



## 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) Hawaii Compliance Express Certificate (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

*Dannah Barnes*

AUTHORIZED SIGNATURE

*Dannah Barnes, Executive Director*

PRINT NAME AND TITLE

*01/18/2024*

DATE



STATE OF HAWAII  
STATE PROCUREMENT OFFICE

**CERTIFICATE OF VENDOR COMPLIANCE**

This document presents the compliance status of the vendor identified below on the issue date with respect to certificates required from the Hawaii Department of Taxation (DOTAX), the Internal Revenue Service, the Hawaii Department of Labor and Industrial Relations (DLIR), and the Hawaii Department of Commerce and Consumer Affairs (DCCA).

**Vendor Name:** READ TO ME INTERNATIONAL FOUNDATION\*

**DBA/Trade Name:** READ TO ME INTERNATIONAL \*

**Issue Date:** 01/18/2024

**Status:** **Compliant**

Hawaii Tax#: [REDACTED]  
New Hawaii Tax#: [REDACTED]  
FEIN/SSN#: XX-XXX7529  
UI#: No record  
DCCA FILE#: 103741

Status of Compliance for this Vendor on issue date:

Form	Department(s)	Status
A-6	Hawaii Department of Taxation	Compliant
8821	Internal Revenue Service	Compliant
COGS	Hawaii Department of Commerce & Consumer Affairs	Exempt
LIR27	Hawaii Department of Labor & Industrial Relations	Compliant

**Status Legend:**

Status	Description
Exempt	The entity is exempt from this requirement
Compliant	The entity is compliant with this requirement or the entity is in agreement with agency and actively working towards compliance
Pending	A status determination has not yet been made
Submitted	The entity has applied for the certificate but it is awaiting approval
Not Compliant	The entity is not in compliance with the requirement and should contact the issuing agency for more information

**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, Hawai'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, Hawai'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; and
- 3) If the applicant is a non-profit organization, it meets the following requirements pursuant to Section 42F-103, Hawai'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.
- 4) The use of grant-in-aid funding complies with all provisions of the Constitution of the State of Hawaii (for example, pursuant to Article X, section 1, of the Constitution, the State cannot provide "... public funds ... for the support or benefit of any sectarian or nonsectarian private educational institution...").

Pursuant to Section 42F-103, Hawai'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 Foundation

(Typed Name of Individual or Organization)

Dannah Barnes

(Signature)

01/18/2024

(Date)

Dannah Barnes

(Typed Name)

Executive Director

(Title)



Grant-In-Aid Application FY25

### 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, Hawaii Revised Statutes. Refer to Read To Me International's 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.

*Dannah Barnes*

Dannah Barnes, Executive Director

*01/18/2024*

Date

## 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. Hawaii Compliance Express Certificate (If the Applicant is an Organization)**

If the applicant is an organization, the applicant shall submit one (1) copy of a Hawaii Compliance Express Certificate from the Comptroller of the Department of Accounting and General Services that is dated no earlier than December 1, 2023.

Please refer to the Attachment, [Certificate of Vendor Compliance](#).

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

The applicant shall submit a declaration statement affirming its compliance with [Section 42F-103, Hawaii Revised Statutes](#).

Please refer to the Attachment, [Declaration Statement](#).

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

The applicant shall specify whether the grant will be used for a public purpose pursuant to [Section 42F-102, Hawaii Revised Statutes](#).

Please refer to the Attachment, [Public Purpose](#).

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

This section shall clearly and concisely summarize and highlight the contents of the request in such a way as to provide the State Legislature with a broad understanding of the request. Please include the following:

1. A brief description of the applicant's background;
  1. [Read To Me International Foundation's \(RTMI's\) simple, yet profound mission, "to share the love and joy of reading aloud," has remained the driving force of the organization for over 25 years. RTMI's vision is that every child will be read aloud to daily. 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 RTMI's founders, Lynne Waihee continues to serve a vital role in the fulfillment of RTMI's mission. Over the years, RTMI has accomplished the following: \(1\) positive reading behavior changes based on program participant reports such as](#)

increased reading frequency between program participants and their children, (2) positive program participant feedback about their children's expanded vocabulary, (3) and positive program participant observations about their child's school readiness. There are also notable social and emotional dynamics occurring when parents and children read aloud. For example, bonds are strengthened between parent and child and program participant's self-esteem grows as they continue through the program.

