

House District _____

Senate District _____

THE TWENTY-SEVENTH LEGISLATURE
APPLICATION FOR GRANTS AND SUBSIDIES
CHAPTER 42F, HAWAII REVISED STATUTES

Log No: _____

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): _____

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

1. APPLICANT INFORMATION:

Legal Name of Requesting Organization or Individual:
Read To Me International Foundation

Dba: Read To Me International

Street Address:
126 Queen St., Ste. 303
Honolulu, HI 96813

Mailing Address: Same as above

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name LYNNE WAIHEE

Title PRESIDENT

Phone # (808) 955-7600

Fax # (808) 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:

PROMOTING CHILDREN'S LITERACY THROUGH ITS MISSION:
TO SHARE THE LOVE AND JOY OF READING ALOUD

4. FEDERAL TAX ID #: [REDACTED]

5. STATE TAX ID #: [REDACTED]

7. AMOUNT OF STATE FUNDS REQUESTED:

FISCAL YEAR 2016: \$ 234,183

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	\$ 234,183
FEDERAL	\$ 0
COUNTY	\$ 0
PRIVATE/OTHER	\$ 61,260

TYPE NAME & TITLE OF AUTHORIZED REPRESENTATIVE

[REDACTED SIGNATURE]

AUTHORIZED SIGNATURE

LYNNE WAIHE'E, PRESIDENT

NAME & TITLE

1/30/15

DATE SIGNED



RECEIVED ✓
1-30-15

Application for Grants and Subsidies

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

I. 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. Include the following:

1. A brief description of the applicant's background;
2. The goals and objectives related to the request;
3. The public purpose and need to be served;
4. Describe the target population to be served; and
5. Describe the geographic coverage.

II. 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;
2. Provide a projected annual timeline for accomplishing the results or outcomes of the service;
3. Describe its quality assurance and evaluation plans for the request. Specify how the applicant plans to monitor, evaluate, and improve their results; and
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.

III. Financial

Budget

1. The applicant shall submit a budget utilizing the enclosed budget forms as applicable, to detail the cost of the request.
2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2015.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$58,546	\$58,546	\$58,546	\$58,546	\$234,183

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2015.
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.
5. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2014.

\$48, 585

IV. Experience and Capability

A. 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.

Read To Me International has been operating successfully for 17 years and many of the programs included in this request are a continuation of current programs, an enhancement to existing programs, including RTM10.

1. Develop curricular materials and hands-on activities to support parents, caregivers, teachers and service providers that were used for 100's of presentations over the last four years.
2. Created and distributed bookmarks, bibliographies and brochures on tips and techniques on reading aloud.

3. Organized and implemented a writers conference in June 2014

B. 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. The applicant shall also describe how the facilities meet ADA requirements, as applicable.

Read To Me International is currently located at:
126 Queen Street, Suite 303
Honolulu, HI 96813

It has adequate working space and the necessary equipment to implement and complete all projects.

V. Personnel: Project Organization and Staffing

A. 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.

B. 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 organizational chart that illustrates the placement of this request.

C. Compensation

The applicant shall provide the annual salaries paid by the applicant to the three highest paid officers, directors, or employees of the organization by position..

VI. Other

A. 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.

B. Licensure or Accreditation

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

I. Background and Summary

1. A brief description of the applicant's background:

Read To Me International Foundation (RTMI) is a 501(c)(3) nonprofit organization incorporated in March 1996 as a partnership between the Governor's Council for Literacy and the Rotary Club of Honolulu Sunrise with a simple mission: To share the love and joy of reading aloud to children. Its goal is that every child be read to every day.

In 1983, in an effort to understand how children learn to read, Congress created a National Commission on Reading to do a careful, thorough synthesis of an extensive body of research on reading. The Commission searched 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 yet powerful declarations:

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

In addition, childhood educators and researchers are well aware that the first five years of a child's life are critical years for development. The brain develops more rapidly at that time, connecting millions of neurons which wire the brain for learning. It is then that language is being developed, and reading aloud can play a crucial role, not only nurturing and increasing the verbal skills of the child, but in developing the skills necessary for future success in reading; e.g. listening, vocabulary, fluency, and comprehension.

