

House District \_\_\_\_\_  
Senate District \_\_\_\_\_

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

Log No: 85-0

For Legislature's Use Only

Type of Grant or Subsidy Request:

- GRANT REQUEST - OPERATING       GRANT REQUEST - CAPITAL       SUBSIDY REQUEST

"Grant" means an award of state funds by the legislature, by an appropriation to a specified recipient, to support the activities of the recipient and permit the community to benefit from those activities.

"Subsidy" means an award of state funds by the legislature, by an appropriation to a recipient specified in the appropriation, to reduce the costs incurred by the organization or individual in providing a service available to some or all members of the public.

"Recipient" means any organization or person receiving a grant or subsidy.

STATE DEPARTMENT OR AGENCY RELATED TO THIS REQUEST (LEAVE BLANK IF UNKNOWN):

Department of Education

STATE PROGRAM I.D. NO. (LEAVE BLANK IF UNKNOWN): EDN 100

1. APPLICANT INFORMATION:

Legal Name of Requesting Organization or Individual:

Db: Read To Me International Foundation

Read To Me International

Street Address: 126 Queen Street, #303

Honolulu, HI 96813

Mailing Address: 126 Queen Street, #303

Honolulu, HI 96813

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name Lynne Waihee

Title President

Phone # 955-7600

Fax # 955-7601

e-mail lynne@readtomeintl.org

3. TYPE OF BUSINESS ENTITY:

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

6. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:

**Partnering to support children's literacy and reading in preschools, schools, and the community through research-based ideas and best practices**

4. FEDERAL TAX ID #: \_\_\_\_\_

5. STATE TAX ID #: \_\_\_\_\_

7. AMOUNT OF STATE FUNDS REQUESTED:

FY 2012-2013: \$ 177,872

8. STATUS OF SERVICE DESCRIBED IN THIS REQUEST:

- NEW SERVICE (PRESENTLY DOES NOT EXIST)  
 EXISTING SERVICE (PRESENTLY IN OPERATION)

SPECIFY THE AMOUNT BY SOURCES OF FUNDS AVAILABLE AT THE TIME OF THIS REQUEST:

STATE \$ -0-

FEDERAL \$ -0-

COUNTY \$ -0-

PRIVATE/OTHER \$ 46,507.06

Lynne Waihee, President

NAME & TITLE

January 30, 2012

DATE SIGNED

## BUDGET REQUEST BY SOURCE OF FUNDS

(Period: July 1, 2012 to June 30, 2013)

Applicant: Read To Me International

BUDGET CATEGORIES	Total State Funds Requested (a)	Trust and Foundations (b)	Other Funds (c)	(d)
<b>A. PERSONNEL COST</b>				
1. Salaries	126,000			
2. Payroll Taxes & Assessments	4,580			
3. Fringe Benefits	0		37,020	
<b>TOTAL PERSONNEL COST</b>	<b>130,580</b>		<b>37,020</b>	
<b>B. OTHER CURRENT EXPENSES</b>				
1. Airfare, Inter-Island	720			
2. Insurance	2,600			
3. Lease/Rental of Equipment	3,240			
4. Lease/Rental of Space	13,992			
5. Staff Training	1,100			
6. Supplies & Equipment	2,300	4,120	3,000	
7. Telecommunication	3,720			
8. Utilities	500			
9. Program Expenses		31,500	104,000	
10. Staff/Professional Development		3,300	600	
11. Contract Services	10,840		6,900	
12. Other Expenses			7,610	
13				
14				
15				
16				
17				
18				
19				
20				
<b>TOTAL OTHER CURRENT EXPENSES</b>	<b>39,012</b>	<b>38,920</b>	<b>122,110</b>	
<b>C. EQUIPMENT PURCHASES</b>				
<b>D. MOTOR VEHICLE PURCHASES</b>				
<b>E. CAPITAL</b>				
<b>TOTAL (A+B+C+D+E)</b>	<b>169,592</b>	<b>38,920</b>	<b>159,130</b>	
<b>SOURCES OF FUNDING</b>		Budget Prepared By:		
(a) Total State Funds Requested	169,592	Lynne Waihee	955-7600	
(b)	38,920		Phone	
(c)	159,130			
(d)				
<b>TOTAL BUDGET</b>	<b>367,642</b>	Lynne Waihee	Jan. 31, 2012	
		Name and Title (Please type or print)		

