

**THE THIRTIETH LEGISLATURE
APPLICATION FOR GRANTS
CHAPTER 42F, HAWAII REVISED STATUTES**

Type of Grant Request:

Operating Capital

Legal Name of Requesting Organization or Individual: Db a:

Best Buddies Hawaii, LLC

Amount of State Funds Requested: \$ 150,000

Brief Description of Request (Please attach word document to back of page if extra space is needed):

Barriers isolate people with IDD from their typical peers. The effects of these barriers, such as fortified biases, limited social skill development, or increased bullying rates, negatively impact both populations in the present and future. To remove these barriers, Best Buddies will provide its time-tested peer-to-peer inclusion programs to 21 schools throughout O'ahu. These chapters will have 500 participants, create 150 one-to-one friendships, execute 50 inclusive activities, and provide disability awareness and leadership training to 200 participants.

Amount of Other Funds Available:

State: \$ _____
Federal: \$ _____
County: \$ _____
Private/Other: \$ 28,540

Total amount of State Grants Received in the Past 5 Fiscal Years:

\$ 125,000

Unrestricted Assets:

\$ 85,393.70

New Service (Presently Does Not Exist): Existing Service (Presently in Operation):

Type of Business Entity:

501(C)(3) Non Profit Corporation
 Other Non Profit
 Other

Mailing Address:

200 N. Vineyard Blvd. Suite B260 96817

City: Honolulu State: HI Zip: 96817

Contact Person for Matters Involving this Application

Name: Sarah Man	Title: State Director
Email: sarahman@bestbuddies.org	Phone: 808-545-3025

Federal Tax ID#: [REDACTED]	State Tax ID#: [REDACTED]
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Authorized Signature

Sarah Man, State Director
Name and Title

1/10/19
Date Signed

JAN 10 2019



Application Submittal Checklist

The following items are required for submittal of the grant application. Please verify and check off that the items have been included in the application packet.

- 1) Certificate of Good Standing (If the Applicant is an Organization)
- 2) Declaration Statement
- 3) Verify that grant shall be used for a public purpose
- 4) Background and Summary
- 5) Service Summary and Outcomes
- 6) Budget
 - a) Budget request by source of funds ([Link](#))
 - b) Personnel salaries and wages ([Link](#))
 - c) Equipment and motor vehicles ([Link](#))
 - d) Capital project details ([Link](#))
 - e) Government contracts, grants, and grants in aid ([Link](#))
- 7) Experience and Capability
- 8) Personnel: Project Organization and Staffing



SARAH MAN, STATE DIRECTOR

1/10/2019

AUTHORIZED SIGNATURE

PRINT NAME AND TITLE

DATE



**STATE OF HAWAII
STATE PROCUREMENT OFFICE**

CERTIFICATE OF VENDOR COMPLIANCE

This document presents the compliance status of the vendor identified below on the issue date with respect to certificates required from the Hawaii Department of Taxation (DOTAX), the Internal Revenue Service, the Hawaii Department of Labor and Industrial Relations (DLIR), and the Hawaii Department of Commerce and Consumer Affairs

Vendor Name: BEST BUDDIES HAWAII LLC

DBA/Trade Name: BEST BUDDIES HAWAII LLC

Issue Date: 01/03/2019

Status: Compliant

Hawaii Tax#: W96506026

New Hawaii Tax#:

FEIN/SSN#: XX-XXX9591

UI#: No record

DCCA FILE#: 98910

Status of Compliance for this Vendor on issue date:

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

Status Legend:

Status	Description
Exempt	The entity is exempt from this requirement
Compliant	The entity is compliant with this requirement or the entity is in agreement with agency and actively working towards compliance
Pending	The entity is compliant with DLIR requirement
Submitted	The entity has applied for the certificate but it is awaiting approval
Not Compliant	The entity is not in compliance with the requirement and should contact the issuing agency for more information

**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, Hawai'i Revised Statutes:
 - a) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide the services for which a grant 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, Hawai'i Revised Statutes:
 - a) Is incorporated under the laws of the State; and
 - b) Has bylaws or policies that describe the manner in which the activities or services for which a grant is awarded shall be conducted or provided.

- 3) If the applicant is a non-profit organization, it meets the following requirements pursuant to Section 42F-103, Hawai'i Revised Statutes:
 - a) Is determined and designated to be a non-profit organization by the Internal Revenue Service; and
 - b) Has a governing board whose members have no material conflict of interest and serve without compensation.

