

PROPOSAL APPLICATION CHECKLIST: 4. Early Community Readiness ~ Pahoia Reads

Applicant: Friends of the Future

RFP No.: 4576

The applicant’s proposal must contain the following components in the order shown below.

Return this checklist to the purchasing agency as part of the Proposal Application.

Item	Reference in RFP	Format/Instruc-tions Provided	Required by Purchasing Agency	Applicant to place "X" for items included in Proposal
General:				
Proposal Application Checklist	Section 1, RFP	Attachment A	X	X
Proposal Application Form	Section 1, RFP	Attachment B	X	X
B Proposal Table of Contents Entity Description COGS Project Description Community Benefit Leveraging Partns. & Resources Mgmt. Capacity & Outcomes Budget & Financials/Statement.	Section 3, RFP	Section 3, RFP	X	X
One Unredacted Electronic Copy of Proposal (PDF format)	Section 1, RFP	Section 1, RFP	X	X
One Redacted Electronic Copy of Proposal (PDF format)	Section 1, RFP	Section 1, RFP	X	N/A
Certifications:				
Federal Certifications	Section 5, RFP	Attachment F, App. I	X	X
Program Specific Requirements:	N/A			

PROPOSAL APPLICATION FORM


Project Title:	Pāhoa Comprehensive Plan Implementation. This initiative is to support the implementation of the <i>Pāhoa Reads</i> plan developed in collaboration with the Pāhoa Promise partnership
Organization Name:	Friends of the Future
Contact Name:	Susan Maddox
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Project Category: EARLY CHILDHOOD INITIATIVES PROGRAM

Funding Summary.	Amount
SLFRF Funds Requested.	\$ 900,000
Funds From Other Sources (if available).	\$0
In-kind Contribution Value (if available).	\$0
Total Project Cost.	\$900,000

ACKNOWLEDGEMENT

I, the undersigned, hereby certify that the information provided in this County of Hawai'i Request for Proposals has been reviewed in its entirety and the affixed signature accepts responsibility on behalf of said organization to inform its members of the content herein. All terms and conditions of this County of Hawai'i Request for Proposals shall be a part of any contract entered into as a result of this proposal.

Signature:	
Name (please type or print clearly):	Susan Maddox
Title:	Executive Team Leader
Date Signed:	May 14, 2024

Proposal Application Table of Contents

Proposal Application Checklist..... 1

Proposal Application Form..... 2

Table of Contents..... 3

3.1. Entity Description..... 4

 a. Brief Description..... 4

 b. Name(s) of Principals Responsible for Organization..... 4

 c. Number of Jobs Entity Provides..... 4

 d. Community Served by the Organization..... 4

 e. Certificate of Good Standing reference (See Attachment B) 4

3.2 COVID-19 Impacts..... 4

 a. Description of Economic Harm..... 4

 b. Response to Negative Impacts of COVID..... 5

3.3. Project Description..... 5

 a. Project Description..... 5

 b. Description How Project Responds to Negative Impacts of COVID..... 6

 c. Timeline..... 6

 d. Entity’s Capacity to Carry Out Goals..... 7

3.4. Community Benefit..... 7

 a. History of Creating Community Benefit..... 7

 b. Ongoing Community Benefit..... 7

 c. Benefit to the County..... 8

3.5.Leveraging Partnerships and Resources..... 9

 a. Entity’s Track Record..... 9

 b. Leveraging Additional Partnerships..... 9

3.6.Management Capacity and Measurable Outcomes..... 10

 a. Entity Experience and Capacity..... 10

 b. Management, Implementation, Measurement and Reports..... 10

 c. Additional Staff..... 11

 d. Identifying and Tracking Beneficiaries..... 11

3.7.Budget and Financials..... 12-14

Attachments

- A. Executive Team Leader CV
- B. Certificate of Good Standing
- C1. Project Budget: Pāhoa Reads
- D. Current Year Financial Statements
- E1-4.FYE 22and FYE 23 Audits and Form 990s
- F. FYE23 and FYE24 Operating Budgets
- G. Statement Related to Use of Federal Funds

3.1 Entity description

3.1.a. Provide a brief description of your entity including mission, goals, and history in the County of Hawai'i.

