



Senate Committee on Ways and Means
State Capitol, Rm. 208
Honolulu, HI 96813
Attn: Rod Becker

2013-2014 GRANT-IN-AID REQUEST

READ TO ME INTERNATIONAL FOUNDATION

House District _____

Senate District _____

THE TWENTY-SEVENTH LEGISLATURE
APPLICATION FOR GRANTS & SUBSIDIES
CHAPTER 42F, HAWAII REVISED STATUTES

Log No: _____

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): _____

STATE PROGRAM I.D. NO. (LEAVE BLANK IF UNKNOWN): _____

1. APPLICANT INFORMATION:

Legal Name of Requesting Organization or Individual:
Read To Me International Foundation

Dbas:

Street Address: 126 Queen Street, #303
Honolulu, HI 96813

Mailing Address: 126 Queen Street, #303
Honolulu, HI 96813

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name: Lynne Waihee

Title: President

Phone # 808-955-7600

Fax # 808-955-7601

e-mail lynne@readtomeintl.org

3. TYPE OF BUSINESS ENTITY:

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

6. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:

PROMOTE AND SUPPORT READING ALOUD TO CHILDREN IN SCHOOLS, PRESCHOOLS, AND THE COMMUNITY, ORGANIZATIONS AND AGENCIES WITH FAMILY COMPONENTS AND DING, UTILIZING RESEARCH-BASED INFORMATION AND BEST PRACTICES.

4. FEDERAL TAX ID #: _____

5. STATE TAX ID #: _____

7. AMOUNT OF STATE FUNDS REQUESTED:

FISCAL YEAR 2014: \$ \$176,596

8. 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 \$ 80,000
 FEDERAL \$ 15,400
 COUNTY \$ 0
 PRIVATE/OTHER \$ 120,000

TY _____

LYNNE WAIHEE, PRESIDENT
NAME & TITLE

Jan. 29, 2013
DATE SIGNED

The Twenty-Seventh Legislature
Hawai`i State Legislature
Application for Gants & Subsidies
Chapter 42F, Hawai`i Revised Statutes
2013-2014
Read To Me International Foundation

I. Background and Summary

1. Applicant's background

Read To Me International Foundation (RTM) is a 501(c)(3) nonprofit organization incorporated in March 1996 which grew out of a partnership between the Governor's Council for Literacy and the Honolulu Club of Honolulu Sunrise. It has a simple mission: To share the love and joy of reading aloud to children. Its goal is that every child will be read to every day. Although the mission may appear simple, based on research, reading aloud to children offers a credible solution to raising children with the skills necessary to become successful readers.

In the '80's and '90's, two discoveries drew attention to the need of promoting reading aloud to children at young ages (even in utero): (1) the National Commission on Reading's finding that reading aloud is the "single most important activity for building the knowledge required for eventual success in reading" (*Becoming a Nation of Readers*, p. 23) AND (2) research on brain development concluding that the years from 0-5 are critical years for brain development and the development of the child.

The Governor's Council for Literacy, partnering with the Rotary Club of Honolulu Sunrise and many other organizations and agencies, embarked on a two-year awareness campaign on the importance of reading aloud to children. TV ads, print ads, and radio ads saturated the waves, and thus was born "Read To Me." Initially an awareness program, it evolved into a nonprofit in 1996, and since then has become a lead player in promoting reading aloud to children through programs and projects such as the following: awareness campaigns, workshops and training for parents and educators, national- quality biennial conferences, prison literacy programs (*one which won an "Innovations in Literacy Award" in 2009 for its "Fathers Bridging the Miles" program*), community and other special events, and newborn packet for new mothers (*Books for Newborns*, a pediatric literacy program), among others.

2. Goals and Objective

The four goals of Read To Me International regarding this grant-in-aid proposal are:

Goal 1: Model reading aloud for parents, teachers, and teachers-to-be, and share read-aloud tips and strategies.

- Goal 2: Partner with community groups, including children’s librarians, to support reading to children ages 0-5.
- Goal 3: Engage in community events to promote reading aloud to children.
- Goal 4: Update website for parents and infant/toddler/preschool instructors to support early literacy for children 0-5.
- Goal 5: Support prison literacy for Hawaii inmates in Arizona and Hawaii.

The objective of the proposal is to equip parents, teachers and anyone working with parents and children with the skills and tools necessary to ensure that every child in Hawaii is read aloud to every day . . . and enjoying the experience. Though simple, the mission can result in school and reading readiness for Hawaii’s youngsters.

