

**2026 State of Hawai'i Grant-In-Aid
Operating
Grant Application**

Prepared by Read To Me International Foundation

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](#)) ✓ N/A
 - d) Capital project details ([Link](#)) ✓ N/A
 - 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

01/20/2026
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: **01/13/2026**

Status: **Compliant**

Hawaii Tax#: ██████████
New Hawaii Tax#: ██████████████████
FEIN/SSN#: ██████████
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, 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)

Dannah Barnes

(Signature)

01/20/2026

(Date)

Dannah Barnes

(Typed Name)

Executive Director

(Title)

SECTION 42F-102: PUBLIC PURPOSE

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

Read To Me International Foundation (RTMI)

(2) The public purpose for the grant;

RTMI is a proponent of the 1992 report entitled *Literacy Programs in Hawaii and the Need for An Office of Literacy* (Report No. 4, 1992 – Legislative Reference Bureau, State Capitol Honolulu, Hawaii) statements, more specifically the statements, referencing the *Bridges to Literacy* publication’s findings:

- 1) “The value of literacy is a value that is passed from one generation to the next;
- 2) Studies have shown that parents have the primary influence on the educational aspirations and attainments of their children;
- 3) Children who see their parents reading are more likely to also read when they read adulthood; and
- 4) Therefore, it is important to target literacy programs to families so that learning of both adults and their children is reinforced.”

As such, RTMI’s public purpose serves many of the points emphasized in the report, namely to “enhance and promote family literacy experiences and to create new family literacy traditions to break the intergenerational cycle of undereducation”. In addition, RTMI provides family literacy and read-aloud engagement opportunities year-round to “establish literacy as a value in every family by helping families to understand that the home is the child’s first school, that the parent is the child’s first teacher and that reading is one of the child’s first subjects; to break the intergenerational cycle of illiteracy by helping to provide family learning so parents and children can learn to read together; and to build families of readers.”

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

This grant will support RTMI’s programs: Read To Me Ten Minutes A Day (RTM10), Ted Sakai Hō‘āla Reading Program (TSH), Kūpuna Keiki Pen Pal Program (KKPP), Family Literacy Events & Activities (FLEs) including but not limited to read alouds and workshops, and the Annual Conference. Key service activities include, but are not limited to, community outreach and engagement, assessment, referrals, data management, and recruitment.

(4) The target group, and

RTMI's target population consists of all families statewide with keiki ages 0 to 9, inclusive of keiki, kūpuna, and makua. RTMI hopes to expand further into the 9+ age range because reading aloud and family reading are encouraged at any age.

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

Cost of the Grant: \$200,000.00

RTMI's Total Organization-Wide FY26-27 Anticipated Budget: \$856,513.00

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, 2025.

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;

Read To Me International Foundation (RTMI) was founded by First Lady Lynne Waihee, the Governor’s Council of Literacy and Lifelong Learning, and the Rotary Club of Honolulu Sunrise in 1996 to help families thrive by increasing literacy rates in our state, especially through the promotion of family engagement through reading and read alouds. The literacy landscape is vast, and RTMI’s focus has always been to build families of readers by sharing the love and joy of reading aloud. To promote family reading behaviors, the organization believes in positive reinforcement through fun, family-friendly, and consistent read-aloud opportunities with free books to add to the family library.

Reading aloud is a tool that every household in our state has access to at any time of day and at any place, for *free*, which can be used to improve and enhance their child’s ability to read, think critically, and effectively communicate with other

individuals, – core foundational skills. This resource, read alouds, if utilized well and consistently, has the ability to change lives.

RTMI's background remains specifically in the promotion, encouragement, provision, and teaching of read-alouds and read-aloud skills. RTMI hosts read-aloud events and programs benefiting Hawai'i's families and has been doing so for 30 years through collaborations with libraries, schools, companies, other non-profit organizations, governmental agencies and services, and alongside families.

2. The goals and objectives related to the request;

In the last three years, RTMI has experienced an increasing demand for its read-aloud events, programs, and partnerships. Due to the capacity level of a team of five (5) staff members for statewide implementation, the organization has not been able to fulfill the increased demand for read-aloud opportunities. To fill the public need, the organization seeks additional funding to continue its current level of operations and expand its reach to implement RTM10, KKPP, TSH, FLEs, and the Conference each year.

RTM10 (Read To Me Ten Minutes a Day):

RTM10 is a six-week adult-coaching program that equips participants with practical, evidence-based strategies for reading aloud, such as dialogic reading. Participants meet weekly and practice read-aloud techniques before applying them at home with their children. Between sessions, the families complete activities that reinforce daily reading habits and build confidence. Graduates are then invited to attend year-round read-aloud opportunities through the ongoing FLEs.