Founded on Hawaii Island in 1991 by Native Hawaiian business executive and community service advocate Kenneth Brown, Friends of the Future (FOF), is an ever changing collective of programs and initiatives led by community for community.

FOF's mission: Facilitating a sense of *lokahi* (harmony and balance) among the diverse people of Hawai'i, we encourage each person to contribute their deepest values to create shared visions and to continuously improve our communities.

Goals: 1) increase community stability and esteem by preserving the cherished cultural anchors of Hawai'i Island; 2) effectively focus community resources on community identified needs by promoting dialogue that brings together community members from diverse backgrounds and interests; and 3) significantly improve the quality of life of all who live, work and play on Hawai'i Island.

3.1.b. Provide the name(s) of the principal(s) responsible for the entities' organizational operations. Be sure to include their qualifications.

Susan Maddox has served as Executive Team Leader for Friends of the Future since 1996. During that time FOF has provided administration, accounting, grants management, technical assistance, strategic planning and meeting facilitation services to more than 110 community-based programs and initiatives. She is responsible for all day-to-day operations, budget and finance, human resources, and community outreach. (See Attachment A for CV)

3.1.c. Describe how many employees or jobs your entity provides opportunities for. There are eight (8) full time, two (2) part time paid staff, 20 independent contractors and 60 regular volunteers across the 35 programs currently active within FOF. The proposed Pāhoa Reads project will add 1-2 paid staff members and up to 20 volunteers.

3.1.d. Describe the community served by your entity.

Based in Waimea, FOF's broad community-capacity building philosophy allows inclusion of programs around Hawaii Island. Programs serve all people of all ages, ethnicities, and socio-economic backgrounds.

The ***Pāhoa Reads*** plan is designed to leverage existing support and services to strengthen the early childhood development and school success of the 1,176 children between birth and 8 years of age in the Pāhoa community, including 141 newborns and 735 children under age 5. Many of these children live in families struggling to cover the high cost of living in Hawai'i. One in three families with young children live in poverty, and one in eleven parents in Pāhoa (8.7%) report that paying for basic living expenses is a daily struggle.

3.1.e. Submit a Certificate of Good Standing from the State of Hawai'i DCCA, which must be dated within thirty (30) days of proposal submittal. (See Attachment B)

3.2 COVID-19 Impacts

3.2a Description of Economic Harm. Families in Hawai'i County, particularly those with young children, have faced additional hardship as a result of the coronavirus pandemic. The majority of families across the state (61%) reported that they had lost income due to the pandemic, and a quarter of residents (24%) reported having little or no confidence that they would be able to make next month's rent. For many families, the economic effects of the pandemic continue to be felt. One in three families with young

children (36%) in Pāhoa live in poverty, and one in eleven parents in Pāhoa (9%) report that they have difficulty covering basic living expenses almost every day. Working parents also face increased difficulty finding childcare, which has never regained pre-pandemic capacity. Quality childcare is a workforce support for parents, and a school readiness support for young children.

3.2b How The Project Responds to Negative Impacts of COVID.

Pāhoa Reads responds to the negative impacts of COVID by strengthening the safety net of supports for young children and their families. **Pāhoa Reads** partners with parents, health care providers, social service agencies, and early care and learning providers to wrap young children in a safety net of supports, addressing COVID-related developmental deficits, working across partners to see that children are screened and referred for needed services, and assuring young children are set on a pathway to success in school and later in life.

3.3 Project Description: Pāhoa Comprehensive Plan (Pāhoa Reads) Implementation

3.3.a. Describe your project in detail and how it increases resilience, supports recovery, and/or provides relief.

