

Adult Literacy Program

Applications for Grants: FY 2024

January 20, 2023

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.

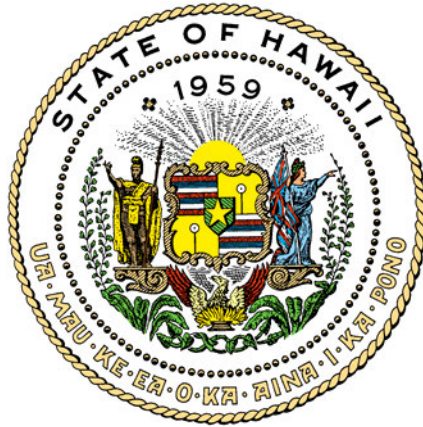
- 1) Certificate of Good Standing (If the Applicant is an Organization)
- 2) Declaration Statement
- 3) Verify that grant shall be used for a public purpose
- 4) Background and Summary
- 5) Service Summary and Outcomes
- 6) Budget
 - a) Budget request by source of funds ([Link](#))
 - b) Personnel salaries 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
Print Name and Title

1/19/2023
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 13, 2023

Director of Commerce and Consumer Affairs

**DECLARATION STATEMENT OF
APPLICANTS FOR GRANTS PURSUANT TO
CHAPTER 42F, HAWAII REVISSED 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; and
- 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.
- 4) The use of grant-in-aid funding complies with all provisions of the Constitution of the State of Hawaii (for example, pursuant to Article X, section 1, of the Constitution, the State cannot provide "... public funds ... for the support or benefit of any sectarian or nonsectarian private educational institution...").

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, Inc. _____
(Typed Name of Individual or Organization)

 _____ January 20, 2023 _____
(Signature) (Date)

Jill Takasaki Canfield _____ Executive Director _____
(Typed Name) (Title)



FY24 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

Doug Shimokawa, *President*; Kara Kitazaki-Chun, *Vice President* Aaron K. Masuoka, *Co-Treasurer*; Jamie Asato, *Co-Treasurer*;
Jill Takasaki Canfield, *Secretary* Jamie Cheng, Lyssa Fujie, Jason Fujita, Mitchell Ka'aialii, Kevin Katsura, Sean K. Knox, Brandon Kurisu,
Jamie Kawamoto, Bryan Luke, Jason Masaki, R.Scott Simon, G.Todd Withy, James A. Wong

Application for Grants

I. Certification – Please attach immediately after cover page

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

Please see an attached document dated January 13, 2023, 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, and Hawai'i Island. 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 operating on O'ahu, Kaua'i, and Hawai'i Island with the mission "to empower Hawai'i's children and adults with basic reading, writing, and lifelong learning skills to strengthen themselves, their families and the communities. Founded in 1971, our five proven literacy programs: Adult Literacy, English Language Learner, Bookmobile, Family Literacy Libraries, and Digital Literacy, annually help 4,000+ low-literacy youth and adults, 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 program is the first and most established in the State and has helped 7,000+ low-literacy adults, inmates, and parents increase essential reading and writing skills with individual tutoring, support from trained and 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 cannot read. In FY2024, the Adult Literacy program will serve over 200 low-literacy and low-income adults, 50 adults at Waiawa Correctional Facility, train 60 literacy volunteers, and provide parent programming to 125 adults and youth through our Parents Achieving Literacy initiative (PALs).

We will provide free and accessible literacy services, 2,500 1-to-1 tutoring hours, and 1,500 drop-in service hours at our Adult Literacy Centers to help high-need adults and parents build essential reading, writing, and listening skills, to achieve life goals, better employment, and improved quality of life. This proposal has two critical goals to bring these cost-effective services 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 two new literacy centers in Wai'anae (O'ahu) and Līhu'e (Kaua'i) and increase capacity for our existing literacy centers in Kona (Hawai'i) and Honolulu (O'ahu). The two proposed literacy center sites have no dedicated location for adult literacy services but have been identified as a high-need areas for literacy 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 assessments, and tutoring help for low-literacy adults to increase basic reading, writing, and English skills, and additional services for low-literacy parents to identify families needing more intensive supports or referrals; and
2. To support the expansion of key services, including literacy tutoring, outreach, referral services, and volunteer training, further refine our proven model of 1-to-1 tutoring used statewide in our Adult Literacy Program to the prison systems, and increase program capacity for Parents Achieving Literacy (PALs). All of these Adult Literacy initiatives are designed specifically for adults and parents unable to read and write near the proposed sites in Honolulu, Wai'anae, Kona, and Līhu'e. Service support will allow us to increase outreach and awareness of available Adult Literacy services, increase volunteer tutor recruitment, and expand partnerships with state agencies, prison systems, and non-profit service providers who serve adults and parents with literacy needs.

3. The public purpose and need to be served

Literacy is truly the cornerstone of a successful life, yet in Hawai'i, an estimated 16% of the adult population cannot read or write at a basic level. This means about 1 in every 6 adults, or about 155,000 adults in the State, are considered "functionally illiterate." (National Assessment of Adult Literacy, U.S. Department of Education, 2003). Illiteracy affects our State through economic loss, an overburdened school system, greater crime, and increased costs for healthcare and state assistance programs. (The Economic Impact of the Achievement Gap in America's Schools, McKinsey & Company). 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.

Low literacy levels cost the U.S. an estimated \$225 billion in workforce productivity losses, crime, and unemployment-related loss of tax revenue, according to ProLiteracy. It is estimated that between \$106–\$238 billion in healthcare costs annually are linked to low adult literacy skills. Adults with limited health literacy are hospitalized and use emergency services at significantly higher rates than those with higher skills. Nationally, illiteracy costs governments and businesses more than \$225 billion in lost productivity, lost tax revenue, crime, and welfare.