Kupuna Keiki Pen Pal Program (KKPP):

KKPP is a letter exchange program currently based in West O'ahu that provides kupuna with the opportunity to connect with keiki through reading and writing letters. Children learn new skills, such as how to address an envelope. Throughout the program, both groups are provided with monthly books and guided prompts (at least three), with RTMI facilitating the letter exchange after reviewing the content of the letters. RTMI also assists in bringing the pen pals together for an in-person event in which program participants enjoy fun activities and read-alouds as they celebrate their intergenerational friendships. There have been requests to expand this program beyond West O'ahu.

Ted Sakai Hoala (TSH) Reading Program:

TSH currently serves adults at the Waiawa Correctional Facility, Women's Community Correctional Center, and Halawa Correctional Facility (new expansion) through read alouds. Participants select age-appropriate titles, read them aloud, and create audio recordings to send home, ensuring children in their lives can hear their voices and enjoy story time together, even while apart. This

year, the program has expanded Kulani Correctional Facility and Kaua'i Community Correctional Center.

Family Literacy Events (FLEs)/Read Alouds/Workshops/Activities:

RTMI is a strong proponent of collaboration and frequently hosts literacy activities with partners – such as schools, libraries, organizations, companies, non-profit organizations, governmental agencies, etc. Each event typically consists of read-alouds, sing-alongs/dancing time, story-time questions, and literacy resources. The online events include the addition of keiki show-and-tell, a segment dedicated to hearing keiki share their answers to a writing and drawing prompt. This segment is particularly important because it provides a designated space to empower youth's voices and encourage public speaking in a safe, trusted space. Participants receive a new book to add to their home library along with activity packets.

The themes for the read alouds/FLEs typically include, but are not limited to:

- Financial Literacy
- Social Emotional Learning (resiliency, bravery, self-love/self-care, etc.)
- Health (i.e. dental hygiene, healthy eating)
- Non-Fiction

Conference:

RTMI hosts an annual Conference for educators, non-profit service providers serving children, and adults. The Conference typically features two national author keynotes and concurrent session speakers. Participants receive a free book, resources, strategies, tips, and information and apply it to their work/home.

All programs described above increase book ownership (an important predictor for school readiness), increase awareness of the importance of reading aloud, promote family engagement through reading aloud, and increase access to FLEs. Thus, those who avail these programs are exposed to critical resources that positively impact their child's school readiness, growth, and success.

3. The public purpose and need to be served;

Read To Me International Foundation (RTMI) is seeking funds through the Grant-In-Aid to support the continuation and expansion of its four read aloud and literacy programs: Read To Me Ten Minutes A Day (RTM10), the Kūpuna Keiki Pen-Pal Program (KKPP), the Ted Sakai Ho'āla Reading Program (TSH - a correctional facility read aloud program), and Family Literacy Events (FLEs - read alouds, workshops, etc.).

Reading aloud, reading, and literacy are important for society – it's a fundamental human right and it's the foundation for a successful and healthy life. Reading is

part of every day – from the moment we wake up all the way to the moment we go to bed. It's an important tool used in nearly every waking moment and in our everyday interactions and decisions. As such, the public need for the encouragement and development of a strong literacy foundation is great. RTMI's approach is to supplement many of the schools and non-profit organizations in our state who are also currently focusing on early education. RTMI specifically focuses on creating fun, family-friendly read-aloud experiences to spark joy and to sustain reading behaviors and outcomes stemming from these early positive experiences.

A strong foundation in literacy and reading is the best start we can give every child, regardless of their zip code or socioeconomic factors.

4. Describe the target population to be served; and

RTMI believes in supporting all families and individuals interacting with keiki statewide.

The target populations include but are not limited to (with specific programs in parenthesis):

- Educators, parents, caregivers of young children 0 – 9, with the goal to expand to keiki 9+
 - (RTM10, FLEs, Conference),
- Keiki
 - (KKPP & FLE – Ready, Set, Go or RSG),
- Kūpuna
 - (KKPP)
- Non-profit organizations serving families and its employees
 - (RTM10, FLEs, Conference)
- Houseless populations
 - (RTM10, FLEs)
- Housing facilities
 - (RTM10, FLEs, Conference)
- Adults at correctional facilities
 - (TSH)
- Military families (recorded read-alouds for spouses that are geographically apart)
 - (RTM10, FLEs)
- Hospitals
 - (expecting or new parents)
- Public spaces
 - (book libraries, read alouds)
- Companies, Organizations, Schools, Libraries, Governmental Agencies
 - (RTM10, FLEs)

5. Describe the geographic coverage.

Its operations are primarily maintained in two (2) offices, the Community Learning Center at Mā'ili and at (formerly known as) the Gold Bond Building in Kaka'ako or 677 Ala Moana Boulevard with team deployment at each site on a varying needs-based basis.