Parents serve as a child's most important lifelong teacher and role model. Thus, RTMI equips its participants, namely parents and at-home caregivers, with strategies and resources to confidently embrace this role. RTMI provides services to under-resourced communities across the State of Hawai'i and is committed to continue expanding its services statewide. Through its programs and events, RTMI supports families growing up in low-income communities and incarcerated parents. RTMI provides families with the following programs and events:

### **RTM10 Parent-Coaching Program**

A signature program, *RTM10 (Read To Me Ten Minutes A Day)*, provides parents and caregivers with the tools, techniques, and confidence to read aloud more frequently to their children and to read for a longer duration of time. In addition to behavioral changes in reading, RTMI provides parents and caregivers with a set of books to start or add to their at-home library. Both outcomes, in turn, also support children's academic success and strengthen family bonds.

*RTM10* is designed to coach parents and caregivers on how to be a strong educational advocate for their children. This parent-coaching program employs evidence-based 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 ensure that behavioral changes are sustained beyond the program and to continue keeping parents and caregivers more engaged in their children's education. This program has over 200 graduates and benefits more than 1,000 children of program graduates. RTMI operates this program in both an in-person format and virtual format based on participant needs.

### **Read, Revive, Restore Program**

RTMI continues to operate its read-aloud program with incarcerated parents at correctional facilities on O'ahu. Personnel at the prison libraries oversee the program in which inmates select age-appropriate books and read aloud to their child through recordings. Both books and the recordings are mailed home to the families. In 2023, 553 books, or more than double prior year's books, were mailed home to children of incarcerated parents.

### **National-Quality Literacy Conference**

RTMI hosts an annual, statewide national-quality conference for parents, educators, caregivers, and the general public. The conference provides

resources on how to make reading a fun and engaging activity for children in addition to breakout sessions geared to each specific audience. The conference attracts 200-250 attendees (if hosted virtually or 100 – 200 if hosted in-person) and features nationally recognized children’s book authors and/or illustrators who incorporate read-aloud and learning techniques into their presentations.

### **Family Literacy Events, Community Literacy Events, and Workshops**

In fiscal year 2023, RTMI provided services to over 7,334 participants, which in turn, impacted more than 10,000 keiki. Though the staff is relatively small, RTMI maximizes its resources to provide consistent, high-quality professional development opportunities to parents, caregivers, educators, and the general public. Each professional development opportunity is customized with the goal to equip attendees with skills, techniques, and resources to engage children in reading. Each opportunity encourages attendees to be educational advocates for keiki so that Hawai‘i’s children can excel academically and emotionally. These workshops, trainings, and/or events are provided statewide.

### **Kūpuna Keiki Pen-Pal Program**

RTMI has successfully conducted three years of the Kūpuna Keiki Pen-Pal program. The organization works with its community partners and facilitates a letter exchange, teaches skills to young children (for example, children learn how to address an envelope), and provides opportunities for older adults to engage in literacy-related activities and engage with others. The program occurs over several weeks and culminates in a celebration and read aloud.

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

Objective 1: Conduct parent coaching program sessions and post-program professional development statewide through the RTM10 program to develop parent literacy skills and experiences and support continued parent conversations regarding the importance of reading aloud.

Goal 1a. Conduct at least three rounds of the read-aloud, parent-coaching sessions.

Goal 1b. Collect data showing changes in reading frequency, reading duration, and behavior change related to reading as well as enhanced family conversations and interaction.

Goal 1c. Provide at least three 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.

Objective 2: Provide prison literacy program called Read, Revive, Restore for incarcerated individuals to at least two correctional facilities. Read, Revive, Restore provides incarcerated individuals with opportunities to read aloud to their



child through recordings. Both books and recordings are mailed home to the families to promote reading aloud and bonding between parent and child.

Goal 2. Provide support to incarcerated parents by providing a read-aloud literacy program called Read, Revive, Restore to at least two correctional facilities, planned for the Women's Community Correctional Center (WCCC) and the Waiawa Correctional Facility (WCF).

Objective 3: Plan and implement a Read To Me International national-quality literacy conference in June 2024 which promotes reading aloud, featuring national and/or local authors.

Goal 3a. In 2024, RTMI will host a national-quality conference for parents, caregivers, educators, and the general public.

