

**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: Guide Dogs of Hawaii (Adaptive Aids, Canines & Advocacy) Guide Dogs of Hawaii

Amount of State Funds Requested: \$ 250,000

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

INDIVIDUALS STRIVING FOR EQUAL EMPLOYMENT (ISEE) IS A PROGRAM THAT PROVIDES THE BLIND & VISUALLY IMPAIRED 18 TO 36 YEARS OF AGE DISABILITY-SPECIFIC AIDS & SERVICES TO MEET THEIR OCCUPATIONAL NEEDS, CREATING GREATER OPPERTUNITY & EQUAL PLAYING FIELD FOR HIGHER EDUCATION, EMPLOYMENT, IMPROVED JOB PERFORMANCE & CAREER ADVANCEMENT.

Amount of Other Funds Available:

State: \$ 0
Federal: \$ 0
County: \$ 0
Private/Other: \$ 58,936

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

\$ 475,000
Unrestricted Assets:
\$ 150,000

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:

1600 Kapiolani Blvd. #214
City: Honolulu State: HI Zip: 96814

Contact Person for Matters Involving this Application

Name: Jeanne Torres	Title: Executive Director
Email: jeanne.torres@guidedogsofhawaii.org	Phone: 808-777-2433

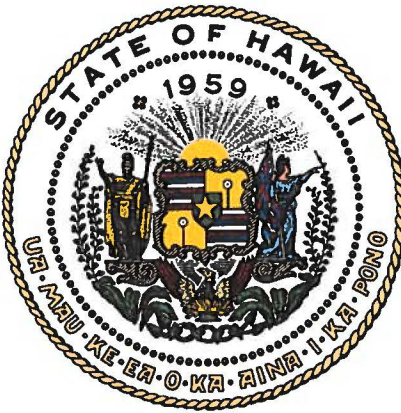
Federal Tax ID#: [REDACTED]	State Tax ID#: [REDACTED]
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Jeanne Torres
Authorized Signature

Jeanne Torres, Executive Director
Name and Title

1/17/2019
Date Signed

received
1/17/19 12:51p [Signature]



Department of Commerce and Consumer Affairs

CERTIFICATE OF GOOD STANDING

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

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

was incorporated under the laws of Hawaii on 07/11/1955 ; that it is an existing nonprofit corporation; and that, as far as the records of this Department reveal, has complied with all of the provisions of the Hawaii Nonprofit Corporations Act, regulating domestic nonprofit corporations.



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

Dated: January 11, 2019

Director of Commerce and Consumer Affairs

**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)

(Signature) 1/17/19
(Date)

Jeanne Torres
(Typed Name)

Executive Director of Guide Dogs of Hawaii
(Title)

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;

Guide Dogs of Hawaii (GDH) has served Hawaii's blind and visually impaired since 1955. GDH is a 501(C)(3) Hawaii based non-profit corporation that plays an important role in educating the public, advocacy, conducts direct services for the blind and visually impaired community.

Our vision and mission is to enhance communication, promote equality and create opportunities for Hawaii's blind and visually impaired by empowering them to conquer barriers through the provision of guide dogs, technology aids, mobility training, and community access to participate in everyday activities.

GDH's commitment to blind children extends from pre-school to high school students. By providing technology aids and training has made a profound effect on both blind and visually impaired children's attitudes and performance in school, at home and in the community.

GDH public private partnership with the State of Hawaii provides non-duplicative programs in support with the Department of Education (DOE) and the Department of Human Services (DHS) in facilitating disability-specific skill training for job placement, mobility and independent living. This collaborative model in working with the DHS, Guide Dogs of Hawaii helps shape these youth and younger adults so they are ready to transition to DHS's Ho'opono Service program with having learned disability-specific skills, technology skills, and pursuing future employment interests.

GDH provides financial support for the blind recipient and suitably matching them with a guide dog. Each guide dogs is valued at \$100,000 per dog, so GDH ensures that each recipient is ready and able to handle the responsibilities associated with this accessible service. The organization also provides follow-up training for the dogs and their blind recipients 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.

After care and follow up services involve "on-the-job" assessments in which guide dog instructors discreetly observe the dog's work performance and make any reinforced training adjustments that are necessary.