Recent evidence also noted by Jim Trelease is that "the best S.A.T. prep course is to read to your children when they're little...the child spends 900 hours a year in school and 7,800 hours outside school. Which teacher has the bigger influence?"—*The Read Aloud Handbook* by Jim Trelease (Penguin, 2013, 7th edition)

Consequently, Read To Me International can play a critical role in supporting the early childhood community by providing in-service/professional development opportunities for early childhood educators; doing presentations to preschool parents; partnering with other agencies, organizations, and entities who support early childhood literacy; and hosting conferences 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 also understands that children learn through visual, auditory and kinesthetic modes, and it incorporates 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 children, and RTMI will share best practices and research-based information with early childhood educators and parents, modeling proven strategies and techniques.

2. The goals and objectives related to the request:

Goals

Goal 1: Present parents, caregivers and community organizations that work with families with information and techniques that will help children develop literacy skills that prepare them for school.

Goal 2: Provide a prison literacy program for inmates of children ages 2-10 years old.

Goal 3: Expand adult read-aloud skill-development program RTM10 (*Read to Me 10 Minutes a Day*) for those residing in disadvantaged communities, and expand partnerships with providers at the Kamehameha Schools Early Learning Center (Kauhale) on the Wai'anae Coast.

Goal 4: Create awareness on read-aloud information and activities through various media.

Goal 5: Address RTMI sustainability plans.

Objectives

- A. Support children's literacy by offering workshops, trainings, and presentations with research-based, best-practice information to support reading aloud to children
- B. Provide support to inmates by providing prison literacy programs for parents of children ages 2-10 years old, including a pilot read-aloud program in which inmates write their own stories, record them for their children, receive training on effective read-aloud practices, and have their stories published.
- C. Expand RTM10 program, where parents of children 0-4 from disadvantaged communities learn and practice reading aloud to their children; and develop partnerships with providers that service preschool children on the Wai'anae Coast.
- D. Plan and implement a writers conference that promotes reading aloud and features a national and a local author.
- E. Provide web-based and other media to promote reading aloud, using RTMI's website, social media (e.g., Facebook, Twitter, Instagram), and other communications media.

3. The public purpose and need to be served:

The mission and goals of RTMI serve a public purpose and meet a great need in our community. To be competitive in today's global economy, Hawai'i will require a literate and educated workforce. Ample research on reading aloud to children shows that the promotion of language development and other emergent literary skills helps children become successful readers as they prepare for school.

Jim Trelease noted in his *Read Aloud Handbook* (Penguin 2013, 7th edition.) that in spite of all our emphasis in technology "and billions of dollars in testing accomplished, we've made a one-point improvement in reading scores since 1971." Trelease contends that the home is the first and best teacher for a child's oral language skills. Through books a child will learn new words that stimulate vocabulary growth.

4. Describe the target population to be served:

RTMI will continue its work with all families but will enhance programs for incarcerated women and men on O‘ahu and continue a pilot program, RTMI10 for families in disadvantaged communities as well as expand partnerships with providers at the Kamehameha Schools Early Learning Center (Kauhale) on the Wai‘anae coast..

5. Describe the geographic coverage:

Geographic coverage includes Oahu and Neighbor Islands.

Recent evidence also shows that “children’s books contain 50% more rare words than prime- time television or even college student’s conversation”. –*Reading aloud to children: the evidence* by E. Duursma, M. Augustyn, B Zuckerman, June 23, 2008.

Further research undertaken by Drs. Betty Hart and Todd Risly has revealed that children who have been read aloud to and conversed with daily will have heard **30 million more words** by age three than children who have not been read aloud to and conversed with daily. The implications for how well that student who has been read to daily will perform as compared to the student who has not is staggering!

And finally, the only behavior measure that correlates significantly with reading scores is the number of books in the home. An analysis of 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 Literary Crisis False Claims, Real Solutions, 1998.*

Applying all of the above research, RTMI has a singular focus: Share the love and joy of reading aloud. Through this mission, the agency serves a vital public purpose and meets one of the highest needs in our community, that of improving children’s language development and enhancing their literary skills. This in turn contributes to a more literate work force and enriched quality of life.

ATTACHMENT 1

Goal 1: Support children’s literacy development by sharing researched-based, best-practice information on reading aloud with parents, educators, and other family-serving organizations on O’ahu and Neighbor Islands.

