

House District 26

Senate District 12

THE TWENTY-EIGHTH LEGISLATURE  
APPLICATION FOR GRANTS  
CHAPTER 42F, HAWAII REVISED STATUTES

Log No:

For Legislature's Use Only

Type of Grant Request:

GRANT REQUEST – OPERATING

GRANT REQUEST – CAPITAL

"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.

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

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

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

1. APPLICANT INFORMATION:

Legal Name of Requesting Organization or Individual:  
Guide Dogs of Hawaii

Street Address:  
747 Amana Street #407  
Honolulu, Hawaii 96814

Mailing Address:  
Same as above

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name JEANNE TORRES

Title Executive Director

Phone # 941-1088

Fax # 944-9368

E-mail jtorres@gdhawaii.com

3. TYPE OF BUSINESS ENTITY:

- NON PROFIT CORPORATION INCORPORATED IN HAWAII
- FOR PROFIT CORPORATION INCORPORATED IN HAWAII
- LIMITED LIABILITY COMPANY
- OTHER
- SOLE PROPRIETORSHIP/INDIVIDUAL

6. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:

GET AHEAD WITH TECHNOLOGY: ADAPTIVE AIDS & TRAINING FOR BLIND CHILDREN

Providing electronic and adaptable aids and training for blind children to improve academic and social performance, leveling the playing field amongst their peers with sight. Sight disabilities are difficult to overcome but new technologies enables these youth a higher quality of life enabling them to become successful in school, at home and on the job.

4. FEDERAL TAX ID #

5. STATE TAX ID #:

7. AMOUNT OF STATE FUNDS REQUESTED:

FISCAL YEAR 2016: \$ 400,000

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 \$400,000  
 FEDERAL N/A  
 COUNTY \$150,000  
 PRIVATE/OTHER \$39,165

TYPE NAME & TITLE OF AUTHORIZED REPRESENTATIVE:

AUTHORIZED SIGNATURE

Jeanne Torres Executive Director

NAME & TITLE

Jan 23, 2015

DATE SIGNED

## 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;

Guide Dogs of Hawaii (GDH) is a 501 (c)(3) non-profit corporation founded in 1952 in order to avoid complications that arose from quarantine restrictions on Mainland trained guide dogs for the blind. Since inception, GDH has transformed the lives of Hawaii's blind and visually impaired by giving them hope and a chance to live a meaningful life.

Formerly known as Eye of the Pacific, this modest organization has provided over sixty guide dogs to Hawaii's blind, allowing them mobility and independence, something most of us take for granted. For the blind, their dogs are liberating, replacing their fears of travel and the unknown with confidence and a sense of self-reliance.

GDH provides financial support, a four week dog training course for the handlers and a suitable matched guide dog for the blind. The organization also provides follow-up training for the dogs and their handlers to ensure all protocols are being met, dogs are being cared for properly and the handlers are getting the most out of their guide dogs over time.

In addition to guide dogs, GDH provides the blind and visually impaired electronic and adaptive aids. Electronic aids continue to improve and evolve, allowing the blind and visually impaired to do more and live more productive lives. Like all of the programs and services at GDH, electronic aids are provided free of charge to their clients. Many blind individuals now hold professional positions that twenty years ago would have been impossible to do. Thanks to technology and the electronic aids program at GDH, the blind and visually impaired in Hawaii now have fewer limitations, and more blind can lead productive and independent lives.

GDH commitment to the blind community extends to those that need it the most, Hawaii's blind children. Helping them along with their parents and teachers can make a profound effect on a blind child's youth and positively influence them as

an adult. Many children born blind or who lose their sight early in life grow up with social and emotional problems, anxiety, dependency and impaired ego development. Supporting these children with electronic mobility aids and other services levels the playing field with their non disabled peers. These aids allow them to grow up with confidence and an opportunity to excel academically and socially.

GDH offers pre-school to high school programs, not available anywhere else in Hawaii. Without these programs and without GDH, blind children and adults would be faced with even more challenges than life has already given them.

2. The goals and objectives related to the request;

GDH wants to provide blind and visually impaired pre-kindergarten to twelve-grade students, statewide, with electronic and adaptable aids and training. Equipment, like the Victor Reader Stream, an adaptive audible book reader allows a blind child access to the Library of Congress where, when taught properly, will enable them to access thousands of talking books and text books, making it possible for them to keep up with the peers who often times are using more updated learning materials. Visual impairment is difficult to overcome, but new technologies enable these youth a higher quality of life enabling them to become successful in school, at home and on the job.

Working collaboratively with parents and teachers, the goal of GDH is to improve blind and visually impaired children's academic and social performance, leveling the playing field amongst their peers with sight. GDH wants to be the source where teachers can go for support and training when they have challenges or questions regarding a blind student in their classroom.