When a person struggles with reading and writing, social impacts are profound. People who cannot read and write struggle to know their rights, vote, find work, pay bills, and secure adequate housing. They may also have low self-esteem and struggle with shame, fear, and powerlessness. According to research, 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 understand fully and participate in their community.

About 70% of men and women in prison cannot read or write at a basic level (National Institute for Literacy, 2008). This is especially important since increased education and reading levels are among the strongest indicators of whether someone will return to prison upon release. According to The Bureau of Justice, the recidivism rate for individuals participating in prison education programs is 43% lower than all released prisoners. Current educational programs at Waiawa Correctional Facility only support students who can keep up with the traditional ABE program, GED prep, and its curriculum. National best practices and decades of research show that adult learners increase their reading ability most with 1-to-1 literacy help. This 1-to-1 help is a core part of our program and key to improving literacy outcomes among low-literacy learners.

Traditional family literacy programs are designed for youth. Programs that focus on serving only youth can rarely compensate for the adverse effects of a home environment of poverty and illiteracy. Children of adults with low literacy skills are 72% more likely to be at a low reading level in school, according to ProLiteracy and two out of every 10 children enter kindergarten with skills two to three years lower than their grade level, and another two-start school with a one-year disadvantage, according to the Children's Reading Foundation. Equipping parents to reinforce classroom learning will help change that. By focusing on how becoming more literate helps the whole family, our PALs initiative motivates parents who want to better provide for and educate their children. PALs integrates parenting and life skills activities for parents who are adult learners into their tutoring sessions to help learners achieve their goals of being better readers, parents, and role models.

Evidence shows short-term and long-term economic gains for governments, communities, and families when adult literacy increases. By increasing literacy among the 16% of adults that struggle to read and write, we can more effectively address many of the State's most challenging issues, such as homelessness, poverty, educational outcomes, workforce development, and even health, while also concretely improving the lives and opportunities of struggling individuals and families who need a second chance. Improving adult literacy would have enormous economic benefits. Bringing all adults to the equivalent of a sixth-grade reading level would generate an additional \$2.2 trillion – or 10% of GDP – in annual income for the country.

By expanding our existing and successful Adult Literacy program into two new physical centers, we can provide more effective and comprehensive services to increase literacy in areas where such help is limited or not easily accessible. The Centers will provide numerous benefits to help

adult students, including a private place to meet, opportunities for staff support, and regular access to needed resources like books, activities, and workshops.

Literacy skills are 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 as well as that of their children's lives.

4. Describe the target population to be served

All 200+ 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, in turn, those of their children. We hope to work with prison education staff to identify inmates with low reading scores, either from existing assessment data or our own leveled assessment, who can benefit from 1-to-1 literacy help and pair them with a trained inmate as a tutor. While being sensitive to avoid creating stigma or shame, we seek to work with prison staff and learners to identify and address each learner's skills, motivations, and goals for tutoring.

While demographics vary between the existing and proposed Literacy Center sites, 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 Islanders other than Hawaiian, 25% are of Asian descent, 19% are Caucasian, and 11% identify with multiple races or are not known. In communities in Kalihi-Palama, Wai'anae Coast, and south Kona, illiteracy rates are estimated to be closer to 1 in 4 adults. It is a common misconception that illiterate adults are primarily immigrants. Between 61%-68% of all adults in Hawaii unable to read and write are native or fluent English speakers. The needs of this population are far more involved than English Language Learners. They have often experienced school failure, came from troubled homes where education was not valued, and/or have struggled with a long undiagnosed learning disability. One-to-one attention is crucial for progress, and they often come seeking help for specific life goals, almost always related to employment or helping the family.

The needs of this target population are significant; they have experienced past school failure, came from troubled homes where education was not valued, were homeless or transient, and struggled with a prolonged undiagnosed learning disability. 1-to-1 attention is crucial for literacy progress and is well-established as a most effective practice in national research to help adult learners. Low-literacy adults and parents need help working toward specific life goals, typically related to employment or assisting the family. PALs instruction is geared toward parents who need insight and need instruction on how to facilitate and reinforce learning that takes place in the classroom. It also provides information and support to them on how to act as an intervention with students that need additional support.

5. Describe the geographic coverage

This proposal will improve and expand our Adult Literacy tutoring program coverage to three areas of the state with limited or inadequate access to adult literacy or basic education services: Kaua'i, Kona, and Wai'anae, and will improve our program's island-wide coverage of adult

literacy services. State funding will allow us to fill a gap where no 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

Our scope of work for this proposal includes:

1. Secure two new 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 Adult Literacy Center spaces in Wai'anae (O'ahu) and Līhu'e (Kaua'i); along with our current Centers in Kona and Honolulu.
2. Staff each of the proposed Adult Literacy Centers on each island for outreach, free and accessible adult literacy services, including initial assessment, tutor training, parent activities, ongoing support, and physical tutoring spaces. The proposed staffing to increase literacy outcomes is listed below:
 - a. **Wai'anae:** a new part-time Adult Literacy Coordinator (30 hours per week)
 - b. **Honolulu:** a new full-time Adult Literacy Coordinator (30 hours per week for the grant activities)
 - c. **Līhu'e:** Increase part-time Adult Literacy Coordinator service hours from 15 to 30 hours per week);
 - d. **Kona:** Increase part-time Adult Literacy Coordinator service hours from 15 to 30 hours per week)
3. Provide at least 1,500 set service and drop-in hours for low-literacy adults across new and existing Adult Literacy Center sites in Wai'anae and Līhu'e sites (separate from individual tutoring hours);
4. Provide at least 2,500 tutoring hours to help high-need adults and parents build essential reading, writing, and listening skills; and provide direct ongoing support for tutor-learner pairs,
5. Provide at least 12 new volunteer tutor trainings, and train at least 60 new literacy volunteers to serve low-income parents and adults in O'ahu, Kaua'i, and Hawai'i Island areas in 2023-2024,
6. Offer 10+ additional professional development for tutors as ongoing training and education.
7. Increase the number of low-literacy adults receiving needed literacy and workforce readiness services to at least 200 adults annually and provide weekly ongoing one-to-one tutoring services, parenting support, and workforce readiness help statewide, focusing on expansion in Līhu'e, Kona, and Wai'anae.
8. Support work at current and new program sites specific to this GIA request with an Adult Literacy Program Manager (10 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.

10. Provide fun, age-appropriate, and skill-appropriate literacy activities for 125+ adult learners and their children to support their children at home with phonics and reading instruction
11. Increase the number of low-literacy adults receiving needed literacy services at Waiawa Correctional Facility to 50 through one-to-one tutoring services and small group discussions

The Coordinators for each of the sites and program initiatives (outlined above) and the Adult 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.

| Tasks and Responsibilities by Position | |
|--|--|
| Literacy Center Coordinators | <ul style="list-style-type: none"> ● Assist with set-up and operation of Centers in Līhu‘e, and Wai‘anae, operate existing sites in Honolulu and Kona, and oversee Waiawa Correctional Facility project ● 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 site 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 tutor trainings ● 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 |

| | |
|---------------------|---|
| | <ul style="list-style-type: none"> ● 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 | <ul style="list-style-type: none"> ● Hold (with ED) final responsibility for contracting and maintaining sites ● Assist in securing needed donations of furniture and set-up assistance ● Develop sustainable funding sources for future year services ● Work with newly established Advisory Boards |
| Bookkeeper | <ul style="list-style-type: none"> ● 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 | <ul style="list-style-type: none"> ● 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 | <ul style="list-style-type: none"> ● Finalize site leases or agreements for Wai'anae and Līhu'e ● Acquire needed furniture and equipment (donated or purchased) and installation ● Develop a grant work plan for new Coordinator positions ● Identify new Advisory Boards to guide efforts and support ● Conduct volunteer training series #1 |
| Month 2 | <ul style="list-style-type: none"> ● Establish new or expanded Coordinator position hours ● Provide new staff trainings in 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 |

| | |
|----------|--|
| | <ul style="list-style-type: none"> ● Set volunteer tutor training schedule for each site ● Evaluate remaining furniture/equipment needs, purchase as allowable ● Convene founding Advisory Boards ● Begin volunteer training series #2 |
| Month 3 | <ul style="list-style-type: none"> ● All Centers are staffed and operating on a set schedule ● Begin volunteer training series #3 ● 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 ● Conduct professional development tutor training series #1 |
| Month 4 | <ul style="list-style-type: none"> ● Begin volunteer training series #4 ● Continue outreach and service hours ● First quarterly progress evaluation ● Final media outreach materials ● Convene Advisory Board, identify additional potential members ● Conduct professional development tutor training series #2 |
| Month 5 | <ul style="list-style-type: none"> ● Begin volunteer training series #5 ● Continue outreach and service hours ● Launch round of media outreach efforts ● Conduct professional development tutor training series #3 |
| Month 6 | <ul style="list-style-type: none"> ● Continue outreach and service hours ● Begin volunteer training series #6 ● Conduct professional development tutor training series #4 |
| Month 7 | <ul style="list-style-type: none"> ● Begin volunteer training series #7 ● Continue outreach and service hours ● Second quarterly progress evaluation ● Conduct professional development tutor training series #5 |
| Month 8 | <ul style="list-style-type: none"> ● Begin volunteer training series #8 ● Continue outreach and service hours ● Conduct professional development tutor training series #6 |
| Month 9 | <ul style="list-style-type: none"> ● Begin volunteer training series #9 ● Continue outreach and service hours ● Conduct professional development tutor training series #7 |
| 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) ● Begin volunteer training series #10 ● Conduct professional development tutor training series #8 |
| 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) ● Begin volunteer training series #11 ● Conduct professional development tutor training series #9 |

| | |
|----------|--|
| Month 12 | <ul style="list-style-type: none"> ● Continue outreach and service hours ● Complete all grant objectives and reach goal of 250 total Adult Literacy and Prison learners served ● Complete at least 1,500 hours of service for new Center sites ● Begin volunteer training series #12 ● Conduct professional development tutor training series #10 |
| 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 operating of new sites in Wai'anae and Līhu'e.

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 to secure the 2 proposed sites, with the help of community partners in Wai'anae and Līhu'e, with evaluation completed as sites are secured and set up for operation for Months 1-3. This will include acquiring all furniture, equipment, and utilities needed to begin site operation. The launch team will document the 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. They will review quarterly to ensure the two new sites and our existing sites grow to their maximum effectiveness, use, and community engagement. Benchmarks for successful evaluation for the new Adult Literacy Centers are:

1. Two 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 that benchmarks for initial program services will be met by the end of the first quarter if there are no major issues with securing and opening the new sites.