The current geographic coverage includes:

- (1) **RTM10:** Statewide
- (2) **KKPP:** Nānāikapono Elementary School and the Community Learning Center at Mā'ili
- (3) **TSH:**
 - a. Women's Community Correctional Center
 - b. Waiawa Correctional Facility
 - c. Hālawā Correctional Facility (2025 expansion)
 - d. Kulani Correctional Facility (2026 expansion)
 - e. Kauai Correctional Center (2026 expansion)
- (4) **FLEs:** Statewide with a few notable mentions (not a comprehensive list)
 - a. Virtual
 - b. Shopping Centers on Island/Gathering Spaces
 - i. Pearlridge Center
 - ii. Kahala Mall Center (intergenerational attendees – typically, grandparents and their grandchildren)
 - c. In-Person O'ahu Schools, Virtually on Neighbor Islands
 - d. Libraries In-Person Events/Activities
 - i. Moloka'i Public Library
 - ii. Lāna'i Public Library
 - iii. Hana Public Library
 - iv. Big Island Public Library
 - v. 2025 expansion, on pause in 2026 until funding received
 1. Waimea Library
 2. Kīhei Public Library
 3. Kōloa Public Library
 4. Hilo Public Library
 5. Nā'ālehu Public Library
 - e. Big Island Department of Parks and Recreation and their subsequent 15 sites In-Person
 - f. Organizations – Current 2023-2026 Notable Partnerships (completed and being planned) in Specific Geographic Areas:
 - i. Comprehensive Service Center for People Who Are Deaf, Hard of Hearing, or DeafBlind
 - ii. Department of Transportation, City and County of Honolulu, Councilmember Radiant Cordero Read Aloud at the Station #9: Hālawā, Aloha Stadium Station
 - iii. Department of Health Virtual Workshop on Read Alouds
 - iv. Department of Defense – Child Development Center (Schofield) Read-Aloud Presentation

- v. Hawai'i State Library for RTMI's 30th Anniversary
- vi. We Rock the Spectrum Gym
- vii. Trust for Public Land
- viii. Kahauiki Village
- ix. Partners in Development - Ka Pa'alana Program (RTM10 & FLEs)
- x. Hale 'Imi Ola
- xi. Adventist Health Castle
- xii. Hawai'i Symphony Orchestra

(5) **Conference:** Virtually, statewide

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.

The requested Grant-In-Aid funding will support the ongoing operations and implementation, plus expansion, of programs. The scope of work focuses on maintaining the organization's current capacity of operations and programs, while additional funding is developed and maintained to fulfill the increase in demand.

Tasks:

1. Operational Sustainability & Excellence
 - Continuous review and analysis of existing operational procedures to identify areas of improvement and areas of strength.
 - Continue contracting of bookkeeper, CPA, and primary employer organization to support infrastructure.
 - Maintain existing team of employees to support current capacity level.
 - Identify capacity building opportunities.
2. Ongoing Community Engagement Activities and Support
 - Continuous recruitment and deployment of team at community engagement opportunities such as but not limited to family events at schools, public spaces, and with partners.
 - Continue word of mouth promotion of RTMI and the importance of reading aloud.
 - Consistent in-house training on the importance of reading aloud.
 - Maintain support of families through a consistent process of collecting testimonials from constituents of all Districts served and sharing it with the appropriate representatives.
3. Administrative and Compliance Management

- Continue fulfilling all regulatory and operational requirements to remain in good standing as a 501c3 organization.
 - Continue ongoing professional development opportunities and continuing education requirements for key personnel related to risk management, legal, finance, HR, events, and 501c3 compliance requirements and standards.
 - Maintain and sustain strong record retentions and recordkeeping policies.
 - Hold parties responsible for accurate, timely bookkeeping and coding procedures.
4. Consistent Deployment of Read-Aloud Opportunities
- Maintain processes for identifying demand for read-aloud opportunities and survey-taking of attendees.
 - Maintain existing level of read-aloud opportunities for families.
 - Continue to train and develop team members in reading aloud to deploy at events island-wide and statewide (if funding available)
 - Continue to train and develop key volunteers in reading aloud.
5. Data Management and Compliance
- Continue to maintain consistent surveys, progress reports, data compilation.
 - Continue to consistently provide accurate and timely reporting on:
 - Family Reading Outcomes
 - Reading Aloud
 - KPIs Related to Each Program
6. Expansion and Capacity Review
- Review list of partnerships that have not moved forward due to capacity reasons
 - Identify availability to provide a read-aloud opportunity using the calendar of programs and events
 - Implement additional read-aloud opportunities to fulfill demand from both partners and those served.

