

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

Type of Grant Request:

CAPITAL

GRANT REQUEST – OPERATING

GRANT 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.

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

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: Best Buddies Hawaii, LLC

Db/a:

Street Address: 95 Mahalani St. #28-1A, Wailuku, HI 96793

Mailing Address: 200 N. Vineyard Blvd. Suite B260, Honolulu, HI 96817

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name SARAH MAN

Title Regional Director

Phone # (808) 545-3025

Fax # (808) 545-3025

E-mail SarahMan@BestBuddies.Org

3. TYPE OF BUSINESS ENTITY:

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

6. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:

THE BEST BUDDIES HAWAII INTERMEDIATE AND HIGH SCHOOL PROJECT WILL CREATE 18 INCLUSIVE SCHOOL COMMUNITIES INVOLVING 550 STUDENT PARTICIPANTS WITH AND WITHOUT INTELLECTUAL AND DEVELOPMENTAL DISABILITIES ON MAUI AND OAHU. FRIENDSHIPS FORMED THROUGH OUR PROGRAMS COMBAT ISOLATION AND BULLYING. BEST BUDDIES CREATES OPPORTUNITIES FOR LEADERSHIP AND SOCIAL SKILLS DEVELOPMENT WHICH BENEFIT YOUTH WITH IDD AS THEY TRANSITION TO ADULTHOOD.

4. FEDERAL TAX ID # _____

5. STATE TAX ID #: _____

7. AMOUNT OF STATE FUNDS REQUESTED:

FISCAL YEAR 2017: \$ 125,000

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 \$ _____
FEDERAL \$ _____
COUNTY \$ 84,000 (MAUI COUNTY)
PRIVATE/OTHER \$ _____



RECEIVED

1/19/16 na

 SIGNED	<u>1/14/2016</u> AUTHORIZED SIGNATURE	<u>SARAH MAN, REGIONAL DIRECTOR</u> NAME & TITLE	 DATE
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Rev 12/15/15

Application for Grants

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. Please include the following:

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

The mission of Best Buddies International, Inc., a 501(c)(3) nonprofit organization founded in 1989, is to establish a global volunteer movement that creates opportunities for one-to-one friendships, integrated employment, and leadership development for people with intellectual and developmental disabilities (IDD). Established in 2008, Best Buddies Hawaii, LLC, is a state affiliate of Best Buddies International based at the J.W. Cameron Center in Wailuku in Maui County. A Honolulu office based at the Aloha United Way building in Honolulu County was opened recently as well.

2. The goals and objectives related to the request;

The Best Buddies Hawaii Intermediate and High School Project will help create inclusive school communities on Oahu and on Maui. This is achieved through the creation and management of 18 school-based, volunteer-led programs which facilitate and support one-to-one mentoring friendships between students ages 12-22, with IDD and their typical peers. These friendships promote social inclusion by combating isolation experienced by youth with IDD and provide opportunities for leadership and social skills development.

Funds from this request would support 18 school-based Best Buddies chapters – 10 on Oahu and eight on Maui. We anticipate 550 student participants in this project during FY2017. Of these participants, 200 students with IDD will be matched in one-to-one friendships with 200 of their typical peers. Another 150 students will serve as associate members that will participate in group activities and help plan Best Buddies school events.

3. The public purpose and need to be served;

Best Buddies enables Hawaii's youth with IDD to participate in social activities with their typical peers. This is achieved through the creation and management of school-based, volunteer-led chapters which facilitate and support one-to-one mentoring friendships between students, ages 12-22, with IDD and their typical peers. The friendships, activities, social skill building, and leadership development opportunities provided by Best Buddies lead to greater community acceptance of people with IDD, enhanced leadership skills of student officer teams, improved social interactions by participants with IDD, and greater social integration of students with IDD in the school/community. Best Buddies offers a simple solution to a very complex challenge faced by the Hawaii Department of Education (HIDOE).

In 2014, the U.S. Department of Education determined that the HIDOE, "needs assistance" implementing the requirements of the Individuals with Disabilities Education Act. (tinyurl.com/IDEAHIDOE) To improve the educational results of students with disabilities, the HIDOE intends to complete the roll out of its State Systemic Improvement Plan by 2020. In this plan, there is no mention of strategy on how to build inclusive, accepting school-wide climates to moderate the change as a result of the transition of services for people with disabilities. (tinyurl.com/pl9a8bl)

As required by the U.S. Individuals with Disabilities Education Act, students with disabilities must be educated in the least restrictive environment. These environments range based on the needs of the student and are determined through consultation with the parents, the student, and teachers. For example, in Hawaii,

