



## 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

Lynne Waihee, President  
PRINT NAME AND TITLE

01/15/2019  
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

**READ TO ME INTERNATIONAL FOUNDATION**

was incorporated under the laws of Hawaii on 03/27/1996 ; 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 14, 2019

*Catherine P. Awai-Cole*

Director of Commerce and Consumer Affairs

**DECLARATION STATEMENT OF  
APPLICANTS FOR GRANTS 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 pursuant to Section 42F-103, Hawaii'i 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'i Revised Statutes:
  - a) Is incorporated under the laws of the State; and
  - b) Has bylaws or policies that describe the manner in which the activities or services for which a grant is awarded shall be conducted or provided.
  
- 3) If the applicant is a non-profit organization, it meets the following requirements pursuant to Section 42F-103, Hawaii'i 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'i 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.

Read To Me International

(Typed Name of Individual or Organization)

Lynne Waihee  
(Signature)

01/15/2019

(Date)

Lynne Waihee





**Public Purpose Statement**

Should Read To Me International Foundation 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 Read To Me International'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]

## Application for Grants

*If any item is not applicable to the request, the applicant should enter "not applicable".*

### **I. Certification – Please attach immediately after cover page**

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

*Refer to ATTACHMENT: Certificate of Good Standing.*

#### **2. Declaration Statement**

*Refer to ATTACHMENT: Declaration Statement of Applicants for Grants Pursuant to Chapter 42F.*

#### **3. Public Purpose**

*Refer to ATTACHMENT: Public Purpose Statement.*

### **II. Background and Summary**

#### **1. A brief description of the applicant's background;**

Read To Me International Foundation (RTMI)'s mission, "to share the love and joy of reading aloud," has remained the driving force of our organization for twenty-two years, and we have seen how this simple mission has a profound impact. RTMI is a nonprofit 501(c)(3) organization incorporated in 1996 by the Rotary Club of Honolulu Sunrise with the support of the Governor's Council for Literacy and Lifelong Learning. As First Lady and one of the RTMI founders, Lynne Waihee continues to serve a vital role in the fulfilment of RTMI's mission. Through the years, RTMI has experienced positive outcomes in the frequency of parents and grandparents reading to their toddlers, significantly increasing their children's vocabularies and better preparing them for school. There are also notable social and emotional dynamics occurring when parents and children read aloud: bonds are strengthened between parent and child, and between parents; the self-esteem of program participants strengthen as they continue through the program. RTMI provides services to under-resourced communities on O'ahu, Maui, Hawai'i Island, Kaua'i, and Moloka'i. Through its programs, RTMI coaches

parents and caregivers in community correctional facilities and those living on the Wai'anae Coast.

### **RTM10 Program**

A signature program on the Wai'anae Coast, RTM10 (*Read to me 10 minutes a day*), engages parents and caregivers in supporting their children's educational success, using reading aloud as a catalyst for their children's academic journey. RTM10 is designed to coach parents and caregivers on how to be a strong educational advocate for their children. This parent-coaching program employs a six-week curriculum to teach parents and caregivers read-aloud skills and techniques to develop the confidence to read aloud daily to their keiki. In addition, the graduates of the program participate in alumni activities designed to continue keeping them engaged in their children's education. This program has over 100 graduates and benefits more than 250 keiki of program graduates.

### **Haku Mo'olelo Program**

RTMI's "Haku Mo'olelo" is another signature program, which is a unique and nationally-recognized program for women at the Women's Community Correctional Center (WCCC) on O'ahu. It is a creative writing and illustrating program designed to help inmates write their own children's stories or tales, illustrate them, and have them published. The program provides weekly sessions over the course of 12 weeks to provide coaching to write, illustrate, and record their stories. Participants learn the elements of story writing and illustrating, as well as tips and techniques on reading stories aloud for CD recordings to send to their keiki. They also learn how to polish and edit their stories and how to prepare them for publication. The project culminates in a read-aloud celebration, where inmates share their stories with their children, parents, grandparents and community members. With over 50 books published and more than one hundred children receiving self-authored and illustrated children's story books from their mothers, not only is reading aloud promoted in the home, but the bond between parent and child also grows despite a parent being incarcerated and physically separated from their child.