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 the 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 Adult Literacy 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 training, including mastery of the volunteer tutor training series, and reviewing and affirming the Coordinator's proficiency in at least seven areas:

1. accurate and respectful student assessment;
2. effective volunteer recruitment;
3. proficiency in providing impactful and engaging volunteer tutor training;
4. provide accurate and culturally appropriate 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 the use of all Center resources

Beginning in Month 4 and every quarter, the program staff team of Coordinators, the Learner Services Coordinator, and the Program Manager, along with one of the Waiawa educational specialists or other designated staff person, will evaluate program effectiveness and growth, including evaluation of the:

1. efficacy of various outreach methods;
2. data relating to growth in Center usage and prison project;
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 over 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 and 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 services to better meet the needs of clients and the community being served. Examples include:

1. services to address the unique needs of low-literacy parents;
2. online monthly data collection system;
3. a revised and shortened volunteer tutor certification training; and

4. focus on technology and the workforce needs of Adult Learners.
5. services to support low-literacy prisoners

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

Finally, we evaluate ongoing and new outreach efforts. We track the number of referrals 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 2 new Adult Literacy Centers in Wai'ananae (O'ahu) and Lihue (Kaua'i) and provide at least 3,000 hours of service during the grant period across all sites including Honolulu, Waiawa Correctional Facility, and Kona. If the set-up of a Wai'ananae or Kaua'i site proves not to be possible during this grant period, then an already-identified high-need site in Waipahu (O'ahu) public housing will serve as an alternate.
 - **Measure:** Confirmed operation start dates; monthly calendar of service hours by site
2. Offer at least 12 tutor training series annually, including at least two for each new proposed location.
 - **Measure:** Calendar of quarterly training dates and trainee sign-in sheets for total attendance
3. Provide literacy tutoring to at least 200 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; the 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 2,500 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 through tutoring reported by monthly tutor reports
5. Demonstrate learner retention at Waiawa Correction Center for at least 70% of students who begin tutoring (national averages are under 50%).
 - **Measure:** Percent of learners who begin tutoring and meet the 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 completing 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 expansion plan is designed to meet a massive need for free, accessible, learner-centered literacy services for thousands of adults in Hawai'i who cannot achieve their goals and effectively support their families because of a lack of literacy. 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. Still, 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 their parents' education and literacy level.
- Ongoing assessments provide strong measures of literacy gains and educational achievement.
- Stronger literacy skills are a key factor in hiring decisions and positively correlates with earnings. In many cases, gains can be measured in less than one year.
- 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 the opportunity to realize their full potential. This will, for many of the adults we will serve, translate into:

- 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
- being able to support their children in becoming readers and stronger students.

In summary, the Hawaii Literacy Adult Literacy program and the proposed expansions will help increase access to educational help and resources for low-literacy adults across the State and prison system. By 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

- 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 the source of funds (attached)
 - b) Personnel salaries and wages (attached)
 - c) Equipment and motor vehicles (attached)
 - d) Capital project details (attached)
 - e) Government contracts, grants, and grants in aid (attached)

2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2024

| Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 | Total Grant |
|-----------|-----------|-----------|-----------|-------------|
| \$49,779 | \$49,779 | \$49,779 | \$49,780 | \$199,117 |

3. The applicant shall provide a listing of all other sources of funding that they are seeking for the fiscal year 2024.

| Intended Funding for Fiscal Year 2024 | | | |
|--|--|------------------|--|
| Funding Source | Program | Estimated Amount | Status |
| Rose Perenin Foundation | Agency-Wide Support | \$80,000 | Three-year support secured from 2022-2025 |
| Pettus Foundation | Agency-Wide Support | \$15,000 | Ongoing annual support to be requested in January 2023 |
| McInerney Foundation | Bookmobile | \$30,000 | Pending |
| Bell Charitable Foundation | Digital Literacy | \$15,000 | Pending |
| City & County of Honolulu | Family Literacy Libraries | \$200,000 | Pending |
| Department of Education - Waipahu Pearl City | English Language Learner Program and Agency-Wide Support | \$68,320 | Secured |
| ACP Navigator Pilot | Digital Literacy | \$220,000 | Pending |
| Women's Fund | Bookmobile | \$5,000 | Secured |
| Freeman Foundation | Adult Literacy Support | \$30,000 | Ongoing annual support to be requested in April 2023 |
| 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 |
| Atherton Foundation | Adult Literacy & Agency-Wide Support | \$25,000 | 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 | \$6,000 | Secured |
| Annie Sinclair Knudsen Memorial | Adult Literacy – Kauai | \$10,000 | Intend to request continuing support |
| Stupski Foundation | Agency-Wide | \$50,000-\$100,000 | Intend to request - new support |
| Sidney Stern 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 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 received for the fiscal year 2024

| Federal, State, and County Government Contracts, Grants, & Grant-in-Aid | | | | |
|---|--|--|---------|-----------|
| Year | 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 |
| 2019-2020 | City & County of Honolulu Grant-in-Aid | Family Literacy Libraries and Youth Tutoring Program | Awarded | \$125,000 |
| 2021-2022 | City & County of Honolulu Grant-in-Aid | Family Literacy Libraries and Youth Tutoring Program | Awarded | \$125,000 |
| 2022-2023 | City & County of Honolulu Grant-in-Aid | Family Literacy Libraries and Youth Tutoring Program | Awarded | \$125,000 |
| 2023-2024 | City & County of Honolulu Grant-in-Aid | Family Literacy Libraries and Youth Tutoring Program | Awarded | \$150,000 |
| 2024-2025 | City & County of Honolulu Grant-in-Aid | Family Literacy Libraries and Youth Tutoring Program | Pending | \$200,000 |
| 2018-2019 | State Grant-in-Aid | Bookmobile Expansion Program | Awarded | \$110,000 |
| 2019-2020 | State Grant-in-Aid | English Language Learner Program, Adult Literacy | Awarded | \$80,000 |
| 2022-2023 | State Grant-in-Aid | English Language Learner Program, Digital Literacy, Bookmobile | Awarded | \$160,000 |

| | | | | |
|-----------|--------------------|---|---------|-----------|
| 2023-2024 | State Grant-in-Aid | Adult Literacy Program, PALs, Prison Literacy | Pending | \$199,117 |
|-----------|--------------------|---|---------|-----------|

