

January 29, 2015

Senate Committee on Ways and Means:
State Capitol, Room 207
Honolulu, Hawaii 96813
Attention: GIA

To Whom It May Concern:

As duly noted by the time and date affixed to this document, the Senate Committee on Ways and Means hereby certifies that Guide Dogs of Hawaii has officially submitted, and the Senate Committee on Ways and Means has officially accepted and received prior to its stated deadline of 4:30 p.m. on Friday, January 30, 2015, one (1) copy of The Grant in Aid proposal for due consideration for Fiscal Year 2016.

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
 SOLE PROPRIETORSHIP/INDIVIDUAL
 OTHER

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 #: [REDACTED]

5. STATE TAX ID #: [REDACTED]

7. AMOUNT OF STATE FUNDS REQUESTED:

FISCAL YEAR 2017: \$300,000

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 \$0
FEDERAL N/A
COUNTY \$150,000
PRIVATE/OTHER \$75,000

[REDACTED] ATIVE

Jeanne Torres, Executive Director

NAME & TITLE

Jan 21, 2016

DATE SIGNED



RECEIVED
1/24/16 1077

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. Please 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.

GDH provided over eighty guide dogs, statewide, 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 blind recipient and a suitable matched guide dog for them. The organization also provides follow-up training for the dogs and their blind recipient 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 adaptive technology aids. Technology 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, technology 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 the invention of adaptive technology aids and support from organization such as 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 adaptive technology 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 adaptive technology aids to pre-school to high school students. This individualized and essential service is not currently 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 expand its popular one year old Get Ahead with Technology program statewide, which provides blind and visually impaired pre-kindergarten to twelve-grade students, with adaptive technology 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 the academic and social performance of every blind and visually impaired child enrolled in Hawaii's public school system, leveling the playing field amongst their peers with sight. GDH wants to be the resource where teachers can go for support and training when they have challenges or questions regarding a blind student in their classroom.

To date, GDH has raised \$225,500 for Get Ahead with Technology; none have which has been from the State. These funds are committed to support approximately 26% of Hawaii's blind and visually disabled public school children through graduation. Our goal is to raise enough funding so every blind youth has a chance to succeed.

An improved academic and social environment will empower many of these disadvantaged children 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.

1. 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 adaptive technology aids and proper training.

According to the United States Assistive Technology Act of 1998, assistive technology (also called adaptive technology) refers to any "product, device, or equipment, whether acquired commercially, modified or customized, that is used to maintain, increase, or improve the functional capabilities of individuals with disabilities." Common computer-related assistive technology products for the blind include screen magnifiers, screen readers, Braille note takers, large-key keyboards, refreshable Braille Displays and audible players. Other adaptive aids

defined as adaptive technology aids are liquid indicators, talking clocks, audible organizing systems and currency identifiers.

Based on the participant's assessment profile and needs, procurement of adaptive technology aids for disability-specific skill development and academic achievement is a priority because of their extensive and multi-purpose use and high costs. These tools will support the student's compensatory skills enabling them to achieve full inclusion in everyday activities.

Social skills building will focus on securing a social activity in which the participant will have a personal interest and be able to build on conversational and travel skills. These skills develop and improve self-confidence and independence. Such social building skills develop from being involved in a community-based activity such as bowling, swimming, dance, music, arts, and crafts, martial arts, etc.

In order to meet the aforementioned federal act defining adaptive technology aids and our responsibility to address individualized needs of the student to maximize student opportunity, the selection and allocation of adaptive technology aids must be tailored to satisfy each student's disability-specific compensatory needs. Until a complete assessment of the student is done, it is not possible to identify which specific adaptive tools will be provided. Based on research and usage popularity, please see the attached list of adaptive technology aids (and costs) that will be considered in the determination of adaptive technology aids.

Please see Adaptive Technology Aids Exhibit 1A

2. Describe the target population to be served; and

Current program funding is committed to serve 59 out of the 164 students on Oahu and 5 out of the 12 students on Maui. This grant request will enable GDH to increase its current assets and make it possible for an additional 100 blind and visually impaired preschool through twelve-grade public school students across the state to benefit from this public/private program. Also included are the teachers and parents of blind and visually impaired students.

Participants of this program will receive appropriate adaptive technology aids and training. To assist with the student's development of disability-specific skills and social skills building, student participation in appropriate community based activities will be provided.