Some students [that require special education] are able to attend classrooms that are co-taught, while others, who are more severely disabled are taught in 'fully self-contained classrooms,' designated classrooms where students - all of whom will graduate with certificates of completion - spend their school days. There are five of these classes at Mililani High School, in portable trailers clustered on one end of campus. (tinyurl.com/HISPEDART)

Hawaiian schools have reduced the total number of special education students who are inside a regular classroom less than 40% of the day from 34% in 2005 to 19.8% in 2014. However, when you break down the data into disability categories, you find that 59.5% of students with IDD spend less than 40% of their day inside the regular class room. This is 10% more than the national average. The majority of students with IDD in Hawaii, therefore, spend their day separated from their peers. (tinyurl.com/oj9cmq9) Restrictive environments like these serve as, "predictors of escalated rates of [bullying], where students in more restrictive environments are at risk for increased victimization . . . however, school climate may moderate this relationship." (<http://tinyurl.com/pck2bxj>) The Best Buddies Intermediate and High School Inclusion Project will serve as an essential moderator within these changing school climates.

Bullying is a documented problem in Oahu and Honolulu. In 2013, 60.9% of Honolulu's and 65.5% of Maui's middle school students believe that harassment and bullying is a problem at their school; 42.7% of Honolulu's and 47.7% of Maui's middle school students were bullied on school property; and 17.7% of Honolulu's and 19.1% of Maui's high schoolers reported that they were bullied. (tinyurl.com/qe7jsed) Definitions of bullying range, but a 2003 report explains bullying can, "either be direct, involving face-to-face physical or verbal confrontations, or it can be indirect, involving relational bullying such as spreading rumors or social exclusion." (<http://tinyurl.com/plouw3z>) A staggering 83% of adolescents with IDD between ages 12-21 have experienced bullying, which puts them at risk for experiencing both loneliness and depression. (Reiter and Lapidot-Leftler, 2007) Without systematic change, typically-developing students may internalize messages that an environment of separation is normal. They may, subsequently, perpetuate the indirect bullying of people with IDD through social exclusion in their future work places and communities.

The social network that students build during their daily interactions with peers contributes to their evolving sense of self and capabilities. Children with IDD, as a result of bullying and exclusion from the general education curriculum, are often left out of these interactions. Moreover, "in informal social situations (e.g., the cafeteria at lunch time), [typical peers] rarely interact with adolescents with [IDD]." (Hyde, 2002) Without formal opportunities to get to know one another, adolescents with and without IDD are unlikely to cross that social barrier and develop true social connections on their own.

Students with IDD may hear about sporting events, dances, school clubs, and social service days, but these activities are not fully available to them. There must be an emphasis placed on the social integration of students with IDD because, "Peer relationships and peer interaction are important elements needed in competent social skill development during childhood." (Asher and Coie, 1990) These individuals are, as a result, often isolated, extremely lonely, and unable to develop social skills crucial to their successful transition into adulthood.

Because they lack opportunities to learn about appropriate social interaction, it is often difficult for adults with IDD to mingle and network with their colleagues without IDD. Researchers have found that social skills are essential for holding a job. (Holmes, 2003) This makes holding a job especially challenging for this population, for example, "While these [employees with IDD] are generally able to handle well the tasks required of them at work, the social interaction which others manage with ease often presents unexpected hurdles." (Holmes & Fillar, 2000)

Researchers have concluded that adolescents with IDD involved in one-to-one friendships through Best Buddies showed, "Lower frequencies of peer victimization, better adaptive behavior, higher levels of self-esteem, and fewer psychological symptoms

than those not matched in the program." (Prinstein and Aikins, 2005) Typical peers gain awareness regarding the experiences of their peers with IDD, increased appreciation for differences, enhanced social skills, and access to meaningful leadership opportunities. Independent program evaluations have yielded further evidence of the wide-reaching benefits to Best Buddies participants as well. In 2011, the Florida Legislature requested an independent review of mentoring programs. According to the study, Best Buddies participants were more likely than peers to have few disciplinary incidents, read at grade level, and complete high school. Friendships formed as a result of Best Buddies programs represent an important step towards promoting lifelong acceptance of people with disabilities and their inclusion in all aspects of society.

4. Describe the target population to be served;

This project will directly serve 550 youth, ages 12-22, with and without IDD attending 18 intermediate and high schools on Maui and Oahu. 76% of these students identify as Asian or other Pacific Islander. The remaining participants are 16% White, 4% , Hispanic, 3% Black (not Hispanic), and 1% American Indian or Alaskan Native. Roughly 50% of Best Buddies participants with IDD in Hawaii receive free or reduced-price lunches.