3. Public Purpose and Need

Hawaii has long faced challenges in the State’s reading scores of its children when they are compared with others states. While scores are improving, Hawaii still has a way to go. Many children are coming to school NOT ready to learn, especially in less affluent neighborhood and schools. According to 2012 data, only 8.1% of students meet all benchmarks for coming to school ready to learn. Of entering kindergarteners, 42% have had no preschool experience. Moreover, with an influx of students from other entities where verbal skills are poor and English is a second language, the challenges grow ever deeper.

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. Moreover, children who have not already developed some basic literacy practices when they enter school are three to four times more likely to drop out in later years (*National Adult Literacy Survey, 1993*).

In 1985, after two years of poring through more than 10,000 research projects over the previous quarter of a century, the National Commission on Reading resulted in two significant findings:

- (1) “The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children” and,
- (2) “It is a practice that should continue throughout the grades.” (The National Commission on Reading, *Becoming a Nation of Readers*, pp. 23, 51).

Early childhood educators are well aware that the first five years of a child’s life are critical years for development. The brain develops more rapidly than at any other time of life. Millions of neurons connect to wire the brain for learning. It is during this period of time that language is being developed, and reading aloud can play a critical role in not only nurturing and increasing the verbal skills of the child, but in developing the

skills necessary for future success in reading; i.e., listening, vocabulary, fluency and comprehension, among others.

According to researcher Pascal D. Forgione, Jr., Ph.D., “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. . . . Cognitive ability is formed in a child’s early years, and interventions that would increase that ability may be most effective at the point” (*The Talking Page Literacy Organization*).

Further research undertaken by Dr. Betty Hart and fellow researcher Todd R. Risley has revealed that young children who have been read aloud to daily will have heard 30 million more words by age three than children who have not been read to! The implications for how well that student who has been read to daily will perform as compared to the student who has not been read to is staggering!

With a large percentage of Hawaii’s youngsters entering kindergarten NOT ready to learn, reading aloud can be a significant factor in changing that picture. With the closing of junior kindergarten, more resources will be needed to support parents who are unable to enroll their students in preschool, and RTM can play an important role in supporting parents to help their children.

RTM can play a crucial part in supporting the early childhood community by providing in-service/professional development opportunities for early childhood educators; collaborating with other agencies, organization, and entities to support early childhood literacy, and engage parents/educators in workshops where attendees can engage in hands-on, practical applications to develop their children’s literacy skills, especially in areas where reading scores are poorest.

RTM understands that children learn through different styles, and it will incorporate those learning styles in developing materials and curricula to support early literacy. It is essential that those dealing with children use various means to reach their children, and RTM will share best practices and research-based information with early childhood educators, modeling proven strategies and techniques.

4. Population to be served

RTM will serve parents, teachers, librarians, the community, and agencies/organizations working with children. It will offer statewide service wherever possible, working with those in need of childhood literacy services related to RTM’s work. It will target such populations as parents of children from Title I schools, at risk-families (such as WIC parents and incarcerated parents) and preschools and early elementary students from schools in need of early and beginning literacy support. The organization will work with those in greatest needs whenever asked, provided resources are available.

5. Geographic Coverage

RTM will provide services Statewide where possible. Most of its work is centered on Oahu, but it will work on the Big Island (training and workshops; special events); and on Lanai.

II. Service Summary and Outcomes

1-2. Scope of Work, Tasks, Responsibilities—with Timelines

Goal 1: Model reading aloud for parents, teachers, and teachers-to-be, and share read-aloud tips and strategies.

<i>Scope of Work</i>	<i>Tasks and Responsibilities</i>	<i>By When</i>
1. Conduct a minimum of ten read-aloud presentations for parents of children in preschool.	<ul style="list-style-type: none"> • Coordinate presentations with preschools • Prepare materials for presentations, including bibliographies 	June 2014
2. Conduct a minimum of ten read-aloud presentations for teachers.	<ul style="list-style-type: none"> • Coordinate presentations with preschools, schools • Prepare materials for presentations 	June 2014

Goal 2: Partner with community groups, including children’s librarians, to support reading to children ages 0-5.