Pursuant to Section 42F-103, Hawai'i Revised Statutes, for grants 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)

1/10/19
(Date)

Sarah Man
(Typed Name)

State Director
(Title)

Public Purpose

§42F-102 Applications for grants. Requests for grants shall be submitted to the appropriate standing committees of the legislature at the start of each regular session of the legislature. Each request shall state:

(1) The name of the requesting organization or individual:

Best Buddies Hawaii, LLC

(2) The public purpose for the grant:

Physical and social barriers isolate people with intellectual and developmental disabilities (IDD) from their typical peers. The effects of these barriers, such as fortified biases, limited social skill development, or increased bullying rates, negatively impact both populations in the present and, eventually, in the future. To remove these barriers, Best Buddies will provide its time-tested peer-to-peer inclusion programs to 21 schools throughout O'ahu. These chapters will have 500 participants, create 150 one-to-one friendships, execute 50 inclusive activities, and provide disability awareness and leadership training to 200 participants.

The majority of students with IDD in Hawaii spend their day physically separated from their typical peers. Educational services for students with disabilities vary depending on the needs of the student. Some students attend co-taught classrooms, or, for students with severe disabilities, they attend "fully self-contained classrooms, where students-all of whom will graduate with certificates of completion-spend their school days;" for example, at Mililani High School, five self-contained classes are, "in portable trailers clustered on one end of campus." (tinyurl.com/HISPEDART) 60% of Hawaii's students with IDD spend less than 40% of their day inside the regular classroom. This is 10.8% greater than the national average. (tinyurl.com/HIIDEA16)

Based on the '17-18 Strive Hawaii School Performance reports on the schools served through this project, an average of 65% of students receiving special education services are not in general education classes most of the day. This is 6% greater than Hawaii's total. For students with IDD, social barriers that inhibit interactions include "difficulty performing an array of important social skills." Typical peers often lack confidence "in their skills and knowledge to interact with their classmates who have IDD." (Copeland et al., 2004) The barriers inhibiting interactions between these students intensify as they move from primary to secondary school due to fluctuating classrooms, lecture-dominated instructional arrangements, and the heightened emphasis on academics. (Carter & Hughes, 2005)

Students in special education programs reported "greater rates of bullying perpetration and victimization than students in general education without disabilities. Students who were in self-contained classrooms reported more perpetration and victimization than students with and without disabilities in inclusive settings." (Rose et al., 2009) Additionally, young people with IDD are at greater risk for victimization, "because they may be passive in relating to their peers," and "they might not have the social sophistication to prevent victimization, such as using humor or sarcasm." (Rose et al., 2011; Nabuzoka, 2003). Even in inclusive classroom settings, students with disabilities "often [feel] ostracized." (Carter and Spencer, 2006) Bullying is prevalent in Honolulu schools. Based on a report released in July 2016 that uses data collected from 2011 - 2015, Honolulu County schools reported: 57% of middle school students believe that

harassment and bullying is a problem at their school; 42.8% of middle school students were bullied on school property; and 18.0% of high schoolers reported that they were bullied. (tinyurl.com/y7w79et5)

Due to physical and social barriers, little interaction occurs between students with IDD and their typically developing peers in the classroom or during informal situations such as the cafeteria or at lunch time. (Hyde, 2002) (Carter et al., 2000) Overall, children with IDD participate in fewer social, recreational, community, family enrichment, and formal activities per month compared to their typical peers. When they do go out, it is typically with their parents and other adults, rather than their peers. (Corbett et al., 2014)

Relationships and interactions with peers are "important elements needed in competent social skill development," during the childhood of a student with IDD, and they "contribute to increased social competence, attainment of educational goals, friendship development, and enhanced quality of life." (Asher and Coie, 1990) A lack of well-developed skills for "initiating and sustaining frequent, quality interaction may reflect limited learning and interaction opportunities, as much as they reflect intellectual disabilities." (Carter et al., 2005) Studies also show that social isolation is as bad for our health as addiction to cigarettes or alcohol, and isolation does more damage than obesity; the chances of living to a healthy old age increase by 50% with a supporting social network. (Holt-Lunstad et al., 2010)

As noted above, bullying is a documented problem throughout O'ahu, and, due to barriers, students with IDD experience higher levels of victimization. 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) The ramifications of bullying are significant: "Academic performance of victims decreases significantly...low morale and acute despair experienced by victims lead to truancy...other effects include chronic illnesses, running away, and even suicide...additional studies concluded that victims of bullying endure anxiety, depression, poor-esteem, impaired concentration, and avoidant behavior." (tinyurl.com/plouw3z)

The isolation that students with IDD face will affect them as they age out of school. Researchers have found that social skills are essential for holding a job. (Holmes, 2003) For example, due to limited opportunities to practice social interaction during adolescence, it is difficult for adults with IDD to mingle and network, which makes holding a job especially challenging. While 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 and Fillar, 2000) Compounding the issue, if barriers and their effects are not addressed, typical peers may internalize messages that an environment of separation is normal. They may, subsequently, perpetuate exclusion of those with IDD in their future work places and communities.

