, and partial utilities.

At the Mayor Wright Homes and Kuhio Park Towers Family Library and ELL Program sites (#4 and #5) alone, we serve over 650 families annually, and our literacy programs reach around 43% of all youth living on-site! 65% of the youth we serve there have no English-speaking adults in the home.

6) Bookmobile: Our three Bookmobiles are a variety of different sized converted passenger vans and feature interior shelves, lockable storage, seating, an outdoor awning, and portable furniture used to expand usable program space at sites. One of our vehicles is outfitted with internet or wi-fi capacity through mobile hotspots and we hope to add wifi access to the other two.

We have an existing collection of 10,000 books available to stock the new Bookmobile, which will be supplemented with future annual in-kind donations. We have dedicated space and organizational capacity to store rotating and donated books and school supplies. We have an existing network of annual donors and volunteers who help to donate needed school supplies, new books, and snacks, all of which are then given out to hundreds of keiki in need.

Each of the sites above has been selected because there is a significant community need for such services. This expansion will make critical literacy services available to high-need, underserved populations, and each site brings the additional advantages of our strong community partnerships and in-kind support to make the sites highly cost-effective in relation to market value space rental costs.

VI. Personnel: Project Organization and Staffing

3. Proposed Staffing, Staff Qualifications, Supervision and Training

English Language Learner (ELL) manager: Annabelle Walters, is TEFL-certified and has been with Hawaii Literacy since March 2019. Her first role was as an English Language Learner Drop-in Center volunteer. Annabelle excelled as a volunteer and was brought on as the ELL Coordinator and now Manager, where she now works to lead English activities that build literacy and life skills for immigrant adults. Annabelle has a Bachelor of Science in Business Administration from the University of Florida. She brings a strong managerial background, having worked to administer major national corporate accounts, teams, and outcomes in a business setting before making a career shift into teaching English.

ELL Kona Instructor: Carol Linde has recently joined Hawaii Literacy in December 2021. She is TEFL-certified and has spent much of her career teaching and working abroad, largely in the Pacific, and in the Marshall Islands and Sāmoa. She has taught English both with and without a predetermined curriculum to students of all levels and motivations in settings ranging from a formal classroom to small groups to one-on-one tutoring and at Early Head Start. Carol cultivated a strong interest in helping all students improve their English while still maintaining the crucial cultural connections of their home language. Her ability to monitor and assess progress has developed over the course of my many different

teaching experiences and we welcome her dedication and commitment to serving residents of Hawai'i. Carol holds Bachelor of Arts dual degrees in Political Science and Psychology from Auburn University.

Bookmobile Manager: Marie Ramos first joined Hawaii Literacy in 2018 as the Bookmobile program coordinator. She currently leads weekly Bookmobile services at 10+ sites, coordinates volunteers and community partners, and manages the lending library, assessments/statistics, technology, tutoring, and many other resources and services. Since 2011, she has also worked with kids at the Filipino Community Center, creating curriculums that facilitate keiki's connection to their heritage and managing a library and reading program. Marie's deep commitment to local communities underlies her many years of experience in public service and culturally relevant program development. She is dedicated to increasing opportunity across under-resourced communities in Hawaii and ensuring all families can build the vital literacy skills they need to thrive. Marie holds a Bachelor of Arts in Ethnic Studies from UH-Manoa and a minor in Philippine Language & Literature.

Bookmobile Coordinator: Ozzie Jamarillo started at Hawaii Literacy in 2021 and has an Associate of Arts in Teaching. Being from Waipahu, he is an active part of the community and his former experience led him to be an after-school program leader, tutoring elementary students through the Response to Intervention program, and assisting teachers in special and Early Education. Ozzie is committed to reaching every child who attends the program and to helping equip parents to work effectively with their own keiki. He connects his work in increasing literacy as a critical part of the work to help low-income families and communities thrive.

Digital Literacy Manager: Jenny Lewis first joined Hawaii Literacy in 2019 as the Literacy Resources Coordinator and currently serves as the Digital Health Literacy Manager. In this role, she manages computer skills labs, writes and adapts curricula, and conducts technology onboarding and training for adult learners. Jenny's background includes leveraging 10+ years of nonprofit experience promoting and improving the quality of education, health, and aging services through fundraising, outreach, teaching, and program development across organizations and the community. Jenny holds an undergraduate degree from Cornell University in Development Sociology and is currently finishing up her Masters in Social Work at Denver University.