In addition to guide dogs and technology aids, GDH provides the blind and visually impaired adaptive daily living aids. Technology aids specifically designed for the blind and visually impaired that allow them to independently carry out daily living activities. continue to improve and evolve, allowing the blind and visually impaired to do more and live more productive lives. All of the programs and services at GDH provide time and cost savings to the State, and tools such as 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 also plays an important role in educating the public. Whether by visiting schools, community groups like rotary or businesses or offering workshops; GDH shares information via the media or on social media regarding laws relating to guide dog accessibility and compliance regulations for safe access and accommodations.

In addition to GDH's supportive programs, it is the voice for Hawaii's blind community. Whether expert testimony is needed or a law that might adversely affect the disabled might be passed, GDH's is there as an advocate for the blind, important legislation has been passed because of GDH's involvement.

2. The goals and objectives related to the request;

Both the City and State government offer job readiness services, while both services don't discriminate against the blind and visually impaired with accessible material and computer access; structured and disability specific instruction is unavailable which has an impact on the individual's livelihood. Higher education and structured workforce development training for the blind and visually impaired is going unmet.

According to the State of Hawaii close to 2/3 of Individuals who are blind or visually impaired are unemployed, relying on financial assistance programs to be sustainable. The American Foundation for the Blind conducted a survey revealing that education and rehabilitation-related factors impact individuals; where higher educational attainment is associated with better

employment. In addition; trained individuals under the structured were more likely to be and remain employed and have higher earnings than those who did not.

GDH's program Individuals Striving for Equal Employment (ISEE) is a twelve-month (12) curriculum providing specific training targeted to 18 -36 years old, which will include graduates of the Get Ahead with Technology Program and the potentially employable individuals on government entitlements.

The ISEE program will provide individuals with comprehensive training, tools and equipment to increase their opportunities with higher education and workforce development and placement. The training will improve the individual's workforce social skills and learning skills. Ensuring the blind and visually impaired are better able to assimilate into the competitive workforce and/or higher education sector, enabling them to lead self-sufficient lives, and maximize their participation in the community.

3. The public purpose and need to be served; 64% of blind adults are unemployed because they lack confidence and skills needed to secure and retain a job. Professional advancement and higher education in one's career can be a long process and even more so for Hawaii's blind and visually impaired. With the lack of disability-specific early education, tools and technological training the blind and visually impaired community quickly fall behind in employment opportunities leaving them with isolation and depression. Growing workplace demands, and higher education is an unachievable dream for the blind and visually impaired community. Sighted individuals aren't faced with the additional daily struggles that the blind or visually impaired endure while trying to maintain or advance in the ever-changing global economy.

According to a April 2017 report by the U.S. Department of Commerce the blind and visually impaired between the ages of 16-64 had a 37 percent active participation in the labor force, in comparison to the general working population during the same time period had a 73 percent labor force participation rate. This statistical inversion shows the need by the blind and visually impaired community to receive the necessary training to matriculate to higher education and work force advancement instead of a lifetime reliance on government social services.

The blind and visually impaired needs disability-specific skills to be and remain gainfully employed so they can capitalize on and be fully active in the community. Sadly, these individuals don't get the necessary training and become dependent on the financial support of the State government, human service agencies and family for sustainability.

Currently, Federal, State, employer and individual insurance plans including Medicare, Medicaid, and private health insurances do not provide reimbursement for specialized vision rehabilitation services for the Blind. While the State's Department of Human Services provide personal care assistance services for persons who are physically or mentally disabled, blind and visually impaired persons are not included in this population.

GDH understands the blind and visually impaired needs as both the organization's Executive Director is blind and the Program Director is visually impaired. GDH program will assist individuals to better understand their vision conditions while helping them live life on their terms, independently. Not enough is being done to support this growing portion of our community.

GDH's advisory team lead by Michael Lily and Sam Callejo and it's large base of volunteers, which is the backbone of the program; supports the blind and visually impaired community with

non-duplicative service programs and events. The advisory team is fundamental in connecting and developing private sourced funding for GDH. Programs encourage participants to take part in social activities with friends and family and building connections with others.

Social skill building is an important component of the program that focuses on securing a social activity in which the participant will have a personal interest. Conversational and travel 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. GDH encourages our participant to get out in the community safely and confidently and most of all live as independently as possible with "no barriers".

According to the United States Assistive Technology Act of 1998, assistive technology (also called adaptive aids) 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 and adaptive aids products for the Blind and Visually Impaired include:

- screen magnifiers
- screen readers
- Braille note takers
- large-key keyboards
- refreshable Braille Displays
- Audible players
- liquid indicators
- talking clocks
- audible organizing systems
- currency identifiers

By providing the appropriate adaptive aids and training, the blind and visually impaired people in Hawaii will no longer live in isolated and dependent lives. Instead, they'll learn how they can stay in contact with friends and family and the basics daily living methods which will improve the quality of their lives while reducing the cost to support them.

