

**2026 State of Hawaii Grant in Aid
Operating
Grant Application**

Prepared by:

Read To Me International Foundation

THE THIRTIETH LEGISLATURE
APPLICATION FOR GRANTS
CHAPTER 42F, HAWAII REVISED STATUTES

Type of Grant Request:



Operating



Capital

Legal Name of Requesting Organization or Individual: Db a:

Read To Me International Foundation

Amount of State Funds Requested: \$ 250,000.00

Brief Description of Request (Please attach word document to back of page if extra space is needed):

Read To Me International Foundation (RTMI) will improve shared reading outcomes and increase access to books statewide. RTMI has five objectives which include conducting parent coaching program sessions and professional learning events, a prison literacy program to benefit children of incarcerated parents, a national-quality conference, a kūpuna keiki pen-pal program, at least twelve workshops/presentations/read alouds/family literacy events/community outreach events, and attend at least six collaborative meetings with other agencies to create solutions to address early childhood learning and attachment needs.

Amount of Other Funds Available:

State: \$ 250,000.00

Federal: \$ 0

County: \$ 150,000.00

Private/Other: \$ 511,420.00

Total amount of State Grants Received in the Past 5 Fiscal Years:

\$ 674,180.00

Unrestricted Assets:

\$ 1,163,390.42

New Service (Presently Does Not Exist): ☐ Existing Service (Presently in Operation): ☒

Type of Business Entity:



501(C)(3) Non Profit Corporation



Other Non Profit



Other

Mailing Address:

87-790 Kulauku Street A118

City:

Waianae

State:

Hawaii

Zip:

96792

Contact Person for Matters Involving this Application

Name:

Dannah Barnes

Title:

Executive Director

Email:

dannah@readtomeintl.org

Phone:

808-674-7667



Authorized Signature

Dannah Barnes, Executive Director

Name and Title

01/16/2025

Date Signed

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



AUTHORIZED SIGNATURE

Dannah Barnes, Executive Director

PRINT NAME AND TITLE

01/16/2025

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: **01/02/2025**

Status: **Compliant**

Hawaii Tax#: 20515466-01
New Hawaii Tax#: GE-1806991360-01
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 REVISED 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 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 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, 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.
- 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, Hawaii 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)



(Signature)

Dannah Barnes

(Typed Name)

01/16/2025

(Date)

Executive Director

(Title)



Grant-In-Aid Application FY26

SECTION 42F-102: PUBLIC PURPOSE

(1) The name of the requesting organization or individual;

Read To Me International Foundation (RTMI)

(2) The public purpose for the grant;

RTMI's literacy programs and events will encourage shared daily family reading and promote at home literacy environments which are critical to improving language and literacy development outside the classroom walls. RTMI's services includes both coaching and ongoing family literacy opportunities.

(3) The services to be supported by the grant;

This grant will support RTMI's Read To Me Ten Minutes A Day program (RTM10), RTM10 alumni events, Ted Sakai Ho'ala Reading program (TSH) formerly called Read, Revive, Restore, Family Literacy Events (FLEs), the Kūpuna Keiki Pen-Pal Program (KKPP), Read Alouds, Presentations, Community Outreach Events, and Workshops. Key service activities include but are not limited to: recruitment, community outreach and engagement, assessment through survey taking, coaching sessions, data management, reporting, and evaluation.

(4) The target group; and

RTMI's target population consists of parents and caregivers with children ages 0 through 9, families with less than 100 books in the household, and/or low income families.

(5) The cost of the grant and the budget.

The overall project and organization budget will cost \$911,420.00. The total budget requested from the State Grant in Aid is \$250,000.00.

Dannah Barnes, Executive Director

01/16/2025

Date

Application for Grants - REV

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, 2024.

2. Declaration Statement

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

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](#).

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;

Since 1996, Read To Me International Foundation has improved shared reading outcomes and at-home literacy environments statewide, a goal that the organization's founders - Rotary Club of Honolulu Sunrise, Governor's Council for Literacy and Lifelong Learning, and First Lady Lynne Waihee, recognized as critical to healthy and thriving communities.