<i>Scope of Work</i>	<i>Tasks and Responsibilities</i>	<i>By When</i>
1. Conduct 8 community events promoting reading aloud to children ages 0-5 and give parents information on the importance of reading to their children (e.g., Toddler Time, Kahala Mall)	<ul style="list-style-type: none"> • Schedule read-aloud events in the community • Plan craft activities that are book-related • Create bibliographies 	June 2014
2. Partner with a minimum of 15 librarians to support reading aloud to children ages 0-5	<ul style="list-style-type: none"> • Identify minimum of 15 librarians to partner with on “Story Time” programs. • Provide age-appropriate books 	April 2014

Goal 3: Engage in community events to promote reading aloud to children

<i>Scope of Work</i>	<i>Tasks and Responsibilities</i>	<i>By When</i>
1. Engage in minimum of 5 community events to promote reading aloud to children	<ul style="list-style-type: none"> • Partner with other organizations engaging in community events • Set up for activities; create materials 	May 2014

Goal 4: Update website to support early literacy for children 0-5

Scope of Work	Tasks and Responsibilities	By When
1. Post information on website to support early literacy	<ul style="list-style-type: none"> • Create updated, age-appropriate bibliographies for children ages 0-5 • Find age-appropriate, book-related crafts and activities to post on site 	May 2014
2. Post articles of interest, such as research articles and best practices relative to reading and reading aloud	<ul style="list-style-type: none"> • Research timely articles on reading/reading aloud which would be of interest to parents and educators 	March 2014

Goal 5: Support prison literacy for Hawaii inmates in Arizona and Hawaii

Scope of Work	Tasks and Responsibilities	By When
1. Provide prison literacy program for 100 Hawaii inmates incarcerated in Arizona, each with 7 recordings	<ul style="list-style-type: none"> • Select and order books for inmates • Assemble CDs and recorders for readings by inmates • Model read-aloud for inmates 	ongoing
2. Train staff at prison facilities in Hawaii to work with inmates on read-aloud recordings	<ul style="list-style-type: none"> • Order books for recordings • Check that facilities have CDs and recorders • Train facilities staff on recording books onto CDs 	ongoing

3. Quality Assurance and Evaluation Plans

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 ongoing staff training and development
- Conducting annual financial reviews

4. Measure of Effectiveness

Read To Me International will judge the effectiveness of its program through an assessment of its work, including the completion of tasks and responsibilities as outlined earlier; surveys taken by participants for various activities, including presentations; as well as through evaluations/surveys on participants' frequency of reading aloud to their children.

III. Financial

Budget

1. See attached budget form.

1. Anticipated quarterly funding requests for the fiscal year 2013-2014

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$48,357	\$48,357	\$48,357	\$48,357	\$48,357

2. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2014.

- A. \$40,000 through a fundraiser in October
- B. \$20,000 through trusts and foundations

3. Other sources of funding

- A. \$20,000 through a grant Lanai received which included RTMI

4. State and Federal tax credits granted within the prior three years: Not applicable.

IV. Experience and Capability

A. Necessary Skills and Experience

Read To Me International has a successful record of providing services it is requesting in this proposal. With the last three years, evidences of RTMI’s abilities and experiences include the following:

- Completed a successful 5-year Federal grant for \$1.25 million in October 2010, a partnership effort with the Hawaii Department of Public Safety to service Hawaii inmates incarcerated in Arizona. RTMI was one of only 50 applicants to receive funds from this Federal grant from among 700+ applicants. It won the 2009 National Book Foundation’s Innovation Award for its originality and culturally-sensitive program. “Fathers Bridging the Miles” serves as a model curriculum for other prison facilities
- Partnered with Windward Oahu schools, Windward Community College, Castle Medical Center, and lead agency PACT Kaneohe Community Family Center to help sponsor the “Run and Read for Literacy” program, providing opportunities for Windward schools to raise funds while providing literacy and health activities (\$7 of every \$10 entry fee went back to the schools for literacy/health needs)
- Participated in Community Events, such as the Hawaii Book and Music Festival, Children & Youth Day, and Japanese Cultural Center’s “Ohana Festival”

- Developed curricula and materials to support parents, caregivers, teachers and service providers
- Created and provided books marks, bibliographies, and brochures on reading aloud
- Will have hosted another national-quality read-aloud conference (May 2013).

B. Facilities

Read To Me International Foundation is presently located at:

126 Queen Street, #303
Honolulu, HI 96813

It has adequate parking and office space and necessary equipment and resources to carry out its mission.

V. Personnel: Project Organization and Staffing

A. Proposed Staffing, Staff Qualifications, Supervision and Training

Presently, the President is acting as Executive Director in a voluntary position until such time as a director is hired.

Read To Me International's program director is an elementary school teacher, a former Even Start Coordinator, and was certified as a National Center for Family Literacy trainer of trainers. She has had over 20 years' experience in teaching.

Read To Me International's President has 10 years' experience as a high school English teacher. She has been in literacy for over 25 years, having been Honorary Chair of the Governor's Council for Literacy for nearly eight years and having served on the Boards of the National Center for Family Literacy as well as the National Institute for Literacy. Additionally, she received national certification from the National Center for Family Literacy as a trainer of trainer.