5. Describe the geographic coverage.

Our project includes 10 Best Buddies chapters serving the communities of Aiea, Ewa Villages, Halawa, Honolulu, Kailua, Kaimuki, Kaneohe, Kapolei, Ko Olina, Makakilo, Mililani, Nanakuli, Pearl City, Wahiawa, Waimalu, and Waipio on Oahu. On Maui, our project includes eight chapters serving the communities of Haiku, Hali'maile, Honokohau, Honokowai, Kaanapali, Kahakuloa, Kahana, Kahului, Kihei, Kuau, Kula, Lahaina, Launiupoko, Ma'alaea, Makawao, Makena, Napili, Olinda, Paia, Pa'uwela, Pukalani, Pu'unene, Spreckelsville, Ulupalakua, Waiehu, Waihe, Waikapu, and Wailuku.

The HIDOE State Systemic Improvement Plan shows that the Best Buddies Intermediate and High School Project will operate in schools that have a higher percentage of special education students educated in separate classrooms, which means they have fewer opportunities to learn appropriate social skills through interaction with typical peers. While the plan does not specify disability type, the report details the percentage of special education students in regular classrooms more than 80% of the day within all school complex areas. The Baldwin-Kekaulike-Maui, Hana-Lahainaluna-Lanai-Molokai, and Aiea-Moanalua-Radford school complex areas were all graded as red/lowest performers. The Best Buddies chapters within these areas include Aiea High School, Baldwin High School, Iao Intermediate School, King Kekaulike High School, Lahainalua High School, Lokelani Intermediate School, Maui High School, and Maui Waena Intermediate School. The Kaimuki-McKinley-Roosevelt and Pearl City-Waipahu school complex areas were graded yellow/second highest performers. The Best Buddies chapters within these areas

are Kaimuki High School and Stevenson Middle School. The Kailua-Leaau-Pahoa, Leilehua-Mililani-Waiialua, Campbell-Kapolei, Nanakuli-Waianae, and Charter School complex areas were graded green/highest performers. The Best Buddies chapters in these areas include Kailua Intermediate, Kapolei High School, Kapolei Middle School, Lahainaluna High School, Nanakuli High School, Nanakuli Intermediate School, Pearl City High School and Seabury Hall School. (tinyurl.com/pl9a8bl)

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 funding, if awarded, would help support Best Buddies chapters at 18 intermediate schools and high schools throughout Maui and Oahu. This inclusion project will serve 550 youth and young adults with and without IDD through school-based chapters built around one-to-one peer mentoring friendships. To support the management of these volunteer-led chapters, Best Buddies will recruit and train 72 student leaders with and without IDD representing 18 Hawaii intermediate and high schools at the local and/or international level. This grant will provide opportunities for 200 youth and young adults with IDD, ages 10 – 22, to develop critical social skills through regular interaction with their peers without IDD. Through a minimum of 72 inclusive group activities, this project will demonstrate successful inclusion of people with disabilities to the greater community on each island.

On both Maui and Oahu, Best Buddies staff known as program managers (PMs) will work directly with student leaders, faculty advisors, and administrators at the schools as well as other local agencies providing services to people with IDD. This will require the PMs to travel throughout the area to recruit and manage volunteers at these schools, meet with chapter leadership, and attend chapter activities.

PMs will select dedicated professionals to serve as faculty advisors and special education advisors at the 18 schools we work with in Hawaii. They will recruit, interview, and select students for the chapter president and buddy director positions for each chapter. They will also work with faculty at each school to determine which student leaders will attend the annual Best Buddies International Leadership Conference at Indiana University. The PMs provide training, feedback, support, and motivation to student volunteers on an ongoing basis for the duration of the school year. They oversee all day-to-day operations of chapters in each region.

In addition, the PMs will compile information gained through consistent communication with chapter leaders and monthly site visits to write mid and end year reports, maintain organized historical files on each chapter, and submit all required documentation to Best Buddies.

Outcomes for our participants with IDD include: increased self-esteem, increased confidence in social situations, acquisition and improvement of social skills, decreased feelings of loneliness, and access to meaningful leadership opportunities.

Outcomes for our participants without IDD include: changed attitudes about their peers with IDD, reduced fears of interacting with their peers with IDD, increased understanding of the needs and talents of people with IDD, and access to meaningful leadership opportunities.

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

The Best Buddies Hawaii Intermediate and High School Project will begin on July 1, 2016 and will be completed on June 30, 2017 according to the following timeline:

July - August 2016 – Best Buddies staff and student representatives from Hawaii attend the Best Buddies International Leadership Conference in Indiana, where they receive extensive training and preparation. Best Buddies staff meets with student leaders to assist in planning for the fall semester including volunteer recruitment, officer selection, activity planning, and establishing one-to-one matches.