RTMI believes that parents and caregivers play a critical role in building their children's language and literacy skills early, often, and beyond the classroom walls. The biggest barriers to daily shared reading include access to books, resources, and caregiver outlook and habits associated with reading.

RTMI's efforts in shared reading outcomes and at-home literacy environments have changed lives for over 25 years. RTMI's program participants' report increased reading frequency and duration, a positive shift in perception related to shared reading, and positive perceptions related to their child's school readiness.

Together, these changes in habits and behavioral shifts pave the way for better outcomes related to a child's future and strengthened family bonds. In fact, according to the [U.S. Department of Health and Human Services – Office of Disease Prevention and Health Promotion](#), “reading to young children improves their language and literacy skills, and it's linked to both better behavior and better health. Reading out loud is also a way for parents and children to share routines and regular positive interactions.”

RTMI fulfills its mission, which is to share the love and joy of reading aloud, through the following activities:

Read To Me Ten Minutes A Day Parent-Coaching Program (RTM10)

A signature program, *RTM10*, provides parents and caregivers with the tools, techniques, and confidence to read aloud more frequently with 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 library at home. 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. *RTM10* incorporates evidence-based curriculum, such as dialogic reading, provides parents and caregivers with read-aloud skills and techniques, and develops their read aloud confidence. 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 in-person and virtual formats based on participant needs and/or preferences.

Ted Sakai Ho'ala Reading Program (formerly known as Read, Revive, Restore Program) (TSH)

RTMI continues to operate its read-aloud program with incarcerated parents at correctional facilities on O'ahu. Personnel at the correctional facilities oversee the program in which inmates select age-appropriate books and record a read aloud to their child. Both books and the recordings are mailed home to the families. In 2024, at least 839 books were mailed home to the children or relatives (for example, nieces or nephews) of incarcerated parents.

National-Quality RTMI 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, there are breakout sessions geared to each specific audience. The conference attracts 200 - 250 attendees if hosted virtually or 100 - 200 if hosted in-person. The Conference may feature nationally recognized children's book

authors and/or illustrators who incorporate read-aloud and learning techniques into their presentations.

Family Literacy Events, RTM10 Alumni Events, Community Literacy Events, Presentations, Read Alouds, and Workshops

In fiscal year 2024, RTMI provided services to over 10,637 participants. Though the staff is relatively small, RTMI maximizes its resources to provide consistent, high-quality professional development opportunities for parents, caregivers, educators, and the general public. Each professional development workshop or training is customized for attendees, aiming to equip attendees with skills, techniques, and resources to engage children in reading. Each opportunity encourages parents and caregivers to be educational advocates for their keiki so that Hawai'i's children can excel academically and emotionally. These workshops, trainings, classroom read alouds, 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 three (3) rounds of RTM10 (the parent-coaching program) and three (3) post-program literacy-related opportunities to develop parent literacy skills 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.

Goal 1d. All staff are expected to participate in year-round, ongoing program and event recruitment activities. These activities, such as community booths, family literacy events, workshops, classroom read alouds, etc. help promote RTMI's programmatic work.

Objective 2: Provide a prison literacy program called Ted Sakai Ho'ala Reading Program (TSH; formerly known as Read, Revive, Restore) for incarcerated individuals to at least two correctional facilities. TSH 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 TSH 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 2026 which promotes reading aloud, featuring national and/or local authors.

Goal 3a. In 2026, 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, presentations, read alouds, and/or workshops. These activities utilize evidence-based research and utilize best-practice techniques that will support reading aloud to children and help children develop literacy skills that prepare them for success in school.

Goal 4. Conduct twelve family literacy events, community literacy events, workshops, read alouds, trainings, and/or presentations for parents, caregivers, educators, and 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 Hawai'i'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 letters between the two groups.

Goal 4: Collect data and/or feedback from the two community partners related to the program such as increased access to books for program participants, participation in writing letters, and suggestions for future programming.

3. The public purpose and need to be served;

The American Psychological Association states that “children’s reading competency is correlated with the **home literacy environment (HLE)**, number of books owned, and parent distress” and that “poor households have less access to learning materials and experiences, including books, computers, stimulating toys, skill-building lessons, or tutors to create a positive literacy environment.”