Ultimately, the objective of GDH is to improve the learning experience at school for blind children in Hawaii, as well as improving their social skills. An improved academic and social environment will empower many to continue their education after high school and lead all of them to a more successful and independent life. The sooner these children get the support needed to overcome their disabilities, the sooner they will gain the will and confidence to succeed.

3. State the public purpose and need to be served;

The blind and visually impaired youth have significant disabilities to overcome to be competitive amongst their peers and in the workforce as they become adults. 64% of blind adults are unemployed because they lack confidence, a sense of independence and the skills needed to get and hold a job. Getting the proper social and academic training as a youth is fundamental in shifting this trend. Currently, solvable obstacles within the Department of Education are limiting these students with special needs.

The Department of Education VI (Visual Impaired), SPED (Special Education) and General Education Teachers are taxed to their limit and the blind, and visually impaired students add additional responsibilities to their case load. By law, the Department of Education is mandated to provide reasonable accommodations to students with special needs. The blind and visually impaired students are part of this population yet they do not fully receive appropriate educational services appropriate to their disability-specific needs. Teachers, for example, meet their obligation by providing the blind and visually impaired students Braille transcripts from, no fault of their own, outdated Braille Embosser equipment. In some instances, even with best intentions, the instructor is not certified to operate the Braille Embosser to convert the class work from typed to Braille properly. As a result, the blind and visually impaired students often get confused and misinterpret the material. The entire process of creating the Braille material for the blind and visually impaired student is time-consuming, and the student does not receive their class work in a timely manner. Therefore, it places these blind and visually impaired students in the category of the No Child Left Behind Act as the blind or visually impaired student is left behind in their classroom and among their peers. Fortunately, this situation can be remedied by providing blind students the proper technology and training that will allow them to access the Library of Congress where updated text books are available.

Another struggle is the availability of after school tutoring options where the blind and or visually impaired students do not have reasonable access to materials with their tutors. This challenge also extends out to or includes school subjects, extended technology training, accessing music in accessible formats, and recreational sports and fitness programs. These disparities can be reduced or eliminated with appropriate technological or adaptive aids and proper training.

4. Describe the target population to be served; and

189 blind and visually impaired preschool through twelve-grade public school students across the state will be served with this grant. Also included are the teachers and parents of blind and visually impaired students.

Of the 189 participants, 64 students between grades one through twelve and forty pre-kindergarten to kindergarten students will receive adaptive technology aids. The remaining 85 students will receive technology aids readiness training and mentorship.

Sighted children may be well intended but most do not know how to interact with their blind classmates. Often they choose to ignore or exclude them from activities rather than risk putting themselves in an awkward situation. This grant addresses the social skills (and adaptive aids) blind children need to bridge the gap with their peers with sight so they are able to participate in activities with them. Children quickly learn their blind classmates are more like them than they thought.

5. Describe the geographic coverage.

This grant will allow GDH to provide a comprehensive program to 189 blind and visually impaired children across all the major Hawaiian Islands including Oahu, Maui, Molokai, Lanai and the island of Hawaii. Individual county numbers of those being served are available upon request.

## **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;

This collaborative initiative brings together parents and teachers with the blind and visually impaired student. Together they assess the student's needs in the classroom and at home and determine what aids could improve the youth's academic and social skills.

A GDH case management specialist screens all applicants and sets up interviews for the GDH Review Team, which consists of the GDH executive director, program director, and adaptive technology instructor. After the team evaluates the student's classroom and home environment a comprehensive assessment and action plan is developed that includes supportive technology and training.

After the first three months, progress is reviewed, with follow-up assessments on month six and twelve. Benchmarks are used to measure academic and social progress. Based on the findings, additional, different or advanced support may be provided.

By the end of month twelve, for which this grant request is for, the blind student will be comfortable with the use of their technology aids. They will have gained confidence, begin to expand social experiences and have improved academic standings. When the student completes the program with a certificate of completion, the student will be assigned to a case management specialist who will closely follow the student's progress in school, all the way through until graduation. Regular meetings and annual technology evaluations will be conducted to update the level of the student's technological skills which will provide for more advanced aids. As the student progresses through school, their academic abilities may become more complex and require technology aids that will enable them to access more detailed information. For example, a third-grade student in the first year may require a standard talking calculator. By grade seven,

the student's needs will advance to scientific and then to calculus and statistics calculators.

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

Month 1: Process enrollment for 189 students; Schedule assessments for partners and students to begin in month 2. Gather requested materials that may be helpful in assessments (course descriptions, EIP reports, eye exams and secondary disabilities, if any). Because this is a state wide program, outer island visits will be carefully scheduled to maximize the time and minimize the expense. Prepare for Group 1 assessments.