Both the Program Director and the president have had experience with events, having put on biennial conferences beginning in 2001. Anywhere from 400 to nearly 700 participants were in attendance.

The IT/Outreach Director has taken a number of computer courses, including web design. She has been responsible for our newsletter and updating our website, which is under construction at the moment. She has also played a major role in conference planning and special events, and networking with other organizations.

The Executive Director is currently being considered. That individual should have administrative skills, knowledge of bookkeeping, HR skills, excellent writing skills, and hopefully will have experience in education or early childhood education, and budgeting/financial skills.

RTM is a very small organization, so “and other duties as assigned” is part of its job description. Staff will fill in and help one another where necessary, and be helped themselves at other times. For the most part, people are self-motivated and when they see that someone needs help, they will often come up to the plate.

As a small organization, when programs, events, or projects are completed, or even during their planning, staff will review and evaluate them, giving feedback that are both positive as well as “needing improvement.” RTM is always seeking to improve its programs, no matter how successful they may be. Staff attend training wherever possible, although currently with the tight budget, traveling has been a challenge.

B. Organization Chart (See attached organizational chart.)

VI. Other


A. Litigation

There is no litigation to which Read To Me International is a party, nor is there any outstanding judgment against it.

B. Licensure or Accreditation
(Not applicable)

BUDGET REQUEST BY SOURCE OF FUNDS
(Period: July 1, 2013 to June 30, 2014)

App Read To Me International Foundation

BUDGET CATEGORIES	Total State Funds Requested (a)	Other Funds (b)	(c)	(d)
A. PERSONNEL COST				
1. Salaries	113,000			
2. Payroll Taxes & Assessments	1,800			
3. Fringe Benefits		21,542		
TOTAL PERSONNEL COST	114,800	21,542		
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island	1,500			
2. Insurance		3,814		
3. Lease/Rental of Equipment	3,136			
4. Lease/Rental of Space	13,987			
5. Staff Training	300			
6. Supplies		2,345		
7. Telecommunication	3,793			
8. Utilities	0			
9. Parking, Visitors	480			
10. GE Taxes		3,240		
11. Audit, 990		4,500		
12. Bookkeeping		1,200		
13. Per Diem, AZ Project		5,056		
14. Books	14,000	7,890		
15. Contract Services	24,600	20,000		
16. Other Expenses		2,338		
17.				
18.				
19.				
20.				
TOTAL OTHER CURRENT EXPENSES	61,796	50,383		
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	176,596	71,925		
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	176,596	Lynne Waihee	808-595-0999	
(b) Other Funds	71,925	Name (Please type or print)	Phone	
(c)			1/29/13	
(d)		Signature of Authorized Official	Date	
TOTAL BUDGET	248,521	Lynne Waihee, President		
		Name and Title (Please type or print)		

BUDGET JUSTIFICATION PERSONNEL - SALARIES AND WAGES

Applicant: Read To Me International Foundation

Period: July 1, 2013 to June 30, 2014

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Executive Director	1	\$50,000.00	100.00%	\$ 50,000.00
IT/Outreach Director	1	\$40,000.00	100.00%	\$ 40,000.00
Program Director	0.5	\$23,000.00	100.00%	\$ 23,000.00
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
TOTAL:				113,000.00
JUSTIFICATION/COMMENTS:				

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Applicant: Read To Me International Foundation

Period: July 1, 2013 to June 30, 2014

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
not applicable			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				
JUSTIFICATION/COMMENTS:				

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
not applicable			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				
JUSTIFICATION/COMMENTS:				

