

House District _____

Senate District _____

**THE TWENTY- FOURTH LEGISLATURE
HAWAI'I STATE LEGISLATURE
APPLICATION FOR GRANTS & SUBSIDIES
CHAPTER 42F, HAWAI'I REVISED STATUTES**

Log No: 215-0

For Legislature's Use Only

Type of Grant or Subsidy Request:

GRANT REQUEST – OPERATING

GRANT REQUEST – CAPITAL

SUBSIDY REQUEST

"Grant" means an award of state funds by the legislature, by an appropriation to a specified recipient, to support the activities of the recipient and permit the community to benefit from those activities.

"Subsidy" means an award of state funds by the legislature, by an appropriation to a recipient specified in the appropriation, to reduce the costs incurred by the organization or individual in providing a service available to some or all members of the public.

"Recipient" means any organization or person receiving a grant or subsidy.

STATE DEPARTMENT OR AGENCY RELATED TO THIS REQUEST (LEAVE BLANK IF UNKNOWN):

Department of Education

STATE program i.d. no. (LEAVE BLANK IF UNKNOWN): EDN 100

1. APPLICANT INFORMATION:

Legal Name of Requesting Organization or Individual:
Read To Me International Foundation
Dbas:
Street Address: 1833 Kalakaua Avenue, Suite 301,
Honolulu, HI 96815
Mailing Address:
1833 Kalakaua Avenue, Suite 301, Honolulu, HI 96815

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name LIANE K. AKANA
Title Executive Director
Phone # 955-7600
Fax # 955-7601
e-mail liane@readtomeintl.org

3. TYPE OF BUSINESS ENTITY:

- NON PROFIT CORPORATION
- FOR PROFIT CORPORATION
- LIMITED LIABILITY COMPANY
- SOLE PROPRIETORSHIP/INDIVIDUAL

7. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:

Read To Me Across Hawaii
(Maximum 300 Characters)

4. FEDERAL TAX ID # _____

5. STATE TAX ID #: _____

6. SSN (IF AN INDIVIDUAL): _____

8. FISCAL YEARS AND AMOUNT OF STATE FUNDS REQUESTED:

FY 2008-2009 \$ 157,050

9. STATUS OF SERVICE DESCRIBED IN THIS REQUEST:

- NEW SERVICE (PRESENTLY DOES NOT EXIST)
- EXISTING SERVICE (PRESENTLY IN OPERATION)

SPECIFY THE AMOUNT BY SOURCES OF FUNDS AVAILABLE AT THE TIME OF THIS REQUEST:

STATE \$ -0-
FEDERAL \$ 200,000
COUNTY \$ -0-
PRIVATE/OTHER \$ 18,000

TYPE NAME & TITLE OF AUTHORIZED REPRESENTATIVE:

[Redacted Signature]
AUTHORIZED SIGNATURE

LIANE K. AKANA
NAME & TITLE

1/24/08
DATE SIGNED

**Read To Me International Foundation
Application for Grants & Subsidies
Chapter 42F, Hawai'i Revised Statutes
January 22, 2008**

I. Background and Summary

1. A brief description of the applicant's background

Read To Me International Foundation (RTMI) is a 501(c)(3) nonprofit organization incorporated in March 1997. Before being incorporated, a partnership was created by the Governor's Council for Literacy and Lifelong Learning and the Rotary Club of Honolulu Sunrise from which a successful statewide multi-media campaign called "Read To Me" was conducted from 1992 through 1994. Its message was simple: "Every child in Hawaii will be read to every day for ten minutes."

As a result of the media efforts, a round table was formed which facilitated and promoted reading activities statewide, including the production of a video and establishing the why's and how-to's of reading aloud; the establishment of read-aloud programs in schools and businesses; presentations in schools, churches and local communities; refurbishment of libraries and book donations to schools, organizations and libraries.

Today, the Foundation continues to promote its mission to share the love and the joy of reading aloud. The Foundation is very much in demand in the community, making presentations at schools, pre-schools, [redacted] and local conferences. In addition, it develops and distributes materials and resources that promote reading aloud to children.