The **Pāhoa Reads** plan offers a comprehensive set of supports designed to strengthen the early childhood development and wellbeing of all young keiki in the Pāhoa Community so that they will reach school healthy, safe, and on a path to academic achievement. The **Pāhoa Reads** plan was developed in order to strengthen early childhood experiences for keiki in the Pāhoa community, particularly in the shadow of the coronavirus pandemic.

Early childhood experiences are the foundation for brain development, school readiness, and early academic achievement.¹ When there are large disparities in early childhood experiences, they can lead to gaps in school readiness, and grow larger over time to become achievement gaps in school. Differences in the number of words young children hear, for example, can translate into gaps in language development when children reach kindergarten, and become even larger gaps in reading levels in middle and high school.²

Working in partnership with the sub-recipient of the Pāhoa Promise leadership grant, Friends of the Future (FOF) proposes to oversee implementation of the **Pāhoa Reads** Plan. Plan oversight and implementation will include:

On-the-ground staffing for the implementation of the **Pāhoa Reads** project and implementation of the **Pāhoa Reads** plan. **Pāhoa Reads** coordinator(s) will work to move all components of the plan forward in alignment with the plan objectives and timetable, in collaboration with the Pāhoa Continuum Leadership and County Early Childhood Resource Team (ECRT). The coordinator(s) will develop positive relationships with partners in the Pāhoa School Complex working to improve outcomes of keiki, birth to age 8. This will involve maintaining regular contact with partner agencies, and staffing four (4) groups on a monthly basis: The Pāhoa Promise core leadership team, early childhood working group, safety and health working group, and family engagement working group, and provide technical assistance and

¹ Why Early Childhood Matters. N.D. NC Department of Health and Human Services.

<https://www.ncdhhs.gov/about/department-initiatives/early-childhood/why-early-childhood-matters#:~:text=Early%20childhood%20experiences%20from%20birth,future%20learning%2C%20behavior%20and%20health.>

² Hart and Risley. 1995. Meaningful Differences in the Everyday Experience of Young American Children.

Baltimore: Brookes Publishing. Hirsch (1996) The Effects of Weaknesses in Oral Language on Reading Comprehension Growth cited in Torgesen, J. (2004). Current issues in assessment and intervention for younger and older students.

administrative support to the Pāhoa Promise partners and Pāhoa Leadership by providing meeting support and follow-up.

Assist with purchasing and inventory of supplies for all components of the plan and monitor implementation. The **Pāhoa Reads** plan embraces an intentionally broad and inclusive set of strategies, including direct outreach to families, training opportunities for early childhood educators, summer fun and kindergarten readiness bridge programs for rising kindergartners, as well as efforts to leverage the connections of other key family supports, including primary care and other providers (including WIC and SNAP offices), and by making reading materials and language development activities available wherever families gather across the Pāhoa community, and to try to connect with community groups (including civic clubs, church groups, etc.) in order to raise awareness of the importance of reading, singing, and talking with young children in order to support their early childhood brain development. Additionally, the coordinator(s) will assist in scheduling training sessions, summer programs and other details of the plan, and lead efforts to identify new opportunities to implement these programs. The coordinator(s) will also serve as the point of contact for the program, facilitate communication with partners and families seeking support, manage the program budget, and help to oversee distribution of resources to partners, at the direction of **Pāhoa Reads** leadership and in collaboration with the ECRT, and support data collection and monitoring efforts in conjunction with Pāhoa Promise Leadership and the ECRT.

3.3.b. Describe how this proposal directly responds to the negative economic impacts of the COVID-19 pandemic consistent with ARPA guidelines (include relevant citations from the U.S. Treasury materials).

Programs and services offered through **Pāhoa Reads** are eligible for ARPA funds as they respond to “a harm ... caused or exacerbated by the public health emergency or its negative economic impacts and the program, service, or capital expenditure responds to such harm.” The negative impacts of the pandemic for families in Hawai'i County and the Pāhoa community are documented in *The Hawai'i County Early Childhood Community Profile*.³ Young children in Hawai'i County have faced additional hardship as a result of the coronavirus pandemic. Across Hawai'i, early care and learning enrollment remains 18% below pre-pandemic rates.⁴ Reduced exposure to early learning opportunities leads to reduced rates of kindergarten readiness (particularly for families that are low-income or are racial or ethnic minorities).⁵ The **Pāhoa Reads** initiative responds to these pandemic-related challenges by giving children a boost toward optimal early childhood development and school readiness.