Responsibilities:

- Allocate the grant funds responsibly and in line with the intent of the grant and deliverables as contained within the application for the public purpose described.
- Provide regular updates to the funding agency as determined by the funding agency on the status of grant implementation.
- Submit a final report with a grant narrative and financials supporting the draw-down of funds according to the funding agency's preference.
- Continuous review of capacity and opportunities to expand read-aloud offerings in an intentional way that promotes work-life balance for all employees

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

The timeline for each program varies as follows:

RTM10:

- The 6-week sessions occur three times a year in clusters of three: (1) July/August, (2) January/February, and (3) March/April. Recruitment for the participants happens year-round. Interest Forms are created several months prior to the start of each session, and RTMI staff vets each participant by calling them and providing them with information related to the class. If a participant misses a session, RTMI staff immediately identify a make-up session or direct a participant to an already scheduled session. Graduation occurs on the sixth session. The Executive Director has updated course curriculum and collateral so that deployment of RTM10 is turnkey. Newsletters are issued monthly. Due to the coaching nature of the program, RTMI has not yet fully relied on part-time volunteers to help implement it.

KKPP:

- Orientation occurs during the beginning of the school year (typically October/November). RTMI facilitates the letter exchange, including pick-up and drop-off, at least three times a year with a schedule of distribution solidified prior to the start of the school year. The hō'ike occurs at the end of the school year (April, May, or June depending on the school's schedule) and surveys are distributed to the KKPP group leads.

TSH:

- This is a year-round activity contingent on volunteer staffing at the correctional facilities and RTMI typically operates this program on a monthly basis with a set book procurement date, set delivery date, set drop-off area, and set data process. The librarians at the correctional facilities have a set schedule with the inmates on when the inmates can avail from the program. There is also a specific mailout date. RTMI meets with the correctional facility librarians and volunteers on a periodic basis for feedback.

FLEs:

- This is a monthly activity which includes book procurement, delivery and shipping to the office, distribution to the participants (either mailed out for virtual events or distributed at the in-person events), and creation of the slide deck and resources for the event. The giveaway books are selected no less than 1.5 months in advance of the event to ensure books are on-site (accounting for shipping and print production). This includes year-round workshops, read alouds, the Ready, Set, Go! (a read-aloud campaign), and more.

Conference:

- The Conference typically is held on the first Thursday in June. The Conference Committee convenes monthly to plan all aspects of the event, from keynote selection to book choices, etc. Recruitment happens starting in January so that educators, non-profit service providers serving children, and adults may save the date. Mailouts, if virtual, occur a few days after the event. Procurement of supplies happens at least 2 – 3 months prior to the event to allocate enough time for inventory checks, packing, and all necessary preparations.

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

RTMI currently employs a Data Director (the full title is Programs, Special Projects, and Data Director) and the staff member ensures that all pertinent data is collected, compiled, and stored in a timely and accurate manner, and with fidelity, in order to demonstrate how the grant funds have been used and the grant's impact. In addition, the organization employs an Operations Manager who is committed to maintaining the highest standards of accountability and transparency with the financials related to the grant. The Executive Director also ensures that the deliverables and financials are completed based on the schedule specified in the grant and in accordance to the grant budget and public purpose. The organization's quality assurance and evaluation plans include the following steps:

- 1) Monitoring Processes
 - Define operational benchmarks and program-specific performance indicators that reflect RTMI's staffing needs, program delivery schedule, financial management, and community impact.
 - Review grant expenditures, implementation timelines, and program milestones monthly to make sure funds are used as intended and activities remain on track.
 - Conduct quarterly meetings with key staff to assess progress, address implementation challenges, and ensure adherence to the grant's intended outcomes.
- 2) Evaluation Methods
 - Develop, administer, and/or sustain surveys or feedback tools to gather input from stakeholders, including program participants and community partners, on the effectiveness of services provided.
 - Measure outcomes against objectives and make data-driven adjustments as necessary to improve results.
- 3) Continuous Improvement

- Utilize evaluation findings to create a feedback loop that refines operational strategies, improves program delivery, and guides resource allocation.
- Document lessons learned and best practices to support ongoing improvement.

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.

RTMI intends to provide a clear and objective standard for assessing the achievement of its program goals based on thirty years of three decades of assessing and improving survey methods and standards. RTMI will track and report the following measures of effectiveness to the expending agency:

Program Metrics: Outcomes will be measured toward each program's specific goals (included below). Data will be derived from program and event participant surveys, attendance reports, and internal inventory tracking.