Read To Me International's leadership in this area extends beyond Hawaii, its successful multi-media campaigns and programs having been adopted in over a dozen states, plus Canada and Malaysia.

2. The goals and objective related to the request

Rationale:

Read To Me International supports key concepts adopted by the State of Hawaii Department of Education's (DOE) Content Standards for Language


Arts. The proposed activities will impact on three of DOE’s key concepts for language arts:

Language is governed by conventions. When children are read to, they use spelling-to-sound correspondences, know and use grammatical conventions, and know and use acceptable pronunciation and grammar.

Language develops from a positive attitude about self as a reader, writer, speaker, and from engagement in meaningful literacy activities. When children are read to, the interaction with the reader provides a sense of being valued and cared for. This in turn, fosters a sense of worth in the child, while providing opportunities for engagement in meaningful literacy activities.



Language enables us to develop social and cultural understanding. Hawaii has the perfect opportunity to share this concept, and one of the best ways of accomplishing this is through children’s literature. As children – even adults – are read to, they can learn to hear and respect different perspectives, and to communicate with people whose lives and cultures are different from their own.

Goal 1: Increase the awareness of parents and caregivers of the importance of reading aloud.




Objectives	Outcomes
<p> Educate parents and caregivers of young children on the benefits of reading aloud.</p>	<p>Approximately 1000 parents and caregivers will understand the importance of reading aloud and will read aloud regularly to their children.</p> <p>Children will begin school ready to learn.</p>

Goal 2: Maximize the number of educators statewide that are incorporating read aloud activities into their regular language arts activities.

Rationale: Reading aloud has been found to be important for children of all ages. Particularly in the classroom, reading aloud is a valuable tool for introducing new vocabulary, providing exposure to new cultures and concepts, modeling good writing, and encouraging critical thinking.

Objectives	Outcomes
 Present at one national or local conference targeting educators and / or service providers	Increase educators' knowledge and awareness of the importance of reading aloud.
 Organize and sponsor a national-quality conference for a minimum 500 educators. The conference will include national and local authors and practical workshops which feature the use of children's literature in the classroom specifically for educators.	Provide educators with best practice examples of the use of quality children's literature in the classroom. Make available professional development opportunities for early childhood and primary school educators.

Goal 3: Individuals, families, service providers and educators have access to read-aloud resources in their own communities.

<p>Rationale: Each year, the demand for community and school presentations and information increases. There is a need to improve access and community capacity to ensure that all communities benefit from read-aloud resources, particularly rural areas and the neighbor islands.</p>	
Objectives	Outcomes
 Publish quarterly newsletter.	Publish four issues and distribute to at least 3,000 readers.
 Provide on-going technical assistance and support to neighbor island volunteers.	Provide at least 12 presentations in neighbor island communities.
 Support community read-aloud projects.	Conduct at least two community read-aloud projects.

3. *State the public purpose and need to be served.*

In past years, low test scores of public school students have been a perennial problem in the State of Hawaii. While significant gains have been made in recent years for reading scores on standardized achievement tests, there is still more work to be done. According to the 2006 Superintendent's 17th Annual Report: "In reading, compared to 2005, the number of grade levels meeting or exceeding the norm-reference (SAT) target in 2006 dropped,

while the number meeting or exceeding the standards-based (HCPS) achievement target remained the same.”

Student performance can be traced in part to school readiness. Children who are read aloud to are given a strong foundation for future educational success. Reading aloud helps children develop their language and vocabulary; stimulates imagination, creativity and curiosity; expands attention span; improves critical thinking skills; and promotes social and moral values.