6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2022

| | |
|---|-----------|
| Balance of Unrestricted Current Assets | |
| Balance as of December 31, 2022 | \$234,988 |

V. Experience and Capability

1. Necessary Skills and Experience

For over 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. It has built trust, 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 the 1-to-1 help essential to helping a struggling adult become literate. Our adult learning model uses a phonics-based curriculum and the 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 staff qualifications. Hawaii Literacy staff have conducted hundreds of trainings to prepare new volunteer tutors in nationally recognized adult tutoring materials and techniques. They 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 program and management staff have substantial experience and actively seek to partner and work directly with various institutions, including State agencies, public housing sites, School Complexes, and community organizations. Our staff has developed valued partnerships with dozens of transitional housing sites, homeless shelters, community colleges, GED prep programs, the prison system, Community Schools for Adults, and job skills and employment programs.

Basic literacy skills are often a barrier for otherwise qualified students to enter many of these services. 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 benefits for years to come. We have successfully expanded the Adult Literacy program to open new program offices in the past, most recently Kona. 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. With the above expertise and infrastructure in place and your support, we can confidently expand our services, replicate this success, and serve hundreds of struggling adults and families in the identified communities, particularly Wai'anae, Līhu'e and Kona, and the surrounding areas.

2. Facilities

The core of this request is to establish and operate two new literacy center offices to expand Hawaii Literacy's Adult Literacy services to serve 200+ individual adults and their children and families. The facilities we propose to establish, outfit, reinforce, and staff are:

- **Kona:** 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.
- **Wai'anae:** A temporary Leeward O'ahu Adult Literacy office was established in the Wai'anae location of the Honolulu Community Action Program (HCAP), but only allows for 1 partial day a week of staffing, despite student demand and need for additional days of service, and computer and internet access are also currently lacking. Funding for additional staffing and a designated office space in Wai'anae is essential to effectively reach and support low-literacy adults on the Leeward Coast. It would also provide much-needed space for our Leeward programs (Bookmobile, Digital Literacy, and English Language Learners) to conduct outreach, hold classes, and meet with learners.
- **Līhu'e:** Hawaii Literacy's Kauai Adult Literacy program has existed since 2006 and has slowly grown each year. The program, however, also 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 significant limitation on the program's growth and outreach. Part of our strategic plan is to secure new physical office space for learner-tutor pairs, to allow for drop-in services, or to give support to tutors and learners in person.

These new spaces will be secured by a combination of in-kind space provided by agency partners or favorable below-market rents (like the Adult Literacy Kona program space). We are dedicated to growing programs to meet the need while ensuring our space and staffing commitments are cost-effective and sustainable.

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 Safe Haven. Last, we have a dedicated office and tutoring space that serves the Kailua-Kona and the Kona Coast, located at Bougainvillea Plaza, 75-5656 Kuakini Hwy, 102B, Kailua-Kona.

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

VI. Personnel: Project Organization and Staffing

11. Proposed Staffing, Staff Qualifications, Supervision and Training

The Adult Literacy Program Manager, Julianne H. Baker-Mattern, is a well-qualified literacy expert and volunteer trainer who joined Hawaii Literacy in June of 2021. She holds a Master's Degree in Elementary Education, with an emphasis on Special Needs, from the University of Phoenix, Arizona. She has management and training experience to train and provide ongoing support and oversight for part-time Coordinators at each site and volunteers. She oversees all Adult Literacy Program efforts and has attended the Department of Public Safety's Volincor training for the prison project. She has over 10 years of professional experience working in a managerial and teaching setting. Before joining Hawaii Literacy, Julianne worked as Branch Manager at the Armed Services YMCA, Wheeler AAF, Wahiawa, developing curriculum, trainings and managing and supervising staff. Before that, she worked as a Special Education Teacher at Mokulele Elementary. She brings expertise in training methods and strategies for meeting the needs of learners from diverse populations, including training on cultural awareness, addressing learning disabilities, and motivating 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 Learner Services Coordinator in Honolulu, new part-time Adult Literacy Coordinator in Wai'anae, and support funding for the Kona and Kaua'i Adult Literacy Coordinators. The 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 two new positions proposed in this grant request will be hired, and service hours for existing staff will be increased if State GIA support is secured. Full job descriptions for each are available on request. Successful candidates will meet the below qualifications:

- Have professional work experience in literacy, adult education, workforce education, teaching, or social services settings. REQUIRED.
- A college degree is highly desired, but significant relevant experience may substitute.
- Knowledge of the communities in and around the established Center, understanding of Hawai'i's varied cultures, and the ability to offer relevant outreach, training, and inspiration for adult learners are required.
- The ability to conduct trainings or information sessions in small groups is required, and/or experience in training adults is highly valued.