Executive Director: Jill Takasaki Canfield will be responsible for initial site selection, securing rental agreements, and hiring and initial expansion plans. Jill Takasaki Canfield brings 25 years of experience in K-12 schools, universities, and educational non-profits in Beijing, Honolulu, and Denver to her role at Hawaii Literacy. Prior to joining Hawaii Literacy, Jill served as the Director of Dual Language and International Programs at Maryknoll School where she helped launch Hawaii's first Chinese Immersion Program. Her experience also includes serving as Executive Director of the Pacific and Asian Affairs Council, Project Manager at the University of Denver's Center for China-US Cooperation, and teaching ESL, World Values & Culture in International Business and Project Management. She is on the Board of the Pacific and Asian Affairs Council and has served on the Sister-State Committee and UH CIBER Advisory Board. Jill holds a BA in Biology from UH Manoa, an MBA from Rollins College and is currently enrolled in the Early Childhood Technology graduate certificate program at Tufts.

Bookkeeper/Finance Manager: Justine Lafata will be providing our financial reporting and management of all GIA-related income and expenses. Justine has worked with Hawaii Literacy since September 2021. Justine holds a Bachelor of Arts in Political Science from Pepperdine University and has over 10 years of

financial management experience in both for-profit and nonprofit sectors. Justine provides bookkeeping and oversight for all accounting, payroll, and financial matters, including grants.

2. Organization Chart

Please see attached.

3. Compensation

Hawaii Literacy Salary Range of Three Highest Paid Officers, Directors, or Employees by Position	
Position	Salary Range
Executive Director	\$105,000-\$110,000
Giving & Program Operations Director	\$70,000-\$75,000
Bookmobile Program Manager	\$63,000-\$68,000

VII. Other

1. Litigation

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

2. Licensure or Accreditation

Not applicable. While our program staff holds 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 that any expansion is sustainable long-term. We will leverage recent State support to secure new private donations, volunteers, and gifts-in-kind.

Our sustainability plan beyond FY 2023 includes requests for new or ongoing private support from funding sources listed in Section III to increase impact and awareness of our literacy services and cover additional operational costs not requested here, to reduce the need for future State of Hawai'i support.

In addition to new program grant sources, our Board of Directors is in the process of completing completed a new Strategic Plan for 2022-2024 that includes commitments to add unrestricted funds to our annual budget within 3 years, to ensure continued operation even if grant support may only provide partial support.

Our sustainability plan includes three components to achieve the vital changes listed above:

1. We intend to integrate funding requests for our Coordinator, Instructor, and Director positions into new and existing funding sources and grant applications.
2. Our board of directors' commitment to add unrestricted funding to our annual budget over the next three years.
3. Our Executive Director and Giving & Operations Director will be responsible for seeking and developing new funding sources, especially from untapped national sources that can increase resources for Hawai'i.

The long-term benefits of raising literacy levels for people in Hawai'i are well proven in individual as well as national data. Greater literacy and language skills directly increase family well-being, income, employment opportunity, civic engagement, lower homelessness, dependence on state assistance, crime, and high school dropout rates.

Literacy is the strongest indicator of whether an adult can find regular employment, whether a child 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 the problems we face will not be solved without it.**

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 successful 2022 legislative session.