Access to books is critical. In fact, according to a social mobility research study by Unite Books, “the very best predictor of school success across this array of rich & poor countries from every continent was the number of books in the home.” In that study 100 books in the home were referred to as the “optimum number of books for early school success” due to the number of language rich conversations occurring at home, in addition to the presence of “Family Scholarly Culture.”

A significant factor in a strong home literacy environment is **daily shared reading**. According to the American Pediatric Academy’s recently published research article, pediatric primary care providers were encouraged to have parents read aloud “starting soon after birth, [and] provide high-quality books, model interactive dialogic reading, and emphasize book-related rather than screen-based entertainment with young children.” Furthermore, dialogic reading is also supported by the U.S. Department of Health & Human Services Early Childhood Learning & Knowledge Center – Head Start, research conducted by the National Library of Medicine, Reading Rockets, and more. Parent and caregiver guidance on how to implement dialogic reading strategies is a critical skill needed for daily shared reading.

Another datapoint that RTMI considers is the Strive HI report, which is rolled out annually. Strive HI data for the 2023-2024 school year indicated that students attending Nānākuli-Wai‘anae complex area (District 1) schools performed **below the statewide average level of proficiency on ELA assessments**, ranging from 18% - 47%. In comparison, students attending the Kaiser-Kalani complex

area (Districts 4 & 5) schools performed above the statewide average level of proficiency on ELA assessments, ranging from 58% - 83%.

Families that simply can't afford the essentials will find RTMI a valuable resource. **RTMI provides free programs, resources, and ongoing literacy activities to support HLEs.** When caregivers have to make tough decisions daily about which basic necessities to provide their family, access to books and home literacy support should not be one of those considerations.

Reading aloud together early and often matters. Simply put, it is and will continue to be an ongoing community priority that needs to be addressed.

In fact, in the 2022 Hawai'i State Literacy Plan, several recommendations were made including but not limited to an **"increase [in the] range of events at early learning programs and schools for families"** and the availability of **"training on basic literacy strategies to caregivers."**

Family reading time is not only a statewide priority. According to the U.S. Department of Health & Human Services – Office of Disease Prevention & Health Promotion, one of their objectives is to **"increase the proportion of children whose family read to them at least four days per week."**

Based on both statewide & national priorities, the research listed above, and background information on the importance of HLEs, ***RTMI will continue to provide resources, training, access to books, & ongoing literacy opportunities to benefit families statewide.***

RTMI is helping families break the cycle of poverty and inequality through parent coaching and support services, ensuring 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, kūpuna, elementary school children, households with less than 100 books, 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 will provide services statewide i.e., across all inhabited islands. In addition to the areas RTMI currently serves, RTMI would like to continue expanding 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 Hawai‘i Island, Moloka‘i, 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
\$62,500.00	\$62,500.00	\$62,500.00	\$62,500.00	\$250,000.00

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2026.

Please refer to the attachment, Other Potential Sources of Funding – FY26.
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 2026 for program funding.

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

6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2024.

As of December 31, 2024, RTMI has unrestricted current assets of \$1,163,390.42. This number was provided by RTMI's bookkeeper, MVM Accounting.

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 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 Manager, 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 other Program Manager, who has two years of experience as the Director of Children and Families Program at another non-profit organization will also assist the State Grant in Aid implementing team, to the extent possible, however, will not be funded by this grant. The Program Director role, which will be hired, shortly will have the necessary skills, background, and work experience to implement all programs and supervise programming staff. RTMI will submit a resume to the grant representative upon hire, as well as the posted job description which will have minimum qualifications for years of teaching, program, and managing experience. 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 over two years. The Operations Manager will support this grant by working on finance-related functions related to the grant and support the staff with programming and events to the extent possible. The Operations Manager has over a decade of operations experience in retail companies, such as Bloomingdales.