September 2016 – With support from Best Buddies staff, Hawaii chapter presidents recruit student volunteers through teacher recommendations, school announcements, etc. Chapters hold organizational meetings.

October 2016 – Chapters will create 200 one-to-one matches between students with IDD and their typical peers. Chapters will hold match parties to signify the start of the relationship. Best Buddies conducts Local Leadership Training Days on Maui and Oahu. Chapters hold parent/family events to provide information about Best Buddies, and host their first group activities.

November 2016 – Best Buddies conducts site visits and continues to monitor chapter progress, providing training as necessary. Buddy pairs submit friendship update #1. Chapters hold group activities.

December 2016 – Best Buddies staff meets with student leaders to evaluate each chapter's success and set goals for the spring. Student leaders submit mid-year reports; staff reviews and compiles data. Buddy pairs submit friendship update #2.

January 2017 – Chapters host group activities to kick off the new semester. Student leaders prepare spring calendars, including meetings and activities and distribute to chapter membership. Buddy pairs submit friendship update #3. Best Buddies staff conducts site visits.

February 2017 – Best Buddies staff works with student leaders to identify, interview and select incoming chapter presidents for each chapter, and register those students for the 2017 Best Buddies International Leadership Conference. Buddy pairs submit friendship update #4.

March 2017 - March is Best Buddies Month. Best Buddies hosts annual events for Maui and Oahu participants, their families, and community members. March 1, 2017 is *Spread the Word to End the Word Day*; chapters hold events that encourage respectful language and create awareness for the movement to cease derogatory use of the word “retard” or “retarded.” Buddy pairs submit friendship update #5.

April 2017 – Best Buddies staff conducts annual satisfaction survey of all participants in Hawaii. Chapters complete National Youth Service Day projects. Buddy pairs submit friendship update #6. Best Buddies staff conduct site visits.

May – June 2017 – Best Buddies chapters hold end of year events and activities, including “step-up” events to facilitate transition from intermediate school to high school programs where applicable. Buddy pairs submit friendship update #7, and make plans for contact during the summer.

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

Best Buddies Hawaii, LLC is currently based in Wailuku, Hawaii in Maui County and on Oahu at our Honolulu office based at the Aloha United Way building in Honolulu. Our staff provides comprehensive oversight and support to each chapter through in person visits and targeted on-site training, along with continual communication using email, telephone, text, and social media.

Our target population demonstrates the direct benefit of the expected outcomes through our four evaluative tools. Monthly friendship updates serve as a maintenance tool to log the progress of the buddy pairs, including contacts, one-to-one activities, and friendship successes and concerns. Friendship updates are used to help determine whether individual matches are successful or whether students should be re-matched, and are completed using our secure online database, Best Buddies Online.

Mid and end year reports, filled out by student officers twice a year, detail chapter activities, number of matches, goals for the following semester, challenges, and successes. Best Buddies staff use the information from these reports, along with observation during site visits and consistent communication with chapter leaders, to complete their own comprehensive mid and end-year reports for each chapter, which we use to monitor progress and to highlight areas that need improvement.

The final tool used for evidenced-based evaluation of program performance is our annual survey, developed by Michael Hardman, Ph.D., Distinguished Professor and Chief Global Officer, President's Office, University of Utah, to analyze factors such as whether participants enjoyed their experience, whether they would recommend it to others, and whether they gained a better understanding of the challenges faced by people with IDD.

Every year, our training curriculum for the Best Buddies International Leadership Conference addresses the successes and challenges illuminated through our monitoring of worldwide chapters through the previous year. In Hawaii, our staff utilize and customize trainings and resources to fit the specific needs of our chapters.

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.

Best Buddies Hawaii, LLC seeks \$125,000 in funding to match students with IDD in one-to-one friendships with their typical peers by establishing and supporting 18 intermediate or high school chapters on Oahu and Maui.

Goals for the project include:

- *Friendship*: Promote leisure networking opportunities between students with and without IDD through one-to-one friendships;
- *Leadership*: Transform attitudes regarding the needs and abilities of people with IDD
- *Social Skills*: Enable students with IDD to develop social skills; and
- *Activities*: Provide recreational experiences that aid in community integration for people with IDD.

In working toward project goals, the Best Buddies Hawaii Intermediate and High School Project will demonstrate the following measures of effectiveness during the grant period:

- a. *Friendship*: Recruit and match 400 students with and without IDD in 200 one-to-one friendships statewide;
- b. *Leadership*: Recruit and train 72 Maui and Oahu student leaders, including students with IDD, who are dedicated to the integration of students with IDD on school campuses;
- c. *Social Skills*: Provide opportunities for the development of critical social skills in at least 200 Maui and Oahu students with IDD, through frequent contact with typical peers; and
- d. *Activities*: Execute at least 72 group activities that will engage participants in recreation, sports, community service, etc. (based on four activities per chapter). These activities will demonstrate successful inclusion to community members.