**BUDGET JUSTIFICATION  
PERSONNEL - SALARIES AND WAGES**

Applicant: Read To Me International

Period: July 1, 2012 to June 30, 2013

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 FTE	\$46,000	100%	\$ <del>46,000</del> -
Program/Outreach Director	1 FTE	\$42,000	100%	\$ 42,000 -
Technology/Development Director	1 FTE	38,000	100%	\$ 38,000 -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
<b>TOTAL:</b>				<b>\$ 126,000</b>
<b>JUSTIFICATION/COMMENTS:</b>				

**BUDGET JUSTIFICATION  
CAPITAL PROJECT DETAILS**

Applicant: Read To Me International

Period: July 1, 2012 to June 30, 2013

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: 2010-2011	FY: 2011-2012	FY:2012-2013	FY:2012-2013	FY:2013-2014	FY:2014-2015
PLANS	0	0	0	0	0	0
LAND ACQUISITION	0	0	0	0	0	0
DESIGN	0	0	0	0	0	0
CONSTRUCTION	0	0	0	0	0	0
EQUIPMENT	0	0	0	0	0	0
<b>TOTAL:</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>JUSTIFICATION/COMMENTS:</b>						

## BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Applicant: Read To Me International

Period: July 1, 2012 to June 30, 2013

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
<b>Not applicable</b>			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
<b>TOTAL:</b>				<b>-0-</b>
<b>JUSTIFICATION/COMMENTS:</b>				

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
<b>Not applicable</b>			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
<b>TOTAL:</b>				<b>-0-</b>
<b>JUSTIFICATION/COMMENTS:</b>				

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

The undersigned authorized representative of the applicant acknowledges that said applicant meets and will comply with all of the following standards for the award of grants and subsidies pursuant to section 42F-103, Hawaii Revised Statutes:

- (1) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide the services for which a grant or subsidy is awarded;
- (2) Comply 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;
- (3) Agree not to use state funds for entertainment or lobbying activities; and
- (4) Allow the state agency to which funds for the grant or subsidy were appropriated for expenditure, legislative committees and their staff, and the auditor full access to their records, reports, files, and other related documents and information for purposes of monitoring, measuring the effectiveness, and ensuring the proper expenditure of the grant or subsidy.

In addition, a grant or subsidy may be made to an organization only if the organization:

- (1) Is incorporated under the laws of the State; and
- (2) Has bylaws or policies that describe the manner in which the activities or services for which a grant or subsidy is awarded shall be conducted or provided.

Further, a grant or subsidy may be awarded to a non-profit organization only if the organization:

- (1) Has been determined and designated to be a non-profit organization by the Internal Revenue Service; and
- (2) Has a governing board whose members have no material conflict of interest and serve without compensation.

For a grant or subsidy used for the acquisition of land, when the organization discontinues the activities or services on the land acquired for which the grant or subsidy was awarded and disposes of the land in fee simple or by lease, the organization shall negotiate with the expending agency for a lump sum or installment repayment to the State of the amount of the grant or subsidy used for the acquisition of the land.

Further, the undersigned authorized representative certifies that this statement is true and correct to the best of the applicant's knowledge.

**Read To Me International**

\_\_\_\_\_  
(Typed Name of Individual or Organization)



1/31/12  
(Date)

**Lynne Waihee**

\_\_\_\_\_  
(Typed Name)

**President**

\_\_\_\_\_  
(Title)

**The Twenty-Sixth Legislature  
Hawai'i State Legislature  
Application for Grants & Subsidies  
Chapter 42F, Hawai'i Revised Statutes  
2012-2013  
Read To Me International Foundation**

**I. Background and Summary of Request**

1. Applicant's Background

Read To Me International Foundation (RTMI) is a 501(c) (3) nonprofit organization incorporated in March 1996 which grew out of a partnership between the Governor's Council for Literacy and the Honolulu Club of Honolulu Sunrise. It has a simple mission: To share the love and joy of reading aloud to children. Its goal is that every child will be read to every day. Although the mission may appear simple, underlying the message is the solution to raising children who will grow up to love and value reading. In reality, reading aloud to children as a means of raising readers is based on research.

In 1983, in an effort to understand how children learn to read, a National Commission on Reading was created by Congress to do a careful, thorough synthesis of an extensive body of findings on reading. The Commission pored through more than ten thousand research projects over the previous quarter of a century to determine what works, what might work, and what doesn't work.