In a 1985 report by the federal Commission on Reading entitled *Becoming a Nation of Readers*, one finding stood out: “The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children.” The Commission on Reading was a two-year undertaking in which experts in reading, learning, and child development examined two decades’ worth of reading research and practice. In the simple act of reading to children, the inmates can build the foundation for their children’s educational success

If children are to excel in school, greater emphasis must be placed on the early years of a child’s life, when much of how a child learns is being determined. Findings from research studies of children’s brain development point to the critical importance of children’s experience during the first few years of life and the long-term effects these experiences have on children’s development and learning. Cognitive ability is formed in a child’s early years, and interventions that would increase that ability may be most effective at that point.” (Pascal D. Forgione, Jr., Ph.D., *The Talking Page Literacy Organization*).

4. *Describe the target population to be served.*

In this proposal, Read To Me International will target parents, educators (preschool, pre-K, and K – 6), NCLB status schools, homeless families, incarcerated parents and their children, and communities with Title I schools.

5. *Describe the geographic coverage.*

This proposal will impact residents on all islands.

II. Service Summary and Outcomes.

1. *Scope of work, tasks and responsibilities.*
2. *Annual timeline*

Goal 1: Increase the awareness of parents and caregivers of the importance of reading aloud.

Scope of Work:	Tasks and responsibilities:	By when:
1. Conduct presentations for parents at neighbor island schools and preschools.	<ul style="list-style-type: none"> - Coordinate community presentations with schools and community groups. - Support volunteer speakers on neighbor islands. 	June 2009
2. Conduct a minimum of 15 parent presentations on Oahu on the importance of reading aloud.	<ul style="list-style-type: none"> - Work with schools and programs such as VISTA programs, PCNCs, and GRADS classrooms to schedule presentations 	June 2009
3. Conduct the Read To Me Prison Literacy Program for 80 inmates in state correctional facilities.	<ul style="list-style-type: none"> - Identify and recruit inmates on Oahu, Maui, Big Island and Kauai correctional facilities. Program participants will be parents or grandparents of (a) young child(ren). - Educate inmates on the importance of books and reading aloud. - Recruit volunteers to work with inmates to tape stories on to cassette tapes. - Distribute at least 3 books and cassette tapes per inmate for the children or grandchildren of the inmates. - 	June 2009
4. Expand services to 60 Hawaii Inmates in Arizona.	<ul style="list-style-type: none"> - Implement federally funded program "Fathers Bridging the Miles" in Eloy, AZ. - Recruit participants. - Distribute at least 24 books and CDs per father 	June 2009

	participating in the project.	
5. Distribute literacy packets and books to new parents on Oahu, Big Island and Molokai.	<ul style="list-style-type: none"> - Coordinate volunteers and other literacy-related organizations. - Distribute packets to 5 Oahu hospitals for distribution to approximately 10,000 new parents. 	June 2009

Goal 2: Maximize the number of educators statewide that are incorporating read aloud activities into their regular language arts activities.

Scope of Work:	Tasks and responsibilities:	By when:
1. Conduct a workshop for early childhood educators and family child care providers that emphasize early literacy.	<ul style="list-style-type: none"> - Offer the workshop to at least 20 educators and child care providers. 	June 2009
2. Sponsor a major national-quality children's literature conference featuring local and national authors and breakout sessions for 600+ educators, parents and family service organizations.	<ul style="list-style-type: none"> - Convene planning committee. - Secure conference site and coordinate logistics. - Confirm speakers and breakout presenters. - Publicize conference. - Coordinate registration - Secure funding for scholarships for parents/educators needing financial assistance 	June 2009

Goal 3: Individuals, families, service providers and educators have access to read-aloud resources in their own communities.

Scope of Work:	Tasks and responsibilities:	By when:
1. Publish quarterly newsletter for parents and educators.	<ul style="list-style-type: none"> - Conduct regular literature searches on current read-aloud developments. - Write and edit articles and features for publication. - Design and layout. 	October 2008 December 2008 March 2009 June 2009