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. Social skills are developed through observation. Blind and visually impaired students must be taught social skills because they cannot see to observe and adopt skills. 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 fully participate in activities with them. Children quickly learn their blind classmates are more like them than they thought.

3. Describe the geographic coverage.

This grant will allow GDH to provide a comprehensive program to 100 blind and visually impaired children across all the major Hawaiian Islands including Oahu, Maui, Molokai, Kauai, 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 public, private partnership 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 and social activity could improve the youth's academic and social skills.

A GDH case management specialist conducts a three-part assessment on the student: Initial intake assessment, parent and teacher observation assessment and student skills assessment. Summary and recommendations are appraised by the Review Team which consists of the GDH executive director, program director, and case management specialist. Qualifying students and parents are then entered into an action plan agreement which outlines the student's goals and objectives, approved technology aids and social activity, if appropriate.

Upon the student's action plan implementation, at least three evaluations will be conducted to measure progress and to address problems. The Likert Scale and Rubric Chart are the measurement tools that will be used. 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 15 students; Schedule assessments for 12 parents, teachers 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.

Month 2: Complete month 1 tasks. Process enrollments and assessments for 15 students. Implement action plan for 10 students.

Month 3: complete month two tasks. Process enrollments and assessments for 15 students. Implement action plans for 12 students. Issue technology aids and/or facilitate student participation in community based social activity.

Month 4: Complete month 3 tasks. Process enrollments and assessment for 15 students. Implement 12 action plans. Issue 10 technology aids and/or facilitate student participation in community based social activity.

Month 5: Complete month 4 tasks. Implement action plans for 12 students. Issue technology aids and/or participation in community based social activity for 10 students. Conduct 20 student evaluations.

Month 6: Complete month 5 tasks. Implement 12 action plans. Issue technology aids and/or facilitate social activities for 10 students. Conduct 20 evaluations.

Month 7: Complete month 6 tasks. Issue technology aids and/or facilitate participation in community based social activity for 10 students. Conduct 25 evaluations.

Month 8: Complete month 7 tasks. Issue technology aids and/or facilitate participation in community social activity for 10 students. Conduct 25 evaluations.

Month 9: Complete month 8 tasks. Conduct evaluations for 30 students. Begin preparing for exit evaluations and program graduation.

Month 10: Program personnel will use this month to address all loose ends and prepare for program exit evaluations and graduation.

Month 11: Conduct 60 exit evaluations

Month 12: Conduct graduation for 60 students. Prepare 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 at least three times during the grant period and will include parents and the student's teacher for the visually impaired. 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.

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 using the Rubric Chart and Likert Scale scoring method in which a score of 3 signifies the student masters the skill, 2 means they are progressing, 1 is emerging and 0 is no skill. 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 student led conference 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.

9) Students qualify to receive a guide dog at an earlier age.

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 nine-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 low scores.

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.

(Please see Exhibits A, B, C, D & E)

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
\$50,000	\$100,000	\$100,000	\$50,000	\$300,000

3. The applicant shall provide a listing of all other sources of funding that they are trying to obtain for fiscal year 2016-2017.

2016/2017 City & County Grants In Aids; Hawaii Community Foundation Flex Grant; Aloha United Way, PetCo Foundation, Atherton Family Foundation; McInerney Foundation; Fred Baldwin Memorial, Cooke Foundation, Hawaiian Electric Industries, First Hawaiian Bank, American Savings, Aloha Petroleum, Safeway Foundation, Wilcox Foundation Safeway Foundation, Alexander &

Baldwin Foundation the Howard K. L. Castle Foundation and the Samuel and Mary Castle Foundation. In addition to the above, we will be expanding our asking to the neighbor islands.

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 federal, state, and county government contracts and grants it has been and will be receiving for program funding.

City and County of Honolulu GIA (\$150,000) 10/6/2015

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

\$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 that experience and the expertise GDH has acquired over their long tenure, GDH now offers 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.

In 2015 "Daily Living" included nineteen students who were empowered for the first time with adaptive aids that enhanced their social engagement. Some chose 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.

Including the pilot program (which was modeled after the successful and nationally recognized Lighthouse for the Blind program), Get Ahead with Technology is in its third year of operations. In the pilot program, 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 expanded 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 is being monitored.

The Get Ahead with Technology class of 2015 began October 16, 2015 with funding to serve 59 of Oahu's blind and visually disabled public school students. As of this writing, 15 students have already received their specialized technology aids with another 15 students in the assessment stage.

The number of participating students in all of these programs was dictated by GDH's available financial and human resources.