The *RTM10* program is a highly successful program led by RTMI staff. This program started ten 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 five years:

- Annual national-quality literacy conference
- Family literacy events
- Community and school read-aloud trainings, workshops, and events.
- Ted Sakai Ho'ala Reading program (TSH) formerly known as Read, Revive, Restore coaching programs at select Hawai'i'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, a soon-to be new office in Kaka'ako 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, 2025 – 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 01/01/2025:

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

Program & Grants Director: \$55,000 - \$70,000

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

Program Manager: \$45,000 - \$60,000

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 2026 the activity funded by the grant if the grant of this application is:


- (a) Received by the applicant for fiscal year 2026, but
- (b) Not received by the applicant thereafter.

In the event that RTMI receives funding from the State of Hawai'i for fiscal year 2026 but does not receive funding in the following years, RTMI will strive to raise funds through other methods, such as identifying other grantors, implementing new fundraisers and campaigns, plus other creative ways to raise funds that are needed for the organization to fulfill its life-changing mission.

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2025 to June 30, 2026

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)
A. PERSONNEL COST				
1. Salaries	156,500	0	87,950	108,000
2. Payroll Taxes & Assessments	21,910	0	12,313	15,120
3. Fringe Benefits	22,179	0	12,683	16,632
TOTAL PERSONNEL COST	200,589	0	112,946	139,752
B. OTHER CURRENT EXPENSES		0		
1. Airfare, Inter-Island				
2. Insurance		0		3,700
3. Lease/Rental of Equipment	1,500	0		4,500
4. Lease/Rental of Space	18,500	0	18,500	24,800
5. Conference & Staff Training		0		5,000
6. Program Supplies	1,511	0	154	150,835
7. Telecommunication		0		
8. Utilities		0		
9. Professional and Contractual Services	10,900	0	10,900	30,000
10. Equipment Purchases		0		5,000
11. Mileage and Parking	10,000	0		12,500
12. Postage	7,000	0		8,000
13. Program & Event Activities Supplies - Food & Drinks		0		10,000
14. Indirect Costs, Other	0	0	7,500	7,500
15. Other Costs (Unrelated - Fundraiser/Gala, Etc.)				109,833
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	49,411	0	37,054	371,668
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	250,000		150,000	511,420
SOURCES OF FUNDING		Budget Prepared By: Dannah Barnes, Executive Director 808-955-7600 Name (Please type or print) Phone  01/16/2025 Signature of Authorized Official Date Dannah Barnes, Executive Director Name and Title (Please type or print)		
(a) Total State Funds Requested	250,000			
(b) Total Federal Funds Requested	0			
(c) Total County Funds Requested	150,000			
(d) Total Private/Other Funds Requested	511,420			
TOTAL BUDGET	911,420			

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2025 to June 30, 2026

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		\$90,000.00	25.00%	\$ 22,500.00
Operations Manager		\$60,000.00	10.00%	\$ 6,000.00
Program & Grants Director		\$68,000.00	100.00%	\$ 68,000.00
Program Manager		\$60,000.00	100.00%	\$ 60,000.00
Program Manager		\$53,000.00	0.00%	\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
TOTAL:				156,500.00
JUSTIFICATION/COMMENTS: All included personnel will work on grant-related deliverables.				

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2025 to June 30, 2026

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: N/A				

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2025 to June 30, 2026

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:2023-2024	FY:2024-2025	FY:2025-2026	FY:2025-2026	FY:2026-2027	FY:2027-2028
PLANS						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
TOTAL:						
JUSTIFICATION/COMMENTS: N/A						

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Applicant: Read To Me International Foundation

Contracts Total: 1,427,545

	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
13	State Grant in Aid (Awarded \$75,000.00, however, we have not received the Notice to Proceed)	7/1/2024 - 06/30/2024	State of Hawaii	State	-
14	FY25 District 1 adult coaching program with continuous learning opportunities to encourage a stronger at-home literacy environment and improve youth language learning and development	11/05/2024 - 11/04/2025	City and County of Honolulu - Office of Community Services	Honolulu	150,000
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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 parent-coaching sessions.	Conduct at least three rounds of 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 Ted Sakai Ho'ala Reading Program (formerly known as Read, Revive, Restore) 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 prison librarian vacancies may affect access to the	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 2026
	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, classroom/school read alouds, family literacy events, or presentations for parents, caregivers, 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 and/or feedback from the two community partners related to the program such as increased access to books for program participants, participation in writing letters, and suggestions for future programming.	Year-round, flexibility required to accommodate groups and their schedules