Community Impact: The number of individuals and families reached through RTMI initiatives, along with the total number of programs and events implemented throughout the grant period.

Financial Accountability: Documentation of all grant-related expenses will ensure responsible stewardship of funds through the organization's established financial processes.

A more detailed view of how RTMI measures its success through program metrics can be found below, specific to each program.

RTM10 participants will:

- Report receiving 11 books
- Report applying read aloud tools and strategies based on each family's unique situation and needs:
 - Set a realistic daily read aloud goal
 - Create a weekly read aloud routine
 - Set up a home reading and learning environment area
 - Receive resources for the family
 - Sustain or increase frequency & duration of reading aloud
 - Incorporate dialogic reading
- Report higher engagement in family reading time (goal: 80%)

KKPP group leaders will report that all kupuna & keiki:

- Receive at least three books
- Receive home-literacy environment & read aloud awareness
- Address an envelope
- Exchange at least three letters

TSH Reading Program correctional facility volunteers (librarians) will report that participants:

- Receive at least one book per opportunity
- Read aloud, record and send books to an important child in their life

FLEs, Workshop, Read Aloud, Read Aloud Activity participants will:

- Report receiving a book per event, excluding until supplies last
- Receive HLE & resources
- Feel inspired to read aloud to their children (goal: 80%)

All programs will have surveys measuring KPIs with specific measurable outcomes (i.e. 80% engagement). Resources will be filed, and books will be tracked.

Conference participants will:

- Rate the Conference on a Likert scale
- Report receiving books & resources
- Report on strategies learned

Here are some direct quotes:

“Something I have learned through Read To Me is how to use the PEER sequence & the CROWD prompts. By using these tools/questions, I have seen an improvement in my daughter’s recall about the stories we read.”

“I’ve learned how to be a better mom just by incorporating new reading skills & using them in everyday life! It’s not just about reading, it’s about connecting with our children in different ways, that will benefit them in the future!”

“My children have more confidence in school. I think because Read To Me encouraged me to read to my children at an early age, that’s why they enjoy reading now.”

“Learning starts at home! Since the program, I’ve read to my grandson regularly & I believe that’s why he has a great vocabulary.”

These testimonies substantiate the benefits to children. The children benefit directly through the tools, skills & resources that parents acquire in the

program. By providing these services, children can enter school with higher levels of readiness & better positioned for higher earning potential throughout their lives.

IV. Financial

Budget

- 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](#))
 - 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](#))
- The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2027.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$50,000.00	\$50,000.00	\$50,000.00	\$50,000.00	\$200,000.00

- **The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2027.**

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 2027 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, 2025.**

\$1,110,326.85

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2026 to June 30, 2027

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	61,614	0	85,551	
2. Payroll Taxes & Assessments	6,303	0	8,134	
3. Fringe Benefits (Health & Retirement)	8,833	0	12,596	
TOTAL PERSONNEL COST	76,750	0	106,281	198,849
B. OTHER CURRENT EXPENSES				0
1. Airfare, Inter-Island	0	0	0	0
2. Insurance	1,100	0	0	1,100
3. Lease/Rental of Equipment	0	0	0	0
4. Lease/Rental of Space/Office Rent	27,245	0	19,500	21,626
5. Staff Training	0	0	0	0
6. Program Activities Supplies (Books, Supp	41,845	0	10,750	79,250
7. Telecommunication	0	0	1,560	0
8. Utilities	0	0	0	0
9. Shipping & Postage	12,000	0	2,500	10,800
11. Mileage Reimbursements	5,000	0	1,909	841
10. Indirect Costs	7,500	0	7,500	165,487
11. Professional and Contractual Services	28,560	0	0	28,560
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
TOTAL OTHER CURRENT EXPENSES	123,250	0	43,719	307,664
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	200,000	0	150,000	506,513
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	200,000	Dannah Barnes 808-674-7667		
(b) Total Federal Funds Requested	0	Name (Please type or print) Phone		
(c) Total County Funds Requested	150,000	Dannah Barnes 01/20/2026		
(d) Total Private/Other Funds Requested	506,513	Signature of Authorized Official Date		
TOTAL BUDGET	856,513	Dannah Barnes, Executive Director		
		Name and Title (Please type or print)		

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 serving families statewide for 30 years through family engagement and read-aloud opportunities such as read-aloud events, workshops, family literacy events, and read-aloud programs. The organization's thirty years of experience and institutional knowledge represents a solid foundation and through that RTMI is well positioned to continue executing the same programs and events as outlined in the grant and expand.