Month 2: Complete month 1 tasks. Conduct assessments for Group 1 (63 students)

Month 3: Conduct assessment for Group 2 (63 students). Implement action plans for Group 1.

Month 4: Conduct assessments for Group 3 (63 students); Implement action plans for Group 2. Schedule visit evaluation for Group 1.

Month 5: Implement action plans for Group 3. First visit evaluation for Group 1. Schedule visit evaluation for Group 2.

Month 6: Conduct visit evaluation for Group 2. Schedule evaluation visit for Group 3.

Month 7: Conduct visit evaluation for Group 3. Phone call follow-up with Group 1.

Month 8: Phone follow-up with Group 2. Schedule Group 1 partner student information assessment to prepare for program graduation.

Month 9: Phone follow-up Group 3. Schedule Group 2 partner student information assessment to prepare for program graduation. Conduct Group 1 partner student information assessment to prepare for program graduation

Month 10: Schedule Group 3 partner student information assessment to prepare for program graduation. Conduct Group 2 partner student information assessment to prepare for program graduation. Schedule Group 1 student technology aids assessment for program graduation.

Month 11: Schedule Group 2 and Group 3 student technology aids graduation assessment. Conduct graduation assessment for Group 1.

Month 12: Conduct graduation assessment for Group 2 and Group 3. Prepare and deliver certificate of completion to all 189 student participants. After completion of the one year program, additional technical support and training will follow them all the way through high school graduation.

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

GDH will evaluate students beginning month five of this grant period. At least one site evaluation and two phone evaluations will be conducted throughout the twelve month process to monitor the student's ability to operate their aids sufficiently. A disability skills improvement assessment will be completed by month twelve.

The purpose of the site evaluation is to ensure each student is able to demonstrate proper use of their aids and take appropriate action if they have a technical issue. Phone evaluations ensure students stay on track and are taking full advantage of their technical aids throughout the year. Tutorial support is also provided while they are being monitored, as some students may need to review certain aspects of the technology or want to expand their skill levels.

Outcomes will be evaluated by the Review Team and include antidotal information from the student's parents and teachers. Each student will be benchmarked prior to the program and upon completion of the program and evaluated on eight points, each rated from 0 to 10. A score of ten indicates the student mastered the topic while a zero score means they failed. An evaluation of 5 demonstrates independence, in that the student is able on their own to perform the activity. If a student's evaluation is below a five at the conclusion of the program, additional or different adaptive aids or technologies will be recommended. Outcomes include the following:

- 1) Student can independently collect, organize and transform learning materials into a preferred accessible format.
- 2) Student can participate in open class discussions, group projects, and laboratory activities.
- 3) Student can engage in social conversations and out of class activities.
- 4) Student can use technological aids effectively in the delivery of instruction and assessments.
- 5) Student can further their education or seek suitable employment.
- 6) Student can evaluate their needs for technological and adaptive aids.
- 7) Student will participate in a conference led by fellow students, to evaluate their performance within the Get Ahead with Technology activity.
- 8) Students will be able to demonstrate at least ten disability-specific skills independently.

Though not covered by this grant, each student will be provided technological and adaptive aid support until graduation of high school.

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.

Each student will be evaluated on his or her needs and present situation. The eight-point evaluation criterion is stated above. The first evaluation is to benchmark the student and determine their specific needs. The final disability skills assessment is to determine each student's progress. Results from the assessment will be used to further support each student as they progress through high school. Corrections in instruction or additional support will be recommended for those with a score of 5 and below.

Measures of effectiveness will be how much each student improved academically and socially and their ability to perform particular tasks independently.

### 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 2015-2016.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$119,654.17	\$119,654.17	\$119,654.17	\$119,654.17	\$400,000

3. The applicant shall provide a listing of all other sources of funding that they are trying to obtain for fiscal year 2015-2016.

2015/2016 City & County Grants In Aids-for blind and visually impaired students that would not be covered by the State *GIA*.

If needed, some of the funding for this program will come from internal financing and fundraising.

4. The applicant shall provide a listing of all state and federal tax credits that have 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.

N/A

5. The applicant shall provide a listing of all government contracts and grants it has been and will be receiving for program funding.

N/A

6. The applicant shall provide the balance of unrestricted current assets as of December 31, 2014.

\$29,914.13

#### **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.

GDH is one of the oldest non-profit organizations in Hawaii, diligently working with the blind and visually impaired for over fifty years. During that time, the foundation has accumulated invaluable experience and knowledge on helping the blind and visually impaired lead safe, independent, and meaningful lives. Using the expertise they acquired over their long tenure, GDH is now offering support not just to blind and visually impaired adults but the blind and visually impaired youth who need academic and social help in school.