- Experience with community outreach and recruiting and managing volunteers is desired.
- Strong organization and computer skills are required, including database/ spreadsheet management, record keeping, and program reporting.
- Strong compassion and commitment to helping clientele, maintaining confidentiality, and providing literacy help that will truly help adults learn to read and write and benefit them in their lives.
- The ability to pick up boxes of books and move supplies and equipment, which can be up to 30 lbs., as is required to operate the Center successfully.
- Positive communication skills, cultural competency, flexibility to meet program needs, willingness to work some weekend hours, and ability to travel to meet students in other areas surrounding the Center are required.

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

- Assist with set-up and operating their respective Centers in Wai'anae and Līhu'e
- Lead local volunteer and learner outreach in coordination with the 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, Jill Takasaki Canfield, will hold responsibility for initial site selection, securing rental agreements, and hiring and initial expansion plans. Jill has held the position of Executive Director since 2020 and has worked in non-profit management in social services and academic settings for over 25 years in Beijing, Honolulu, and Denver. Before 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 includes serving as Executive Director of the Pacific and Asian Affairs Council, as 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's areas of expertise include program design and implementation, fundraising, grants management, board development, data collection and analysis, and community relations. Jill holds an M.B.A. from Rollins College, a B.A. in Biology from UH Manoa, and a graduate certificate from Tuft's Early Child Technology program.

Bookkeeper Justine Lafata will provide financial reporting and management of all GIA-related income and expenses. Justine has worked with Hawaii Literacy since September 2021 as a part-time Bookkeeper. Justine holds a Bachelor of Arts in Political Science from Pepperdine University and has over ten 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

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 | \$85,000-\$110,000 |
| Giving & Program Operations Director | \$65,000-\$75,000 |
| Adult Literacy Manager | \$55,000-\$65,000 |

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 support or benefit a sectarian or nonsectarian private educational institution.

4. Future Sustainability Plan

Hawaii Literacy prioritizes ensuring all program growth meets a true community need and is done in a sustainable long-term way. We anticipate that after the initial year of requested funding (2023-24) to begin and outfit the proposed two new Adult Literacy Centers and fortify the two existing Centers, the portion of new funding needed to continue staffing and operating the Centers at proposed levels will be less than this current request. Other funding goals are to continue to increase individual giving and school contracts and create and build a monthly giving campaign.

The Adult Literacy program is fortunate to have 2 long-time multi-year grants that underwrite a significant base of support for 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 the long record of successful and cost-effective services. 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 2023 requests to McInerney Foundation and the Stupski Foundation. Our sustainability plan beyond FY 2024 also contains proposals 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 2022-2025 request to Rose Perenin Foundation submitted in January 2021 and a Freeman Foundation request in April 2023. This multi-pronged approach of diversifying funding streams is already starting to take momentum. We expect this trend to continue as time goes on with more community outreach and partnership building.

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. In a worst-case scenario, learners and volunteers can be supported from a more distant location. In addition to new program grant sources, our Board of Directors completed a new Strategic Plan for 2023-2025 that includes commitments to add unrestricted funds to our annual budget within 3 years. This will be available in late January of 2023 and beyond to ensure continued operation even in a year when grant support may not fully cover operational costs.

Hawaii Literacy's progress toward meeting its operational objectives is monitored monthly by the Board of Directors. The Executive Director and Program Managers provide reports at each monthly meeting. There is also a report on the actual financial results compared to the budget. This ongoing review process documents Hawaii Literacy's progress and results in meeting its operational and financial goals.

In short, our sustainability plan includes 3 components to achieve the 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 next three years.
3. We recently started taking on school contracts as another reliable revenue stream to support programs.

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 child will graduate high school, and whether a family will live in poverty. It is also a core skill 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.

With your support, this growth will be successful and sustainable, as it will help us maintain an essential base upon which to grow. 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 2023 legislative session.

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2023 to June 30, 2024

Applicant: Hawaii Literacy, Inc.

| 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 | 129,130 | | | 133,830 |
| 2. Payroll Taxes & Assessments | 15,624 | | | 31,820 |
| 3. Fringe Benefits | 18,833 | | | 28,075 |
| TOTAL PERSONNEL COST | 163,587 | | | 193,725 |
| B. OTHER CURRENT EXPENSES | | | | |
| 1. Airfare, Inter-Island | | | | 1,190 |
| 2. Insurance | 1,330 | | | 1,330 |
| 3. Lease/Rental of Equipment | | | | 665 |
| 4. Lease/Rental of Space | 26,400 | | | 10,760 |
| 5. Staff Training | | | | 3,850 |
| 6. Supplies (including curriculum) | 7,800 | | | 22,950 |
| 7. Telecommunication | | | | 3,825 |
| 8. Utilities | | | | 5,720 |
| 9 | | | | |
| 10 | | | | |
| 11 | | | | |
| 12 | | | | |
| 13 | | | | |
| 14 | | | | |
| 15 | | | | |
| 16 | | | | |
| 17 | | | | |
| 18 | | | | |
| 19 | | | | |
| 20 | | | | |
| TOTAL OTHER CURRENT EXPENSES | 35,530 | | | 50,290 |
| C. EQUIPMENT PURCHASES | | | | |
| D. MOTOR VEHICLE PURCHASES | | | | |
| E. CAPITAL | | | | |
| TOTAL (A+B+C+D+E) | 199,117 | | | 244,015 |
| SOURCES OF FUNDING | | Budget Prepared By: | | |
| (a) Total State Funds Requested | 199,117 | Jill Takasaki Canfield 808-537-6706 | | |
| (b) Total Federal Funds Requested | 0 | Name (Please type or print) Phone | | |
| (c) Total County Funds Requested | 0 | 1/19/2023 | | |
| (d) Total Private/Other Funds Requested | 244,015 | Signature of Authorized Official Date | | |
| TOTAL BUDGET | 443,132 | Jill Takasaki Canfield Executive Director Name and Title (Please type or print) | | |