### **Prison Read-Aloud Program**

In addition to the Haku Mo'olelo program, RTMI continues to operate its read-aloud program with incarcerated parents at correctional facilities on O'ahu, Maui, and Kaua'i. Personnel at the prison library oversee the program in which inmates select books and read aloud to their child through CD recordings. Both books and CDs are mailed home to the families. Last fiscal year, more than 700 books were mailed home to children of incarcerated parents.

### **Kahauiki Village Program**

New RTMI programs scheduled to begin in 2019 include a partnership with Kahauiki Village, a long-term project to house Hawai'i's homeless families. This new partnership in collaboration with the Institute for Human Services and other Kahauiki Village service providers will serve the residents of Kahauiki Village through reading events and a parent coaching program. The reading events featuring celebrity readers and activities designed to promote reading will be open to all residents. The parent-coaching program, modeled after our highly successful RTM10 program will convene parents and caregivers together for weekly sessions to learn, practice, and debrief read aloud techniques and experiences implemented with their children.

### **Workshops, Trainings & Events**

In fiscal year 2018 alone, RTMI had 7,610 people participate in its events and programs. Though the staff is relatively small, RTMI maximizes its resources to provide consistent, high-quality professional development opportunities to parents, caregivers, educators, school and system administrators, and community leaders. Each professional development workshop or training is customized for attendees, but the constant goal is to equip attendees with skills, techniques and resources to engage children in reading. Each opportunity further equips them to be educational advocates for keiki so Hawai'i's children can excel academically and emotionally.

## **2. The goals and objectives related to the request;**

**Goal 1.** Conduct parent read-aloud trainings on the Wai'anae Coast through the RTM10 program to develop parent literacy skills and experiences, and

support continued parent conversations regarding the importance of reading aloud.

- a. Conduct three rounds of six-week read-aloud, parent-coaching sessions.
- b. Collect data showing enhanced family conversations and interaction.
- c. Provide post-RTM10 program opportunities for program alumni and their keiki to interact and continue conversations about the importance of reading and the relation to school and life success.

**Goal 2.** Provide prison literacy programs for incarcerated individuals to at least two correctional facilities.

- a. Provide support to incarcerated parents by providing the read-aloud literacy program to at least two correctional facilities: the Women's Community Correctional Center (WCCC) and the Waiawa Correctional Facility. Concurrently, continue to expand and operate our newest read-aloud literacy program and inmate training sessions at the Maui Community Correctional Center (MCCC), where inmates read aloud to their child through CD recordings. Both books and CDs are mailed home to the families to promote reading aloud and bonding between parent and child.
- b. Continue the Haku Mo'olelo program at WCCC for female inmates to create their own children's stories to be published, recorded, and mailed home to their children and/or grandchildren.

**Goal 3.** Plan and implement a Read To Me International one-day conference in 2020 which promotes reading aloud, featuring national and/or local authors with at least 3 breakout sessions.

- a. In 2020, RTMI will host a national-quality one-day conference for parents, caregivers, and educators.
- b. At least 150 preschool and elementary teachers, librarians, parents and other nonprofit providers will attend the conference, which provides

attendees with professional development opportunities to help their children build the skills necessary to succeed in reading and become lifelong learners.

**Goal 4.** Support children’s literacy by offering workshops, trainings, and presentations with research-based, best-practice information that will support reading aloud to children and help children develop literacy skills that prepare them for success in school.

a. Conduct ten (10) school presentations and workshops for parents, caregivers, educators, and service providers.

b. Conduct ten (10) community events to share RTMI’s mission of reading aloud to children.

**Goal 5.** Promote reading aloud using RTMI’s website, social media and other communications tools.

a. Continue to build a website as a resource hub for parents, caregivers, and educators to find age appropriate books, educational articles, and read-aloud tips and best practices.

b. Increase the nonprofit’s reach into the community by sharing read-aloud tips, book recommendations, articles and blogs via social media platforms.

**3. The public purpose and need to be served;**

The need for a literate society has not changed; in fact, the need has grown, and literacy is becoming increasingly critical for our youth to succeed in the workforce as needs increase for people to possess adaptive learning abilities and skills, which include reading comprehension and analysis. During the 2018 G20 Summit, an initiative for Early Childhood Development (ECD) was formed as world leaders recognize the tremendous developmental needs, especially during the first 1,000 days of a child’s life, which includes reading aloud to children. According to a statement released by G20, “Foundational cognitive and socio-emotional skills are acquired in childhood, further justifying the need for greater investment in ECD as the basis for building human capital and adaptive



capacities for the future of work.” By promoting reading and literacy, RTMI is helping families break the cycle of poverty and inequality through parent coaching and support services so families are equipped with the skills and resources to support their children academically and emotionally. By creating opportunities for parents and children to read together, RTMI is helping to build the next generation of readers, critical thinkers, and contributors.