Since 2012, GDH has successfully completed four youth projects. The first, "Cane Travel Lessons" included 14 students ranging from 6 to 17. The objective was to teach them to become more independent by learning how to travel and shop by themselves. Some students had never done either by themselves. Shopping, communication skills, and confidence improved for all participants.

In 2013, a follow-up program, more advanced, called "Independence" took place, involving the same students. Each student was allocated \$100 to complete a desired activity that interested them. One student interested in cooking went to the grocery store, did their own shopping and went home to cook for their family. Another, deaf and blind child went to the bank to cash his check. He independently did the transaction with the teller using his text communicator and

currency reader. This confidence building exercise provided a positive experience these youths from low-income households had never experienced.

This year GDH worked with teachers on Oahu to determine which students were most suitable to use adaptive aids. Twenty-one selected blind students were provided iPads. After six months of iPad use, findings revealed that all students in the program showed greater confidence and a stronger desire to participate in school activities. Of the 21 students, 6 are now ready to expand their skills to the use of printers. Specially designed, and compatible with Braille input and blue-tooth, these printers are now being provided to them, and their progress will be monitored in six months.

Also, this year "Daily Living" was launched with the participation of nineteen students. Select students empowered with adaptive aids enhanced their social engagement. Some choose aids to compensate for visual loss while others selected card games, soccer balls, and electronic games. Normal people don't know how to engage in an activity with the blind so to avoid embarrassment, they don't. With the social tools given, blind students took the initiative to engage with them. At the completion of "Daily Living," and each of the other projects, student's confidence increased giving them the motivation and encouragement needed to engage in social activities. For many, that had been more difficult than easy. Fully fitting in or being included amongst their peers had always been a challenge.

The number of participating students in each program was dictated by GDH's available financial and human resources.

These youth programs described above, have set the stage for GDH to the launch its new major youth initiative for which this grant is being requested.

#### **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.

GDH owns a 460 square foot office in Honolulu which has five work stations which can accommodate three additional full-time staff which is what the 2015/2016 plan requires. That being said, most of GDH's work will be in the field whether it is at the student's school or home. The current offices include a bathroom, kitchen and common work/conference area.

#### **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.

Executive Director \$48,000

(Note: All other positions at this time are either part-time or committed volunteers).

## **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.

Three positions need to be funded by the state GIA to implement this program, statewide. Those positions include a Program Director (PD), Administrative Assistant (Admin) and Clerical Support.

The executive director's salary and benefits will be covered 100% by GDH.

Description/duties/qualifications:

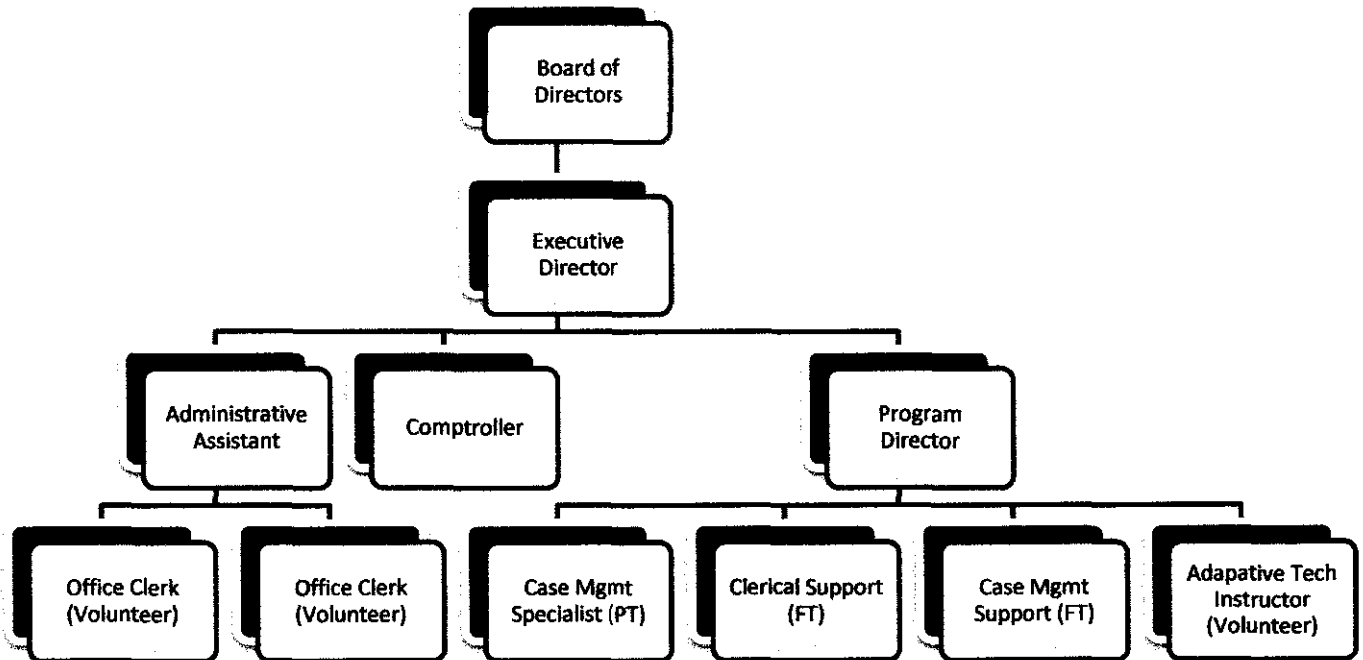
**Program Director (PD):** Reports to the Executive Director; supervises four staff members; responsible for training staff, preparing bi-weekly, monthly and quarterly reports covering budget, case loads and program effectiveness; conducts on-site evaluations and if needed, conduct assessments. Must have supervisory skills and be experienced in program development, budget management, and delivery of program services with experience working with the blind.