The result? Two simple declarations, according to Jim Trelease, leading proponent of reading aloud to children:

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

Childhood educators are well aware that the first five years of a child's life are critical years for development. The brain develops more rapidly then than at any other time of life, and millions of neurons connect to wire the brain for learning. It is during this period of time that language is being developed, and reading aloud can play a tremendous role in not only nurturing and increasing the verbal skills of the child, but in developing the skills necessary for future success in reading; i.e., listening, vocabulary, fluency, and comprehension, among others.

Read To Me International can play a crucial role in supporting the early childhood community by providing in-service/professional development opportunities for early childhood educators; collaborating with other agencies, organizations, and entities to

support early childhood literacy; and hosting a conference where attendees can engage in hands-on/practical applications to develop their children's literacy skills from those in the field.

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

## 2. Goals and Objective

The four goals Read To Me International will accomplish through this proposal are: (1) Make a compelling statement about the importance of reading aloud to children, including research-based information. (2) Provide individuals, families, service providers and educators with practical read-aloud tips and strategies. (3) Provide parents, educators, and caregivers with information on quality, age-appropriate and, where available, culturally-appropriate children's books. (4) Make the read-aloud experience an experience that both reader and child find enjoyable through workshops, inservice training, and a national quality conference centered around reading aloud.

The objective of the proposal is to equip every parent, teacher, and anyone working with parents and children the skills and tools necessary to ensure that every child in Hawaii is read aloud to every day. Though the mission is simple, its results support reading readiness and a love for reading.

## 3. Public Purpose and Need

To be competitive in today's global economy, Hawaii will require a literate and educated workforce. Since 1996, Hawaii has made steady progress in improving the percentage of public elementary school children scoring above average on the SAT reading test. *Despite this, only 21.1% of elementary school children scored above average on the SAT reading test*—clearly with much room for improvement.

Student performance can be traced in part to school readiness. Children who are read aloud to are given a strong foundation for future educational success. Reading aloud helps children develop their language and vocabulary; stimulates imagination, creativity and curiosity; expands attention span; improves critical thinking skills; and promotes social and moral values. Moreover, children who have not already developed some basic literacy practices when they enter school are three to four times more likely to drop out in later years (*National Adult Literacy Survey, 1993*).



In a 1985 report by the federal Commission on Reading entitled *Becoming a Nation of Readers*, one important finding stood out: "The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children" (p. 23). The Commission on Reading was a two-year undertaking in which experts in reading, learning, and child development examined two decades' worth of reading research and practice. The Commission confirmed that in the simple act of reading to children, parents and caregivers can build the foundation for their children's educational success.

If children are to excel in school, greater emphasis must be placed on the early years of a child's life, when much of how a child learns is being determined. Research in the last few decades have concluded that the first five years of a child's life are critical years for brain development, when the synapses between brain cells wire the brain for learning. Cognitive ability is formed in a child's early years, and interventions that would increase that ability may be most effective at that point." (Pascal D. Forgione, Jr., Ph.D., *The Talking Page Literacy Organization*).

Further research undertaken by Hart-Risley has revealed that young children who have been read aloud to daily will have heard 32 million more words by age four than children who have not been read to! The implications for how well that student who has been read to daily will perform as compared to the student who has not been read to is staggering.

Finally, studies show that the only behavior measure that correlates significantly with reading scores is the number of books in the home. An analysis of a national data set of nearly 100,000 United States school children found that access to printed materials--and not poverty--is the "critical variable affecting reading acquisition" (Jeff McQuillan, *The Literacy Crisis: False Claims, Real Solutions, 1998*).

#### 4. Population to Be Served

In this proposal, Read To Me International will target parents and caregivers, educators, service providers, and children. Special emphasis will be given to families from economically challenged areas, title I school districts, at-risk parents such as incarcerated parents/grandparents, mothers enrolled in Women, Infants and Children (WIC), and those families with young children from birth through four years of age.

Read To Me International will work with interested Hawaii residents on all islands as funds are available.

#### 5. Geographic Coverage

Read To Me International offers statewide service wherever possible, working with those in need of childhood literacy services related to reading aloud. Its biennial conference invites participants from across the State, and materials and resources are

available to those requesting them. The organization will work with those in greatest need whenever asked, provided resources are available.