(3) The services to be supported by the grant;

Best Buddies will recruit and train 50 Best Buddies student leaders with and without IDD, representing five middle schools, nine high schools, and one college at the local and/or international level. The local training will be held in September, 2019, and the international training will be held in July, 2019. Disability awareness trainings will be conducted on a rolling basis from October through early January to ensure high levels of attendance. These trainings, along with continued support from Best Buddies staff, will guide student leaders to perform

successful volunteer recruitment and management. To increase Best Buddies impact on O'ahu, staff will work to open an additional five Best Buddies chapters by the end of the contract's activity period.

Each partner school will provide administrative support in the form of official recognition for Best Buddies as an inclusive school club, along with use of school facilities for chapter meetings and activities, and accessible transportation for participants to attend events, as needed. Within each partner school, two faculty members serve as advisors to each chapter, providing students with assistance to carry out their planned activities, and act as liaisons with school administration as necessary. Best Buddies and school staff will recruit an officer corps from each student body and work with them to develop their leadership skills. At least one of the officers will be a student with IDD.

The recruiting process takes place in September. Initial chapter meetings will review the application process and Best Buddies' protocols. Participants are expected to submit membership applications in October. Upon review of these applications, and taking factors such as gender, interests, and transportation into consideration, participants are matched in formal one-to-one pairs. The one-to-one match is a year-long commitment. This commitment builds in the continuity necessary for friendships to be formed and includes weekly contact between members of each pair (a phone call, note, email, text, or face-to-face meeting) and participation in a social or recreational activity together at least two times a month.

Each Best Buddies chapter must conduct at least four inclusive group activities per year to which all chapter members are invited. Participants document their experience in monthly friendship updates utilizing Best Buddies' mobile app. Best Buddies staff and chapter leadership review these updates to ensure the effectiveness of the match. In addition to the review of friendship updates, chapter leaders are expected to write a mid-year (December 2019) and end-year (May 2020) report which, upon review by Best Buddies staff, will serve to guide the chapter leadership towards greater success.

(4) The target group

The middle school, high school, and college program models supported through the grant will serve students and community members, starting at age 11, with and without IDD. As of 1/9/19, the schools expected to be served through this project include Ewa Makai Middle School, Kailua Intermediate, Kapolei Middle School, Stevenson Middle School, King Intermediate School, James Campbell High School, Kailua High School, Kalani High School, Kapolei High School, Leilehua High School, Mililani High School, Nanakuli High School, Pearl City High School, Roosevelt High School, Waianae High School, and University of Hawaii at Manoa.

(5) The cost of the grant and the budget

The cost of the Best Buddies Hawaii School Friendship Program project is \$150,000. The budget is as follows:

Best Buddies Hawaii, LLC
Best Buddies Hawaii School Friendship Program

Summary of Expenses	Project Cost
Staff Time	
State Director (14% time on project)	\$ 22,932
Program Supervisor (84% time on project)	\$ 38,468
Program Managers (58% time on project)	\$ 21,621
Benefits @ 15%	\$ 12,464
Subtotal	\$ 95,485
Program Operations	
Site Visits/Travel	\$ 2,398
Staff Training	\$ 3,408
Volunteer Training	\$ 5,731
Volunteer Management	\$ 274
Community Engagement	\$ 1,342
Equipment	\$ 48
Office Space/Utilities	\$ 7,067
Supplies/Printing/Postage	\$ 2,123
Technology/Telecommunications	\$ 2,124
Subtotal	\$ 24,515
Shared Services	\$ 30,000
Total Expenses	\$ 150,000

Application for Grants

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

I. Certification – Please attach immediately after cover page

1. 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, 2018.