**Administrative Assistant:** Reports to the Executive Director; Supports the Board of Directors; assist the ED in supporting both the public and private fundraising activities; works on special projects; maintains "to-do" list for all staff and updates ED on to-do list progress; maintains all files for the organization. This position requires a minimum of four years of administrative experience and must be familiar with program development and fundraising. A business administration degree or equivalent is preferred.

**Clerical Support:** Reports to the PD; Provides support where needed. Manages all clerical and documentation work; coordinates travel and schedules so the neighbor island students can be efficiently managed. Clerical experience is required.

**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.



**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.

N/A

**B. Licensure or Accreditation**

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

N/A

**C. Federal and County Grants**

The applicant shall separately specify the amount of federal and county grants awarded since July 1, 2014.

None

**D. 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.

N/A

**E. Future Sustainability Plan**

The applicant shall provide a plan for sustaining after fiscal year 2015-16 the activity funded by the grant if the grant of this application is:

- (1) Received by the applicant for fiscal year 2015-16, but
- (2) Not received by the applicant thereafter.

A comprehensive and integrated fundraising and feasibility study has been put in place that includes the establishment of an annual and capacity building campaign that will generate ongoing operating revenues. It includes the development of a dependable expanded donor base and the creation of a new gifts program in the areas of major and general giving. A broad based volunteer group consisting of community leaders; board members and senior staff have been assembled to implement these programs. Headed by Campaign Chairman Michael Lilly, former attorney general, the Campaign Cabinet will report to and have oversight from Guide Dogs of Hawaii Board of Directors. Mr. Lilly will have a committee of ten high level volunteers whose purpose will be to generate funds for both the guide dogs program and academic and social programs for blind and visually impaired youth. A sophisticated planned giving and endowment campaign is also included in GDH's plans to expand capacity.

A local consultant with over 30 years' experience in fundraising in the Hawaiian Islands, the mainland, and the Pacific Rim will be guiding and training volunteers, board members, cabinet members and senior staff. The professional guidance will ensure that all involved in the fundraising efforts will meet GDH's goals and objectives.

GDH is blessed with an endowment from the Jack and Marie Lord Foundation (from Hawaii Five-O fame) which ensures the organizations sustainability.

After the grant period, the students will be tracked until graduation. IT support, guidance, and additional aids will be available to them as they develop and progress.

Upon high school graduation, these youth will be ready to attend college or seek employment. Their added confidence and skills that were developed, in part, because of the support of this program, will produce independent, productive taxpaying citizens.

**F. Certificate of Good Standing (If the Applicant is an Organization)**

If the applicant is an organization, the applicant shall submit one (1) copy of a certificate of good standing from the Director of Commerce and Consumer Affairs that is dated no earlier than December 1, 2014.

## BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2015 to June 30, 2016

Applicant: Guide Dogs of Hawaii

BUDGET CATEGORIES	Total State Funds Requested (a)	Total Federal Funds Requested (b)	Total County Funds Requested (c)	Total Private/Other Funds Requested (d)
<b>A. PERSONNEL COST</b>				
1. Salaries	76,480	N/A	15,000	21,600
2. Payroll Taxes & Assessments	5,850.72		1,147.50	1,652.40
3. Fringe Benefits	10,093.75		2,416.50	10,911.94
<b>TOTAL PERSONNEL COST</b>	<b>92,424.47</b>		<b>18,564.00</b>	<b>34,164.34</b>
<b>B. OTHER CURRENT EXPENSES</b>				
1. Airfare, Inter-Island	13,800			
2. Insurance	500			
3. Lease/Rental of Equipment	0			
4. Lease/Rental of Space	0			459
5. Staff Training	0			
6. Supplies	500		500	
7. Telecommunication	784.53			1,956
8. Utilities	0			
9. Car Rental	4,640			
10. Lodging	9,600			
11. Postage	196			115.64
12. Technology Aids	277,555		130,936	
13. Maintenance & Repairs				1,920
14. Mileage & Parking				550
15				
16				
17				
18				
19				
20				
<b>TOTAL OTHER CURRENT EXPENSES</b>	<b>307,575.53</b>		<b>131,436</b>	<b>5,000.64</b>
<b>C. EQUIPMENT PURCHASES</b>	<b>0</b>		<b>0</b>	<b>0</b>
<b>D. MOTOR VEHICLE PURCHASES</b>	<b>0</b>		<b>0</b>	<b>0</b>
<b>E. CAPITAL</b>	<b>0</b>		<b>0</b>	<b>0</b>
<b>TOTAL (A+B+C+D+E)</b>	<b>400,000</b>		<b>150,000</b>	<b>39,164.98</b>
<b>SOURCES OF FUNDING</b>		Budget Prepared By:		
(a) Total State Funds Requested	400,000	Jeanne Torres <span style="float: right;">808-941-1088</span>		
(b) Total Federal Funds Requested		Name (Please type or print) <span style="float: right;">Phone</span>		
(c) Total County Funds Requested	150,000	Jan 23, 2015		
(d) Total Private/Other Funds Requested	39,165	Signature of Authorized Official <span style="float: right;">Date</span>		
<b>TOTAL BUDGET</b>	<b>589,165</b>	Executive Director <span style="float: right;">Name and Title (Please type or print)</span>		

## BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2015 to June 30, 2016

Applicant: Guide Dogs of Hawaii

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Program Director	FT	\$40,000.00	95.00%	\$ 38,000.00
Administrative Assistant	FT	\$40,000.00	53.00%	\$ 21,200.00
Clerical Support	FT	\$17,280.00	100.00%	\$ 17,280.00
				\$ -
				\$ -
				\$ -
				\$ -
<b>TOTAL:</b>				<b>76,480.00</b>

**JUSTIFICATION/COMMENTS:**

Guide Dogs of Hawaii is blessed with many volunteers who enable the organization to control costs. However, the above positions are paramount to the program running smoothly and efficiently.

**Program Director:** supervises four staff members; responsible for training staff, preparing bi-weekly, monthly and quarterly reports covering budget, case loads and program effectiveness; conducts on-site evaluations and if needed, conduct assessments.

**Administrative Assistant:** Supports the Board of Directors; assist the ED in supporting both the public and private fundraising activities; works on special projects; maintains "to-do" list for all staff and updates ED on to-do list progress; maintains all files for the organization.

**Clerical Support:** Provides support where needed. Manages all clerical and documentation work; coordinates travel and schedules so the neighbor island students can be efficiently managed.



## BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2015 to June 30, 2016

Applicant: Guide Dogs of Hawaii

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
BrailleNote Apex	31	\$ 5,495.00	\$ 170,345.00	
Apple iPad with Wi-Fi	33	\$ 370.00	\$ 12,210.00	
Baum Refreshable	18	\$ 2,845.00	\$ 51,210.00	
Wireless Keyboard	15	\$ 50.00	\$ 750.00	
Victor Reader Stream	64	\$ 360.00	\$ 23,040.00	
Pre-School Learning Aids Kit	40	\$ 500.00	\$ 20,000.00	
<b>TOTAL:</b>	<b>201</b>		<b>\$ 277,555.00</b>	

**JUSTIFICATION/COMMENTS:**

Please see addendum A for detailed descriptions on each item

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
N/A			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
<b>TOTAL:</b>			<b>\$ -</b>	

## BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2015 to June 30, 2016

Applicant: Guide Dogs of Hawaii

FUNDING AMOUNT REQUESTED						
TOTAL PROJECT COST	ALL SOURCES OF FUNDS RECEIVED IN PRIOR YEARS		STATE FUNDS REQUESTED	OF FUNDS REQUESTED	FUNDING REQUIRED IN SUCCEEDING YEARS	
	FY: 2013-2014	FY: 2014-2015	FY:2015-2016	FY:2015-2016	FY:2016-2017	FY:2017-2018
PLANS	N/A					
LAND ACQUISITION	N/A					
DESIGN	N/A					
CONSTRUCTION	N/A					
EQUIPMENT	N/A					
TOTAL:						
JUSTIFICATION/COMMENTS:						

# GOVERNMENT CONTRACTS AND/OR GRANTS

Applicant: Guide Dogs of Hawaii

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S. / State / Haw / Hon / Kau / Mau )	CONTRACT VALUE
1.	N/A				
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
				TOTAL	

**DECLARATION STATEMENT OF  
APPLICANTS FOR GRANTS PURSUANT TO  
CHAPTER 42F, HAWAII REVISED STATUTES**

The undersigned authorized representative of the applicant certifies the following:

- 1) The applicant meets and will comply with all of the following standards for the award of grants pursuant to Section 42F-103, Hawaii Revised Statutes:
  - a) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide the services for which a grant is awarded;
  - b) Complies with all applicable federal and state laws prohibiting discrimination against any person on the basis of race, color, national origin, religion, creed, sex, age, sexual orientation, or disability;
  - c) Agrees not to use state funds for entertainment or lobbying activities; and
  - d) Allows the state agency to which funds for the grant were appropriated for expenditure, legislative committees and their staff, and the auditor full access to their records, reports, files, and other related documents and information for purposes of monitoring, measuring the effectiveness, and ensuring the proper expenditure of the grant.
  
- 2) If the applicant is an organization, the applicant meets the following requirements pursuant to Section 42F-103, Hawaii Revised Statutes:
  - a) Is incorporated under the laws of the State; and
  - b) Has bylaws or policies that describe the manner in which the activities or services for which a grant is awarded shall be conducted or provided.
  
- 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.

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.

Guide Dogs of Hawaii  
(Typed Name of Individual or Organization)

(Signature)

JAN 23, 2015

(Date)

Jeanne Torres  
(Typed Name)

Executive Director  
(Title)

**Addendum A**  
**Guide Dogs of Hawaii**  
**Equipment**

<u>Name</u>	<u>Unit Cost</u>	<u>Quantity</u>	<u>Total</u>
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<b>BrailleNote Apex</b>	5,495.00	31	170,345.00
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A BrailleNote is a computer made by HumanWare for persons with visual impairments. It has a Braille keyboard, speech synthesizer, and a 32-[1] or 18-column Braille display. The user can use it to read and write documents, keep a calendar and contacts, maintain databases of important information, read and write e-mail, access the Internet, read books from a variety of sources, listen to FM radio station, or play music from a personalized collection. It can be paired with a windows computer, an iPhone, iPad, or iPod touch because it offers wireless, Ethernet, USB, and Bluetooth connectivity options.

<b>Apple iPad with Wi-Fi</b> 16g	370.00	33	12,210.00
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Apple iPad offers VoiceOver, an advanced screen reader and Siri Dictation that a blind user uses to access information on the screen. For low vision users, the iPad offers color contrast, icon and font enlargement features called Zoom. VoiceOver is a revolutionary screen reader that lets the user know what's happening on the Multi-Touch screen —Touch the screen to hear what's under the finger, then use gestures to control the device.

<b>Baum Refreshable</b> Braille Display 32-Cell	2,845.00	18	51,210.00
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A refreshable Braille display also referred to as Braille terminal is an electro-mechanical device for displaying Braille characters. Round-tipped pins raised through holes in a flat surface rise to translate text to Braille. This device is compatible with the apple iPad through Bluetooth connectivity.

<b>Wireless Keyboard</b>	50.00	15	750.00
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The wireless keyboard allows the user to navigate the iPad through Bluetooth connectivity as the iPad does not have cable connectors. Although the iPad does provide a virtual keyboard, it can be time consuming and inconvenient to use it when doing assignments and tests. Using an external keyboard may be more effective.

<b>Victor Reader Stream</b>	360.00	64	23,040.00
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Small, portable multi-media player designed specifically for the blind. The user can download and play books in a variety of formats including daisy, MP3 and wave. This device allows access to newspapers, magazines and online podcasts and radios. It comes with a USB connector allowing access to text documents, a recorder, internal speaker and clock.

<b>Pre-School Learning</b> Aids Kit	500.00	40	20,000.00
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In addition to a Victor Reader Stream, each participant will receive a variety of interactive learning and social aids that they may use individually or with sighted peers. These aids

encourage the strengthening of the blind student's sense of touch, smell and hearing to compensate for their loss of sight.

The kit, a value of \$500.00, will include:

ITEM	VALUE
Victor Reader Stream	360.00
Regulation size 8.5 inch Soccer Ball with Bell	15.00
Musical Instruments Sound Peg Puzzle	13.00
Zoo Animal Sound Peg Puzzle	13.00
Braille Magnetic Numbers	10.00
Counting Cookies	18.00
2.5 inch Jumbo Magnetic Letters	14.00
Teachable Touchable Texture Squares	20.00
SENSEsational Alphabet Book	35.00

Internal Revenue Service  
P.O. Box 2508  
Cincinnati, OH 45201

Department of the Treasury

Date:

FEB 13 2008

EYE OF THE PACIFIC GUIDE DOGS FOUNDATION  
747 AMANA ST APT 407  
HONOLULU HI 96814-5117

Person to Contact:

Vaida Singleton  
ID# 31-03018

Toll Free Telephone Number:

877-829-5500

Employer Identification Number:

99-0103779

Dear Sir or Madam:

This is in response to the amendments to your organization's Articles of Incorporation filed with the state on July 10, 2007. We have updated our records to reflect the name change from EYE OF THE PACIFIC GUIDE DOGS AND MOBILITY SERVICES INC to EYE OF THE PACIFIC GUIDE DOGS FOUNDATION, as indicated above.