When Best Buddies participants spend time on their campuses doing what friends do—talking in the hallways, eating lunch together, attending school events—they send a powerful message to the student body that people with IDD can sustain relationships, build independence, and enrich other people’s lives. These friendships can change the lives of all individuals involved and revolutionize the way society views people with IDD.

III. Financial

Budget

1. The applicant shall submit a budget utilizing the enclosed budget forms as applicable, to detail the cost of the request.

Please see attached forms.

2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2017.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$31,250	\$31,250	\$31,250	\$31,250	\$125,000

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2017.

City and County of Honolulu - \$124,500, Friendship Walk - \$12,500, Friendship Jam Fundraiser - \$15,000, Life Is Sweet Fundraiser - \$20,000, Maui County - \$83,000, NFL

Charities Pro Bowl - \$1,200, Pillars of Peace grant through the Hawaii Community Foundation - \$49,000.

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.

N/A

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

- Maui County, Department of Housing and Human Concerns FY2015 - \$79,652
- Maui County, Department of Housing and Human Concerns FY2016 - \$84,635
- Honolulu Department of Community Services FY2015 - \$62,500
- State of Hawaii FY2015 Grant In Aid administered by Department of Education - \$125,000

6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2015.

Please see the attached balance sheet.

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.

Since 1989, Best Buddies has grown from one original chapter at Georgetown University to almost 1,900 chapters nation-wide, overseen by 26 self-supporting state affiliates. In 1995, Best Buddies launched our first high school program, followed in 1996 by our first middle school chapters. Our program model has been tested around the nation, allowing us to develop best practices and update our programs when necessary. This year, we will serve more than 900,000 individuals with and without IDD worldwide through programs in 35 states and 50 countries outside the U.S. In a recent national survey conducted by Michael Hardman, Ph.D.,

Distinguished Professor and Chief Global Officer, President's Office, University of Utah, 91% of special education professionals involved with Best Buddies reported that they think students with IDD benefit from their involvement in our programs. Best Buddies provides the only friendship-based one-to-one peer mentoring program for youth with and without IDD in Hawaii.

Best Buddies launched our inclusion programs in Maui County in 2008, establishing five chapters at Lokelani Intermediate School, Baldwin High School, King Kekaulike High School, Maui High School, and Seabury Hall School. Our newest Maui chapter, at Lahainaluna High School, opened in 2011. Lokelani Intermediate and King Kekaulike High School were named Outstanding Chapters by Best Buddies International in 2012, 2013 and 2014, selected from hundreds that apply annually for the honor.

Our Honolulu County programs are the fastest growing in the state, from one chapter at Kapolei High School in the spring of 2011 to ten chapters today. Kapolei High School received a national award for their first Friendship Walk held April 8, 2014. Hundreds of walkers from throughout Honolulu County participated along with student and family members from many other schools.

Because of increasing demand for our services, we have focused on building our capacity to serve communities in Oahu. Some of our strongest advocates are school principals, who witness the positive impact Best Buddies has on school culture on a day to day basis.

Bringing Best Buddies into schools is a time-tested and cost-effective way to connect students with and without IDD for meaningful, positive, social relationships, thereby creating more inclusive communities. Districts need not invest in creating their own social inclusion program. Best Buddies has proven effective for 27 years, and our highly-trained staff provides each school with the support and guidance necessary for successful programming. Best Buddies is student-driven, so students involved exhibit a personal investment in each chapter's success. There is no fee for students to participate and no cost to the school district itself.

Best Buddies Hawaii ensures that each child enrolled in our program reaps the greatest benefits possible through the implementation of a service delivery model grounded in time-tested standards developed by Best Buddies International and tailored to meet the specific needs of our local service population.

Since 2008, Best Buddies Hawaii has successfully partnered with the state and two counties to provide and expand our services each year. Maui County has been an ongoing partner. Best Buddies has three times received grants from the city and county of Honolulu. The legislature awarded a GIA to Best Buddies for fiscal year 2015. We have met all grant goals to date and have successfully achieved the desired outcomes for all contracts. Best Buddies receives support from Best Buddies International in the areas of staff development and training, national program oversight, human resources, information technology, government relations, development, and

finance. Our centralized administrative model promotes efficiency nationwide, and allows state staff to focus on program quality, along with building and sustaining local relationships.

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.

Our state office in Wailuku, Hawaii in Maui County, along with our new Honolulu office at the Aloha United Way building in Honolulu County, serve as our bases of operations; however, our programs operate completely at the schools which host them. All of these schools are required to meet ADA requirements. When student leaders plan group activities outside of school, they take transportation and accessibility into account, and attend universally accessible events or events in ADA accessible venues, as needed.