The organization remains involved in several literacy organizations and coalitions such as the Hawai'i State Literacy Coalition, the Early Childhood Action Strategy Network (Team 6 Successful Early Childhood Transitions), the Rotary Club of Honolulu Sunrise (literacy is one of their focus areas), and Children's Literature Hawai'i's Conference Steering Committee.

RTMI has been contracted previously by the Department of Education under the Comprehensive State Literacy Development Grant (CLSD). As part of the grant, RTMI executed four years' worth of RTM10, Family Literacy Events, and Workshops for complex areas (Pearl City Waipahu Complex and the Farrington Complex) and non-profit organizations (Partners in Development and Family Hui Hawai'i).

RTMI has been contracted by Kahala Mall and Pearlridge Center to implement a read-aloud event called Toddler Time and Keiki Time, respectively. In addition, the organization regularly responds to inquiries to host workshops, presentations, and an abridged version of RTM10 for schools, non-profit organizations, and more.

RTMI is a trusted community organization that schools, organizations, and families turn to for read-aloud assistance. In surveys, families have indicated the need for more frequent read-aloud opportunities and to continue offering RTMI's services.

For example, at the most recent January 2026 Virtual Family Literacy Night event, RTMI had 81 families tune in and here are several responses to the question,

'How can RTMI better support your family when it comes to reading together each day?'

"Continue to provide events and reading learning opportunities like this!"

"Keep doing what you are doing."

"We like this program it enforces that reading is important!"

"My child will get excited with each new book."

"Keep doing what you're doing. He enjoys figuring out what to draw for show and tell. It really gets him to think and sometimes makes a connection."

"More events!"

"Keep doing what you are doing" (two identical responses)

"Keep it all going!!!!!"

"Continue giving us resources"

"Keep offering read to me events, activities, resources, and support"

"Continue to provide experiences and programs that my child can attend in person as well as virtually"

"I just started RTM10, and you have already started helping us."

"More events!"

"Please continue to host events!"

"More in-person community events"

"These events keep us motivated and interested"

"By having upcoming events"

"We appreciate all the programs/events"

"More programs"

"More weekend and virtual events"

"N/A you folks are great"

"I think you're doing a great job"

"Continue providing us resources"

"It's been great participating in the Family Literacy Night"

“continue with their great friendly support”

“More events!” (two identical responses)

“Continue the great work”

“Continue to provide these types of resources”

“Continue to provide books and resources”

“Continue to offer virtual and in-person workshops and events”

“Definitely keeps reading aloud together top of mind”

RTMI also asked, ‘How does Read To Me International Foundation's ongoing family literacy events help keep literacy top of mind for your family?’

“These events help us find new books and topics that spark interest to my children”

“It keeps the kids interested in reading”

“Events that remind us the importance of fun of reading”

“We look forward to it”

“It keeps us accountable”

“It helps us prioritize reading”

“Keeps us connected by reading”

“Keeps us involved in the literacy community”

“We enjoy the events and look forward to them”

“Just by attending it reminds us to make reading a priority”

“We have it on our calendar and discuss the event coming up. It reminds us of the importance of reading”

“Providing books, providing family events!”

“The read aloud night readers model the fun read aloud ideas/dialogic reading and help me to pull those out when I'm reading with my kids!”

“Like parenting, consistency and follow through are my best friends:)”

“It keeps reading fun and we look forward to the monthly the event as family bonding time with community”

“The tips, strategies and free books really help our ‘ohana to get excited about reading”

“Gives me ideas of how to engage in reading activities with my children”

“Something to look forward to every month, 2 new books to explore.”

“By giving us fun, intentional reading experiences to look forward to. They remind us to make time for books, inspire new ideas for reading together, and help us stay connected to literacy even during busy seasons like PCS moves.”

“It helps us continue to keep trying to read for ten minutes a day”

“It’s something to look forward too.”

“Always introducing us to new children’s books and songs. Also, RTMI reminds us to engage with our children by asking open ended questions while reading.”

“It gives us something to look forward to.”

“They offer lots of events and read a variety of books and give kids activities to further engage in the content”

“More in-person community events!”

“Please continue to host events!”

Of the 77 respondents, 89.6% rated the read-aloud event a 5 out of 5 with 5 representing high satisfaction and 6% rated the read-aloud event a 4 out of 5. Of the 81 attendees, 77 families took the time to complete the survey, which is 95.1% of attendees. Please note that this is one of many events that RTMI hosts. This particular one was virtual; however, the organization also hosts in-person events.

RTMI also scored 96, or four stars, on Charity Navigator.