4. Describe the target population to be served; and

The ISEE program is a Statewide initiative targeting the blind and visually impaired that are between 18-36 years of age, unemployed and underemployed and/or on government financial assistance programs. This age group is in critical need of workforce training during this crucial personal and career development window and without support and training, they cannot compete for employment, maintain or career advancement.

Of the 22,000 blind and visually impaired individuals Statewide, 63.6 percent are within the ISEE programs target group (18-36); GDH's inaugural class looks to administer training to 20 blind and visually impaired employable adults from this grant, and looks to expand the training as the program moves forward.

ISEE's first class will serve 20 blind and visually impaired adults that have graduated from the Get Ahead with Technology program and the potentially employable that are on governmental financial assistance.

The ISEE program will provide tools to systematically teach skills to the blind and visually impaired to compensate for their vision loss, empowering confidence in pursuing higher education and/or employment.

5. Describe the geographic coverage.

Statewide the blind and visually impaired community is a segment that greatly benefits from support like yours. Not only do the blind and visually impaired want to improve their lives, but they also want to be independent and self-sufficient members of our community. They don't want to rely on entitlement programs and put additional stress and dependency on their families and social service agencies to support them for life.

Unfortunately, employers have very limited to no experience working with blind or visually impaired employees statewide due to lack of opportunity and awareness. This growing number of unemployable

and untrained workforce can be alleviated with specialized training for the blind and visually impaired reducing the impact on social service and care programs. The blind and visually impaired don't want to burden on tax payers, but become tax payers themselves.

GDH has over 60 years of experience in assisting, training and providing financial assistance to the blind and visually impaired in Hawaii. ISEE's Statewide initiative is for the blind and visually impaired to have no boundaries. Our goals of a statewide support program are attainable by combining our staff, a strong volunteer network and financial resources, we know this is attainable with our prior program successes while delivering services on time and under budget. The focus will be on the 20 graduates of the Get Ahead program and the 4000 potentially employable that fall within 18-36 year old range that can benefit from this program.

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;

This collaborative public, private partnership brings together trained and vetted community volunteers, family, State of Hawaii and GDH staff with the blind and visually impaired. Together they access the needs to determine what aids and training could improve their ability to live more independently or in some cases, completely independently, improving the quality of their lives while freeing up valuable time from the lives of family, friends and caregivers.

A minimum of 20 registered clients will be assessed to identify their technology needs and higher education and occupational goals. An individualized program consisting of procuring appropriate technology aids, workshops and social opportunities will be developed to support the individual's needs.

The ISEE curriculum will systematically train individuals on Business/Social Skills, Researching Job Opportunities, Resume Building, Effective Communication for interviews and universally used programs such as, Microsoft Word, Excel and PowerPoint.

Providing this training to these individuals will empower them with the necessary tools and skills in navigating and growing within their higher education, workplace and job market. The ISEE program will contribute to these individuals' growth and overall improvement of life. They have

never been provided these comprehensive opportunities before and need to take advantage of this specific training.

The program will also provide social opportunities and interpersonal communication training to create a balance with the demands and stress of learning different ways to cope with employment and higher education challenges. Allowing participants to build relationships and gain from peer support.

To better achieve desired outcomes and measure results, the program includes four (4) phases:

Phase I: Registration/Assessment

- The Case Management Specialist (CMS) conducts individual assessments with the participant to identify his/her level of Disability-specific skills, technological aids user level and interests and occupational goals.
- The CMS provides a summary of findings to the Review Team

Phase II: Review

- The Review Team consists of the Executive Director (ED), Program Director (PD) and CMS and a volunteer low vision optician.
- The Review Team reviews participant's documents and addresses questions to the participant's CMS. Appropriate aids and training are determined. The PD reserves funds when a participant's workshop registration is determined.
- Participant's action plan is forwarded to the ED for final review and authorization.

Phase III: Action Plan and Distribution of Technology Aids

- The CMS meets with the participant to implement his/her action plan and finalize commitment agreements.
- A schedule is provided to include a timeline, evaluation periods, and exit period.
- The CMS manages all of program participants' records and submits all invoices to the PD.
- The PD reviews and measures effectiveness of participant's action plan. To ensure fiscal responsibility the PD verifies the action plan expenditures and returns all unused funds to the program budget.