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.

Our staff members are seasoned and passionate professionals. All chapters are supervised by full-time staff members known as program managers or PMs. The PMs will maintain direct contact with the student leaders and faculty advisors at the 18 school chapters through phone, email, and in-person visits to the school.

Alison Somilleda, Maui School Program Manager, will assist with problem-solving and provide leadership development and training to both students and faculty advisors. Alison has a Masters in Business Administration in Sustainable Enterprise, a Masters in Technical Communication, and a Bachelor of Arts in Communication with a minor in Sociology. She previously worked with children with IDD and their families on Maui as an educational skills trainer for Hawaii Behavioral Health before beginning her position as PM for Best Buddies.

The Oahu PM, Elizabeth Torres, has a Master's Degree in Social Work from Hawaii Pacific University. Prior to coming to work for Best Buddies, Elizabeth worked with children with IDD at Easter Seals Hawaii. Elizabeth's position was specifically created to manage and coordinate the Oahu Expansion Project, which includes the Honolulu Inclusion Project, with oversight from the Oahu regional director in Wailuku. Elizabeth has been working for Best Buddies Hawaii since July 2012 and has been instrumental in expanding the program from two schools in Kapolei to seven more schools in Honolulu County. Elizabeth has a daughter with a disability and she is very dedicated and passionate about helping students in Honolulu County with disabilities.

If granted the full request, Best Buddies will hire a program supervisor to oversee operations and chapter expansion in both Oahu and Maui. The long-term goal for this position is to expand programs to include up to five new chapters in Oahu by the end of fiscal year 2017.

Our part-time Administrative Assistant Sheri Cohen supports Maui County chapters. Sheri has worked in the Best Buddies office in Wailuku, 6-12 hours per week, since February 2009. She will assist with program administration and delivery.

Sarah Man, Regional Director, will provide supervisory support to Alison and Elizabeth. Sarah assists with the daily oversight of the school-based programs, planning regional trainings, recruiting volunteers, and will manage programs in the case of a staff vacancy. Sarah has a strong background in both education and the area of disabilities. While she worked at the University of Hawaii's Manoa Center on Disabilities Studies, Sarah managed the Feeling Safe, Being Safe program which consisted of self-advocates training people in the community in Emergency Preparedness. This program served Oahu and outer islands and self-advocates from the program presented at the annual Pacific Rim Conference on Disabilities. Sarah studied at Saint Mary's College in Notre Dame, Indiana and received a Master's of Science in Early Adolescent Education at Bank Street College. Sarah has a daughter with a disability and is very dedicated and passionate about helping students in Hawaii with disabilities.

Sarah Man reports to Missy Collins, Senior Director, State Operations. Missy has nearly 13 years of experience working for Best Buddies providing support to state development, programs, grants, volunteer management, and special events. Missy was hired to open the Best Buddies Iowa office and successfully launched and managed 18 high school chapters, before being promoted to state director in 2008. Missy holds a Bachelor of Arts in journalism with an emphasis in public relations from Iowa State University.

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 organization chart that illustrates the placement of this request.

Please see attached organization chart.

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.

Sarah Man	\$50,000.00
Elizabeth Mahoe	\$38,500.00
Alison Somelida	\$35,000.00

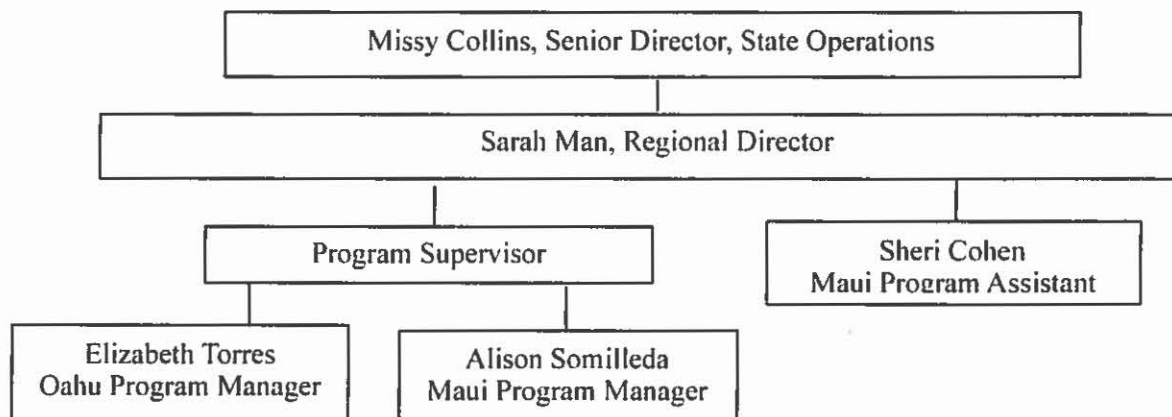
VI. Other

A. Litigation

BEST BUDDIES®



**Best Buddies Hawaii, LLC
Organizational Chart**



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

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

N/A

C. 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.

Best Buddies Hawaii, LLC does not have any programs within private educational institutions.