3.3.c. Include a timeline for regular check-in meetings with ECRT staff.

Friends of the Future will establish regular check-in meetings with ECRT staff at a frequency that facilitates both the forward progress and oversight of the project. Currently, Pāhoa Promise core team meetings are held monthly. Attending these meetings will provide a frequent, regular, and established

³ U.S. Department of the Treasury 31 CFR Part 35 Final Rule (2022 Final Rule): <https://www.govinfo.gov/content/pkg/FR-2022-01-27/pdf/2022-00292.pdf> P. 111 § 35.6 (b)(1); Hawai'i County Early Childhood Community Profile. 2023. <https://www.rd.hawaiicounty.gov/data-information/r-d-reports>

⁴ Hawai'i Child Care Capacity Dashboard. 2024. March. https://lookerstudio.google.com/reporting/6266e4b8-c275-4801-bc86-aa3488baad0d/page/p_55m4kzprwc

⁵ c.f.: Figure 8 in Christina Weiland, et. al.. 2021. Historic Crisis, Historic Opportunity: Using Evidence to Mitigate the Effects of the Covid-19 Crisis on Young Children and Early Care and Education Programs. Education Policy Initiative at the University of Michigan and The Urban Institute. <https://edpolicy.umich.edu/sites/epi/files/2021-07/EPI-UI-Covid%20Synthesis%20Brief%20June%202021.pdf>

touchpoint for project reviews. The program coordinator(s) will meet with the FOF Executive Team Leader at least bi-weekly to review the work plan, progress, potential barriers and solutions to ensure the work moves forward in a timely manner.

3.3.d. Describe the experience this entity has to carry out the goals of this project.

Since its founding in 1991, FOF has served as fiscal sponsor for more than 110 community-based programs and initiatives. The organization has extensive history with foundation and trust grants, as well as County, State and Federal grants and contracts. Specifically, FOF has worked with Hawaii County for more than 20 years in a variety of contracts. The financial accounting and reporting systems are well established, and annual federally required program audits are conducted. The Executive Team Leader is an experienced program director and has established relationships with many of the **Pāhoā Reads** partners.

3.4. Community Benefit

3.4.a. Describe your entity's history of creating community benefits (e.g. people served, jobs created, tax revenue generated, or other measurable indicators, etc.).

Across its 30+ year history and more than 110 community-based programs and initiatives, FOF has served more than 7,500 unduplicated individuals and generated more than \$28M in revenue from individual and business donors, foundations and trusts, County, State and Federal contracts. Each program or initiative fills a unique community-identified need and operates independently under FOF's fiscal sponsorship. Programs focused on youth specifically have included: Toddler P.R.E.P Group which served families from 1997-2001 after Kamehameha Traveling Pre-School ended and before Tutu & Me was established. From 2010-2015 FOF was actively engaged in a KKP Complex Area early literacy project.⁶ The federally funded Aloha MAP program currently serves 1,200 K-12 students providing tutoring, college and career coaching, family-focused learning excursions, and early college/dual credit programs. The state-wide Nest for Families program uses a proprietary text format to support new parents of children from birth to 18 months with a variety of on-demand resources and referrals; the project currently has 600 participants.

3.4.b. Describe how this project will provide ongoing community benefits with impactful, measurable outcomes.