Staff Qualifications, Supervision, and Training

Executive Director – Dannah Barnes:

Qualifications:

- Master's degree in business administration
- 5+ years' experience working at nonprofit organizations including Read To Me International Foundation (RTMI), American Heart Association (AHA), and Rehabilitation Hospital of the Pacific (REHAB) in fundraising, supervisory, events, grants, and programming roles.
- 12 years' experience working at a for-profit company – California Pizza Kitchen (CPK) in various progressive roles, such as human resources (HR), supervisory, training and development, operations, events, contract negotiations, marketing, branding, programming, and administrative roles. Responsible for marketing and development for the Hawai'i region.
- 14+ years' combined experience in programming, operations, human resources, image and branding, events, marketing, fundraising, and management under various progressive roles at CPK, AHA, REHAB, and RTMI.
 - Experience with reading aloud to children and families. Experience with conducting literacy workshops and presentations.
 - Experience with partnering with families, schools, and external stakeholders.
 - Experience with creating and implementing successful events and programs.
 - Experience with coordinating, implementing, and facilitating RTMI's programs and events.
 - Experience with cultivating relationships with external parties, such as the Board of Directors, program participants, program partners, and donors.
 - Knowledge of marketing tactics and strategies as well as brand promotion and brand image consistency. Experience with creating collateral and writing news articles and newsletters.
 - Knowledge of fundraising strategies and tactics to promote and fund an organization's mission. Experience with implementing fundraising campaigns, including peer to peer, individual giving, walk events, commercial co-venture campaigns, solicitation mailers, and galas.
 - Knowledge of HR principles. Experience with managing employees of one up to 25 and with volunteer management. Experience with training and development.



State Grant in Aid FY26

- 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 RTMI's mission.
- Skilled in Microsoft Office Suite and computer operating systems, printers, copiers, faxes, and scanners.

Supervision:

- Reports to the Board of Directors

Training:

- Certificate of Completion - Hawai'i 'Ohana Support Network's Standards of Quality for Family Strengthening and Support
- Certificate of Completion – National Association for Family, Strengthening, School, and Community Engagement's Reframing Family Engagement Academy
- LENA Start Program Manager Certified
- The Executive Director will continue to remain up to date on important trends related to the field of literacy, non-profit organizations, family engagement, early learning, fundraising, programming, leadership, etc.

Operations Manager – Damian Franzke:

Qualifications:

- Bachelor's degree in economics
- 10+ years' experience in various operations-related roles at previous workplaces such as Bloomingdales, Sur La Table, Gap, and RTMI (7 months).
 - Experience with reading aloud to children and families. Experience with supporting day-of logistics related to literacy workshops, events, volunteers, and presentations.
 - Experience with coordinating, tracking, compiling, completing, and submitting final grant financials and reports to grantors.
 - Experience with accounts payable, accounts receivable, and inventory management.



State Grant in Aid FY26

- Familiarity with the annual Tax Return and Review process. Experience with supporting the tax preparer and accountant with relevant tasks and assignments.
- Experience with managing and maintaining grant financials, proper coding of expenses and revenue, and general accounting principles and procedures.

Supervision:

- Reports to the Executive Director.

Training:

- The Operations Manager will continue to remain up to date on important trends related to the field of literacy, non-profit organizations, family engagement, early learning, accounting, operations, and finances.
- The Operations Manager will identify ongoing training opportunities and complete the Hawai'i 'Ohana Support Network's Standards of Quality for Family Strengthening and Support course.

Program and Grants Director – Position Will Be Filled:

Preferred Qualifications:

- At least 3 – 5 years' experience and knowledge:
 - Applying for, submitting, executing, and reporting on grants.
 - Of the grant life cycle, funding sustainability and retention strategies
 - Grant and accurate data management.
 - Implementing programs.
 - As an elementary school teacher.
 - Working with children, parents, and caregivers.
 - Supervising a team of two or more.
 - Reading aloud in a classroom or school-wide setting.