These youth programs have set the stage for GDH to continue its collaborative partnership with the public sector in providing cost efficient and effective work for Hawaii's blind and visually disabled youth.

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 2016/2017 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.

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.

Two positions which include salary and benefits need to be funded by the state GIA to implement this program, statewide; a Program Director (PD) and a Administrative Assistant (Admin).

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

Description/duties/qualifications:

Program Director: Reports to the Executive Director; is responsible for the operational success by ensuring seamless team management and development, program delivery, and quality control and evaluation. This position requires team management experience to further develop a proven program, partner with the ED and work collaboratively with a high-performance management team.

Qualifications include a BA with preference to an MBA with at least 10 years of team management experience with demonstrated success in developing and evaluating program models. Must be proficient in using technology as a management reporting tool and experience working with information technology staff to develop and implement program evaluation systems.

Duties and Responsibilities:

Leadership:

1. Cultivate existing relationships with vendors to ensure sufficient space, resources, and access to services

2. Develop and implement strategies that will maximize the synergies among program areas
3. *Team Management and Development:*
4. Develop and implement a system to evaluate the skill, experience, and professional development needs of staff
5. Implement a professional development program to address employee experience and skill gaps
6. Work with staff to develop objective performance measurements across all sites, to ensure consistent, high-quality evaluation and goal setting for all employees
7. Instill a sense of accountability among team members by modeling tight oversight of individual and organization performance standards
8. Recruit, hire, and oversee training and orientation of staff members
9. Strong project management skills managing complex, multifaceted projects resulting in measurable successes and program growth
10. Experience having worked with a high-performance, collaborative, constructive peer group
11. Strength in hiring, recruiting, managing, developing, coaching, and retaining individuals and teams, empowering them to elevate their levels of responsibility, span-of-control and performance
12. Deep understanding of human resources, employee performance improvement plans, and corrective action policies
13. Demonstrated results in managing through complex systems and proven experience negotiating win-win agreements
14. Excellent verbal and written communication skills with exceptional attention to details

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. The Admin provides office services by implementing administrative systems, procedures, and policies, and monitoring administrative projects.

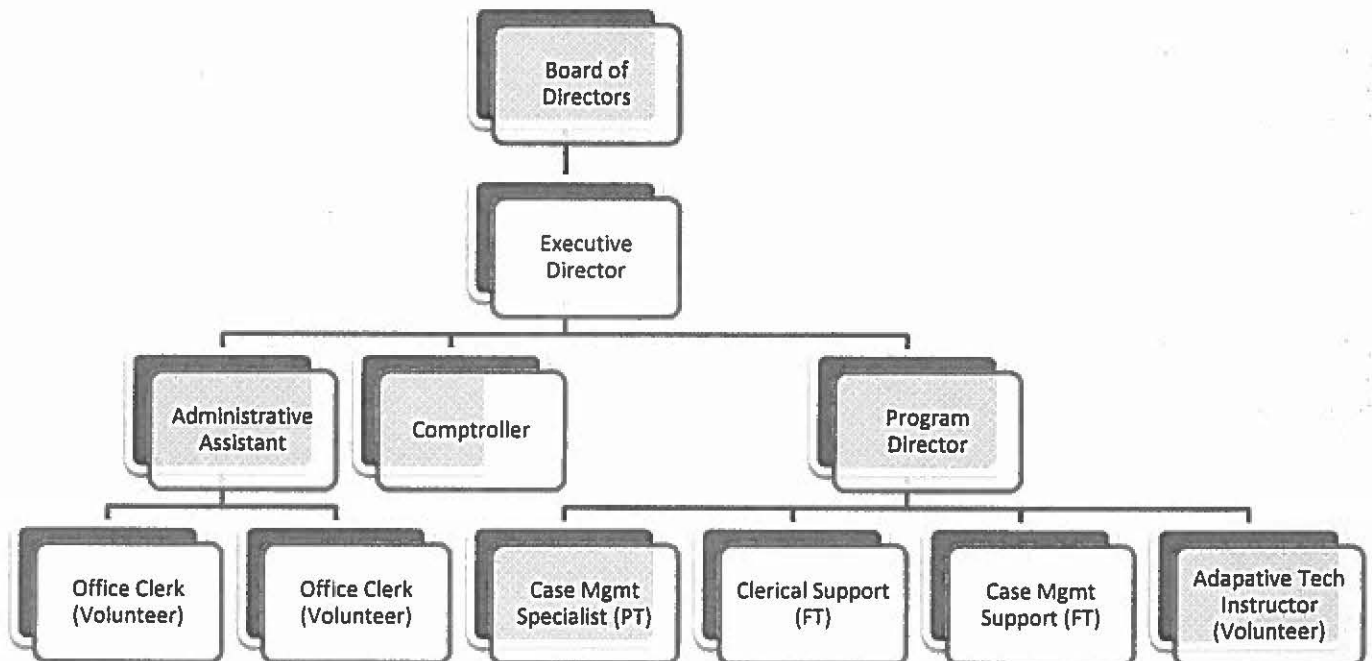
Duties and Responsibilities:

1. Maintains workflow by studying methods; implementing cost reductions; and developing reporting procedures.
2. Creates and revises systems and procedures by analyzing operating practices, recordkeeping systems, forms control, office layout, and budgetary and personnel requirements; implementing changes.
3. Develops administrative staff by providing information, educational opportunities, and experiential growth opportunities.

4. Resolves administrative problems by coordinating preparation of reports, analyzing data, and identifying solutions.
5. Ensures operation of equipment by completing preventive maintenance requirements; calling for repairs; maintaining equipment inventories; evaluating new equipment and techniques.
6. Provides information by answering questions and requests.
7. Maintains supplies inventory by checking stock to determine inventory level; anticipating needed supplies; placing and expediting orders for supplies; verifying receipt of supplies.
8. Completes operational requirements by scheduling and assigning administrative projects; expediting work results.
9. Maintains professional and technical knowledge by attending educational workshops; reviewing professional publications; establishing personal networks; participating in professional societies.
10. Contributes to team effort by accomplishing related results as needed.

B. Organization Chart

The applicant shall illustrate the position of each staff and line of responsibility/supervision. If the request is part of a large, multi-purpose organization, include an organizational chart that illustrates the placement of this request.



C. Compensation

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

Executive Director: \$60,000

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

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. 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

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.

A comprehensive and integrated fundraising and feasibility study has been put in place that includes an accelerated 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 has a committee of high level volunteers whose purpose is 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 and continual support from Aloha United Way.

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, 2015.

(Please see Exhibit F)

Exhibit A

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2016 to June 30, 2017

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)
A. PERSONNEL COST				
1. Salaries	86,000	0	20,784	20,784
2. Payroll Taxes & Assessments	3,825	0	1,590	1,590
3. Fringe Benefits	10,000		6,000	
TOTAL PERSONNEL COST	99,825		28,374	22,374
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island	11,800			
2. Insurance	500			
3. Lease/Rental of Equipment				
4. Lease/Rental of Space			24,000	
5. Staff Training				
6. Supplies	1,470		1,100	
7. Telecommunication			1,134	
8. Utilities				
9. Car Rental	2,460			
10. Lodging	3,435			
11. Postage	880		180	
12. Technology Aids	158,851		70,212	
13. Maintenance & Repairs				
14. Mileage & Parking	779			
15. Community based social Activities	20,000			
16.				
17.				
18.				
19.				
20.				
TOTAL OTHER CURRENT EXPENSES	200,175		96,626	
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	300,000		125,000	22,374
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	300,000	Jeanne Torres	941-1088	
(b) Total Federal Funds Requested	0	Name (Please print)	Phone	
(c) Total County Funds Requested	125,000			JAN 21, 2016
(d) Total Private/Other Funds Requested	22,374	Signature of Authorized Official	Date	
TOTAL BUDGET	447,374	Jeanne Torres, Executive Director		
		Name and Title (Please type or print)		

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2016 to June 30, 2017

Applicant: Guide Dogs of Hawaii

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
N/A			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				
JUSTIFICATION/COMMENTS:				

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
N/A			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				
JUSTIFICATION/COMMENTS:				

Exhibit D

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2016 to June 30, 2017

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: 2014-2015	FY: 2015-2016	FY:2016-2017	FY:2016-2017	FY:2017-2018	FY:2018-2019
PLANS	N/A	N/A	N/A	N/A	N/A	N/A
LAND ACQUISITION	N/A	N/A	N/A	N/A	N/A	N/A
DESIGN	N/A	N/A	N/A	N/A	N/A	N/A
CONSTRUCTION	N/A	N/A	N/A	N/A	N/A	N/A
EQUIPMENT	N/A	N/A	N/A	N/A	N/A	N/A
TOTAL:						
JUSTIFICATION/COMMENTS:						