	<ul style="list-style-type: none"> - Print 3,300 copies per issue. - Make newsletter available in PDF format on Read To Me website. 	
2. Maintain Read To Me Website to provide information and resources.	<ul style="list-style-type: none"> - Publicize the website as a resource for information and activities for parents. - Update website regularly. - Post newsletter on the website. - Respond to inquiries and requests received by e-mail. 	June 2009
3. Continue to provide support to neighbor-island projects which promote the benefits of reading aloud.	<ul style="list-style-type: none"> - Meet with volunteers on Big Island, Molokai, and Kauai to provide technical assistance in program implementation. - Assist in providing speaking referrals to volunteers. 	April 2009
4. Plan and sponsor at least one community literacy event.	<ul style="list-style-type: none"> - Convene planning committee - Recruit volunteers - Coordinate logistics - Promote and implement the event 	June 2009
5. Plan and implement a project to serve homeless families.	<ul style="list-style-type: none"> - Convene partners. - Recruit volunteers - Identify and seek donors for on-site library in at least one homeless shelter. - Ensure volunteers for weekly scheduled read alouds. 	June 2009
6. Initiate transfer of Dolly Parton Imagination Library from UH Center on the Family	<ul style="list-style-type: none"> - Ensure agreements are executed. - Conduct staff training. - Develop long-range plan. 	June 2009

3. *Quality assurance and evaluation*

Read To Me International is an outcomes-based program. Program evaluation is ongoing, and quality assurance is and will continue to be maintained through:

- Review of written evaluations of presentations and workshops

- Reviewing program performances monthly
- Providing on-going staff training and development
- Conducting annual financial reviews

4. *Measures of effectiveness*

Read To Me International Foundation utilizes a “three-pronged” approach delivering programs and services to the residents in the State of Hawaii. First, it believes that in order for reading aloud to be practiced on a daily basis in homes, schools, and other child-serving programs in the community, there needs to be a consistent message regularly delivered to a broad audience. This is important because today’s children eventually grow up to become the parents, educators, and service providers of tomorrow; and parents eventually become grandparents. The ultimate goal for RTMI is for **everyone** to become aware of the benefits of reading aloud.

Secondly, RTMI believes in targeting its efforts and tailoring its read aloud message to specific populations. To this end, it is continually developing strong working relationships with major stakeholders in the community for whom a strong read- aloud agenda will have the greatest impact – parents, educators, principals, librarians, elementary schools, preschools, Head Start Centers, Even Start Programs, families with limited English proficiency, homeless families, incarcerated parent(s) and new and expectant parents. Whenever possible, partnerships are developed with these stakeholders and other community resources to build on existing efforts and to maximize resources.

Finally, it believes that the most effective means of achieving its goal of having every child read aloud to for at least 10 minutes each day, will come about as communities assume ownership for promoting this important message. This involves identifying and inviting stakeholders in every community to become involved, whether it be in the classroom, in the home or at a site; whether they be educators, parents, or other service providers.

III. Financial

Budget – FY 2008 - 2009

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
27,350	27,350	27,350	75,000	157,050

IV. Experience and Capability

A. Necessary Skills and Experience

Read To Me International has been in operation as a nonprofit organization for over ten years. During that time it has been successful in accomplishing the following:

Promoting and Creating Awareness Campaigns

- Provided licenses for Read To Me International's "Feed Me A Story" campaign to parties in 6 states, increasing to 18 the number of sites served
- Produced a statewide media campaign in Hawaii, producing television and radio ads with the messages "Read To Me, Family, Read To Me," and "It's Never Too Early To Read To Me."
- Provided 2 major community events to promote reading aloud to children
 - "Read To Me . . . Again and Again"
 - "A Million Hours of Aloha"
- Presented at local and national conferences, sharing campaign ads, materials, and resources created by RTMI
- Presented at the National Governors Association's meeting for the Spouse's Program, and prepared materials for a literacy kit for each governor's spouse
- Developed bus placards featuring master navigator Nainoa Thompson and Sumo Ozeki Saleva'a Atisanoe.
- Produced bookmarks with artwork by Author/illustrator Rosemary Wells educating on the importance of reading aloud.

Networking and Creating Partnerships to Share RTMI's Message in Diverse Settings(1996 – 2007)

- Established 37 mini-libraries, each valued at \$600, throughout Hawaii to foster reading aloud in various communities (libraries, preschools, elementary schools, churches, and transitional housing sites).