Supervision:

- The Program and Grants Director will report to the Executive Director.

Training:

- The Program and Grants Director will remain up to date on important trends related to the field of literacy, non-profit organizations, family engagement, early learning, grants, funding, and data management.



State Grant in Aid FY26

- The Program and Grants Director will identify ongoing training opportunities and complete the Hawai'i 'Ohana Support Network's Standards of Quality for Family Strengthening and Support course.

Program Manager – Kayla Masuda:

Qualifications:

- Master's degree in secondary education
- 5+ years teaching and tutoring experience at Christian Academy, Sylvan Learning Center, Aiea High School, Iolani School, and Wiz Kids Learning Center.
- 2+ years' experience in programming and events at RTMI and.
- 7+ years' combined experience in programming, events, teaching, and tutoring at various roles.
 - Experience with reading aloud to children and families. Experience with conducting literacy workshops and presentations.
 - Experience with coordinating, implementing, and facilitating RTMI's programs as directed.
 - Experience with coordinating, implementing, and facilitating RTMI's events as directed.
 - Experience with completing and submitting grant narratives and grant reports.
 - Experience with coding and classifying program expenses.
 - Familiarity with the annual Tax Return and Review process. Experience with supporting the tax preparer and accountant with relevant tasks and assignments.
 - Experience with newsletter writing, supporting solicitation mailers, and supporting RTMI with administrative and operational tasks.

Supervision:

- Reports to the Program and Grants Director and the Executive Director.

Training:

- Certificate of Completion - Hawai'i 'Ohana Support Network's Standards of Quality for Family Strengthening and Support
- Certificate of Completion – National Association for Family, Strengthening, School, and Community Engagement's Reframing Family Engagement Academy



State Grant in Aid FY26

- LENA Start Program Manager Certified
- The Program Manager will identify ongoing training opportunities.
- The Program Manager will continue to remain up to date on important trends related to the field of literacy, non-profit organizations, family engagement, programming, etc.

Program Manager – Troy Choi:

Qualifications:

- Bachelor's degree in kinesiology, rehabilitation, and exercise science.
- 1+ years' experience as the Director of Children and Families Program at Mō'ili'ili Community Center.
- 1+ years' experience as the After School Program Site Coordinator at Queen Ka'ahumanu Elementary School.
- 3+ months' experience as Program Manager at RTMI.
- 2+ years' combined experience in programming, coaching, events, and program management.
 - Experience with reading aloud to children and families. Experience with supporting RTMI staff with literacy workshops, events, and presentations.
 - Experience with coordinating and implementing programs.
 - Experience with managing employees.
 - Experience with creating activity plans.
 - Experience with completing and submitting grant narratives.

Supervision:

- Reports to the Program and Grants Director and the Executive Director.

Training:

- The Program Manager will identify ongoing training opportunities and complete the Hawai'i 'Ohana Support Network's Standards of Quality for Family Strengthening and Support course.
- The Program Manager will continue to remain up to date on important trends related to the field of literacy, non-profit organizations, family engagement, programming, etc.