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 Kaka'ako Honolulu and another in Wai'anae at the Community Learning Center at Mā'ili (CLCM). In partnership with Kamehameha Schools, the RTMI office at the CLCM is offered at a subsidized rate. Additionally, RTMI works with community partners and companies to host read-aloud opportunities at little to no cost.

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.

Proposed staff includes those who will implement programs and events, such as the Executive Director, the Operations Manager, the Programs, Special Projects, and the Data Director, the Communications and Program Manager, and the Marketing and Events Coordinator.

The Operations Manager will compile, code, and submit all finance-related components of the grant.

RTMI is also supported by a primary employer organization – ProService, and a bookkeeper – MVM Accounting, and a CPA – Jay Miyaki, CPA.

All RTMI staff are trained to execute a read-aloud event. All pertinent staff are trained in how to execute programs. Templates and resources are available for easy deployment. All staff have received a certificate in Family Strengthening and Support. Staff are also avid readers and knowledgeable about the field of literacy.

Qualifications by role are as follows (names are included for current staff members):

- a. Executive Director (ED) Dannah Barnes obtained a master's in business administration, three years of read-aloud program and event experience at RTMI. The ED engages in continuous professional development and self-guided learning. Currently, the ED is a Patsy T Mink Leadership Alliance Cohort 10 member, a Youth Committee Co-Chair for the Rotary Club of Honolulu Sunrise, and a member of Children's Literature Hawaii's Steering Committee. The ED brings additional experience including but not

limited to a decade of training and development, event and program implementation and management, sales marketing, and fundraising.

- b. Programs, Special Projects, and Data Director (PSPDD) Kayla Schlaich Masuda obtained a master's in education. The ED has streamlined processes and created systems for all programs and events and provided the PSPDD with training. PSPDD brings expertise specifically in data management and is currently trained to deploy programs and implement events.
- c. While the Operations Manager (OM) Dannah Barnes came from a background in retail floor operations, the Executive Director has trained the OM on grants, finance, and operations related to non-profit organizations. The OM has been with the organization for two years. The OM applies background experience in retail floor management to book procurement from libraries, book inventory management, and cost cutting measures.
- d. The Marketing and Events Coordinator (MEC) Arlinda Reyes is currently undergoing training with the ED and the PSPDD and has been with the organization for under a year. The MEC was working part time as an Events Coordinator at a former organization.
- e. The Communications & Program Manager (CPM) is currently undergoing training with the ED and the PSPDD and has been with the organization for under a year. The CPM has Communications experience at previous workplaces.

The ED has supervised, trained, and provided administration for RTMI personnel since the ED's start date in August 2022. This includes the deployment and execution of two grants received from the State Grant-In-Aid and two grants received from the City Grant-In-Aid, in the last three years.

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 of Top Three Highest Paid Employees, Officers, Directors by Title:

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

Program, Special Projects, and Data Director: \$55,000 - \$65,000

Operations Manager: \$50,000 - \$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 2027 the activity funded by the grant if the grant of this application is:

- (a) Received by the applicant for fiscal year 2027, but**
- (b) Not received by the applicant thereafter.**

RTMI will continue to look for ways to fundraise beyond its current methods which include:

- Annual Feed Me A Story gala
- End of Year/Annual Fund
- Partnerships

- Grants
- End of Year Campaign
- Board Giving Campaign
- Employee Giving Campaign
- Ready, Set, Go! Campaign (Read-Aloud Campaign)
- RTMI BOD Expansion

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2026 to June 30, 2027

Applicant: Read To Me International Foundation

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Executive Director	1	\$84,000.00	20.00%	\$ 16,800.00
Program, Special Events, & Data Director	1	\$57,750.00	10.00%	\$ 5,775.00
Operations Manager	1	\$58,500.00	15.00%	\$ 8,226.00
Marketing & Events Coordinator	1	\$54,750.00	50.00%	\$ 25,663.00
Communications & Program Manager	1	\$58,000.00	10.00%	\$ 5,150.00
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
TOTAL:				61,614.00

JUSTIFICATION/COMMENTS: All staff members will be deployed towards State Grant-In-Aid implementation. For some of the totals above, RTMI is requesting less than the percentage indicated. For examples, for the Marketing and Events Coordinator, 50% of \$54,750 is \$27,375, however, RTMI is requesting \$25,663.00 which is reflected above. These numbers do not include medical, payroll taxes, and retirement benefits.