**II. Service Summary and Outcomes**

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

**Goal 1: Make a compelling statement about the importance of reading aloud to children.**

<b>Scope of Work</b>	<b>Tasks and Responsibilities</b>	<b>By When</b>
1. Conduct a minimum of 20 presentations for educators, organizations, and agencies dealing with families and children	<ul style="list-style-type: none"> <li>- Coordinate community presentations with preschools, schools and community groups.</li> <li>- Support volunteer speakers on neighbor islands.</li> </ul>	June 2013
2. Conduct minimum of 15 parent presentations on the importance of reading aloud to children.	<ul style="list-style-type: none"> <li>- Work with schools and programs such as P-3 sites, VISTA programs, PCNCs, and GRADS classrooms to schedule presentations for parents.</li> </ul>	June 2013
3. Provide prison literacy program for 50 Hawai'i inmates incarcerated in Hawai'i State facilities.	<ul style="list-style-type: none"> <li>- Distribute a minimum of 350 CDs (7/inmate) with accompanying books to (grand)children ages 3-8 years old of incarcerated participants. Inmates will also inscribe messages in the books sent along with CDs for their children.</li> </ul>	June 2013

**Goal 2: Provide individuals, families, service providers and educators with practical read-aloud tips and strategies**

<b>Scope of Work</b>	<b>Tasks and Responsibilities</b>	<b>By When</b>
1. Offer 5 district workshops/in-service training on reading aloud to children, including a minimum of one on a neighbor	<ul style="list-style-type: none"> <li>- Publish brochures or pamphlets which offer simple read-aloud tips and strategies for interested parties.</li> <li>- Offer "Feed Me A Story" CDs for sale at minimum</li> </ul>	January 2013

<i>island.</i>	<i>cost.</i>	
2. <i>Maintain Read To Me Website to provide information and resources</i>	<ul style="list-style-type: none"> <li>- <i>Publicize the website as a resource for information and activities for parents.</i></li> <li>- <i>Update website regularly.</i></li> <li>- <i>Post bi-monthly newsletter on the website.</i></li> </ul> <p><i>Respond to inquiries and requests received by e-mail.</i></p>	<i>June 2013</i>

**Goal 3: Provide parents, educators, and caregivers with information on quality, age-appropriate and, where available, culturally-appropriate children’s books.**

<b><i>Scope of Work</i></b>	<b><i>Tasks and Responsibilities</i></b>	<b><i>By When</i></b>
1. <i>Create a variety of age-appropriate, and culturally-appropriate bibliographies to share with educators, parents, caregivers, and service-providing agencies and organizations.</i>	<ul style="list-style-type: none"> <li>- <i>Work with librarians, educators and other experts and authorities on children’s literature to develop bibliographies for read-alouds for children that are age/culturally appropriate.</i></li> <li>- <i>Post bibliographies online.</i></li> </ul>	<i>October 2012</i>

**Goal 4: Make the read-aloud experience an experience that both reader and child find enjoyable through a national quality conference centered on reading aloud.**

<b><i>Scope of Work</i></b>	<b><i>Tasks and Responsibilities</i></b>	<b><i>By When</i></b>
1. <i>Host a national-quality children’s literacy conference in June 2013, at which early childhood sessions are prominently featured.</i>	- <i>Plan a two-day national-quality conference.</i>	<i>October – May 2013</i>
	- <i>Form a Planning Committee.</i>	<i>October 2012</i>
	- <i>Identify national and local authors to headline the conference.</i>	<i>February 2013</i>
	- <i>Plan break-out sessions that are practical, hands-on, and cutting-edge.</i>	<i>March 2013</i>

	- <i>Find sponsors &amp; vendors.</i>	<i>March/April 2013</i>
--	---------------------------------------	-------------------------

3. Quality Assurance and Evaluation Plans

Read To Me International is an outcomes-based program. Program evaluation is ongoing, and quality assurance is and will continue to be maintained through:

- Review of written evaluations of presentations and workshops
- Reviewing program performances monthly
- Providing on-going staff training and development
- Conducting annual financial reviews

4. Measure of effectiveness

Read To Me International will judge the effectiveness of its program through an assessment of its work, including the completion of tasks and responsibilities as outlined earlier, surveys taken by participants for various activities, including presentations and the biennial conference, as well as through evaluations on whether the participants are committed to reading more frequently to their children.