The **Pāhoā Reads** plan is designed to leverage existing support and services to strengthen the early childhood development and school success of the 1,176 children between birth and 8 years of age in the Pāhoā community, including 141 newborns and 735 children under age 5. Many of these children live in families struggling to cover the high cost of living in Hawai'i. One in three families with young children live in poverty, and one in eleven parents in Pāhoā (8.7%) report paying for basic living expenses is a daily struggle.⁷

The coronavirus pandemic compounded the difficulties facing young children and families. During and since the pandemic, young keiki in Pāhoā have had reduced contact with health care providers, social service agencies, and early care and learning opportunities. The majority of entering kindergarteners are behind expected benchmarks, and families have grown increasingly disconnected from public education. National data indicates that reduced exposure to early learning has become widespread since the pandemic, leading more children to reach kindergarten without the developmental foundation in place

⁶ Final report on the Hawai'i P-3 Evaluation. https://www.rand.org/pubs/research_reports/RR1100.html

⁷ Data sources: ACS estimates, US Census 2023, Pāhoā Promise Neighborhood Survey, November 2023

that they will need to thrive, and this is particularly true for children from families that are low-income and/or are racial or ethnic minorities.⁸

The **Pāhoa Reads** plan offers a comprehensive set of supports designed to respond to these issues, designed to reach all children and set them on a pathway to success in school and later in life. The *Pāhoa Reads* initiative, working in collaboration with the Pāhoa Promise partnership, will support improvements on the following measurable outcomes:

The number and percent of:

- Newborns, infants & toddlers in each community with a medical home; receiving their full schedule of well-child visits; and receiving developmental screenings at recommended intervals
- Families with a child <5 who read, sing & tell stories with their young child daily
- Children <5 who participate in high-quality early learning programs
- Entering kindergarteners reaching age-appropriate benchmarks on the KEA
- Young learners making successful progress in grades K-3
- 3rd graders reading at grade-level

3.4.c. Describe if and how this project benefits the County.

Pāhoa Reads interventions will strengthen early childhood development practices for children and families in the Pāhoa community and will establish a set of interventions that can be replicated in other communities across the Island. Today, fewer than half (47%) of parents in Pāhoa have enrolled, or intend to, enroll their young children in early learning programs. Pāhoa families have few early care and learning options, with slots available for approximately one of every four children (26.6%) younger than five, and there are few professional development opportunities available to early care and learning providers that would help them strengthen their offerings.

By addressing these concerns, **Pāhoa Reads** interventions are designed to increase the share of new kindergarteners who reach school ready to thrive. Currently, one in five entering kindergarteners [21.2%] in Pāhoa earn proficient readiness scores. The Pāhoa Promise partnership has also identified increased school attendance as a key support for student success. Both Pāhoa and Keonepoko Elementary schools currently face high rates of absenteeism (with over a third of students missing more than 15 days of school). Critically, by the end of 3rd grade, fewer than one in four students in Pāhoa are reading at grade level (22.5% at Pāhoa El and 21.7% at Keonepoko El).⁹

A strong, community-based, early-childhood continuum of sequenced and mutually-reinforcing supports can help strengthen families and contribute to early childhood development. Community-based early childhood continuums increase the likelihood young children will have a medical home and receive well-child visits; participate in high-quality early learning experiences; meet early development and school readiness benchmarks; read at grade level by the end of 3rd grade; and have fewer behavior issues or disciplinary referrals.¹⁰ By building a foundation of child development and academic

⁸ c.f.: Figure 8 in Christina Weiland, et. al.. 2021. Historic Crisis, Historic Opportunity: Using Evidence to Mitigate the Effects of the Covid-19 Crisis on Young Children and Early Care and Education Programs. Education Policy Initiative at the University of Michigan and The Urban Institute. <https://edpolicy.umich.edu/sites/epi/files/2021-07/EPI-UI-Covid%20Synthesis%20Brief%20June%202021.pdf>

⁹ Data sources: Public Health Nursing Electronic Medical Records, Pāhoa Promise Neighborhood Survey 2023, HI_DOE 2023 Kindergarten Entry Assessment and Accountability data on meeting standards.