Goal 3b. At least 200 individuals will attend the conference if hosted virtually and at least 100 will attend if offered in-person. The conference provides attendees with professional development opportunities to help their children build the skills necessary to succeed in reading and become lifelong learners.

Objective 4: Support children's literacy by offering family literacy events, community literacy events, and/or workshops that are evidence-based, best-practice information that will support reading aloud to children and help children develop literacy skills that prepare them for success in school.

Goal 4. Conduct twelve (12) literacy events, workshops, trainings, or presentations for parents, caregivers, educators, families and/or service providers to share RTMI's mission of reading aloud to children and provide positive experiences related to literacy and reading aloud. Equip attendees with skills and/or resources to incorporate when reading aloud to children.

Objective 5: Collaborate with agencies who share a similar goal of addressing early childhood learning and language development to identify synergies that benefit Hawaii's keiki and their families.

Goal 5. Host, facilitate, or attend at least six (6) meetings involving strategic planning, cross-agency collaboration, or coalition discussions to create solutions to address early childhood learning needs and the needs of the family to support young keiki.

Objective 6: Conduct at least one (1) round of the Kūpuna Keiki Pen-Pal program.

Goal 1: Identify two community partners to collectively implement this program.

- Goal 2: Conduct at least one (1) round of the Kūpuna Keiki Pen-Pal program.
- Goal 3: Exchange at least three (3) letters between the two groups.
- Goal 4: Collect data on children showing changes in reading aloud behavior, enjoyment in reading and writing, and ability to address an envelope.
- Goal 5: Collect data on older adults showing changes in reading frequency.

3. The public purpose and need to be served;

RTMI focuses on expanding its efforts to serve Hawaii’s high-need communities and families. RTMI addresses the critical issue of equipping families in low-income or under-resourced communities with the tools and resources needed for parents or caregivers to confidently read aloud to their children. In turn, parents and caregivers are more engaged in their children’s academic journey and school readiness. Additionally, children are supported beyond the classroom walls through a literacy-rich at-home environment with their parents and caregivers serving as educational advocates and role-models in this space.

“We know that getting an early start particularly in literacy is super important,” said Stephen Schatz, P-20 executive director, in a recent Star Advertiser article. He goes on to say, “A lot of the work that needs to happen during the time between birth and five is about vocabulary development, it’s about speaking, it’s about listening comprehension, it’s about understanding how sounds work. All those foundational skills will allow students to be ready to learn to read when they are 5 years old.” RTMI’s programs equip its participants with the techniques needed to cultivate and build the foundational skills Schatz mentioned. Research studies continue to confirm that children who meet reading proficiency by the third grade are more likely to graduate from high school and attend college. When families and society invest in children’s learning at a young age, it provides children with increased opportunities to become contributing citizens.

Strive HI data from the 2022-2023 SY shows that reading proficiency scores for elementary school students in certain Districts lag behind their peers.

Nānākuli-Wai‘anae Complex Area School	2022-2023 Strive HI Reading Proficiency Levels
Mā‘ili Elementary School	33%
Mākaha Elementary School	30%
Nānāikapono Elementary School	20%
Nānākuli Elementary School	23%
Wai‘anae Elementary School	18%
Leihōkū Elementary School	47%

Kaiser-Kalani Complex Area School	2022-2023 Strive HI Reading Proficiency Levels
Waikīkī Elementary School	81%
Wilson Elementary School	80%
Koko Head Elementary School	78%
Liholiho Elementary School	74%
Aina Haina Elementary School	72%
Kahala Elementary School	69%
Kamilo‘iki Elementary School	67%
Haha‘ione Elementary School	62%

As seen through the data, there are considerable disparities. RTMI will address this disparity by prioritizing its services to communities that experience lower reading proficiency rates.

RTMI is helping families break the cycle of poverty and inequality through parent coaching and support services, so that families are better equipped with the skills and resources to support their children academically and emotionally. Additionally, RTMI has focused more of its work on supporting Asset Limited Income Constrained Employed (ALICE) families as ALICE families live below basic survival income level and are struggling to stay above the poverty line. 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 (ages 0-9), non-profit staff members who assist families, and incarcerated adults in the state of Hawai'i. By providing the target populations with support and services, children benefit and are supported to progress academically, socially, and emotionally.