2. Declaration Statement

The applicant shall submit a declaration statement affirming its compliance with Section 42F-103, Hawaii Revised Statutes. ([Link](#))

3. Public Purpose

The applicant shall specify whether the grant will be used for a public purpose pursuant to Section 42F-102, Hawaii Revised Statutes. ([Link](#))

II. 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;

Founded in 1989 by Anthony K. Shriver, Best Buddies International, Inc., is the world's largest nonprofit organization devoted solely to providing opportunities for friendship, jobs, and leadership training for people with intellectual and developmental disabilities (IDD). Best Buddies Hawaii, LLC, a state affiliate of Best Buddies, was established in 2008. Staff based at the J.W. Cameron Center in Wailuku and at the Aloha United Way building in Honolulu support 24 school-based chapters of Best Buddies' unique inclusion programs, Best Buddies Middle Schools, Best Buddies High Schools, and Best Buddies Colleges. These chapters serve 621 participants and manage 186 one-to-one friendships between participants with and without IDD.

2. The goals and objectives related to the request;

Physical and social barriers isolate people with IDD from their typical peers. The effects of these barriers, such as fortified biases, limited social skill development, or increased bullying rates, negatively impact both populations in the present and future. To remove these barriers, Best Buddies will provide its time-tested peer-to-peer inclusion programs

to 21 schools throughout O'ahu. If awarded, Grant-in-Aid funds will support the delivery of Best Buddies programming to 16 schools on O'ahu and expansion to an additional five. These chapters will have 500 participants, create 150 one-to-one friendships, execute 50 inclusive activities, and provide disability awareness and leadership training to 200 participants. The impact of these services, such as whether students with IDD feel more accepted in their communities, will be tracked through an annual survey.

3. The public purpose and need to be served;

Young people with IDD are vulnerable to bullying, a documented problem throughout O'ahu and Hawaii's schools, and experience damaging social isolation because of physical and social barriers that inhibit the growth of mutually beneficial relationships between students with and without IDD.

The majority of students with IDD in Hawaii spend their day physically separated from their typical peers. Educational services for students with disabilities vary depending on the needs of the student. Some students attend co-taught classrooms, or, for students with severe disabilities, they attend "fully self-contained classrooms," where students-all of whom will graduate with certificates of completion-spend their school days;" for example, at Mililani High School, five self-contained classes are, "in portable trailers clustered on one end of campus." (tinyurl.com/HISPEDART) 60% of Hawaii's students with IDD spend less than 40% of their day inside the regular classroom. This is 10.8% greater than the national average. (tinyurl.com/HIIDEA16) Based on the '17-18 Strive Hawaii School Performance reports on the schools served through this project, an average of 65% of students receiving special education services are not in general education classes most of the day. This is 6% greater than Hawaii's total. For students with IDD, social barriers that inhibit interactions include "difficulty performing an array of important social skills." Typical peers often lack confidence "in their skills and knowledge to interact with their classmates who have IDD." (Copeland et al., 2004) The barriers inhibiting interactions between these students intensify as they move from primary to secondary school due to fluctuating classrooms, lecture-dominated instructional arrangements, and the heightened emphasis on academics. (Carter & Hughes, 2005)

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Relationships and interactions with peers are "important elements needed in competent social skill development," during the childhood of a student with IDD, and they "contribute to increased social competence, attainment of educational goals, friendship development, and enhanced quality of life." (Asher and Coie, 1990) A lack of well-developed skills for "initiating and sustaining frequent, quality interaction may reflect limited learning and interaction opportunities, as much as they reflect intellectual disabilities." (Carter et al., 2005) Studies also show that social isolation is as bad for our health as addiction to cigarettes or alcohol, and isolation does more damage than obesity; the chances of living to a healthy old age increase by 50% with a supporting social network. (Holt-Lunstad et al., 2010)

As noted above, bullying is a documented problem throughout O'ahu, and, due to barriers, students with IDD experience higher levels of victimization. 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) The ramifications of bullying are significant: "Academic performance of victims decreases significantly...low morale and acute despair experienced by victims lead to truancy...other effects include chronic illnesses, running away, and even suicide...additional studies concluded that victims of bullying endure anxiety, depression, poor-esteem, impaired concentration, and avoidant behavior." (tinyurl.com/plouw3z)

The isolation that students with IDD face will affect them as they age out of school. Researchers have found that social skills are essential for holding a job. (Holmes, 2003) For example, due to limited opportunities to practice social interaction during adolescence, it is difficult for adults with IDD to mingle and network, which makes holding a job especially challenging. While 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 and Fillar, 2000) Compounding the issue, if barriers and their effects are not addressed, typical peers may internalize messages that an environment of separation is normal. They may, subsequently, perpetuate exclusion of those with IDD in their future work places and communities.

4. Describe the target population to be served; and
The middle school, high school, and college program models supported through the grant will serve students and community members, starting at age 11, with and without IDD.