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

The target populations are educators, parents, caregivers of young children, non-profit staff members who assist families, and incarcerated adults in the state of Hawai'i.

**5. Describe the geographic coverage.**

RTMI provides services to under-resourced communities on O'ahu, Maui, Hawai'i Island, Kaua'i, and Moloka'i. On O'ahu, RTMI mainly provides support services to our target audiences in Wai'anae, Nānākuli, 'Ewa Beach, Kalihi, Wahiawā, and the Women's Community Correctional Center on the Windward side.

**III. Service Summary and Outcomes**

*Refer to ATTACHMENT: Service Summary.*

**IV. Financial**

**Budget**

1. The applicant shall submit a budget utilizing the enclosed budget forms as applicable, to detail the cost of the request.

- a. Budget request by source of funds ([Link](#))

*Refer to ATTACHMENT: Budget Request by Source of Funds*

- b. Personnel salaries and wages ([Link](#))

*Refer to ATTACHMENT: Budget Justification – Personnel Salaries and Wages.*

c. Equipment and motor vehicles ([Link](#))

Not applicable

d. Capital project details ([Link](#))

Not applicable

e. Government contracts, grants, and grants in aid ([Link](#))

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

2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2020.

<b>Quarter 1</b>	<b>Quarter 2</b>	<b>Quarter 3</b>	<b>Quarter 4</b>	<b>Total Grant</b>
\$56,250	\$56,250	\$56,250	\$56,250	\$225,000

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2020.

*Refer to ATTACHMENT: Other Potential Sources of Funding – FY20.*

4. The applicant shall provide a listing of all state and federal tax credits it has been granted within the prior three years. Additionally, the applicant shall provide a listing of all state and federal tax credits they have applied for or anticipate applying for pertaining to any capital project, if applicable.

Not applicable

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 receiving for fiscal year 2020 for program funding.

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

6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2018.

As of December 31, 2018: \$264,248.65, based on RTMI's fiscal year (July 2018 – June 2019)

## **V. Experience and Capability**

### **1. Necessary Skills and Experience**

Read To Me International (RTMI) has been in existence for more than 20 years. As listed in the personal and staffing qualification section, all program leaders for presentations and programs at least possess a bachelor's degree and each has more than 5 years of teaching/coaching experience. The president and founder of RTMI, Lynne Waihee, presents read-aloud trainings on O'ahu and the Big Island and chairs the annual RTMI national-quality conference; both the trainings and conference have been in existence for over 17 years.

The executive director, Kara Kusunoki, oversees the prison literacy programs, including the Haku Mo'olelo Program; RTMI has designed and facilitated prison literacy trainings for over 15 years, and Haku Mo'olelo for the past three years.

RTM10 is a highly successful program led by the development director, Aileen Shin; this program serves parents on the Wai'anae Coast and has been in operation for the past three years. As RTMI launches its inaugural Kahauiki Village program, Aileen Shin is also responsible for its planning and execution modeled after RTM10. In addition to teaching and coaching experience, all staff leading programs listed in this grant possess extensive leadership experience, including collaborating with stakeholders, managing personnel/volunteers, and working in under-resourced communities.

### **2. Facilities**

RTMI operates out of two small offices, one in downtown Honolulu and another in Wai'anae at the Community Learning Center in Mā'ili. Part of the downtown office is supported by an in-kind contribution and staff members work in compact spaces so that funds can be spent on programs and support youth, parents/caregivers, educators, and the community. Additionally, we work with community partners to borrow or rent spaces for community events and programs as needed.