Tasks and Responsibilities	Outcomes	Measurements	BY When
<ul style="list-style-type: none"> Provide a dozen (12) 1-3-hour presentations and workshops on O’ahu for parents, PCNCs, teachers and others serving children and families. 	<ul style="list-style-type: none"> 75% of participants will rate the presentations/workshops 4.0 on a scale of 1-5 on the workshop’s effectiveness. 75% of participants will learn something new about the importance of reading aloud. Participants will commit to reading aloud to their children for 10 minutes a day on a regular basis. 	<p>Participants will fill out an evaluation sheet, which will be collected at the end of the presentation or workshop. Evaluations will be tallied.</p> <ul style="list-style-type: none"> 75% of participants will sign a commitment statement saying they will read aloud to their children for ten minutes a day on a regular basis. 	<p>June 2016</p>
<ul style="list-style-type: none"> On at least two neighbor islands, provide a minimum of ten (10) read-aloud activities, including workshops, training, and read-alouds in classrooms. 	<ul style="list-style-type: none"> 80% of participants in workshops and presentations on neighbor islands will rate the workshops and presentations’ effectiveness a 4.0 on a 5-point scale 75% of teachers will rate classroom read-alouds by RTMI staff or its representatives a 4.0+ on a 5-point scale. 	<ul style="list-style-type: none"> Evaluation sheets will be disseminated at the end of workshops, presentations and read-alouds to measure a number of desired outcomes. Such measures will be tallied to make improvements where necessary. 	<p>June 2016</p>
<ul style="list-style-type: none"> Participate in a minimum of 10 community events to share RTMI’s mission of reading aloud to children. 	<ul style="list-style-type: none"> RTMI’s participation in community events for children will result in 4,000 contacts. 	<ul style="list-style-type: none"> Logs will be kept on the number of contacts made by RTM’s participation in community events. 	

<ul style="list-style-type: none"> • Organize and host a one-day Writers Conference to promote writing and literacy by featuring a national and local author to share ideas for writing successively, and using reading aloud as part of those ideas. 	<ul style="list-style-type: none"> • At minimum of 150 educators and other interested parties will participate in the conference and rate it as a meaningful and useful Writers Conference. 	<ul style="list-style-type: none"> • 75% of the participants will rate the conference as a whole 4.0 on a 5.0 scale. 	<p>June 2016</p>
<ul style="list-style-type: none"> • Authors will share writing skills and techniques to better engage students in their writing. 	<ul style="list-style-type: none"> • Participants will leave the conference with lessons learned which they can apply in their classrooms or other sites. 	<ul style="list-style-type: none"> • 75% of the participants will rate the lessons learned a 4.0 on a 5.0 scale 	

Goal 2: Provide prison literacy programs for incarcerated individuals at three sites.

Tasks and Responsibilities	Outcomes	Measurements	By When
<ul style="list-style-type: none"> • Pilot a read-aloud writing project, <i>Haku Mo'olelo</i>, for 8-10 inmates at Women's Community Correctional Center. The project will feature original stories written, published, and recorded by inmates with children ages 2-10 years old. Recruit two teacher volunteers to work with 8-10 WCCC inmates on creative writing, editing and publishing children's stories. • Seek individuals to illustrate the completed stories for publication. 	<ul style="list-style-type: none"> • Publish 8 to 10 women inmates' original stories per cycle (fall/spring) to read aloud to their children, and mail the book and recorded CD home. • RTMI staff trainers, two teacher volunteers, an art teacher will work with inmates on writing and reading aloud, providing eight to eleven (8-11) sessions, and will prepare the stories for publication. • WCCC participants will gain an understanding of what makes a good story through read aloud modeling techniques of children's books by RTMI staff. • Teacher volunteers and inmates may be contacted to illustrate the completed stories. 	<ul style="list-style-type: none"> • 8-10 books will be published. • Original taped stories will be published in a bound edition and sent to the inmates' children; a record of the inmate and books written will be kept. <p>Teacher and Trainer will keep a log/journal of each class session.</p> <ul style="list-style-type: none"> • Participants will keep journals for ideas on writing. • Participants will fill out an evaluation sheet measuring their experience in writing and reading their original stories aloud. 	<p>June 2016</p>
<ul style="list-style-type: none"> • Continue the current prison literacy program at Hawai'i's Women's Community Correctional Center (WCCC) • Work with male inmates at the Hālawā Correctional Facility (HCF) to record stories for their children, and mail both books and CDs home to their children. 	<ul style="list-style-type: none"> • 40 men/session from Halawa Correctional Facility will learn how to read aloud to their children and record stories for their children during three (3) sessions. Both CDs and books will be mailed to their children, a total of 120 books and accompanying CDs. • 130 women record age-appropriate, culturally appropriate wherever possible, stories for their children, and both CDs and books are mailed to their children. 	<p>A record of the dates and titles of books sent home to the children of inmates is maintained by the facility.</p> <p>120 recordings and accompanying books from HCF are sent home to male inmates' children.</p> <p>130 recordings and accompanying books from WCCC are sent home to female inmates' children.</p>	<p>June 2016</p>