5. Describe the geographic coverage.

As of 1/9/19, the schools expected to be served through this project include Ewa Makai Middle School, Kailua Intermediate, Kapolei Middle School, Stevenson Middle School, King Intermediate School, James Campbell High School, Kailua High School, Kalani High School, Kapolei High School, Leilehua High School, Mililani High School, Nanakuli High School, Pearl City High School, Roosevelt High School, Waianae High School, and University of Hawaii at Manoa.

III. 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;

Best Buddies will recruit and train 50 Best Buddies student leaders with and without IDD, representing five middle schools, nine high schools, and one college at the local and/or international level. The local training will be held in September 2019, and the international training will be held in July 2019. Disability awareness trainings will be conducted on a rolling basis from October through early January to ensure high levels of attendance. These trainings, along with continued support from Best Buddies staff, will guide student leaders to perform successful volunteer recruitment and management. To increase Best Buddies impact on O'ahu, Staff will work to open an additional five Best Buddies chapters by the end of the contract's activity period.

Each partner school will provide administrative support in the form of official recognition for Best Buddies as an inclusive school club, along with use of school facilities for chapter meetings and activities, and accessible transportation for participants to attend events, as needed. Within each partner school, two faculty members serve as advisors to each chapter, providing students with assistance to carry out their planned activities, and act as liaisons with school administration as necessary. Best Buddies and school staff will recruit an officer corps from each student body and work with them to develop their leadership skills. At least one of the officers will be a person with IDD.

The recruiting process takes place in September. Initial chapter meetings will review the application process and Best Buddies' protocols. Participants are expected to submit membership applications in October. Upon review of these applications, and taking factors such as gender, interests, and transportation into consideration, participants are matched in formal one-to-one pairs. The one-to-one match is a year-long commitment. This commitment builds in the continuity necessary for friendships to be formed and includes weekly contact between members of each pair (a phone call, note, email, text, or face-to-face meeting) and participation in a social or recreational activity together at least two times a month.

Each Best Buddies chapter must conduct at least four inclusive group activities per year to which all chapter members are invited. Participants document their experience in monthly friendship updates utilizing Best Buddies' mobile app. Best Buddies staff and chapter leadership review these updates to ensure the effectiveness of the match. In addition to the review of friendship updates, chapter leaders are expected to write a mid-year (December 2019) and end-year (May 2020) report which, upon review by Best Buddies staff, will serve to guide the chapter leadership towards greater success.

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

Our project will begin upon award of funds and continue for 12 months with support from this grant. While our programs follow the academic year, we can start this project on any date, as activities are ongoing.

October 2019 –Chapters hold parent/family events to provide information about Best Buddies, matches start to form, and chapters host their first group activities.

November 2019 – Best Buddies conducts site visits and continues to monitor chapter progress, providing training as necessary. Participants submit friendship update. Chapters hold group activities.

December 2019 – Best Buddies staff meet with student leaders to evaluate chapters' successes and set goals for the spring. Student leaders submit mid-year reports, and staff reviews and compiles data. Participants submit friendship update.

January 2020 – Chapters host group activities. Student leaders prepare spring calendars, including meetings and activities and distribute to chapter membership. Participants submit friendship update.

February 2020 – Best Buddies staff works with student leaders to identify, interview, and select incoming chapter presidents for each chapter, and register those students for the 2019 Best Buddies International Leadership Conference. Participants submit friendship update.

March 2020 – March is Best Buddies Month. Best Buddies hosts annual event for Honolulu participants, their families, and community members. March 7, 2020 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." Participants submit friendship update. 150 students will have participated in disability awareness trainings.

April 2020 – Best Buddies staff conducts annual survey of all participants in Hawaii. Chapters complete National Youth Service Day projects. Participants submit friendship update. Best Buddies staff conduct site visits.

May–June 2020 – Honolulu chapters hold end of year events and activities, including "step-up" events to facilitate transition from middle school to high school programs

where applicable. Participants submit friendship update and make plans for contact during the summer.

July-August 2020 – Student leaders and staff representing Hawaii schools attend the Best Buddies International Leadership Conference in Indiana to receive extensive training. Best Buddies staff meets with student leaders to assist in planning for the fall semester. This preparation includes volunteer recruitment, officer selection, activity planning, and establishing one-to-one matches.

September 2020 – Chapter presidents recruit student volunteers through teacher recommendations, school announcements, etc. Chapters hold organizational meetings, create one-to-one matches and hold match parties. Best Buddies conducts Local Leadership Training Day in Honolulu.