5. Describe the geographic coverage.

RTMI would provide services statewide i.e., across all inhabited islands. In addition to the areas RTMI currently serves, RTMI would like to expand its service offerings on O'ahu and to the neighboring islands.

RTMI currently provides the bulk of its services to communities in need on O'ahu, the Hawaii Island, Molokai, and on Maui. On O'ahu, RTMI mainly provides support services to our target audiences on the Leeward Coast, Kalihi, Wahiawā, Waimānalo, Honolulu, transitional housing facilities, the Waiawa Correctional Facility in Waipahu, and the Women's Community Correctional Center on the Windward side.

### **III. Service Summary and Outcomes**

The Service Summary shall include a detailed discussion of the applicant's approach to the request. The applicant shall clearly and concisely specify the results, outcomes, and measures of effectiveness from this request. The applicant shall:

1. Describe the scope of work, tasks and responsibilities;

Please refer to the attachment, Service Summary and Objectives.

2. Provide a projected annual timeline for accomplishing the results or outcomes of the service;

Please refer to the attachment, [Service Summary and Objectives](#).

3. Describe its quality assurance and evaluation plans for the request. Specify how the applicant plans to monitor, evaluate, and improve their results; and

Please refer to the attachment, [Service Summary and Objectives](#).

4. List the measure(s) of effectiveness that will be reported to the State agency through which grant funds are appropriated (the expending agency). The measure(s) will provide a standard and objective way for the State to assess the program's achievement or accomplishment. Please note that if the level of appropriation differs from the amount included in this application that the measure(s) of effectiveness will need to be updated and transmitted to the expending agency.

Please refer to the attachment, [Service Summary and Objectives](#).

## **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](#))  
Please refer to the attachment, [Budget Request by Source of Funds](#).
  - b. Personnel salaries and wages ([Link](#))  
Please refer to the 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](#))  
Please refer to the attachment – [Government Contracts, Grants, and/or Grants in Aid \(same as IV.5 document\)](#).
2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2025.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$60,408.75	\$60,408.75	\$60,408.75	\$60,408.75	\$241,635.00

- The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2025.

Please refer to the attachment, [Other Potential Sources of Funding – FY25](#).

- 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

- 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 2025 for program funding.

Please refer to the attachment, [Government Contracts, Grants, and/or Grants in Aid \(same as IV 1.e. document\)](#).

- The applicant shall provide the balance of its unrestricted current assets as of December 31, 2023.

As of December 31, 2023, RTMI has unrestricted current assets of \$431,183.11.

## **V. Experience and Capability**

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

The applicant shall demonstrate that it has the necessary skills, abilities, knowledge of, and experience relating to the request. State your experience and appropriateness for providing the service proposed in this application. The applicant shall also provide a listing of verifiable experience of related projects or contracts for the most recent three years that are pertinent to the request.

RTMI has been in existence for over 25 years with the goal of sharing the love and joy of reading aloud. The organization has best served this mission by implementing literacy programs, a national-quality literacy conference, and through its collaborative partnerships with other early childhood education agencies. RTMI continues to adhere to the philosophy of working together with community partners to collectively make a difference in the lives of under-resourced individuals within the community.

Internally, all staff members possess at least a bachelor's degree and related work experience. The Program and Community Outreach Director, whose role is to implement the programming and deliverables in this grant, has a master's degree in Education and five years of experience teaching, tutoring, and working with families. The Program and Site Manager, whose primary role is to implement the programs alongside the Program and Community Outreach Director, has a master's degree in Social Work and teaching experience during a study abroad program in Japan for one year. The Program and Site Manager has experience working with the target population and teaching experience. Both qualities and work experience are crucial to implementing the programs. The Executive Director, whose primary responsibility is to manage the organization in terms of finance, human resources, operations, program oversight, and in fundraising, has worked in both for-profit and non-profit companies and positions that provide the background and experience to perform these responsibilities. The Executive Director has many years of experience with executing and implementing programs, in fundraising at various nonprofit organizations, in managing operations and human resources, and finance. Additionally, the Executive Director has been in the role for 18 months as of January 2024. The Operations Manager will support this grant by working on finance-related functions, making operations-related recommendations, and supporting staff in implementing programs, when possible. The Operations Manager started as an Intern and was promoted to the following positions: Program and Site Assistant, Program and Site Manager, and currently transitioned into the Operations Manager role. The Operations Manager's experience in program implementation lends well to the Operations Manager role.