GOVERNMENT CONTRACTS AND / OR GRANTS

Applicant: Guide Dogs of Hawaii

Contracts Total: 150,000

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S. / State / Haw / Hon / Kau / Mau)	CONTRACT VALUE
1	City & County GIA	10/6/2015	Depart. of Human Services	Honolulu	150,000
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
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19					
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21					
22					
23					
24					
25					
26					
27					
28					
29					

Exhibit G

**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.

Guide Dogs of Hawaii

(Typed Name of Individual or Organization)

[Redacted Signature]

(Signature)

JAN 21, 2016

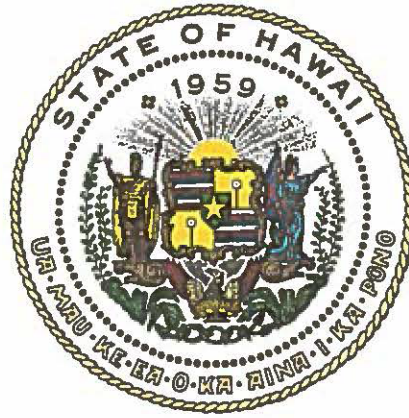
(Date)

Jeanne Torres

(Typed Name)

JAN 21, 2016

(Title)



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

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: January 20, 2016



Director of Commerce and Consumer Affairs

Exhibit 1A

**Guide Dogs of Hawaii
Technology Aids & Social Activities**

Technology Aid	Cost
BeailleNote Apex BT	\$5,495.00
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.	
Apple iPad with Wi-Fi	\$400.00
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.	
Baum Refreshable Braille Display 32-Cell	\$2,845.00
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.	
Bluetooth Keyboard	\$99.00
Bluetooth 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.	
Victor Reader Stream	\$370.00
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.	
Preschool Learning Aid/Toy	Undetermined
The student's assessment and collaboration with parent and teacher will determine the appropriate aid/toy for the student to develop compensatory sensory skills, social skills and confidence. Learning aids/toys may include but are not specific to the following:	
<ul style="list-style-type: none">• Touchable Teachable Textured Squares• Color Sensation	

- Shape Sensation
- Braille Alphabet Tiles
- Braille Number Tiles
- Braille Box
- Light Aid
- Tactile Turn A Cube
- Beeping Frisbee
- Beeper Box
- Raised Lines Drawing Board

Social Activities

Undetermined

Community based social activities are not determined at this writing. Assessment and eligibility to participate based on student skill and readiness will need to be completed before placing the student in an activity of interest. Such community based activities may include activities:

- Swimming
- Bowling
- Dance
- Music
- Arts and Crafts
- Martial Arts
- Camping

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



OGDEN UT 84201-0046

In reply refer to: [REDACTED]
Jan. 21, 2015 LTR 252C 0
[REDACTED] 000000 00
00004858
BODC: TE

GUIDE DOGS OF HAWAII ADAPTIVE AIDS
CANINES & ADVOCACY FOR THE BLIND
767 AMANA ST APT 407
HONOLULU HI 96814

021800

Taxpayer Identification Number: [REDACTED]

Dear Taxpayer:

Thank you for the inquiry dated Dec. 08, 2014.

We have changed the name on your account as requested. The number shown above is valid for use on all tax documents.

If you need forms, schedules, or publications, you may get them by visiting the IRS website at www.irs.gov or by calling toll-free at 1 800 TAX-FORM (1-800-829-5676).

If you have any questions, please call us toll free at 1-877 829-5500.

If you prefer, you may write to us at the address shown at the top of the first page of this letter.

Whenever you write, please include this letter and, in the spaces below, give us your telephone number with the hours we can reach you. Also, you may want to keep a copy of this letter for your records.

Telephone Number () _____ Hours _____

Sincerely yours,

[REDACTED]

Sheila Bronson
Dept. Manager, Code & Edit/Entity 3

Enclosure(s):
Copy of this letter

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# [REDACTED]
Toll Free Telephone Number:
877-829-5500
Employer Identification Number:
[REDACTED]

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,

[REDACTED]
Cindy Westcott
Manager, Exempt Organizations
Determinations

GUIDE DOGS OF HAWAII
BOARD OF DIRECTORS

Paulette Watson
98-099 Uao Place Apt 2702
Aiea, HI 96701
Mobile: 808-371-3995
p.watson@guidedogshawaii.com