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

Progress towards outputs and outcomes will be documented through Best Buddies' four evaluative tools. Monthly friendship updates serve as a maintenance tool to log the progress of the pairs, including contacts, one-to-one activities, and friendship successes and concerns. Friendship updates, completed online, are used to help determine whether individual matches are successful or if students should be re-matched. Mid and end year reports, prepared by student officers, detail chapter activities, number of matches, goals, and qualitative data. Best Buddies staff use information from these reports, along with observations during site visits and communication with chapter leaders, to complete their own mid and end-year reports. We use these 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. The survey provides essential feedback regarding outcomes such as whether a student with IDD feels more included in their community or if a typical peer wants to work at a company that employs people with IDD.

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.

The Best Buddies Honolulu Inclusion Project supports the operation of Best Buddies inclusion programs in 16 schools and the expansion to an additional five. During the 19-20 academic year, these chapters will have 500 participants with and without IDD. This total includes 300 matched members, 170 unmatched members that participate in group activities, and 30 faculty advisors. Chapter leadership from these schools will work with Best Buddies staff to create and support 150 one-to-one mentoring friendships between students with IDD and their typical peers. These chapters will also provide a minimum of

50 inclusive activities during the academic year. To build greater sustainability and program impact, at least 150 participants will take part in Best Buddies' Global Volunteer training, ten students will attend Best Buddies International's Annual Leadership Conference, and 40 students will attend Best Buddies Hawaii's local leadership training day in Honolulu.

IV. Financial

Budget

1. The applicant shall submit a budget utilizing the enclosed budget forms as applicable, to detail the cost of the request.
 - a. Budget request by source of funds ([Link](#))
 - b. Personnel salaries and wages ([Link](#))
 - c. Equipment and motor vehicles ([Link](#))
 - d. Capital project details ([Link](#))
 - e. Government contracts, grants, and grants in aid ([Link](#))
2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2020.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$36,067	\$36,067	\$41,799	\$36,067	\$150,000

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2020.

Anticipated sources of funding for fiscal year 2020 include: Alex and Ani; Atherton Foundation; Baldwin Foundation; Bank of Hawaii; Cooke Foundation; Harold Castle Foundation; Maui United Way; NFL Foundation; The Great Aloha Run; and various individual/private gifts.

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, grants, and grants in aid it has been granted within the prior three years and will be receiving for fiscal year 2020 for program funding.

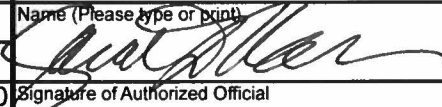
We have experience with government grants for our friendship programs on Oahu and Maui. All contract obligations have been fulfilled within budget and all contract deliverables have been met.

- Honolulu Department of Community Services FY2017 - \$124,500
- Honolulu Department of Community Services FY2018 - \$124,500
- Honolulu Department of Community Services FY2019 - \$124,500

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2019 to June 30, 2020

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	83,021			15,810
2. Payroll Taxes & Assessments	6,351			1,209
3. Fringe Benefits	6,113			1,162
TOTAL PERSONNEL COST	95,485			18,181
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island				
2. Insurance				
3. Lease/Rental of Equipment	48			10
4. Lease/Rental of Space	7,067			1,345
5. Staff Training	3,408			648
6. Supplies	1,000			150
7. Telecommunication	2,124			404
8. Utilities				
9. Mileage/Local Travel	2,398			538
10. Volunteer Training	6,931			1,153
11. Volunteer Management	274			52
12. Community Engagement	342			255
13. Postage	400			150
14. Printing	523			104
15. Indirect Costs	30,000			5,550
16.				
17.				
18.				
19.				
20.				
TOTAL OTHER CURRENT EXPENSES	54,515			10,359
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	150,000			28,540
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	150,000	Heather Barnes 407-619-1967		
(b) Total Federal Funds Requested		Name (Please type or print) Phone		
(c) Total County Funds Requested				
(d) Total Private/Other Funds Requested	28,540	Signature of Authorized Official Date 1-10-19		
TOTAL BUDGET	178,540	State Director Name and Title (Please type or print)		

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2019 to June 30, 2020

Applicant: Best Buddies Hav

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
State Director	.42 FTE	\$65,000.00	35.28%	\$ 22,932.00
Oahu Program Supervisor	1.0 FTE	\$45,796.00	84.00%	\$ 38,468.64
Oahu Program Manager	1.0 FTE	\$36,771.00	58.80%	\$ 21,621.35
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TOTAL:				83,021.00
JUSTIFICATION/COMMENTS:				
Program Manager and Program Supervisor provide direct services to program participants, with over-sight, training, and direct services being provided by the State Director in times of vacancies.				