- Participated in “Books for Newborns” project with Rotary District 5000 to create literacy packets for newborns in Hawaii.
- Kicked off “A Million Hours of Aloha,” a project to record the number of hours children are read to.
- Published organizational newsletter, *The Daily Planet*
- Convened the “Read To Me Roundtable” with representation from community and education stakeholders.
- Supported voluntary representatives on the neighbor islands of Hawaii, Kauai and Molokai.
- Partnered with Windward Oahu schools, Windward Community College and the PACT-Kaneohe Community Family Center to sponsor the 2002, 2003, 2004, and 2006 Run and Read for Literacy.
- Implemented a Prison Literacy Program in partnership with the Department of Public Safety on four islands for incarcerated parents encouraging them to connect with their children through books by recording age-appropriate books onto cassette tapes which are mailed home with the books.
- Collaborated with UH Center on the Family Dolly Parton Imagination Library to support school complexes targeted for distribution of books through presentations and information.
- Received a 5-year federal grant for \$1.25 million which will support Hawaii inmate fathers incarcerated in Arizona.

Developing curricula and materials to support parents, caregivers, teachers, and service providers

- Developed the following presentations/workshops:
 - *Books, Babies & Brains*, a presentation which discusses brain development research and its implications for reading aloud; participants are exposed to books for infants and toddlers, and engage in reading aloud to one another
 - *Create It, Make It & Take It Using Children’s Literature*, a presentation which extends the read-aloud experience with inexpensive crafts and activities
 - *For the Love of Reading*, a workshop using nursery rhymes, music, movement, and fingerplays as means of developing skills necessary for reading

- *Magical Memories Book*, a workshop which promotes reading aloud as a springboard for creating memory books and lasting memories
 - *Phonemic Family Fun*, a presentation which shares how read-alouds may be used to help develop phonemic awareness in youngsters
 - *Read Aloud with a Crowd*, a presentation which emphasizes why and how one should read aloud to children; provides opportunity for participants to discover exciting children's literature and to read aloud to one another
 - *Read To Me Conference*, a two-day biennial conference (2001, 2003, 2005) with international, national and local authors and speakers.
 - *Sounds, Rhythm and Images—Read To Me in the Classroom*, a two-day workshop for teachers to assist with the development of standards-based curriculum using quality children's literature.
 - *Read To Me Volunteer Speaker Curriculum and Handbook*, a training curriculum and handbook for volunteers interested in speaking on the benefits of reading aloud.
 - *Creating the Best of Environments in Your Preschool Classroom*, a three-hour workshop for early childhood educators on transforming the classroom into a Literacy Center emphasizing intellectual, emotional, and physical development.
- Created/Developed the following materials:
- Booklets
- *Books, Babies & Brains*, a booklet created with information on brain development research especially for pregnant/parenting teens
 - *Create It, Make It & Take It Using Children's Literature*, a resource booklet with craft activities to extend the read-aloud experience
 - *Magical Memories Book*, a booklet with suggested read-aloud titles to promote writing to include in family memory books
 - *Phonemic Family Fun*, a booklet of activities which promotes phonemic awareness in children

Brochures

- *For the Joy of Reading: A Read To Me Keepsake*, an 8-page brochure included in the “Books for Newborns” project
- *Read to Me: Why You Should Read Aloud to Your Children*, a brochure listing the benefits of reading aloud to children and offering family reading tips
- *Never Too Early To Learn*, a low-literacy brochure and companion video for parents of infants.
- *How to Increase Your Child's Brain Power!* A fun and informative brochure to help parents understand how 10 minutes of reading aloud each day will help a child's brain develop.

The Read To Me International Foundation has leadership and staff with administrative experience and knowledge about literacy and early childhood issues. It also attends conferences to keep current on research and best practices in the areas of family literacy and early literacy.