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2026 to June 30, 2027

Applicant: _____

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, 2026 to June 30, 2027

Applicant: _____

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:2024-2025	FY:2025-2026	FY:2026-2027	FY:2026-2027	FY:2027-2028	FY:2028-2029
PLANS						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
TOTAL:						
JUSTIFICATION/COMMENTS:						

Other Potential Sources of Funding – FY26

Other Grants:

- Atherton Family Foundation
- Campbell Family Foundation
- City & County of Honolulu
- Hawaii Community Foundation
 - Literacy-Specific Grants
- Henry & Colene Wong Foundation

Campaigns:

- End of Year Campaign
- BOD Giving Campaign
- Employee Giving Campaign
- Commercial Co-Venture
- Giving Tuesday Campaign
- Annual Fund
- Literacy Campaigns

Corporate Sponsorship/Events:

- Annual Conference
- Book Drives
- Feed Me A Story

Cash Reserves:

- Reserve & Investment Account via Morgan Stanley

Read To Me International Foundation

Organization Chart

Kayla implements vision and direction, as established by Executive Director for Programs & Special Projects (Events & Programs, etc.)

For items where vision and direction is not yet established, ED will work with Kayla and specific team members.

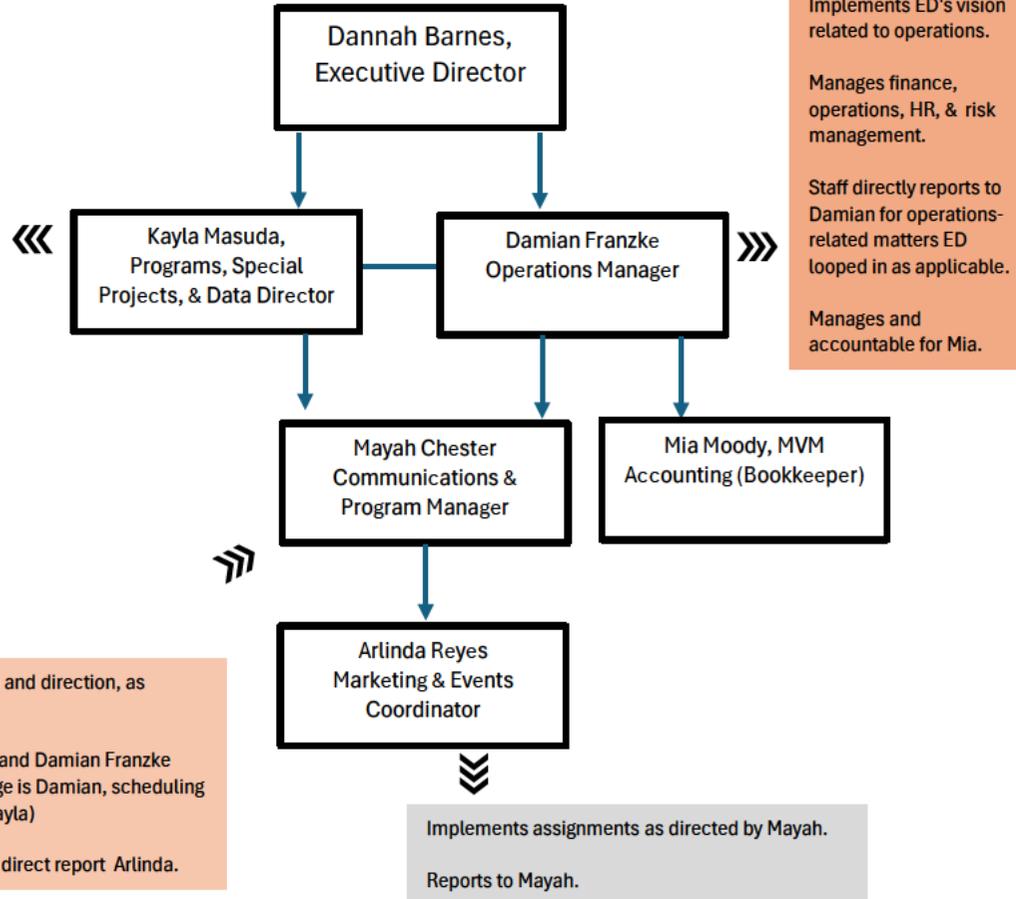
Manages and accountable for Mayah.

Mayah is Kayla's direct report.

Mayah implements vision and direction, as established by the ED.

Reports to Kayla Masuda and Damian Franzke based on item (i.e. mileage is Damian, scheduling is Damian, programs is Kayla)

Mayah is accountable for direct report Arlinda.



Damian works alongside PEO to process payroll and retirement benefits.

Implements ED's vision related to operations.

Manages finance, operations, HR, & risk management.

Staff directly reports to Damian for operations-related matters ED looped in as applicable.

Manages and accountable for Mia.

- Titles**
- Vice President
 - Senior Director
 - Director
 - Senior Manager
 - Manager
 - Senior Associate
 - Associate
 - Senior Coordinator
 - Coordinator