The *RTM10* program is a highly successful program led by RTMI staff. This program started eight years ago, serving parents on the Leeward Coast and expanded to other regions on O'ahu. As RTMI launches new site partnerships for *RTM10*, staff will work collaboratively to implement programming under the direction and oversight of the Executive Director. Staff possess experience collaborating with stakeholders, data compilation and analysis for program improvement purposes, and experience working in communities that demonstrate need. The Executive Director will also

train and cross-train new staff and work with existing staff to effectively implement programs.

RTMI has operated the following related projects within the last four years:

- Annual national-quality literacy conference
- Family literacy events
- Community and school read-aloud trainings, workshops, and events.
- Read, Revive, Restore coaching programs at select Hawaii's correctional facilities
- RTM10 Parent-Coaching Program
- Kūpuna Keiki Pen-Pal Program Kūpuna

## **2. Facilities**

The applicant shall provide a description of its facilities and demonstrate its adequacy in relation to the request. If facilities are not presently available, describe plans to secure facilities.

RTMI operates out of two offices, one in downtown Honolulu and another in Wai'anae at the Community Learning Center in Mā'ili. In partnership with Kamehameha Schools, the RTMI office at the Community Learning Center in Mā'ili is offered at a subsidized rate. Additionally, RTMI works with community partners to borrow, co-host, or rent spaces for events and programs.

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

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

The applicant shall describe the proposed staffing pattern and proposed service capacity appropriate for the viability of the request. The applicant shall provide the qualifications and experience of personnel for the request and shall describe its ability to supervise, train and provide administrative direction relative to the request.

Please refer to the attachment, Staff Qualifications, Supervision, and Training.

### **2. Organization Chart**

The applicant shall illustrate the position of each staff and line of responsibility/supervision. If the request is part of a large, multi-purpose organization, include an organization chart that illustrates the placement of this request.

[Please refer to the attachment, Organization Chart.](#)

### **3. Compensation**

The applicant shall provide an annual salary range paid by the applicant to the three highest paid officers, directors, or employees of the organization by position title, not employee name.

#### **Salary Ranges by Position as of 12/31/2023:**

Executive Director: \$75,000 - \$90,000

Program and Community Impact Director: \$50,000 - \$60,000

Operations Manager: \$50,000 - \$60,000

Program and Site Manager: \$40,000 - \$50,000

## **VII. Other**

### **1. Litigation**

The applicant shall disclose any pending litigation to which they are a party, including the disclosure of any outstanding judgement. If applicable, please explain.

[Not Applicable](#)

### **2. Licensure or Accreditation**

The applicant shall specify any special qualifications, including but not limited to licensure or accreditation that the applicant possesses relevant to this request.

[Not Applicable](#)

### **3. Private Educational Institutions**

The applicant shall specify whether the grant will be used to support or benefit a sectarian or non-sectarian private educational institution. Please see [Article X, Section 1, of the State Constitution](#) for the relevance of this question.

[Not Applicable](#)



#### 4. Future Sustainability Plan

The applicant shall provide a plan for sustaining after fiscal year 2024-25 the activity funded by the grant if the grant of this application is:

- (a) Received by the applicant for fiscal year 2024-25, but
- (b) Not received by the applicant thereafter.

RTMI experienced an Executive Director vacancy for two months from June 2022 through July 2022, however, by June 2022 the Executive Director was on a part-time basis. Due to the transition, grant submissions significantly decreased in FY22-23. The new Executive Director has spent the beginning months of employment getting operations back on track by evaluating and revamping programs, streamlining operations and standard operating procedures, implementing current grant deliverables, and submitting final grant reports. To date, operations are in a better place, and additional time is needed to get the organization fully back on track.

Once operations stabilize, RTMI will start to implement different types of fundraisers and activities new to the organization, including but not limited to Commercial Co-Ventures, Giving Society campaigns, Giving Tuesday, as well as strengthening current fundraising campaigns. The organization will also work on diversifying revenue streams to ensure that funding and cash flow remains consistent and so that the organization doesn't rely solely on one revenue stream.