**III. Financial**

**Budget**

1. See attached budget form.

2. Anticipated quarterly funding requests for the fiscal year 2012-2013:

Quarter 1	\$42,398
Quarter 2	\$42,398
Quarter 3	\$42,398
Quarter 4	\$42,398

Total Grant \$169,592

3. Other sources of funding

We anticipate raising \$198,050 through grants, foundations, fundraising and fees for our biennial conference.

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

**IV. Experience and Capability**

**A. Necessary Skills and Experience**

Read To Me International has a successful record of providing services it is requesting in this proposal. Within the last three years, evidences of RTMI's

abilities and experiences include the following:

- Recently completed a successful 5-year Federal grant for \$1.25 million, a partnership effort with the Hawai'i Department of Public Safety to serve Hawai'i inmate fathers incarcerated in Arizona. RTMI was one only 50 to receive funds from this particular Federal grant from over 700 applicants. It won the 2009 National Book Foundation's Innovation Award for its originality and culturally-appropriate program ("Fathers Bridging the Miles") and serves as a model for other prison facilities.
- Partnered with Windward O'ahu schools, Windward Community College and the PACT-Kāne'ohe Community Family Center to kick off, then sponsor, the Run and Read for Literacy program, providing opportunities for Windward schools to raise funds since 2004. Of every \$10 of entry fee, \$7 goes back to the schools for their literacy/health-providing needs.
- Implemented a Prison Literacy Program in partnership with the Department of Public Safety on four islands for incarcerated parents, encouraging them to connect with their children through books by recording age-appropriate books onto cassette tapes (changed to CDs), which are mailed home with the books.
- Promoted and created awareness on the importance of reading to children
  - \*Hosted two-day RTM Conferences at the Hawai'i Convention Center, reaching 550-650 attendees comprising parents, educators, and agencies and organizations working with children
  - \*Provided presentations and workshops centered on reading to children at schools, preschools, conferences, and various community sites
  - \*Participated in community events such events as Children & Youth Day at the State Capitol, Japanese Cultural Center's 'Ohana Festival, and the Hawai'i Book & Music Festival to share information with the community on the importance of reading to children
- Developed curricula and materials to support parents, caregivers, teachers and service providers
  - \*Developed a culturally-appropriate handbook for "Fathers Bridging the Miles," a curriculum designed specifically for Hawai'i fathers
  - \*Created 20,000 brochures for schools and preschools entitled *How to Increase Your Child's Brain Power!*, a fun and informative brochure to help parents understand how 10 minutes of reading aloud each day will help a child's brain develop.

\*Produced 25,000 bookmarks with artwork by author/illustrator Rosemary Wells on the importance of reading aloud for preschools, elementary schools, and community organizations

- Created TV ads and also bus posters featuring Konishiki and Nainoa Thompson with the message on the importance of reading aloud to children.

The Read To Me International Foundation can provide the leadership and staff necessary to promote information on best practice and research-based information on childhood literacy and early childhood issues. It is an assets-based organization that values partnerships and working with necessary stakeholders to further its mission.

#### **B. Facilities**

Read To Me International Foundation is presently located at **126 Queen Street, #303** in downtown Honolulu. It has adequate parking and office space and necessary equipment and resources to carry out its mission.

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

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

Presently, the organization is being operated by the President, who serves in a voluntary capacity. She has a 10-year teaching background in English and has provided leadership in the area of literacy for over 20 years. In addition to her role in bringing family literacy programs to the State of Hawaii, she has served on two national boards relating to literacy and has experience in working collaboratively with various stakeholders. The President recently received national certification from the National Center for Family Literacy as a trainer of trainers.

Recently, because of its challenge in raising funds, Read To Me International has had to rely totally on volunteers to operate. Despite the tenuous situation, the organization has continued to meet its intended obligations and has received a vote of confidence from its board members to continue as an organization.

Plans are underway to reposition itself in the current environment and meet with community members to be more relevant to the changing times. Board members are also diligently working on a fundraiser in the Spring.

If successful in raising the necessary funds for this proposal, Read To Me International is confident in its ability to continue being a leader in the area of childhood literacy.

Funds requested for personnel and staffing for the 2012-2013 year include:

Executive Director  
Program/Community Outreach Director  
IT/Executive Assistant

- B. Organization Chart** (See attached organizational chart.)

**VII. Other**

**A. Litigation**

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

**B. Licensure or Accreditation**

(not applicable; however, applicant did receive certification as a Family Literacy Trainer through the National Center for Family Literacy.)

**Read To Me Internation Foundation  
Organizational Chart**