## **VI. Personnel: Project Organization and Staffing**

**1. Proposed Staffing, Staff Qualifications, Supervision and Training**

*Refer to ATTACHMENT: Staff Qualifications, Supervision, and Training.*

**2. Organization Chart**

*Refer to ATTACHMENT: 2019 – Organization Chart.*

**3. Compensation**

*Refer to ATTACHMENT: Compensation – Annual Salary Range.*

**VII. Other**

**1. Litigation**

Not applicable

**2. Licensure or Accreditation**

Not applicable

**3. Private Educational Institutions**

Not applicable

**4. Future Sustainability Plan**

RTMI continues to fundraise to sustain and expand its programs to serve those living in Hawai'i's under-resourced communities. In fiscal year 2019-20, RTMI plans to raise nearly 45% of its funds from non-government grants. Our fundraising plan includes submitting funding requests to corporations, public and private foundations, and individual donors for both general operating support and programs. In the event that RTMI receives funding from the State of Hawai'i for fiscal year 2019-20 but does not receive funding in the following years, RTMI will strive to raise funds needed to keep its programs in operation.

**Goal 1: Conduct parent read-aloud trainings on the Wai'anae Coast through the RTM10 program to develop parent literacy skills and experiences, and support continued parent conversations regarding the importance of reading aloud.**

Scope of Work, Tasks, and Responsibilities	Measurements	Evaluation Plan	Timeline
Conduct three rounds of six-week read-aloud, parent-coaching sessions.	25 participants enroll in the three rounds of parent-coaching sessions.	Program participants provide open ended responses about their family's experiences when employing skills and techniques learned in the program, which RTM! staff uses to evaluate and improve the program.	Conducted throughout Academic Year 2019-20
Collect ongoing data showing enhanced family conversations and interaction.	Data collected measures parents and children's progress using baseline data. Track and shareout progress of three rounds of parent-coaching sessions and two post-RTM10 program opportunities for alumni and their keiki.		Data collection ongoing throughout the year
Provide two post-RTM10 program opportunities for program alumni and their keiki to interact and continue conversations about the importance of reading and the relation to school and life success.	20% of alumni attend post-RTM10 program opportunities.		First and second event held in the first and second half of the calendar year, respectively

**Goal 2: Provide prison literacy programs for incarcerated individuals to at least two correctional facilities so incarcerated parents promote the importance of reading aloud to their children.**

Scope of Work, Tasks, and Responsibilities	Measurements	Evaluation Plan	Timeline
<p>Provide support to incarcerated parents by providing the read-aloud literacy program to at least two correctional facilities on Oahu. Concurrently, continue to expand our newest read-aloud literacy program and inmate training sessions at the Maui Community Correctional Center (MCCC).</p>	<p>350 books are recorded by inmates and sent home to families.</p>	<p>Track number of books read-aloud and sent home to children. Ongoing conversations are held with correctional facility personnel to evaluate program impact on participants and their children; in turn, program revisions are made to be responsive to expressed needs. When possible, pre and post data is collected from MCCC sessions.</p>	<p>Ongoing throughout grant period</p>
<p>Continue the Haku Mo'olelo program at the Women's Community Correctional Center for female inmates to create their own children's stories to be published, recorded, and mailed home to their children and/or grandchildren.</p>	<p>Publish at least 8 inmates' original stories per program round to read aloud to their children, and mail the book and recorded CD home.</p>	<p>Pre and post data collected at the Haku Mo'olelo program to measure impact. While in session, weekly data collected to assess participant's progress, including program feedback and suggestions. Haku Mo'olelo program facilitators adjust lessons and/or curriculum to respond to needs.</p>	<p>Sets of 12-week classes provided throughout grant period</p>

**Goal 3: Plan and implement a Read To Me International one-day conference in 2020 which promotes reading aloud, featuring national and/or local authors with at least 3 breakout sessions.**

Scope of Work, Tasks, and Responsibilities	Measurements	Evaluation Plan	Timeline
<p>RTMI will host a national-quality, one-day literacy conference for parents, caregivers, and educators with at least 3 breakout sessions to further develop attendees skills and/or knowledge aligned to promoting literacy.</p>	<p>80% of the participants will rate the conference at least 3.5 on a 4-point scale.  At least 150 preschool and elementary teachers, librarians, parents and other nonprofit providers will attend the conference.</p>	<p>Conference planning committee (comprised of community partners outside of RTMI staff as well) will identify key areas of literacy development for children and work with presenters to tailor their message towards students' needs.  Survey data will be used to improve the conference experience and to provide follow-up resources or support to attendees.</p>	<p>Host conference in June 2020</p>



**Goal 4: Support children’s literacy by offering workshops, trainings, and presentations with research-based, best-practice information that will support reading aloud to children and help children develop literacy skills that prepare them for success in school.**

Scope of Work, Tasks, and Responsibilities	Measurements	Evaluation Plan	Timeline
Conduct 10 school presentations and workshops for parents, caregivers, educators, and service providers.	80% of surveyed participants in workshops and presentations will rate the workshops and presentations’ effectiveness a 4.0 on a 5-point scale	Presentation evaluations will be distributed to measure desired outcomes. Results will be tallied to make improvements where necessary.	Ongoing throughout grant period
Conduct 10 community events to share RTMI's mission of reading aloud to children.			