In the event that RTMI receives funding from the State of Hawai'i for fiscal year 2025 but does not receive funding in the following years, RTMI will strive to raise funds needed to keep its programs, staff, and event offerings in operation.

RTMI continues to explore grant options, hold multiple fundraisers throughout the year, and conduct an annual fundraising campaign for general operating use.

**Objective 1: Conduct parent coaching program sessions and post-program professional development statewide 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 at least three rounds of the RTM10 parent-coaching sessions.	Conduct at least three rounds of the RTM10 parent-coaching sessions.	Program participants provide open ended and scaled responses about their family's experiences when employing skills and techniques learned in the program, which RTMI staff uses to evaluate and improve the program.	Throughout the fiscal year
Collect data showing changes in reading frequency, reading duration, and behavior change related to reading as well as enhanced family conversations and interaction.	Collect data to measure parents and children's progress throughout the program against baseline data. 100% of program participants will report growth in at least one developmental skill area, which positively impacts family conversations or interactions.		Data collection ongoing throughout the year
Provide at least three 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.	Market events and track attendance while simultaneously collecting data to measure parents and children's growth post-coaching sessions.		Throughout the fiscal year

**Objective 2: Provide prison literacy program called Read, Revive, Restore for incarcerated individuals to at least two correctional facilities. Read, Revive, Restore provides incarcerated individuals with opportunities to read aloud to their child through recordings.**

Scope of Work, Tasks, and Responsibilities	Measurements	Evaluation Plan	Timeline
Provide support to incarcerated parents by providing a read-aloud literacy program called <i>Read, Revive, Restore</i> to at least two correctional facilities, planned for the Women’s Community Correctional Center (WCCC) and the Waiawa Correctional Facility (WCF). Please note that COVID-19 lockdowns and/or librarian vacancies may affect access to the program.	230+ books are recorded by inmates and sent home to families.	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 are collected from participants.	Year-round, monthly

**Objective 3: Plan and implement a Read To Me International conference in June 2024 which promotes reading aloud, featuring national and/or local authors.**

Scope of Work, Tasks, and Responsibilities	Measurements	Evaluation Plan	Timeline
RTMI will host a national-quality literacy conference for parents, caregivers, and educators to further develop attendees skills and/or knowledge aligned to promoting literacy.	85% of survey respondents will rate the conference at least 4 on a 5-point scale.	Conference planning committee (comprising community partners outside of RTMI staff as well) will identify key areas of language and literacy development for children and work with presenters to tailor their messages towards children's learning and/or developmental needs. Survey data will be used to improve the conference experience and to provide follow-up resources or support to attendees.	Host conference in June 2025
	A targeted number of 100 (in-person) or 200 (virtual) preschool and elementary teachers, librarians, parents and other nonprofit providers will register for the conference.		

**Objective 4: Support children’s literacy by offering workshops, trainings, and presentations with evidence-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 at least twelve (12) workshops, read-aloud, trainings, or presentations for parents, caregivers, families, keiki, educators, and service providers to share RTMI's mission of reading aloud to children and strategies to engage children in reading. Equip attendees with skills and/or resources to incorporate when reading aloud to children.	80% of survey respondents who attended workshop, training, or presentation will rate the workshops and presentations’ effectiveness a 4 on a 5-point scale	Session evaluations will be distributed to measure desired outcomes. Results are reviewed and changes made to respond to audiences' needs.	Year-round, monthly

**Objective 5: Collaborate with agencies who share a similar goal of addressing early childhood learning and language development to identify synergies that benefit Hawaii’s keiki and their families.**

Scope of Work, Tasks, and Responsibilities	Measurements	Evaluation Plan	Timeline
Host, facilitate, or attend at least six (6) meetings involving strategic planning, cross-agency collaboration, or coalition discussions to create solutions to address early childhood learning needs and the needs of the family to support young keiki.	Host, facilitate, or attend at least six (6) meetings.	Record date and description of meetings as well as any important takeaways and action steps needed. Keep an ongoing record of meeting notes to track actions, status of actions, and results of conversations. Evaluate the progress towards meeting shared objectives and results.	Year-round

**Objective 6: Conduct one round of the Kupuna Keiki Pen Pal Program.**

Scope of Work, Tasks, and Responsibilities	Measurements	Evaluation Plan	Timeline
Conduct at least one round of the Kūpuna Keiki Pen-Pal Program	Exchange at least three letters and work with two community partners.	Collect data on children showing changes in reading aloud behavior, enjoyment in reading and writing, and ability to address an envelope. Collect data on older adults showing changes in reading frequency.	Year-round, flexibility required to accommodate groups and their schedules

## BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2024 to June 30, 2025

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	107,500		92,508	82,000
2. Payroll Taxes & Assessments	15,050		12,951	18,000
3. Fringe Benefits	16,560		14,205	28,000
<b>TOTAL PERSONNEL COST</b>	<b>139,110</b>		<b>119,664</b>	<b>128,000</b>
<b>B. OTHER CURRENT EXPENSES</b>				
1. Airfare, Inter-Island				
2. Insurance				3,500
3. Lease/Rental of Equipment				1,440
4. Lease/Rental of Space	20,000		20,000	0
5. Conference & Staff Training	500		500	1,000
6. Program Supplies	55,335		30,324	55,000
7. Telecommunication				
8. Utilities				
9. Professional and Contractual Services	16,250		10,530	10,675
10. Equipment Purchases	2,250		2,250	0
11. Mileage and Parking	7,440		0	0
12. Postage	750		750	1,000
13. Program & Event Activities Supplies - Food & Drinks	0		5,982	15,000
14. Indirect Costs, Other	0		10,000	16,338
15				
16				
17				
18				
19				
20				
<b>TOTAL OTHER CURRENT EXPENSES</b>	<b>102,525</b>		<b>80,336</b>	<b>103,953</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>241,635</b>	<b>0</b>	<b>200,000</b>	<b>231,953</b>
<b>SOURCES OF FUNDING</b>		Budget Prepared By:		
(a) Total State Funds Requested	241,635	<div style="display: flex; justify-content: space-between;"> <span><i>Dannah Barnes</i></span> <span>808 955 7600</span> </div>		
(b) Total Federal Funds Requested		Name (Please type or print) <span style="float: right;">Phone</span>		
(c) Total County Funds Requested	200,000	<div style="display: flex; justify-content: space-between;"> <span><i>Dannah Barnes</i></span> <span>01/18/2024</span> </div>		
(d) Total Private/Other Funds Requested	231,953	Signature of Authorized Official <span style="float: right;">Date</span>		
<b>TOTAL BUDGET</b>	<b>673,588</b>	<div style="display: flex; justify-content: space-between;"> <span><i>Dannah Barnes, Executive Director</i></span> </div>		
		Name and Title (Please type or print)		

**BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES**

Period: July 1, 2024 to June 30, 2025

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		\$93,000.00	25.00%	\$ 23,250.00
Operations Manager		\$57,000.00	25.00%	\$ 14,250.00
Program and Community Outreach Director		\$60,000.00	25.00%	\$ 15,000.00
Program & Site Manager		\$55,000.00	100.00%	\$ 55,000.00
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
TOTAL:				107,500.00
JUSTIFICATION/COMMENTS:				

## BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2024 to June 30, 2025

Applicant: Read To Me International Foundation

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

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

## BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2024 to June 30, 2025

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: 2022-2023	FY: 2023-2024	FY:2024-2025	FY:2024-2025	FY:2025-2026	FY:2026-2027
PLANS						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
<b>TOTAL:</b>						
JUSTIFICATION/COMMENTS:						