D. Future Sustainability Plan

The applicant shall provide a plan for sustaining after fiscal year 2016-17 the activity funded by the grant if the grant of this application is:

- (1) Received by the applicant for fiscal year 2016-17, but
- (2) Not received by the applicant thereafter.

Best Buddies has an excellent history of state affiliates sustaining their activities by diversifying their funding sources and consistently expanding their network of board members and donors. Since 2008, when Best Buddies was established in Hawaii, we have maintained seven years of continued success. To sustain the Best Buddies Hawaii Intermediate and High School Project beyond the grant period, we will rely on the excellence of our time-tested, one-to-one friendship program model; the strength of our staff; and a combination of public and private support from the Hawaiian community.

Best Buddies has consciously taken steps to ensure judicious use of our funding while providing cost-effective programs. Organization-wide, we have made an effort to minimize the number and use for paper forms, preferring instead to utilize more green options for both internal and external communication. Best Buddies has implemented an

online database and tracking system, Best Buddies Online. This allows us to easily and efficiently monitor our friendship programs. Nationally, this saves thousands of dollars each year on postage and printing costs. We are also revising all vendor contracts organization-wide to streamline purchase of supplies and equipment. Overall, contributions to Best Buddies are judiciously spent, with the majority of these funds directly applied to local programs. Typically, 81% of all revenue is spent on programs that directly serve people with IDD. We are focused on controlling our expenses while maintaining excellence in our program projects.

All of Best Buddies' advisory board members come from different sectors of the community and have unique skill sets that support the program, whether financially or through their community contacts. This network provides a wide range of potential funding sources that will sustain the project. A recent addition to Best Buddies advisory board is Kevin Hall, Vice President, Credit Delivery Portfolio Manager for Retail and Small Business Delivery at Central Pacific Bank. Mr. Hall has been able to secure funds from Central Pacific Bank in the way of donations to our events and continues to involve Central Pacific Bank in our mission.

In addition to Mr. Hall, Matthew Cohen also joined our advisory board in 2014. Mr. Cohen brings a passion and personal interest in the impact of Best Buddies as he has a child with a disability enrolled at Stevenson Middle School. Mr. Cohen has recruited other parents to help start a Best Buddies chapter at Stevenson. This passion and drive to ensure that his child has access to Best Buddies will enabled other students to experience the benefit of Best Buddies.

Best Buddies has been successful in securing private grants from foundations that believe in our mission. We were able to expand our programs on Maui due to support from foundations and corporations such as Atherton Foundation, HC&S, and Young Brothers. Maui United Way and the Will Smith Foundation have served as past donors and have expressed interest in providing future funding for our inclusion programs in Maui County.

We have also developed a number of fundraising events in Maui County, including *Life is Sweet*, an annual event held at The Shops at Wailea. The Shops at Wailea have selected Best Buddies as their community partner to celebrate their annual anniversary each year. Funds raised at this annual event will go to support our Maui programs. The event is supported by the Wailea Resort Hotels and Restaurants and coordinated by Robert L. Dye, SCSM, RPA and General Manager for CB Richard Ellis for the Shops at Wailea.

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

Applicant: Best Buddies Hawaii, LLC

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, 2015.

Please see attached certificate.

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2016 to June 30, 2017

Applicant: Best Buddies Hawaii LLC

BUDGET CATEGORIES	Total State Funds Requested (a)	Total Federal Funds Requested (b)	Total County Funds Requested (c)	Total Private/Other Funds Requested (d)
A. PERSONNEL COST				
1. Salaries	81,666		132,180	
2. Payroll Taxes & Assessments	6,040		10,112	
3. Fringe Benefits	10,969		15,630	
TOTAL PERSONNEL COST	98,675		157,922	
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island	250		4,000	
2. Insurance				
3. Lease/Rental of Equipment				
4. Lease/Rental of Space	500		11,505	
5. Staff Training			3,849	
6. Supplies			500	
7. Telecommunication			3,364	
8. Utilities				
9. Postage			185	
10. Public Awareness/Marketing			650	
11. Volunteer recruitment/training			200	
12. Shared Services	25,000		16,425	
13. Evaluation				
14. Leadership Conference	575		10,900	
15.				
16.				
17.				
18.				
19.				
20.				
TOTAL OTHER CURRENT EXPENSES	26,325		51,578	
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	125,000		209,500	
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	125,000	Melissa Collins	515-371-9869	
(b) Total Federal Funds Requested	0	Name (Please type or print) Phone		
(c) Total County Funds Requested	209,500		15-Jan-16	
(d) Total Private/Other Funds Requested		Signature of Authorized Official Date		
TOTAL BUDGET	334,500	Sarah Man, Regional Director		
		Name and Title (Please type or print)		