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2023 to June 30, 2024

Applicant: _____Hawaii Literacy, Inc_____

| POSITION TITLE | FULL TIME EQUIVALENT | ANNUAL SALARY A | % OF TIME ALLOCATED TO GRANT REQUEST B | TOTAL STATE FUNDS REQUESTED (A x B) |
|--|----------------------|--------------------|---|--|
| Honolulu Adult Literacy & Learner Services Coordinator | 1 | \$55,000.00 | 75.00% | \$ 41,250.00 |
| Wai'ana'e Adult Literacy Center Coordinator | 0.75 | \$37,440.00 | 100.00% | \$ 37,440.00 |
| Hawaii Island Adult Literacy Center Coordinator | 0.75 | \$37,440.00 | 50.00% | \$ 18,720.00 |
| Kauai Island Adult Literacy Center Coordinator | 0.75 | \$37,440.00 | 50.00% | \$ 18,720.00 |
| Adult Literacy Program Manager | 1 | \$65,000.00 | 20.00% | \$ 13,000.00 |
| | | | | \$ - |
| | | | | \$ - |
| | | | | \$ - |
| | | | | \$ - |
| | | | | \$ - |
| | | | | \$ - |
| | | | | \$ - |
| | | | | \$ - |
| | | | | \$ - |
| | | | | \$ - |
| | | | | \$ - |
| | | | | \$ - |
| TOTAL: | | | | 129,130.00 |
| JUSTIFICATION/COMMENTS: | | | | |
| | | | | |

NOT APPLICABLE BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2023 to June 30, 2024

Applicant: _____

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

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

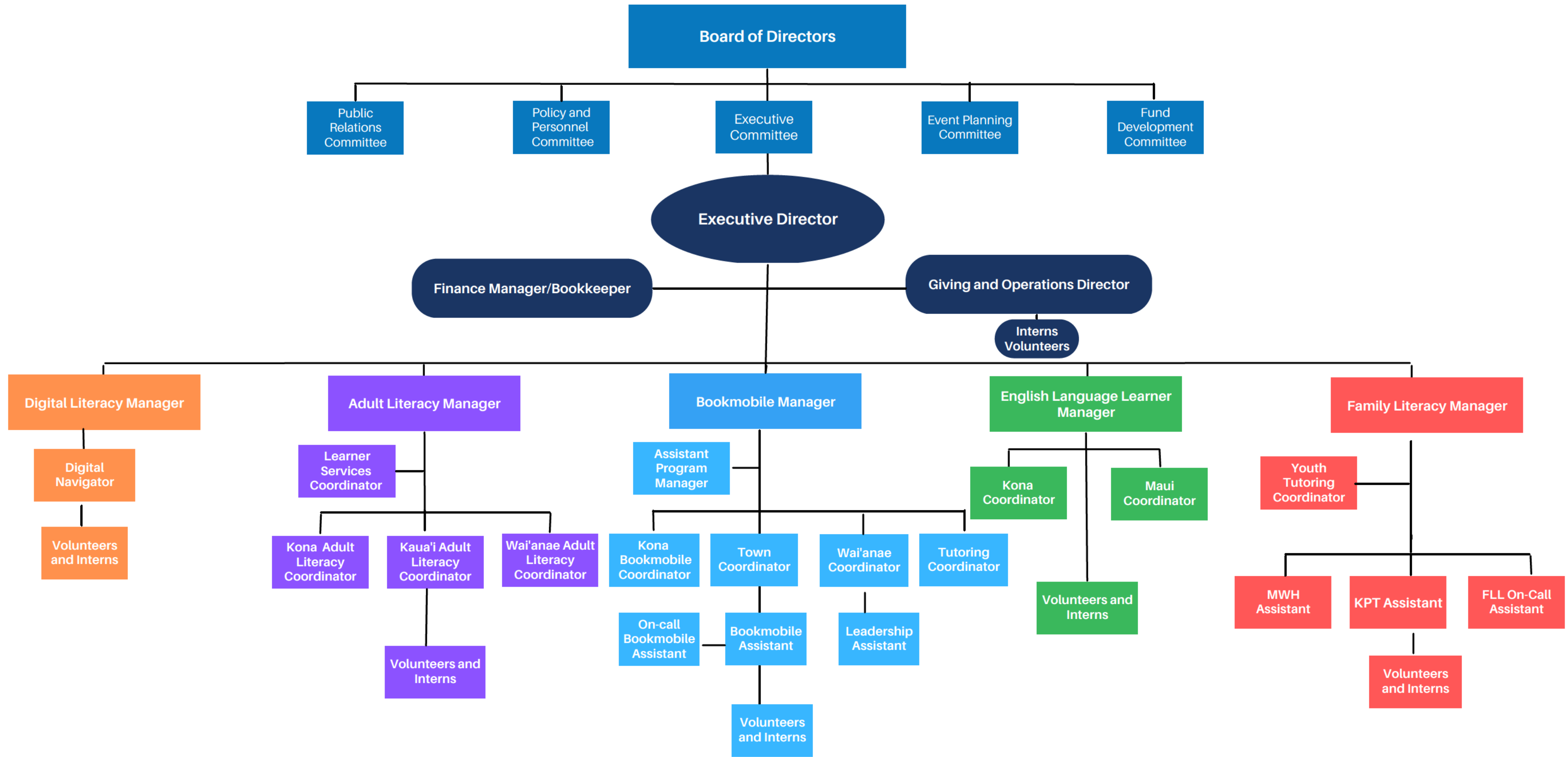
NOT APPLICABLE BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2023 to June 30, 2024