<ul style="list-style-type: none">• Work with male inmates at Waiawa Correctional Facility to record stories for their children.	40 men will record four books each to mail home to their children.	160 recordings and books will be sent home to children.	
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Goal 3: Implement adult read-aloud, skill-development program, RTM10 (Read to Me 10 Minutes a Day) for those residing in disadvantaged communities. Partner with Kamehameha Schools Bishop Estate Early Learning Center providers on the Wai'anae Coast

Tasks and Responsibilities	Outcomes	Measurements	By When
<ul style="list-style-type: none"> • Evaluate data collected from the pilot program and refine RTM10 (Read to Me 10 Minutes a Day) program • Increase the number of participants served. • Engage participants in committing to read aloud to their children as a routine practice. 	<ul style="list-style-type: none"> • Participants have an improved, revised curriculum. • Increase the annual number of participants by 25% compared to those served in 2014-2015. • 70% of participants will commit to reading aloud to their children. 	<ul style="list-style-type: none"> • Evaluations on the program quality shows a satisfaction rate of 4.0 on a 5.0 rating scale • Registration forms and attendance sheets show increase of 25% of those served in 2014-2015. • Tally weekly responsibilities worksheet that indicate read- aloud sessions with children. • Record participant comments shared in sessions regarding weekly responsibilities. 	June 2016

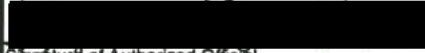
Goal 4: Build awareness of the importance of reading aloud to children through electronic and print media.

Tasks and Responsibilities	Outcomes	Measurements	By When
<ul style="list-style-type: none"> • Construct and post new resources and targeted content related to reading aloud (recommended titles, age-appropriate books, links to authors and other read-aloud sites, research on the importance of reading aloud, etc.) to RTMI's website 	<ul style="list-style-type: none"> • Increase the amount of time spent and the amount of content accessed by visitors to the website. • People will have access to research about reading to children and will receive help in selecting activities and books to read to their children 	Increase RTMI's website session duration and number of pages accessed by 30%, comparing metrics from July 1, 2015 to May 1, 2016.	June 2016

<ul style="list-style-type: none"> • Diversify posts to Facebook to enhance engagement. Promote interactive sharing of recommended titles, activities, etc. using social media to increase community reach. 	<ul style="list-style-type: none"> • Increase the number of users and frequency with which they visit, and post to, the Facebook page. • RTMI will learn the areas of interest of those visiting RTMI's website. 	<ul style="list-style-type: none"> • Increase social media participation by 30% from July 1, 2015 to May1, 2016 	<p>June 2016</p>
<ul style="list-style-type: none"> • Drive social media users to the RTMI website for integrated content using linking in Facebook posts to advance reach and frequency. 	<ul style="list-style-type: none"> • Increase the number of people accessing information on RTMI's website. 	<ul style="list-style-type: none"> • Increase new users of the RTMI website by 20%, comparing metrics from July 1, 2015 to May 1, 2016. 	<p>June 2016</p>
<ul style="list-style-type: none"> • Create and distribute content rich or event-specific flyers with directions to the website and Facebook page. 	<ul style="list-style-type: none"> • Increased reach of the target audience by encouraging added participation through print to electronic crossover. 	<ul style="list-style-type: none"> • Distribution of printed media to occur where target audience is present. 	<p>June 2016</p>

BUDGET REQUEST BY SOURCE OF FUNDS
(Period: July 1, 2014 to June 30, 2015)