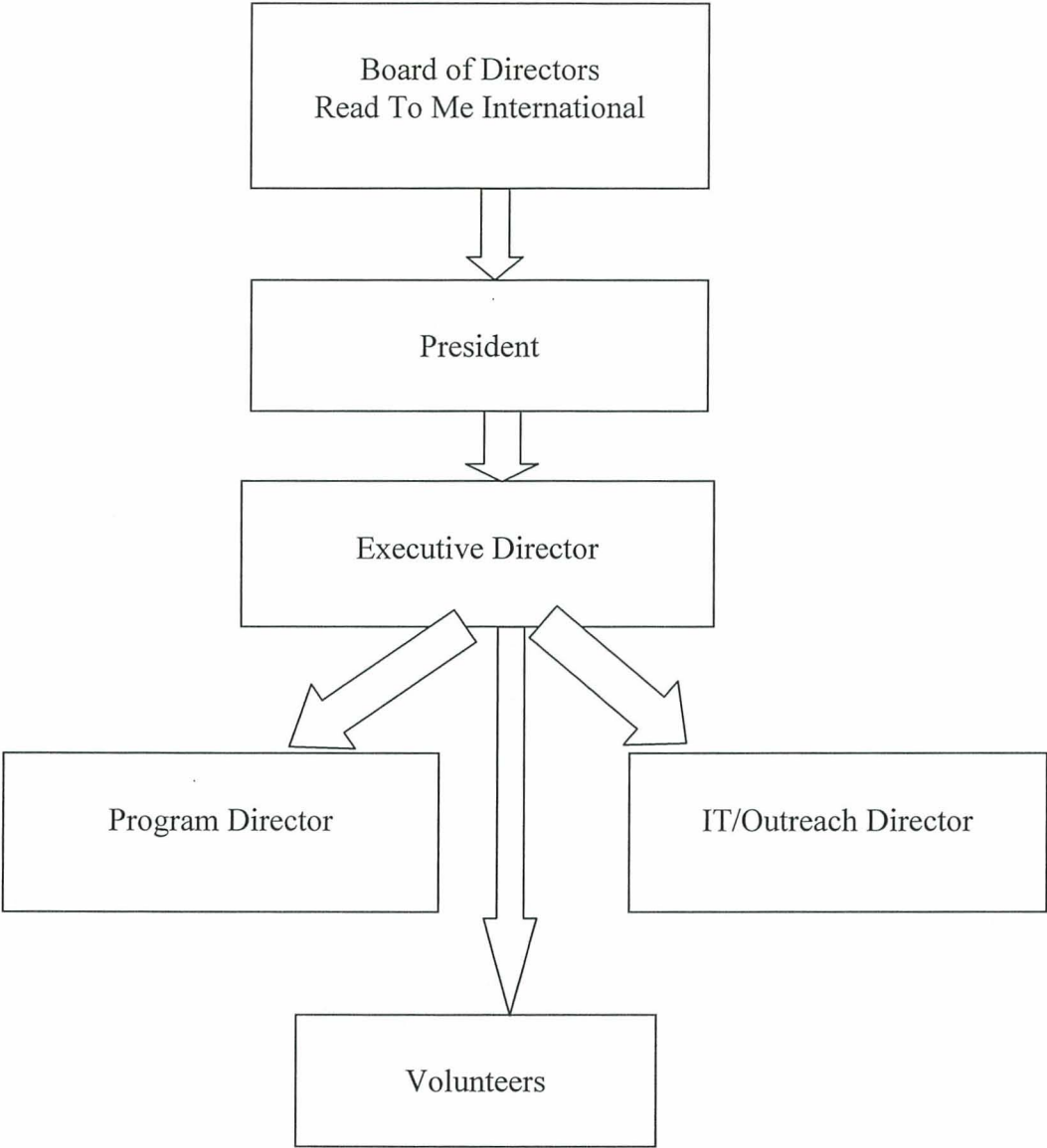
**BUDGET JUSTIFICATION
CAPITAL PROJECT DETAILS**

Applicant: Read To Me International

Period: July 1, 2013 to June 30, 2014

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: 2011-2012	FY: 2012-2013	FY:2013-2014	FY:2013-2014	FY:2014-2015	FY:2015-2016
PLANS	0	0	0	0	0	0
LAND ACQUISITION	0	0	0	0	0	0
DESIGN	0	0	0	0	0	0
CONSTRUCTION	0	0	0	0	0	0
EQUIPMENT	0	0	0	0	0	0
TOTAL:	0	0	0	0	0	0
JUSTIFICATION/COMMENTS:						

**Read To Me Internation Foundation
Organizational Chart**



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

The undersigned authorized representative of the applicant certifies the following:

- 1) The applicant meets and will comply with all of the following standards for the award of grants and subsidies 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 or subsidy 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 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 ensuring the proper expenditure of the grant or subsidy.
- 2) 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 or subsidy is awarded shall be conducted or provided.
- 3) If the applicant is a non-profit organization, it meets the following requirements pursuant to Section 42F-103, Hawaii Revised Statutes:
 - a) Is determined and designated to be a non-profit organization by the Internal Revenue Service; and
 - b) Has a governing board whose members have no material conflict of interest and serve without compensation.

Pursuant to Section 42F-103, Hawaii Revised Statutes, for grants or subsidies used for the acquisition of land, when the organization discontinues the activities or services on the land acquired for which the grant or subsidy 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 or subsidy 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.

READ TO ME INTERNATIONAL FOUNDATION

(Typed Name of Individual or Organization)

_____ 

(Signature)

1/29/13

(Date)

LYNNE WAIHEE

(Typed Name)

PRESIDENT

(Title)