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: 2021-2022 | FY: 2022-2023 | FY:2023-2024 | FY:2023-2024 | FY:2024-2025 | FY:2025-2026 |
| PLANS | | | | | | |
| LAND ACQUISITION | | | | | | |
| DESIGN | | | | | | |
| CONSTRUCTION | | | | | | |
| EQUIPMENT | | | | | | |
| TOTAL: | | | | | | |
| JUSTIFICATION/COMMENTS: | | | | | | |

Hawaii Literacy Organization Chart





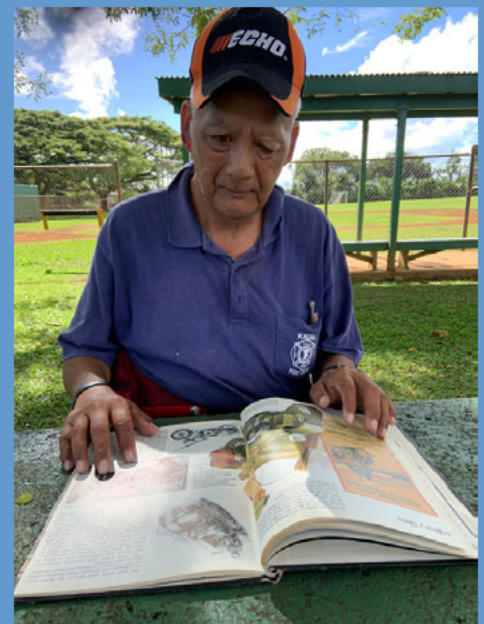
A new learner meets with Hawaii Literacy to begin her journey to a better future!



Tutor and learner pair showing their appreciation for new school supplies!



Tutor and learner celebrating learner meeting his goal of getting a drivers license!



Learner C.S. reading about one of his passions, motorcycles

Thank You

Hawaii Literacy played a big role in helping me get to a place in my life where I am now enrolled at Kauai Community College, and I would love to share with you how. When I was 16 in the summer of 11th grade, I fractured my spine. Prior to this I only attended high school through a computer, I was never on a campus, and rarely communicated with the teacher. My entire high school experience was solely about passing, I did not retain much information, and I was never confident in my knowledge. I had been in the school system for much too long and was itching to get out. So I decided the best thing for my body, brain, and dream was to get my G.E.D.

I am so very grateful for Hawaii Literacy who instantly began to work with my mom to get me started on the path. Jessica from Hawaii Literacy found me a computer, a tutor, and answered all of our questions.

She also helped my mom to find the most suitable work books to study with. Aunt Jess was always there to help me access any resource whenever it was needed! I owe a big thanks to my tutor S.B, whom without, I might as well have given up. She tutored me in each subject thoroughly until I felt totally ready for that test. Sarah drove me to every test, and even let me pick out a pastry from our favorite bakery when I passed each test! Sarah gave her time and best effort to me without expecting anything in return and I couldn't be more thankful. There are many other people I could thank who supported me through my journey to get a G.E.D, and I am so grateful for each one. I finally get to choose what I learn and enjoy getting an education. Mahalo to all the people at Hawaii literacy for all you do, I couldn't have gotten where I am now without the collective effort made by all of you, to facilitate the program. I will continue to honor the people who supported, believed, and created the path for me to go about getting my G.E.D.

-O.U.

17 years old



O.U. and her tutor Sarah

JOSH B. GREEN, M.D.
GOVERNOR



STATE OF HAWAII | KA MOKU'ĀINA O HAWAII
DEPARTMENT OF PUBLIC SAFETY
KA 'OIHANA HO'OPALEKANA LEHULEHU
1177 Alakea Street
Honolulu, Hawaii 96813

TOMMY JOHNSON
DIRECTOR

Melanie Martin
Deputy Director
Administration

Michael J. Hoffman
Acting Deputy Director
Corrections

William Oku
Deputy Director
Law Enforcement

No. 2023-157

January 18, 2023

House of Representatives Committee on Finance
State Capitol
415 S. Beretania Street, Rm. 306
Honolulu, HI 96813

Aloha Grant-in-Aid Commission,

As Director of the Department of Public Safety, I would like to express our support for Hawaii Literacy's Adult Literacy program that helps improve literacy rates for adults who struggle to read and write in our community. Adult education and literacy programs help adults get the skills they need to gain employment or get better jobs, which also ultimately helps to revitalize the economy, and create safer communities.

We are working with Hawaii Literacy, and we are in hopes that our community will benefit from having their adult tutoring services as additional support for adults. With 1 in 6 adults in Hawaii struggling with reading and writing, and poor literacy skills leading to generational poverty, increased healthcare and state assistance costs, and homelessness, we, as a partner, believe this program is much needed for the adults of our community.

The long-term benefits of raising literacy levels for people in Hawai'i are well-proven in individual and national data. Investment in adult education and basic skills programs not only improves the lives of adults and their families, but significantly affects the employability and earnings of Hawaii's adults by reducing crime, poverty, homelessness, and illiteracy.

We hope you will support the funding of their Adult Literacy program so they can continue their vital work in increasing literacy for adults.

Sincerely,

A handwritten signature in black ink, appearing to be "TJ".

Tommy Johnson
Director