**Goal 5: Promote reading aloud using RTMI’s website, social media and other communications tools.**

Scope of Work, Tasks, and Responsibilities	Measurements	Evaluation Plan	Timeline
Add and/or update RTMI website to serve as a resource hub for parents, caregivers, and educators to find age appropriate books, educational articles, and read-aloud tips and best practices.	Increase online RTMI engagement by 15% from July 1, 2019 to June 30, 2020.	Track engagement weekly to determine content that gained traction, comments, additional requests to provide subsequent support and/or updates.	Ongoing throughout grant period
Continuously increase RTMI's reach into the community by sharing read-aloud tips, book recommendations, articles and blogs via social media platforms. Track levels of engagement using social media analytics.			

## BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2019 to June 30, 2020

Applicant: READ TO ME INTERNATIONAL FOUNDATION

BUDGET CATEGORIES	Total State Funds Requested (a)	Total Federal Funds Requested (b)	Total County Funds Requested (c)	Total Private/Other Funds Requested (d)
<b>A. PERSONNEL COST</b>				
1. Salaries	128,471			26,261
2. Payroll Taxes & Assessments				3,600
3. Fringe Benefits	6,000			33,781
<b>TOTAL PERSONNEL COST</b>	<b>134,471</b>			<b>63,642</b>
<b>B. OTHER CURRENT EXPENSES</b>				
1. Airfare, Inter-Island	1,400			
2. Insurance	2,700			200
3. Lease/Rental of Equipment	3,000			
4. Lease/Rental of Space	20,070			2,250
5. Supplies	3,000			3,960
6. Telecommunication				4,440
7. Tax Preparation	3,800			
8. GE Tax Fees				400
9. Marketing, Printing, Mailing, Shipping	3,550			
10. Meeting Expenses	1,800			1,333
11. Honoraria	1,500			3,200
12. Licenses and Subscriptions	500			500
13. IT Support and Troubleshooting				1,800
14. Bookkeeping Services				5,000
15. Professional Organizer				1,080
16. Feed Me A Story Event Expenses				21,815
17. 2020 RTMI Conference	30,289			41,131
18. RTM10 Program	4,520			5,000
19. Kahauiki Village Programs	10,000			12,874
20. Prison Literacy Programs	2,000			
21. Haku Mo'olelo Program	2,400			5,000
<b>TOTAL OTHER CURRENT EXPENSES</b>	<b>90,529</b>			<b>109,983</b>
<b>C. EQUIPMENT PURCHASES</b>				
<b>D. MOTOR VEHICLE PURCHASES</b>				
<b>E. CAPITAL</b>				
<b>TOTAL (A+B+C+D+E)</b>	<b>225,000</b>			<b>173,625</b>
<b>SOURCES OF FUNDING</b>		Budget Prepared By:		
(a) Total State Funds Requested	225,000	Kara Kusunoki (808) 955-7600		
(b) Total Federal Funds Requested		Name (Please type or print) Phone		
(c) Total County Funds Requested		Signature of Authorized Official Date		
(d) Total Private/Other Funds Requested	173,625	Kara Kusunoki, Executive Director		
<b>TOTAL BUDGET</b>	<b>398,625</b>	Name and Title (Please type or print)		

## BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2019 to June 30, 2020

Applicant: READ TO ME INTERNATIONAL FOUNDATION

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	\$60,750.00	80.00%	\$ 48,600.00
Executive Administrator	1	\$42,730.00	80.00%	\$ 34,184.00
Director of Development	0.5	\$27,825.00	80.00%	\$ 22,260.00
Programs Coordinator	Hourly	\$9,573.00	100.00%	\$ 9,573.00
Mā'ili Site Assistant I	Hourly	\$8,394.00	100.00%	\$ 8,394.00
Mā'ili Site Assistant I	Hourly	\$5,460.00	100.00%	\$ 5,460.00
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
<b>TOTAL:</b>				<b>128,471.00</b>

**JUSTIFICATION/COMMENTS:**

All personnel listed administer and facilitate programs offered to caregivers and youth, so the funding that supports personnel dually supports staff who operate programs.

## BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2019 to June 30, 2020

Applicant: READ TO ME INTERNATIONAL FOUNDATION \_\_\_\_\_

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
<b>TOTAL:</b>				

**JUSTIFICATION/COMMENTS: NOT APPLICABLE**

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
<b>TOTAL:</b>				

**JUSTIFICATION/COMMENTS: NOT APPLICABLE**

## BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2019 to June 30, 2020

Applicant: READ TO ME INTERNATIONAL FOUNDATION \_\_\_\_\_

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: 2017-2018	FY: 2018-2019	FY:2019-2020	FY:2019-2020	FY:2020-2021	FY:2021-2022
PLANS						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
<b>TOTAL:</b>						
<b>JUSTIFICATION/COMMENTS: NOT APPLICABLE</b>						

**GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID**

Applicant: READ TO ME INTERNATIONAL FOUNDATION

Contracts Total: \$375,000

	<b>CONTRACT DESCRIPTION</b>	<b>EFFECTIVE DATES</b>	<b>AGENCY</b>	<b>GOVERNMENT ENTITY</b> (U.S. / State / Haw / Hon / Kau / Mau)	<b>CONTRACT VALUE</b>
1	Grants In Aid	07/01/2016 - 06/30/2017	Department of Education	State	100,000
2	Grants In Aid	07/01/2017 - 06/30/2018	Department of Education	State	75,000
3	Grants In Aid	07/01/2018 - 06/30/2019	Department of Education	State	200,000
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**Other Potential Sources of Funding – FY20**

A&B Foundation

Barnes & Noble

Friends of Hawai'i Charities

Hawai'i Community Foundation

Hawai'i Medical Services Association (HMSA)

Jay Shidler Family Foundation

The Watumull Foundation

Women's Fund of Hawai'i

# Read To Me International Foundation

## Staff Qualifications, Supervision, and Training

### **Lynne Waihee, President (Unpaid Volunteer)**



As a youngster, Lynne Waihee found magic in her otherwise mundane life through the world of princesses and princes, fairy tales and fables. In real life, Read To Me International President Lynne Waihee has led a charmed life as a former First Lady of Hawai'i, during which time she served as the Honorary Chair for the Governor's Council for Literacy. A former high school English teacher, literacy was a perfect fit for her role as First Lady, and Waihee has now championed childhood literacy's cause for over 23 years. Given her extensive teaching experience, Waihee presents at read-aloud trainings and community events to promote reading aloud, and chairs RTMI's annual national-quality literacy conference.

### **Kara Kusunoki, Executive Director**



Kara Kusunoki began her career as a public school teacher and possesses a Master of Education degree. Teaching was an invaluable experience that inspires her to support youth and their caregivers. Kusunoki has worked in the education and healthcare industries with foci on nonprofit program administration and curriculum design. In addition to managing RTMI staff, Kusunoki leads the design and implementation of RTMI's prison literacy programs, including RTMI's signature Haku Mo'olelo program.

### **Aileen Shin, Director of Development**



Aileen Shin has partnered with several local non-profit organizations to advance their missions and goals. By creating a symbiotic relationship between the Board of Directors, supporters, businesses and the broader community, Shin has successfully integrated resources to further the missions of these non-profits. Along with creating, coordinating and implementing fundraising efforts, Shin has worked with leadership teams to meet and monitor financial goals, assist various accreditation processes, and provide guidance for strategic planning. Shin has a Bachelor of Education degree and leads the RTM10 program she designed three years ago to coach parents on read aloud tools and techniques.

### **Shannon Murphy, Executive Administrator**



In childhood, Shannon Murphy molded her earliest philosophies (and imagination) through the worlds of Dr. Seuss and Maurice Sendak. This led her to consider careers in feline psychology, fox footwear, sailing in the direction of wild things, and other general adventuring. Her quest happily culminated in a career that is a little more exciting - Nonprofit Administration. Having served as Office Manager and Director of Operations with Honolulu nonprofit organizations in the medical research and social service sectors, she comes full circle and turns to her first love - sharing the wonder of reading with a child. She has passed this on to her son (an adventurer in training) and hopes to spread the word to families everywhere! Murphy is a critical Haku Mo'olelo team member and provides administrative support for RTMI hosted events.