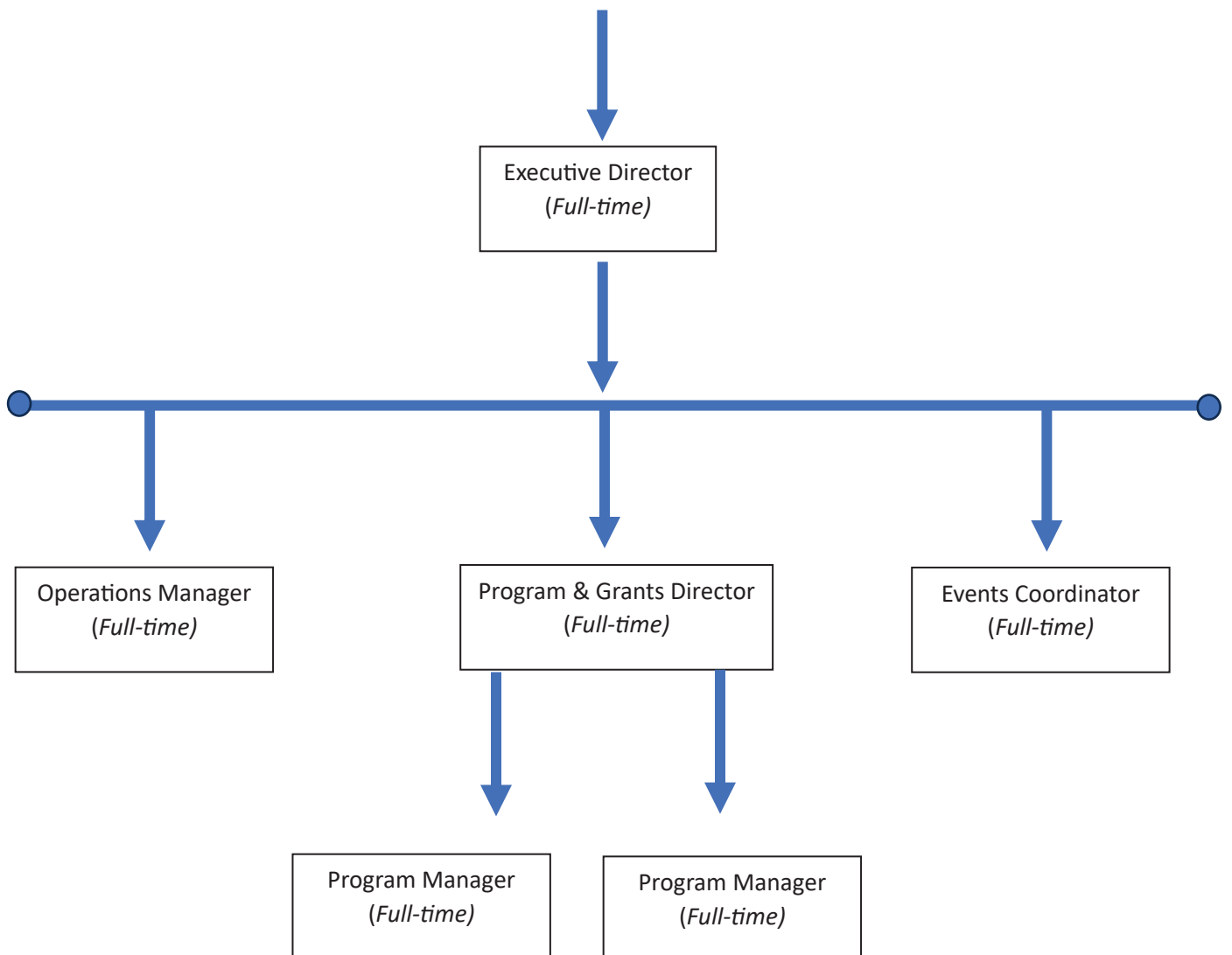


Read To Me International Foundation

2025 Organization Chart

BOARD OF DIRECTORS

- | | | | |
|-------------------------------|--------------------------|-----------------------------|--------------------------------|
| 1. Wenona Harris, Chair | 2. David Lee, Vice Chair | 3. Jaydence Goya, Secretary | |
| 4. Jean Grice | 5. Mollie Sperry | 6. June Nakamura | 7. Hale Takazawa |
| 8. Jo Anne Vieira | 9. Mike Lukacs | 10. Robert Washington | 11. Stephanie Tudela van Duser |
| 12. Lynne Waihee (ex-officio) | | | |





Grants-In-Aid Application FY26

Other Potential Sources of Funding – FY26

Other Grants:

Atherton Family Foundation

Campbell Family Foundation

Cooke Family Foundation

City & County of Honolulu

Hawaii Community Foundation

Hawaii Council for the Humanities

Henry and Colene Wong Foundation

Women's Fund of Hawaii

Campaigns:

End of Year Campaign

Commercial Co-Venture

Reading and/or Literacy Campaign

Corporate Sponsorships/Events:

Annual Conference

Feed Me A Story