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2022 to June 30, 2023

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) *Plan to Request
A. PERSONNEL COST				
1. Salaries	\$ 133,175.00			\$ 264,925.00
2. Payroll Taxes & Assessments	\$ 11,986.00			\$ 23,843.00
3. Fringe Benefits	\$ 12,000.00			\$ 12,000.00
TOTAL PERSONNEL COST	\$ 157,161.00			\$ 300,768.00
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island				\$ 2,000.00
2. Insurance				\$ 5,000.00
3. Lease/Rental of Equipment				
4. Lease/Rental of Space				
5. Staff Training				
6. Supplies				\$ 4,000.00
7. Telecommunication				\$ 3,000.00
8. Utilities				
9. Office & Vehicle Maintenance, Repairs, Security				\$ 3,000.00
10. Program Activity Supplies	\$ 18,175.00			\$ 15,000.00
11. Books	\$ 8,500.00			\$ 8,000.00
12. Laptops & Chromebooks	\$ 8,000.00			\$ 14,500.00
13. Indirect Costs				\$ 5,000.00
14				
15				
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	\$ 34,675.00			\$ 59,500.00
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	\$ 191,836			\$ 360,268
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	\$ 191,836	Jill Takasaki Canfield 808-537-6706		
(b) Total Federal Funds Requested		Name (Please type or print) Phone		
(c) Total County Funds Requested		44,582		
(d) Total Private/Other Funds Requested	\$ 360,268	Signature of Authorized Official Date		
TOTAL BUDGET	\$ 552,104	Jil Takasaki Canfield, Executive Director		
		Name and Title (Please type or print)		

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2022 to June 30, 2023

Applicant: Hawaii Literacy

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Bookmobile Program Manager	1	\$65,000.00	50.00%	\$ 32,500.00
Bookmobile Program Coordinator	0.5	\$47,000.00	25.00%	\$ 11,750.00
Bookmobile Program Coordinator	0.5	\$47,500.00	25.00%	\$ 11,875.00
English Language Learner Program Manager	1	\$60,000.00	50.00%	\$ 30,000.00
English Language Learner Program Instructor	0.25	\$53,000.00	20.00%	\$ 10,600.00
Digital Literacy Program Manager	1	\$60,000.00	50.00%	\$ 30,000.00
Executive Director	1	\$105,000.00	5.00%	\$ 5,250.00
Bookkeeper/Finance Manager	0.25	\$12,000.00	10.00%	\$ 1,200.00
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
TOTAL:				\$ 133,175.00
JUSTIFICATION/COMMENTS: We have two (2) bookmobile coordinators listed and need to hire a third one.				

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2022 to June 30, 2023

Applicant: Hawaii Literacy

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

JUSTIFICATION/COMMENTS:

NON-APPLICABLE

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

JUSTIFICATION/COMMENTS:

NON-APPLICABLE

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2022 to June 30, 2023

Applicant: Hawaii Literacy

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: 2020-2021	FY: 2021-2022	FY:2022-2023	FY:2022-2023	FY:2023-2024	FY:2024-2025
PLANS						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
TOTAL:						
JUSTIFICATION/COMMENTS: <p style="text-align: center;">NON-APPLICABLE</p>						

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Applicant: Hawaii Literacy

Contracts Total: \$ 1,190,007.00

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S./State/Hawaii/ Honolulu/ Kauai/ Maui County)	CONTRACT VALUE
1	Governor’s Emergency Education Relief (GEER) grant fund. Contract is \$342,000 with PEAR partnership and Hawaii Literacy is receiving \$99,000 of the total amount.	7/1/2021-6/30/2022	Department of Education	State	\$ 99,000.00
2	Grants-in-Aid	5/1/2021-4/30/2022	City & County of Honolulu	Honolulu	\$ 125,000.00
3	Grants-in-Aid	5/1/2020-4/30/2021	City & County of Honolulu	Honolulu	\$ 125,000.00
4	21st CCLC Waipahu Pearl City Complex	7/6/2021 - 6/30/2022	Department of Education	Honolulu	\$ 68,320.00
5	Campbell Kapolei Complex	2/1/2021-6/30/2021	Department of Education	Honolulu	\$ 21,095.00
6	CARES Act	9/1/2020-11/30/2020	U.S. Department of the Treasury	U.S.	\$ 201,262.00
7	PPP Loan	5/5/2020-10/19/2020	U.S. Department of the Treasury	U.S.	\$ 108,300.00
8	SBA PPP Loan	2/12/2021 - 9/10/2021	U.S. Department of the Treasury	U.S.	\$ 127,030.00
9	Grants-in-Aid	5/1/2019-4/30/2020	City & County of Honolulu	Honolulu	\$ 125,000.00
10	Grants-in-Aid	7/1/2019-6/30/2020	State GIA	State	\$ 80,000.00
11	Grants-in-Aid	7/1/2018-6/30/2019	State GIA	State	\$ 110,000.00
12					
13					
14					
15					
16					
17					
18					