¹⁰ Outcomes data for community-based early childhood continuum efforts available at: https://promiseneighborhoods.ed.gov/pdf/Infographic_Indianola_FY12.pdf;

achievement, these interventions will boost human capital formation, workforce readiness, and overall County economic wellbeing,

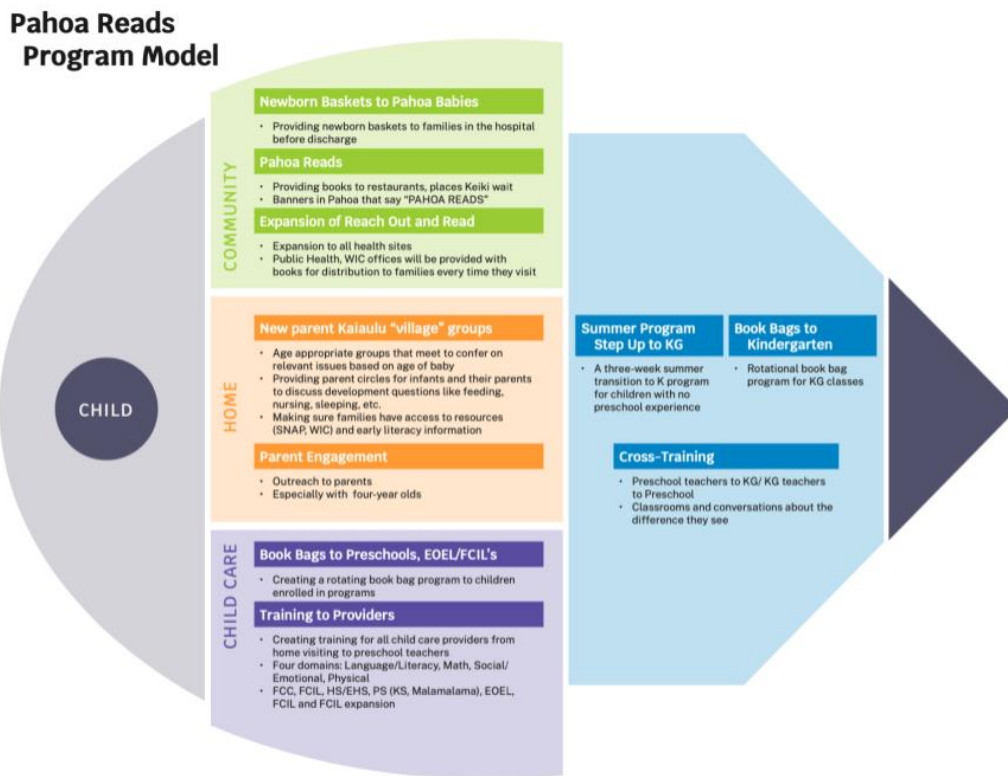
3.5. Leveraging Partnerships and Resources

3.5.a. Describe your entity’s track record of leveraging partnerships, funding and other resources.

Friends of the Future has an established track record of leveraging partnerships, funding and other resources. FOF is regularly called upon by foundations, trusts and government entities to serve as fiscal sponsor for programs because it has an organizational structure that is nimble and efficient.

3.5.b. Describe how your entity will leverage additional partnerships, funding and other resources as part of a sustainable effort to continue the program beyond 2026.

By design, the **Pāhoā Reads** plan leverages the efforts of more than 30 community partner organizations to reach young children and their families. The figure on page 9 offers a broad overview of the plan.



As this figure suggests, the **Pāhoā Reads** program model adopts a “whatever it takes strategy” to reach children from birth through early elementary school, working with health care providers, early educators, family support services, and directly with parents, with a particular focus on early childhood language and literacy development. By design, this model welcomes and aligns with new partners and program efforts, and seeks to both assess and increase the reach and efficacy of participating programs in order

https://www.promiseneighborhoodsinstitute.org/sites/default/files/PNI_chula%20vista_070615_b.pdf;
<https://www.strivetgether.org/our-impact/case-studies/seeding-success/>;
https://strivetgether.org/wp-content/uploads/2020/08/ST_spartanburg_exec_summary_final.pdf

to develop a robust and permanent pipeline of supports assuring that all children reach their full potential and reach kindergarten ready to thrive. By sharing information on child development and student success, partners will be able to build a foundational understanding of their contribution to that story, and identify opportunities to expand their reach and efficacy.