Applicant: _____

BUDGET CATEGORIES	Total State Funds Requested (a)	Trusts and Foundations (b)	Other Funds (c)	Total (d)
A. PERSONNEL COST				
1. Salaries	156,695			
2. Payroll Taxes & Assessments	3,300			
3. Fringe Benefits	5,013			
TOTAL PERSONNEL COST	165,008			
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island	0		1,600	1,600
2. Insurance	0		2,600	2,600
3. Lease/Rental of Equipment	2,400			2,400
4. Lease/Rental of Space	14,163			14,163
5. Staff Training	100		400	500
6. Supplies and Equipment	3,700		3,500	7,200
7. Telecommunication	4,212			4,212
8. Utilities	0			0
9. Program Expenses	19,100	23,500	14,100	37,600
10. Contract Services	17,000		8,000	25,000
11. Administrative Costs	8,500		7,560	16,060
12				
13				
14				
15				
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	69,175	23,500	37,760	111,335
C. EQUIPMENT PURCHASES	0			
D. MOTOR VEHICLE PURCHASES	0			
E. CAPITAL	0			
TOTAL (A+B+C+D+E)	234,183	23,500	37,760	111,335
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested		Lynne Waihe'e	(808) 95507600	
(b)		Name (Please type or print)	Phone	
(c)			1/30/15	
(d)		Signature of Authorized Official	Date	
TOTAL BUDGET		Lynne Waihe'e, President		
		Name and Title (Please type or print)		

**BUDGET JUSTIFICATION
PERSONNEL - SALARIES AND WAGES**

Applicant: Read To Me International Foundation

Period: July 1, 2014 to June 30, 2015

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	\$54,000.00	100.00%	\$ 54,000.00
Executive Administrator	1	\$41,000.00	100.00%	\$ 41,000.00
Program Director	0.5	\$26,650.00	100.00%	\$ 26,650.00
Director of Development	0.5	\$26,650.00	100.00%	\$ 26,650.00
Mā'ili Site Assistant	0.375	\$8,395.00	100.00%	\$ 8,395.00
				\$ -
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				\$ -
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				\$ -
				\$ -
TOTAL:				156,695.00
JUSTIFICATION/COMMENTS:				

V. Personnel: Project Organization and Staffing

A. Proposed Staffing, Staff Qualifications, Supervision and Training



Lynne Waihe'e, President

As a youngster, Lynne Waihee found magic in her otherwise mundane life through the world of princesses and princes, fairy tales and fables. In real life, Read To Me International President Lynne Waihee has led a charmed life as a former First Lady of Hawai'i, during which time she served as the Honorary Chair for the Governor's Council for Literacy. A former high school English teacher, literacy was a perfect fit for her role as First Lady, and Waihee has now championed childhood literacy's cause for over 23 years. She recalls with fondness reading in bed to her own children, John IV and Jennifer, and anxiously awaits the day she has grandchildren to whom she can read. Meanwhile, she finds great joy in reading aloud to anyone's children, and to adults as well . . . including husband John.



Dr. Judith Saranchock, Executive Director

Dr. Judith Saranchock has an extensive professional and educational background through her work as a teacher, principal and Complex Area Superintendent. She has worked with a number of students, teachers, and classified staff as well as with various organizations, including the Department of Health, the University of Hawaii and City, State and Federal offices. Saranchock believes through a school/business partnership and team approach, Read To Me International can increase the number of volunteers and staff to foster its mission and create a learning environment that will attract more children.



Aileen Shin, Director of Development

Aileen Shin has partnered with several local non-profit organizations to advance their missions and goals. By creating a symbiotic relationship between the Board of Directors, supporters, businesses and the broader community, Aileen has successfully integrated resources to further the missions of these non-profits. Along with creating, coordinating and implementing fundraising efforts, Aileen has worked with leadership teams to meet and monitor financial goals, assist various accreditation processes, and provide guidance for strategic planning.



Patrice Mizuno, Program Director

Big Island-born Pat Mizuno serves as Program Director. She received a B.S. in Speech Pathology and Audiology from the University of Hawaii, and then an M.A. in Education. She is also a Certified Trainer for the National Center for Family Literacy, and is one of only a handful of trainer-practitioners. Pat's extensive experience in family literacy includes 17 years at Lanakila Elementary School, Liliuokalani Elementary School, and Likelike Elementary School. She was instrumental in implementing Read To Me International's award-winning prison

project, Fathers Bridging the Miles, which recently concluded.