President

Victoria M. Cozloff
251 Hoomalu Street
Pearl City, HI 96782
Mobile: 808-220-7596
v.cozloff@guidedogshawaii.com

Vice President / Treasurer

Trudy Fernandez
91-1370-A Karayan Street
Ewa Beach, HI 96706
Mobile: 808-366-5623
t.fernandez@guidedogshawaii.com

Secretary

Vivek R. Nerurkar, DMLT, MSc, PhD
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Director

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Susan.Nonaka@hawaiipacifichealth.org

Director

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Kailua, Hawaii 96734
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Kristine_Takekawa/SSB/HIDOE@notes.k12.hi.us

Director

Maria Vanegas
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Honolulu, HI 96814
Mobile: (909) 319-7272
Maria.vanegas@petco.com

Director

Micky Yamatani, AAL
Harbor Square, Suite One
700 Richards Street
Honolulu, HI 96813
Business: 808-531-6655
hawaiilawyer@msn.com

Director

Programs Director

Reports to: Executive Director

Definition: the Programs Director will be responsible for the operational success of Guide Dogs of Hawaii ensuring seamless team management and development, program delivery, and quality control and evaluation.

Responsibilities

Leadership:

- Cultivate existing relationships with vendors with the goal of ensuring sufficient space and resources, and access to services
- Develop and implement strategies that will maximize the synergies among program areas

Team Management and Development:

- Develop and implement a system to evaluate the skill, experience, and professional development needs of all staff
- Implement a professional development program to address employee experience and skill gaps
- Work with staff to develop objective performance measurements across all sites, to ensure consistent, high-quality evaluation and goal setting for all employees
- Instill a sense of accountability among team members by modeling tight oversight of individual and organization performance standards
- Recruit, hire, and oversee training and orientation of all staff members

Program Operational Management:

- Using the existing balanced score card and program dashboard; establish consistent, objective program performance standards of accountability

Qualifications

This is an extraordinary opportunity for an individual with team management experience to grow and further develop a proven program. The successful candidate will lead programs, partner with the ED and work collaboratively with a high-performance management team. Specific requirements include:

- Minimum of a BA, MA preferred
- At least 10 years of experience with three of those in a team management role
- Demonstrated success developing and evaluating program models, and selecting and successfully operationalizing innovative programs
- Proficient in using technology as a management reporting tool and experience working with information technology staff to develop and implement program evaluation systems
- Strong project management skills managing complex, multifaceted projects resulting in measurable successes and program growth
- Experience having worked with a high-performance, collaborative, constructive peer group

- Strength in hiring, recruiting, managing, developing, coaching, and retaining individuals and teams, empowering them to elevate their levels of responsibility, span-of-control and performance
- Deep understanding of human resources, employee performance improvement plans, and corrective action policies
- Demonstrated results in managing through complex systems and proven experience negotiating win-win agreements
- Excellent verbal and written communication skills with exceptional attention to details
- Personal qualities of integrity, credibility, and a commitment to and passion for Guide Dogs of Hawaii's mission

Administrative Assistant Job Responsibilities:

Provides office services by implementing administrative systems, procedures, and policies, and monitoring administrative projects.

Administrative Assistant Job Duties:

- Maintains workflow by studying methods; implementing cost reductions; and developing reporting procedures.
- Creates and revises systems and procedures by analyzing operating practices, recordkeeping systems, forms control, office layout, and budgetary and personnel requirements; implementing changes.
- Develops administrative staff by providing information, educational opportunities, and experiential growth opportunities.
- Resolves administrative problems by coordinating preparation of reports, analyzing data, and identifying solutions.
- Ensures operation of equipment by completing preventive maintenance requirements; calling for repairs; maintaining equipment inventories; evaluating new equipment and techniques.
- Provides information by answering questions and requests.
- Maintains supplies inventory by checking stock to determine inventory level; anticipating needed supplies; placing and expediting orders for supplies; verifying receipt of supplies.
- Completes operational requirements by scheduling and assigning administrative projects; expediting work results.
- Maintains professional and technical knowledge by attending educational workshops; reviewing professional publications; establishing personal networks; participating in professional societies.
- Contributes to team effort by accomplishing related results as needed.

Administrative Assistant Skills and Qualifications:

Reporting Skills, Administrative Writing Skills, Microsoft Office Skills, Managing Processes, Organization, Analyzing Information , Professionalism, Problem Solving, Supply Management, Inventory Control, Verbal Communication