B. Facilities

Read To Me International Foundation is presently located at **1833 Kalakaua Avenue, Suite 301** in Honolulu, Hawaii. This facility meets ADA requirements, offering the following:

- Ramp leading from the parking lot to the lobby/elevator
- Doorways wide enough to accommodate wheelchairs
- Restroom stalls to accommodate the disabled.

V. Personnel: Project Organization and Staffing

A. Proposed Staffing, Staff Qualifications, Supervision and Training

The organization for 2008-2009 comprises the following: President, Executive Director, and Program Director and Community Outreach Director.

The President, who serves in a voluntary capacity, has a 10-year teaching background in English and has provided leadership in the

area of literacy for over 20 years. In addition to her role in bringing family literacy programs to the State of Hawaii, she has served on two national boards relating to literacy and has experience in working collaboratively with various stakeholders. The President recently received national certification from the National Center for Family Literacy as a trainer of trainers.

The Executive Director has accrued 20 years experience in program development, policy, and administration. She has an MS degree in public affairs and has State as well as Federal contract management experience. Additionally, she has had over ten years' experience with non-profits and broad experience working statewide with grassroots organizations.

The Program Director holds a Master's Degree in Elementary Education and is a DOE certified teacher. She also has over 15 years of experience working with family literacy and Even Start sites and is a nationally certified trainer in family literacy.

VI. Other

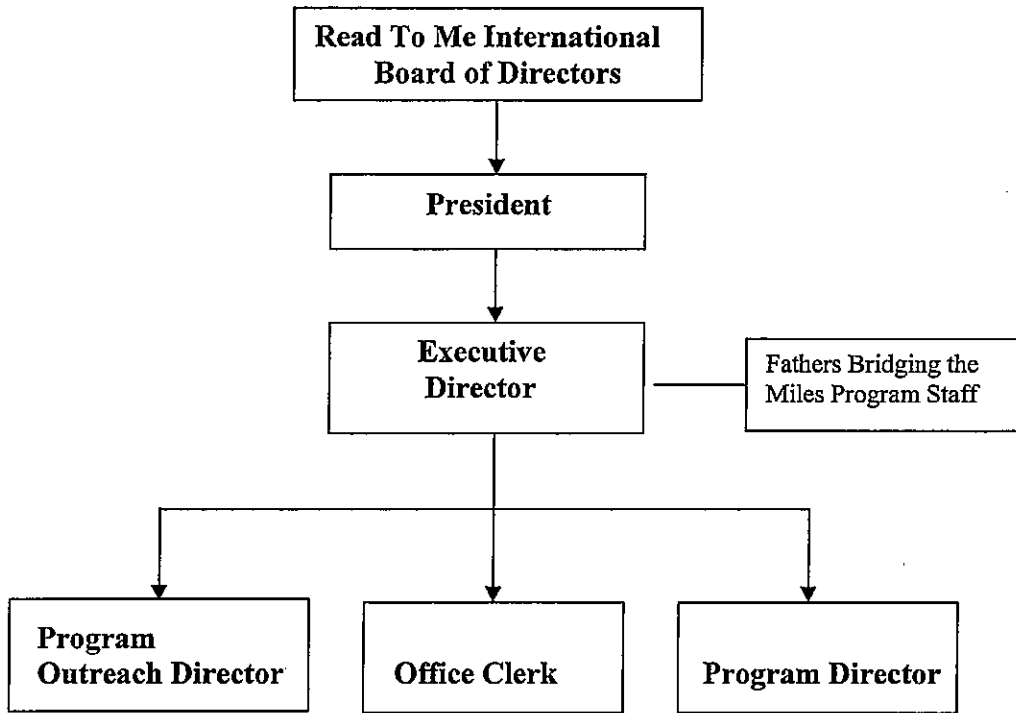
A. Litigation

There is no pending litigation to which Read To Me International Foundation is a party, nor is there an outstanding judgement.

B. Licensure or Accreditation


There are no special qualifications which Read To Me International possesses which are relevant to this request.