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Applicant: Best Buddies Hawaii, LLC

Contracts Total: 209,500

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S. / State / Haw / Hon / Kau / Mau)	CONTRACT VALUE
1	Receiving \$85,000 through the County of Maui Department of Housing and Human Concerns Line Item Grant in support of school-based programs in Maui.	July 1, 2018 - June 30, 2019	Department of Housing and Human Concerns	County of Maui	85,000
2	Receiving \$124,500 through the City and County of Honolulu Department of Community Services in support of school-based programs in Honolulu County.	October 1, 2018 - September 30, 2019	Honolulu Department of Community Services	City and County of Honolulu	124,500
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- Maui County, Department of Housing and Human Concerns FY2017 - \$84,635
- Maui County, Department of Housing and Human Concerns FY2018 - \$84,500
- Maui County, Department of Housing and Human Concerns FY2019 - \$85,000

6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2018.

December 31, 2018 is the end of our fiscal year, so our financial statements are not finalized yet. We estimate a balance of unrestricted assets to be approximately \$85,393.70.

V. Experience and Capability

1. 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.

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 more than 2,151 nationwide, overseen by 27 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 program best practices and delivery when necessary.

This year, we will impact more than 1,090,330 individuals with and without IDD worldwide through programs in each of the 50 United States and 48 countries outside the U.S. In the most recent national survey conducted by Michael Hardman, Ph.D., Distinguished Professor and Chief Global Officer, President's Office, University of Utah, 98% of special education professionals involved with Best Buddies reported that they think students with IDD benefit from their involvement in our programs and 90% believe that students with IDD are more socially integrated in the community. Best Buddies provides the only friendship-based one-to-one peer mentoring program for youth with and without IDD in Hawaii.

Best Buddies launched 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. O'ahu's first chapter, Kapolei High School, launched in the spring of 2011. Best Buddies' inclusion programs have flourished throughout Honolulu due to a great demand for our services. During the 16-17 academic year, Best Buddies staff managed 10 chapters that had 291 participants and created 102 one-to-one friendships between participants with and without IDD. In February 2017, Honolulu City Council recognized Best Buddies for launching its first college chapter, University of Hawaii at Manoa. As of 1/9/2019, Best Buddies is currently managing 16 chapters that have 446 participants and 95 one-to-one friendships.

We have experience with government grants for our friendship programs on Oahu and Maui. All contract obligations have been fulfilled within budget and all contract deliverables have been met:

- Maui County, Department of Housing and Human Concerns FY2016 - \$84,635
- Maui County, Department of Housing and Human Concerns FY2017 - \$84,500
- Maui County, Department of Housing and Human Concerns FY2018 - \$85,000
- Honolulu Department of Community Services FY2017 - \$124,500
- Honolulu Department of Community Services FY2018 - \$124,500

2. 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 at the Aloha United Way building in Honolulu County and our office in Wailuku in Maui County, currently serve as our bases of operations. The majority of friendship program activities will occur on the campuses and in the surrounding neighborhoods and communities of participating schools.

VI. Personnel: Project Organization and Staffing

1. 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.

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.

All Best Buddies staff members are trained in both Best Buddies' as well as our government funding sources' policies and procedures at the beginning of their career

with the company. All new staff members participate in our company-wide new staff orientation program and work with a new-hire mentor – a seasoned staff member who acts as an additional resource for the new staff person. Best Buddies training is coordinated by an individual's supervisor and includes online training as well as in-person training sessions with local and national staff. Additionally, Best Buddies International holds an annual staff leadership conference at the company headquarters in Miami, Florida. Staff participate in similar trainings at Best Buddies International's annual Leadership Conference at Indiana University each July.

Best Buddies Hawaii State Director, Sarah Man, started the O'ahu Best Buddies Advisory Board as a parent advocate and volunteer in 2010. She oversees operations and supports and supervises our O'ahu and Maui staff. She works to further develop our local advisory board, cultivate new partnerships, and plan and oversee future program expansion to serve the greater Honolulu community. While she worked at University of Hawaii at Mānoa's Center on Disabilities Studies, she managed the Feeling Safe, Being Safe program which consisted of self-advocates training people in the community in Emergency Preparedness. This program served O'ahu and the 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 of Science in Early Adolescent Education at Bank Street College. Sarah has a daughter with a disability who recently joined Best Buddies as a 6th grader at Stevenson Middle School.