3.6. Management Capacity & Measurable Outcomes

3.6.a. Describe your entity’s experience and capacity to manage, implement, measure and report on grant deliverable and use of funds.

Friends of the Future regularly manages a portfolio between \$4.0 and \$5.0M in governmental and philanthropic grant funds and contracts. FOF leadership brings extensive experience with grants management, implementation, reporting, and evaluation. The administrative staff are long time employees with strong relationships with funders, and County, State and Federal entities. They have the knowledge and expertise to manage complex programs and systems.

3.6.b. Describe how your entity will manage, implement, measure and report as part of this proposal. Consistent with RFP4576 ARPA SLFRF Section 2.2 Contract Monitoring and Evaluation, Friends of the Future will submit quarterly “Project and Expenditure Reports” to the County, following the guidelines provided (pp. 19-20).

The **Pāhoa Reads** program coordinator(s) will work closely with the ECRT and Pāhoa Promise leadership to establish and track specific measures of key grant outputs and associated outcomes. The complete set of measures to be tracked is still in development. Sample indicators include:

Key Outputs	
Dimension to be monitored	Potential Indicator
Successful implementation of the Pāhoa Reads plan	All SLFRF funds are encumbered by December 31, 2024
	All SLFRF funds are fully expended by August 31, 2026.
	All quarterly “Project and Expenditure Reports” are submitted to the County, consistent with RFP guidelines
	Improvement of relationships and support among partners and with common clients
	# of aspects of the plan successfully implemented
	# / % of families engaged in programming
	# / % of children participating in all aspects of the plan

Key Outcomes	
Dimension to be monitored	Potential Indicator
Indicators of child development and student success	# / % of newborns, infants & toddlers with a medical home; receiving their full schedule of Early Childhood well-child visits; and receiving developmental screenings at recommended intervals
	# / % of families with a child <5 who read, sing & tell stories with their young child daily
	# / % of children <5 who participate in high-quality early learning programs & experiences
	# / % of entering kindergarteners reaching age-appropriate levels on the KEA
	# / % of young learners making successful progress in grades K-3 (including course achievement, behavior & attendance)
	# / % of 3rd graders reading at grade-level

3.6.c. If requesting funding for additional staffing, describe how the addition of staffing will support regaining pre-COVID enrollment numbers and how long you estimate being able to fill the new childcare seats.

Friends of the Future seeks funding for a **Pāhoā Reads** program coordinator(s), (to be named) (1.0 FTE). Coordinator(s) will work closely with the **Pāhoā Reads** team, Pāhoā Promise partnership, and ECR team to manage implementation of the **Pāhoā Reads** initiative, strengthen existing partnerships, track the distribution of associated resources, collect data and evidence from partners, and lead program reporting efforts.

3.6.d. Describe how your entity will identify and track eligible beneficiaries.

The goal of the **Pāhoā Reads** plan is to reach all children from prenatal through 3rd grade in the Pāhoā Complex. We will gather information in a variety of ways to identify and reach those children. For example, we are using US Census data to build an estimate of the total number of children in each age cohort (our denominator for the set of interventions). By working with partners, we are building an understanding of the cohorts of children currently served by different programs (our numerator). The project will track:

- The number of children reached / the percentage of each age cohort reached
- Outcome measures for children exposed to the intervention / outcomes for the total population
- With the ultimate intention of achieving population level changes.

3.7. Budget and Financials

3.7.a. Total funding request to carry out the category’s program.

\$900,000 over two (2) years.

3.7.b. For Category A. (Expansion of Existing Licensed Childcare Programs)

Not applicable

3.7.c. Provide a brief budget narrative to accompany “Attachment C1: Line Item Budget,” summarizing major expenses and other sources of revenue including matching funds.