## Other Potential Sources of Funding – FY25

### Other Grants:

Atherton Family Foundation

Campbell Family Foundation

City & County of Honolulu

Friends of Hawaii Charities

Hawaii Community Foundation

Hawaii Council for the Humanities

Henry & Colene Wong Foundation

Women's Fund of Hawaii

### Campaigns:

End of Year Campaign

Commercial Co-Venture

Giving Tuesday Campaign

Literacy Campaign

### Corporate Sponsorships/Events:

Annual Conference

Book Drives

Feed Me A Story

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

Applicant: Read To Me International Foundation

Contracts Total: 1,277,545

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S./State/Hawaii/ Honolulu/ Kauai/ Maui County)	CONTRACT VALUE
1	Support Oahu Leeward Coast Families	10/01/2021 - 09/30/2022	National Endowment for the Humanities	U.S.	49,500
2	Haku Mo'olelo - Using Art to Maintain the Mother	7/1/2021 - 06/30/2022	State Foundation on the Culture and the Arts	State	15,000
3	Parent-Coaching Program, Events, and Activities to Support District 1 Youth	10/05/2022 - 09/30/2021	City and County of Honolulu - Office of Community Services	Honolulu	124,865
4	Literacy Workshops and Resources to Parents and Young Children	08/19/2020 - 11/30/2020	City and County of Honolulu - Office of Community Services	Honolulu	19,000
5	CARES Act	5/30/2020	City and County of Honolulu - Office of the Mayor	Honolulu	10,000
6	State Grant in Aid	07/01/2019 - 06/30/2020	Department of Education	State	220,000
7	Parent-Coaching Program for Transitioning Families	1/23/2020	Department of Education	State	9,840
8	Six-Week Course	1/23/2020 - 03/05/2020	Department of Education	State	9,340
9	State Grant in Aid	7/1/2022 - 06/30/2023	State of Hawaii	State	220,000
10	Adult Coaching Program and Inclusive Learning Opportunities in District 1 to Increase Youth Language Development and Literacy Proficiency	10/01/2022 - 09/30/2023	City and County of Honolulu - Office of Community Services	Honolulu	200,000
11	opportunities to encourage a stronger at-home literacy environment and improve youth language learning and development	10/01/2023 - 09/30/2024	City and County of Honolulu - Office of Community Services	Honolulu	200,000
12	State Grant in Aid	7/1/2023 - 06/30/2024	State of Hawaii	State	200,000
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# Read To Me International Foundation

## Staff Qualifications, Supervision, and Training

### EXECUTIVE DIRECTOR:

- Master's Degree in Business Administration
- Two years nonprofit work experience through employment at American Heart Association and REHAB Hospital of the Pacific.
- Twelve years in programming, human resources, operations, and supervisory experience through employment at California Pizza Kitchen under various progressive roles.
- Less than a year of human resources internship experience through employment at aio Hawaii.
- Experience building relationships with key stakeholders: school and community leaders, program participants, families, and prospective participants.
- Knowledge of human resources management which includes people management, staffing experience, managing teams, and managing volunteers.
- Knowledge of leadership and management principles applicable to nonprofit organizations.
- Knowledge of federal, state, and local legislation applicable to nonprofit organizations.
- Knowledge of current community challenges and opportunities related to the mission of the organization.
- Knowledge of financial management and managing the annual budget to ensure proper balance and alignment to furthering Read To Me International's mission.
- Skilled in Microsoft Office Suite and computer operating systems, printers, copiers, faxes and scanners.
- Reports to RTMI Board of Directors

### PROGRAM AND COMMUNITY IMPACT DIRECTOR:

- Master's Degree in Secondary Education
- Experience building relationships with key stakeholders: school and community leaders, program participants, families, and prospective participants.
- Experience in the non-profit sector, through volunteering at various nonprofit organizations such as the Institute of Human Services and through ARIA Children's Fund.
- Five years teaching and tutoring experience, through employment at Christian Academy, Sylvan Learning Center, Aiea High School, Iolani School, and Wiz Kids Learning Center.
- Experience in the following areas:
  - Coordinating and administering programs.
  - Planning and implementing events and activities.
  - Working with families, students, and educators.
  - Delivering oral and written presentations.
- Skilled in Microsoft Office Suite and computer operating systems, printers, copiers, faxes and scanners.
- Reports to RTMI Executive Director

### PROGRAM & SITE MANAGER:

- Master's Degree in Social Work
- Experience conducting assessments, coordinating access to resources, building relationships with key stakeholders, case management, and working with under-resourced families.
- Experience in the non-profit sector, through employment at AlohaCare and internship at Kaiser Permanente.
- One year teaching experience, through the Japanese Exchange and Teaching Program.

- Skilled in Microsoft Office Suite and computer operating systems, printers, copiers, faxes and scanners.
- Reports to RTMI Executive Director

**OPERATIONS MANAGER:**

- Bachelor's Degree in Business, Finance, or a related field.
- Experience in organizational effectiveness and operations management.
- At least three years' experience in the non-profit sector.
- Skilled in Microsoft Office Suite, QuickBooks, and computer operating systems, printers, copiers, faxes and scanners.
- Experience serving families in under-resourced communities is preferred.
- Reports to RTMI Executive Director



## Read To Me International Foundation Organization Chart