**Shondell Palacio, Mā'ili Site Assistant**



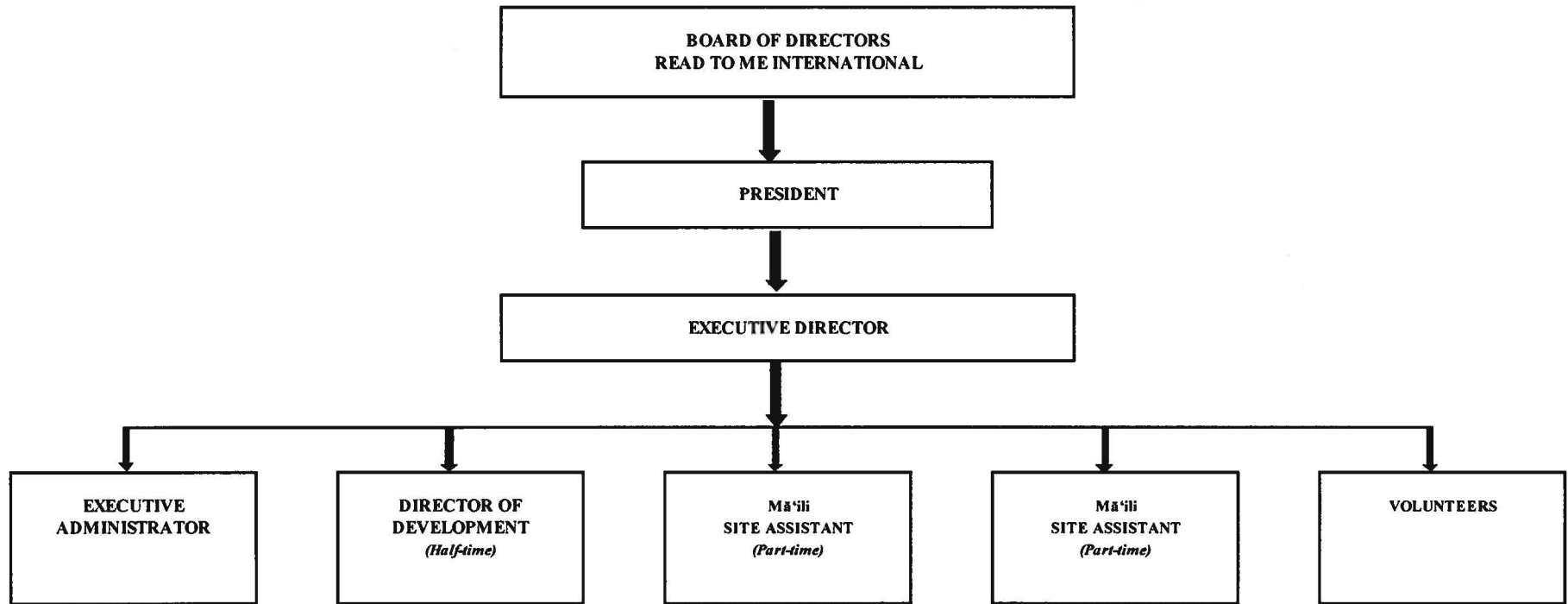
A true Nānākuli home grown resident, Shondell Palacio has spent all of her life in the Nānākuli neighborhood and is a graduate of Nānākuli High School. She has served her community most of her adult life, working with families and caregivers. Now, she is working part time with Read To Me International as the Mā'ili Site Assistant and continues to serve her community by providing tools, tips and resources to promote reading aloud through the RTM10 Program.

**Mā'ili Site Assistant**



Leolani Pias is a mother of four children whose ages range from one to eighteen years old. After graduating high school, Leolani attended the University of Hawaii for two years in pursuit of her bachelor's degree in early childhood education. She subsequently opened a family childcare center in her home. After volunteering with Read To Me for a year and a half, she became a part-time assistant in the Mā'ili RTMI office.

**Read To Me International Foundation  
2019 - ORGANIZATION CHART**





**Compensation – Annual Salary Range**

Executive Director: \$60,750 - \$65,000

Executive Administrator: \$41,000 - \$43,000

Director of Development: \$25,000 - \$27,825