Sarah Man reports to Heather Barnes, Senior Director, State Operations. Heather has over 12 years of experience working for Best Buddies providing support to state development, programs, grants, contracts, volunteer management, and special events. During her tenure at Best Buddies, Heather has provided programs and operations support to the state of Florida, worked for the government relations team preparing and renewing state contracts, and currently provides operational support to eight state subsidiaries. Heather holds a Master of Education degree in mental health counseling and has over 19 years of experience working in non-profits.

O'ahu Program Supervisor, Elizabeth Mahoe, has a Master's degree in social work from Hawaii Pacific University. Prior to coming to work for BBHI, Elizabeth worked with children with IDD at Easter Seals Hawaii. Elizabeth's current position was specifically created to manage and coordinate the Best Buddies O'ahu Expansion Project, which includes the Honolulu Inclusion Project, with oversight from the Hawaii state director. Elizabeth has been working for Best Buddies Hawaii since July 2012 and has expanded the program from two schools in Kapolei to 10 schools in Honolulu County. At the 2016 Best Buddies International Staff Leadership Conference she was named Program Manager of the Year. Elizabeth has a daughter with a disability.

Kalei Castillo is the O'ahu program manager and oversees all school-based chapters directly. With six years of experience in the behavioral health field as a skills trainer, Kalei has developed a strong background of working in education and with individuals with special needs of all types. Her experience has allowed her to collaborate and work with all levels of school staff. Kalei will work directly with faculty and student officers to ensure that all monthly program operations run properly and that O'ahu Best Buddies

chapters excel. She is completing a bachelor's degree in the science of psychology from the University of Phoenix.

2. 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.

3. Compensation

The applicant shall provide an annual salary range paid by the applicant to the three highest paid officers, directors, or employees of the organization by position title, not employee name.

- State Director: \$65,000.00
- Program Supervisor: \$45,796.00
- Program Manager: \$36,771

VII. Other

1. 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

2. 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

3. 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.

4. Future Sustainability Plan

The applicant shall provide a plan for sustaining after fiscal year 2019-20 the activity funded by the grant if the grant of this application is:

- (a) Received by the applicant for fiscal year 2019-20, but
- (b) 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. To sustain the Best Buddies Hawaii School Friendship Program beyond the grant period, we will rely on the excellence of our time-tested, program models, the strength of our staff; and a combination of public and private support from the Hawaiian community.

Funds supporting Best Buddies programs are secured from special event revenue, individual donations, corporate contributions, foundation grants, and government support. While pursuing a state agency partnership, we will concurrently continue private fundraising efforts as detailed below.

Best Buddies Hawaii's 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 allows Best Buddies to have a wide range of potential funding sources that will sustain the project.

On O'ahu we recently added advisory board members Audrey Ayer, Melissa Gibo and Autumn Jenkins. Audrey is a self-advocate who attended Leadership Conference in 2018. She is also a Best Buddies Ambassador and person with IDD. Melissa Gibo is Director of Organizational Effectiveness at Catholic Charities of Hawaii. She previously worked for Hawaii State Developmental Disabilities Division and wanted to continue advocating for people with IDD. Autumn is Trade Marketing Supervisor for Anheuser-Busch. On Maui we added advisory board members Jason Economou, Melanie Nakashima, Maria Robinson and Brian Yano. Jason is an associate attorney at Merchant Horovitz & Tilley. Jason served in the Peace Corps in Uganda and is focused on giving back to the community. Melanie used to be a faculty advisor for Best Buddies at King Kekaulike High School and attended Leadership Conference in 2016. When she left to become Vice Principal at Kihei Elementary she wanted to stay involved and is an active board member. Maria Robinson is District Education Specialist for the Hawaii Department of Special Education. Brian Yano is General Manager of The Outlets of Maui. He is well entrenched in the Maui business community and was able to secure four corporate sponsors for our Maui Holiday Friendship Jam in December 2018.

Best Buddies has been successful in securing private grants from foundations that believe in our mission. Private revenue support includes the following: Alex and Ani; Atherton Foundation; Baldwin Foundation; Bank of Hawaii; Cooke Foundation; Harold Castle Foundation; Maui United Way; NFL Foundation; The Great Aloha Run; and various individual/private gifts. Additionally, the Hawaii state director is stewarding new individual donors, interested in funding Best Buddies for both the short-term and long-term needs of the program. Best Buddies staff have also developed a number of

fundraising events on Maui and Oahu, including the Honolulu Friendship Jam, the Honolulu Friendship Walk, and Maui Friendship Jam.



**Best Buddies Hawaii, LLC
Organizational Chart**