C. Organization Chart



BUDGET REQUEST BY SOURCE OF FUNDS
(Period: July 1, 2008 to June 30, 2009)

Applicant: Read To Me International

BUDGET CATEGORIES	Total State Funds Requested (a)	Total Federal (b)	Other Funds (c)	(d)
A. PERSONNEL COST				
1. Salaries	61,500	80,098	42,083	
2. Payroll Taxes & Assessments	1,500	1,953	1,026	
3. Fringe Benefits	12,000	15,629	8,211	
TOTAL PERSONNEL COST	75,000	97,680	51,320	
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island	600	0	1,500	
2. Insurance	500	2,500	4,300	
3. Lease/Rental of Equipment	0	0	3,420	
4. Lease/Rental of Space	21,000	0	9,000	
5. Staff Training	0	0	1,200	
6. Supplies	1,100	9,000	2,500	
7. Telecommunication	4,760	4,760	3,300	
8. Utilities	0	0	456	
9. Other Program Expenses	54,090	136,060	31,685	
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	82,050	152,320	57,361	
C. EQUIPMENT PURCHASES	0	0	0	
D. MOTOR VEHICLE PURCHASES	0	0	0	
E. CAPITAL	0	0	0	
TOTAL (A+B+C+D+E)	157,050	250,000	108,681	
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	157,050	Liane K. Akana 955-7600		
(b) Federal Funds	250,000	Name (Please type or print) Phone		
(c) Other Funds	108,681	Signature of Authorized Official  1/24/08		
(d)		Date		
TOTAL REVENUE	515,731	Executive Director		
		Name and Title (Please type or print)		

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Applicant: Read To Me International

Period: July 1, 2008 to June 30, 2009

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

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

**BUDGET JUSTIFICATION
CAPITAL PROJECT DETAILS**

Applicant: Read To Me International

Period: July 1, 2008 to June 30, 2009

FUNDING AMOUNT REQUESTED						
TOTAL PROJECT COST	ANY OTHER SOURCE OF FUNDS RECEIVED IN PRIOR YEARS		STATE FUNDS REQUESTED		FUNDING REQUIRED IN SUCCEEDING YEARS	
	FY: 2005-2006	FY: 2006-2007	FY:2007-2008	FY:2008-2009	FY:2009-2010	FY:2010-2011
PLANS	NA	NA	NA	NA	NA	NA
LAND ACQUISITION	NA	NA	NA	NA	NA	NA
DESIGN	NA	NA	NA	NA	NA	NA
CONSTRUCTION	NA	NA	NA	NA	NA	NA
EQUIPMENT	NA	NA	NA	NA	NA	NA
TOTAL:						
JUSTIFICATION COMMENTS:						

**DECLARATION STATEMENT
APPLICANTS FOR GRANTS AND SUBSIDIES
CHAPTER 42F, HAWAII REVISED STATUTES**

The undersigned authorized representative of the applicant acknowledges that said applicant meets and will comply with all of the following standards for the award of grants and subsidies pursuant to section 42F-103, Hawaii Revised Statutes:

- (1) 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 or subsidy is awarded;
- (2) Comply 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;
- (3) Agree not to use state funds for entertainment or lobbying activities; and
- (4) Allow the state agency to which funds for the grant or subsidy 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 assuring the proper expenditure of the grant or subsidy.

In addition, a grant or subsidy may be made to an organization only if the organization:

- (1) Is incorporated under the laws of the State; and
- (2) Has bylaws or policies that describe the manner in which the activities or services for which a grant or subsidy is awarded shall be conducted or provided.

Further, a grant or subsidy may be awarded to a non-profit organization only if the organization:

- (1) Has been determined and designated to be a non-profit organization by the Internal Revenue Service; and
- (2) Has a governing board whose members have no material conflict of interest and serve without compensation.

Further, the undersigned authorized representative certifies that this statement is true and correct to the best of the applicant's knowledge.

Read To Me International
(Typed Name of Individual or Organization)


(Signature)

1/24/08
(Date)

Liane K. Akana
(Typed Name)

Executive Director
(Title)