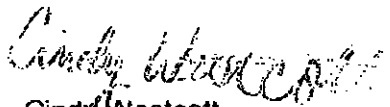
Our records indicate that a determination letter was issued in August 1957 that recognized you as exempt from Federal income tax. Our records further indicate that you are currently exempt under section 501(c)(3) of the Internal Revenue Code.

Our records also indicate you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section 509(a)(1) and 170(b)(1)(A)(vi).

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely,



Cindy Westcott  
Manager, Exempt Organizations  
Determinations

10/30/2014 20027

10/30/2014 20027

FORM DNP-2  
7/2008



FILED 10/29/2014 01:36 PM  
Business Registration Division  
DEPT. OF COMMERCE AND  
CONSUMER AFFAIRS  
State of Hawaii

STATE OF HAWAII  
DEPARTMENT OF COMMERCE AND CONSUMER AFFAIRS  
Business Registration Division  
335 Merchant Street  
Mailing Address: P.O. Box 40, Honolulu, Hawaii 96810  
Phone No. (808) 586-2727

**ARTICLES OF AMENDMENT TO CHANGE CORPORATE NAME**

(Section 414D-18) Hawaii Revised Statutes

PLEASE TYPE OR PRINT LEGIBLY IN BLACK INK

The undersigned, duly authorized officers of the corporation submitting these Articles of Amendment, certify as follows:

5574D2

1. The present name of the corporation is:  
Eye of the Pacific Guide Dogs Foundation

2. The name of the corporation is changed to:  
Guide Dogs of Hawaii (Adaptive Aids, Canines and Advocacy for the Blind)

3. The amendment to change the corporation name was accepted on: October 14, 2014  
(Month Day Year)

J.T.

(Check one)

at a meeting of the *members*:

Designation (class) Of membership	Total Number of Memberships (votes) outstanding	Total Number of Votes Entitled to be Cast By each Class	Number of Votes Cast by each class For Amendment	Number of Votes Cast by each class Against Amendment

OR

by written consent of the *members* holding at least eighty per cent of the voting power.

OR

by a sufficient vote of the *Board of Directors* or *incorporators* because member approval was not required

4. Check one:

The written approval of a specified person or persons named in the articles of incorporation was obtained.

The written approval of a specified person or persons is not required.

The undersigned certifies under the penalties of Section 414D-12, Hawaii Revised Statutes, that the undersigned has read the above statements, have been authorized to make this change, and that the statements are true and correct.

Signed this 20th day of October, 2014

J.T.

Paulette Watson President

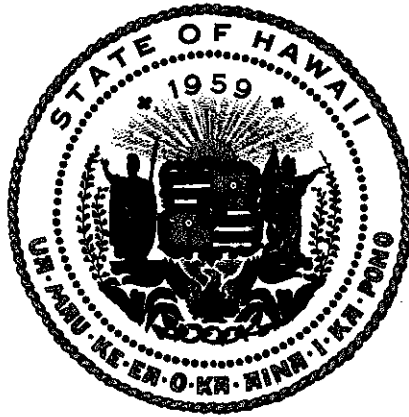


(Type/print name & title)

(Signature of Officer)

SEE INSTRUCTIONS ON REVERSE SIDE. The articles must be signed by at least one officer of the corporation.





## 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

GUIDE DOGS OF HAWAII (ADAPTIVE AIDS, CANINES AND ADVOCACY FOR THE BLIND)

was incorporated under the laws of Hawaii on 07/11/1955 ; 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: December 04, 2014

Director of Commerce and Consumer Affairs

GUIDE DOGS OF HAWAII  
BOARD OF DIRECTORS

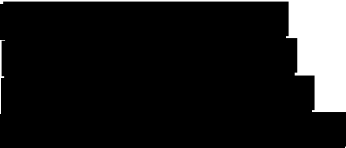
Paulette Watson

President



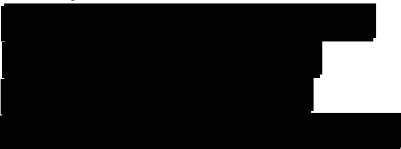
Victoria M. Cozloff

Vice President / Treasurer



Trudy Fernandez

Secretary



Vivek R. Nerurkar, DMLT, MSc, PhD

Director



Keith Okazaki

Director



Kristine Takekawa

Director



Micky Yamatani, AAL

Director