Shannon Murphy, Executive Administrator

In childhood, Shannon molded her earliest philosophies (and imagination) through the worlds of Dr. Seuss and Maurice Sendak. This led her to consider careers in feline psychology, fox footwear, sailing in the direction of wild things, and other general adventuring. Her quest happily culminated in a career that is a little more exciting - Nonprofit Administration. Having served as Office Manager and Director of Operations with Honolulu nonprofit organizations in the medical research and social service sectors, she comes full circle and turns to her first love - sharing the

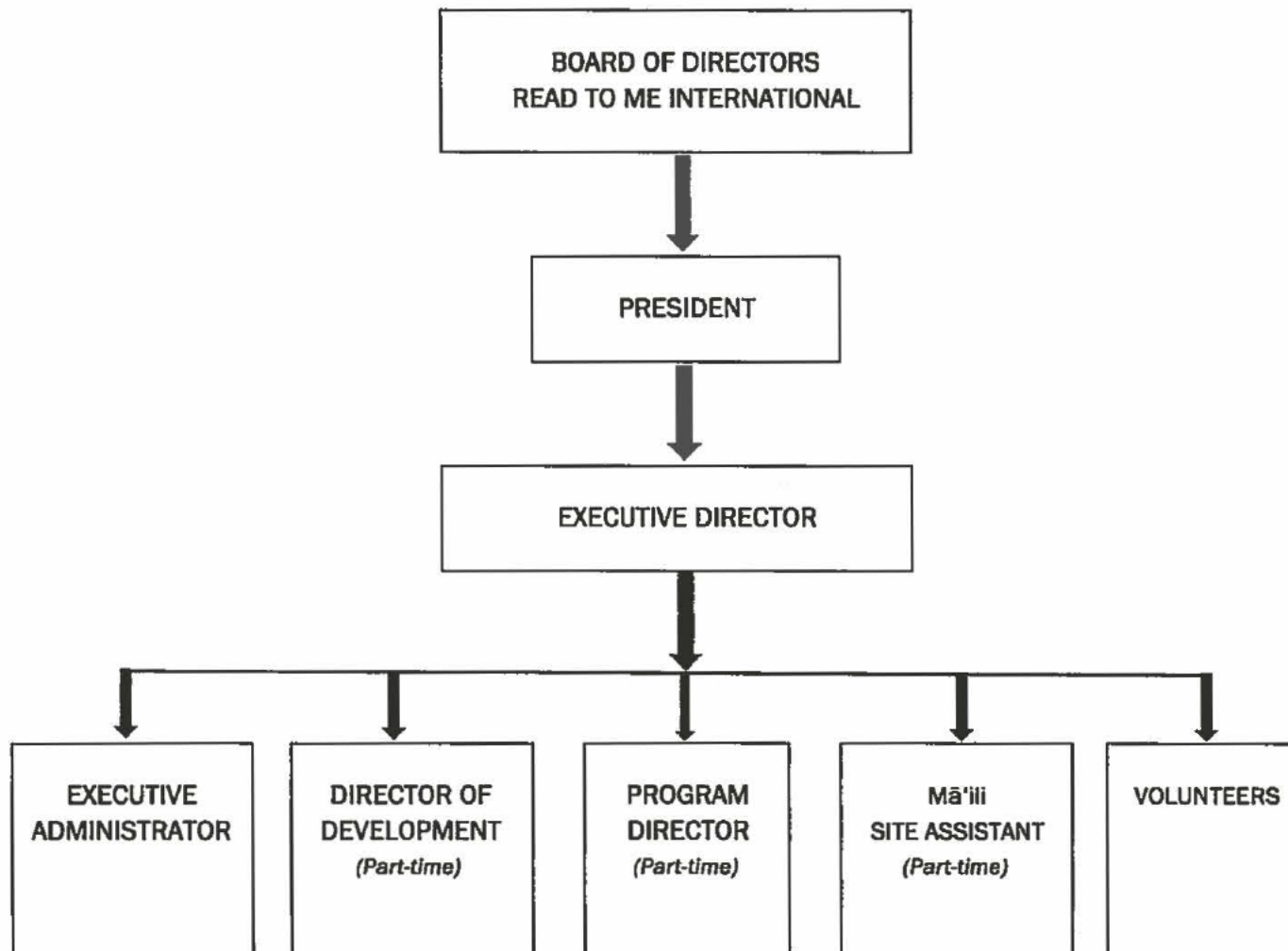
wonder of reading with a child. She has passed this on to her son (an adventurer in training) and hopes to spread the word to families everywhere!