GOVERNMENT CONTRACTS AND / OR GRANTS

Apr

Best Buddies Hawaii, LLC

Contracts Total:

84,000

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S. / State / Haw / Hon / Kau / Mau)	CONTRACT VALUE
1	Receiving \$84,000 through the County of Maui Department of Housing and Human Concerns Line Item Grant in support of school-based programs in Maui.	July 1, 2015-June 30, 2016	Department of Housing and Human Concerns	County of Maui	84,000
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12/14/2015 12:43:25 PM		Best Buddies Balance Sheet		Year To Date	Page 1
Best Buddies International, Inc. - As of November 30, 2015					
ASSETS					
Current Assets					
Cash in Bank			\$2,560,189.62		
Marketable Securities			\$1,291,567.73		
Pre Paid Expenses			\$75,431.43		
Accounts Receivable			\$900,023.88		
Contributions Receivable			\$745,034.40		
Grants Receivable			\$198,013.85		
Investments - Deferred Compensation Plan			\$75,408.45		
Total Current Assets			\$6,243,658.36		
Fixed Assets					
Auto			\$0.00		
Computer			\$4,629.47		
Total Fixed Assets			\$4,629.47		
Total ASSETS			\$6,248,287.83		
LIABILITIES AND FUND BALANCE					
Liabilities					
Accounts Payable			\$175,370.88		
Deferred Revenue			\$24,319.89		
Deferred Compensation Plan Liability			\$75,408.45		
Total Liabilities			\$275,099.22		
Fund Balance					
Beginning Fund Balance			\$5,563,029.70		
Total Fund Balance			\$5,563,029.70		
Total Liabilities and Fund Balance			\$6,248,287.83		
BEGINNING BALANCE WITH CURRENT YEAR ADJUSTMENTS			\$8,144,815.63		
NET SURPLUS/DEFICIT			(\$2,586,785.93)		
ENDING FUND BALANCE			\$5,563,029.70		

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

The undersigned authorized representative of the applicant certifies the following:

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

Best Buddies Hawaii, LLC

(Typed Name of Individual or Organization)

(Signature)

1/15/2016

(Date)

Sarah Man

(Typed Name)

Regional Director

(Title)

submits to the COUNTY a written request for advance payment in conjunction with all required reports.

D. Reporting Requirements. The GRANTEE shall submit to the COUNTY a Quarterly Certification, Quarterly Allotment Request (QAR), a Quarterly Financial Report (QFR), a Quarterly Demographics Report (QDR), and a Quarterly Narrative Report (QNR), not later than three (3) weeks following the end of each quarter, as follows:

<u>Quarterly Reports</u>	<u>Due to the COUNTY No Later than</u>
First Quarter (Jul-Sep 2015)	October 21, 2015
Second Quarter (Oct-Dec 2015)	January 21, 2016
Third Quarter (Jan-Mar 2016)	April 21, 2016
Fourth Quarter (Apr-Jun 2016)	July 21, 2016

The Quarterly Reports shall be submitted in a timely manner and authenticated as to its accuracy by the GRANTEE, verified by a designated COUNTY official and shall include a certification by the GRANTEE that the work for which payment was received was performed in accordance with the terms of this Agreement.

Furthermore, the GRANTEE shall submit a Quarterly New Participant Report (QNPR) on the number of unduplicated clients they have served for the quarter. The GRANTEE may transmit this information to the COUNTY by mail, fax, or e-mail and it is due not later than the seventh (7th) day of the month, following the end of each quarter, as follows:

<u>Quarterly New Participant Reports</u>	<u>Due to the COUNTY No Later than</u>
First Quarter (Jul-Sep 2015)	October 7, 2015
Second Quarter (Oct-Dec 2015)	January 7, 2016
Third Quarter (Jan-Mar 2016)	April 7, 2016
Fourth Quarter (Apr-Jun 2016)	July 7, 2016

E. Program Monitoring. The GRANTEE shall retain and permit the COUNTY or its duly authorized agent free access to any and all GRANTEE programs, facilities, events or activities without advance or formal notification or appointment when such access is for the express purpose of monitoring, investigating, researching or formulating