Brief budget narrative:

Budget category	Narrative	Cost/year	Total over grant period
Salaries and Benefits	1.0FTE Pāhoa Reads project coordinator(s): Lead all components of <i>Pāhoa Reads</i> in collaboration with the ECRT and Pāhoa Promise partnership continuum effort	\$100,000	\$200,000
Services & Supplies	4 in-person meetings/year	\$15,000	\$30,000
	PPP member scholarships to attend ECRC conferences	\$25,000	\$50,000
	Books for Keiki (approx 20,000) and collateral	\$42,045	\$84,090
	New parent groups	\$30,000	\$60,000
	Preschool/Pre-K /kindergarten PD and cross-training	\$40,000	\$80,000
	Newborn basket supplements	\$7,500	\$15,000
	Book bags (Pre-K & kindergarten)	\$7,500	\$15,000
	Support for Pāhoa Library early childhood programming	\$9,500	\$19,000
	Summer transitions programming	\$30,000	\$60,000
	Summer 'ohana engagement	\$30,000	\$60,000
	Expanded early learning play & learn groups	\$50,000	\$100,000
		Category Total	\$286,545
Contracts for Service Delivery	Technical assistance, evaluation support, network development, communications, sustainability support, data collection & analysis	\$30,000	\$60,000
Equipment Purchases	Laptop computer and software	\$3,100	\$3,100
Other expenses	Travel: Pāhoa Reads partner travel to mainland conference [e.g.:	\$11,000	\$22,000

	Community Schools; Strive] T/A travel to HI Island		
	Administrative Overhead (5%)	\$20,982	\$41,810
	Category Total	\$31,982	\$63,810
Total Project Budget			\$900,000

3.7.d. List any funds received from other County or Federal COVID-19 aid packages (such as the Paycheck Protection Program).

FOF received \$198,000 in 2020 during the first phase of Paycheck Protection Program loans All but \$23,000 of that loan amount was forgiven in mid-2022. The unforgiven portion was due to unanticipated staffing changes and was fully repaid in August 2022. During 2023-24, FOF received a total of \$229,000 from Hawai'i County for an annual Early Childhood Symposium, Summer Pre-K Enrichment Pilot program and an Early Childhood Conference.

3.7e. Project timeline

Date	Project Milestones
7.1.24	Grant awards announced
7.30.24	Pāhoa Promise convener(s) hired; In-person partner mid-year convening
10.5.2024	1st book distribution; data and evaluation review; Report Due
11.15.2024	Year end in-person summit; year end data & evaluation review
12.31.24	All project funds obligated; Complete first draft of sustainability plan
1.5.2025	2025 meeting and activity timeline established; Report Due
4.5.2025	Project review; partner convening; Establish summer schedule; Report Due
7.5.2025	In-person partner convening; Review summer programming; Review project data; Plan for fall KEA; Complete second draft of sustainability plan; Project and Expenditure Report Due
10.5.2025	Book distribution; Review project activities; Report Due
11.15.2025	Year end in-person summit; year end data & evaluation review
1.5.2026	2026 meeting and activity timeline established; Report Due
4.5.2026	Project review; partner convening; Establish summer schedule; Report Due

7.5.2026	In-person partner convening; Review summer programming; Review project data; Plan for fall KEA; Project and Expenditure Report Due
8.31.26	All funds expended and all work completed

How will Friends of the Future be able to expend all funds and complete any required work?

In collaboration with the Pāhoā Promise, **Pāhoā Reads**, and ECRT, Friends of the Future will move immediately to identify and secure agreements with service providers that have the capacity to assume specific sub-components of the **Pāhoā Reads** plan. We intend to leverage the combined expertise of these partners in order to move rapidly to establish project timelines, resource requirements, and deliverables in order to meet all grant timetables for expenditures and work completion.

3.7f. Attached financial documents

See Attachments D, E1-2 and F