Shondell Palacio, Mā'ili Site Assistant

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

Read To Me International Foundation 2015 - ORGANIZATIONAL CHART





Department of Commerce and Consumer Affairs

CERTIFICATE OF GOOD STANDING

I, the undersigned Director of Commerce and Consumer Affairs of the State of Hawaii, do hereby certify that

READ TO ME INTERNATIONAL FOUNDATION

was incorporated under the laws of Hawaii on 03/27/1996 ;
that it is an existing nonprofit corporation; and that,
as far as the records of this Department reveal, has complied
with all of the provisions of the Hawaii Nonprofit Corporations
Act, regulating domestic nonprofit corporations.

IN WITNESS WHEREOF, I have hereunto set
my hand and affixed the seal of the
Department of Commerce and Consumer
Affairs, at Honolulu, Hawaii.

Dated: January 26, 2015

Interim Director of Commerce and Consumer Affairs





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 FOUNDATION*

Issue Date: 01/26/2015

Status: Compliant

Hawaii Tax#: [REDACTED]
FEIN/SSN#: XX-XXX7529
UI#: XXXXXX0185
DCCA FILE#: 103741

Status of Compliance for this Vendor on issue date:

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

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	The entity is compliant with DLIR requirement
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



CERTIFICATE OF LIABILITY INSURANCE

READT-1

OP ID: FK

DATE (MM/DD/YYYY)

12/29/14

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER American Mutual Underwriters 1357 Kapiolani Blvd. #1000 Honolulu, HI 96814 AMU House-HIC	808-522-8650 808-522-8658	CONTACT NAME: _____ PHONE (A/C, No, Ext): _____ E-MAIL ADDRESS: _____	FAX (A/C, No): _____
	INSURER(S) AFFORDING COVERAGE		NAIC #
INSURED Read To Me International Foundation 126 Queen Street, Ste. 303 Honolulu, HI 96813	INSURER A: Philadelphia Indemnity Ins Co		
	INSURER B:		
	INSURER C:		
	INSURER D:		
	INSURER E:		
	INSURER F:		

COVERAGES **CERTIFICATE NUMBER:** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	GENERAL LIABILITY <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC	X	X	PHPK1109955	01/06/14	01/06/15	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 100,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000
	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS						PHPK1109955
	UMBRELLA LIAB <input type="checkbox"/> EXCESS LIAB OCCUR CLAIMS-MADE DED RETENTION \$						EACH OCCURRENCE \$ AGGREGATE \$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below						WC STATU-TORY LIMITS <input type="checkbox"/> OTH-ER <input type="checkbox"/> E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)
 Location:KAUHALE, 87-790 Kulauku St. A118, Waianae, HI 96792. Effective 12/12/14, Kamehameha Schools and its trustees, directors, officers, agent and employees and their respective successors and assigns are Additional Insureds and afforded Waiver of Subrogation to the extent set forth in the General Liability policy provisions.

CERTIFICATE HOLDER**CANCELLATION**

Trustees of the Estate of
 Bernice Pauahi Bishop
 Kawaiha'o Plaza
 567 S King St Ste 200
 Honolulu, HI 96813

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

Russell H. Hoots

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**DECLARATION STATEMENT OF
APPLICANTS FOR GRANTS AND SUBSIDIES PURSUANT TO
CHAPTER 42F, HAWAI'I 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 and subsidies pursuant to Section 42F-103, Hawai'i Revised Statutes:
 - a) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide the services for which a grant or subsidy 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 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.
- 2) The applicant meets the following requirements pursuant to Section 42F-103, Hawai'i Revised Statutes:
 - a) Is incorporated under the laws of the State; and
 - b) Has bylaws or policies that describe the manner in which the activities or services for which a grant or subsidy is awarded shall be conducted or provided.
- 3) If the applicant is a non-profit organization, it meets the following requirements pursuant to Section 42F-103, Hawai'i Revised Statutes:
 - a) Is determined and designated to be a non-profit organization by the Internal Revenue Service; and
 - b) Has a governing board whose members have no material conflict of interest and serve without compensation.

Pursuant to Section 42F-103, Hawai'i Revised Statutes, for grants or subsidies 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 Foundation

(Typed Name of Individual or Organization)

(Signature)

January 30, 2015

(Date)

Lynne Waihee

(Typed Name)

President

(Title)