Phase IV: Evaluations

- Initial assessment: Measures disability specific skill improvements that include daily living skills like preparing meals, paying bills, travelling, technology usage, social exposure and education/work experience.
- Mid-term evaluation: Conducted by the Participant's CMS to determine successful use of technological aids in developing action plan objectives.
- Final evaluation: Conducted by the participant's CMS to measure disability specific skills relating to interpersonal skills, technology, travel and other program objectives gained since the start of the program.

Guide Dogs of Hawaii partners with Palama Settlement for our classrooms, Sheryl Nelson, Executive Director of the Statewide Independent Living Council of Hawaii, Dr. Ann Lemke, Counselor at Windward Community College for instructors, Student Division of Hawaii Association of the Blind who will provide mentoring, Elizabeth Evans, technology consultant and licensed optician of Viewfinders, providing assessment and tech determination. Training protocols have been set in place based on a collaborative model which have demonstrated and been driven with proven success in in previous social skill programs that targeted students to seniors.

The Likert measurement scale is used to measure benchmarks throughout this program. Program evaluators review the student's progress and make changes based on the individuals pace and improved level of function. Evaluations consist of telephone and visit assessments. Individual support will be consistent with the learning curve. Phone evaluations ensure individuals stay on track with their technical aids. Outcomes will be evaluated by the review team

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

Our programs are broken into two (2) training tracks. The projected annual timeline are as follows:

Wellness and Social Activities Workshops:

Social skills building will focus on securing group activities which the participant will able to build interpersonal 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, networking, arts, and crafts.

Workforce Development Workshops:

Specifically designed to provide structured instructions that will promote equal employment opportunity. Such instructions will include technology training, interpersonal skill building, employment and higher education readiness.

Blind & Visually Impaired Technology Aids: Based on the participant's assessment profile/needs, procurement of adaptive technology aids for disability-specific skill development is a priority because of their extensive and multi-purpose use and high costs. These technological tools support compensatory skills enabling them to achieve full inclusion in everyday activities.

According to the U.S. Assistive Technology Act of 1998, assistive refers to any "product, device, or equipment, which is used to maintain, increase, or improve the functional capabilities of individuals with disabilities."

Procuring these computer-related assistive technology products for the blind include screen readers, Braille note takers, refreshable Braille Displays and audible players. Other adaptive technology aids are liquid indicators, audible organizing systems and currency identifiers. These devices provide the necessary assistance in the workplace and higher education for the blind and visually impaired.

- Month 1 (Oct): Registration and assessment will be conducted for 10 participants.
- Month 2 (Nov): Registration and assessment for 10 participants will be conducted
- Month 3 (Dec): Technology aids distribution to 10 participants; Orientation assembly carried out for 20 participants
- Month 4 (Jan): 1 Social activity for 10 participants; Wellness and Workforce Development Workshop for 12 participants
- Month 5 (Feb): 1 Networking activity for 10 participants; Workforce Development workshop for 12 participants
- Month 6 (Mar): 1 Social activity for 10 participants; Wellness and Workforce Development Workshop for 12; Evaluations for 12 participants

- Month 7 (Apr): 1 Networking activity for 10 participants; Workforce Development Workshop for 12 participants
- Month 8 (May): 1 Social activity for 10 participants; Wellness and Workforce Development Workshop for 12 participants
- Month 9 (Jun): 1 Networking activity for 10; Workforce Development Workshop for 12 participants
- Month 10 (July): 1 Social activity for 10 participants; Wellness and Workforce Development Workshop for 12 participants
- Month 11 (Aug): 1 Networking activity for 10 participants; Workforce Development Workshop for 12 participants
- Month 12 (Sept): SWOT Summit (Strengths, Weakness, Opportunities & Threats) Summit for at least 15 participants; Evaluations for 20 participants.

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

ISEE's first higher education class will train 20 blind and visually impaired individuals, upon completing their individual wellness and workforce development program the graduates will have gained the confidence to apply the tools and skills gained toward seeking employment or improving their higher education learning experiences. The individuals will have the technology aids and skills to produce quality assignments and be able to independently access general curriculum materials, in and out of the classroom.

To achieve this program's quality assurance outcome, evaluators review each participant's abilities and limitations as well as progress and make changes based on their pace and improved level of function. Applicants will be able gauge their progress as from the three (3) evaluation based on the Rubric chart and Likert scale and make the necessary adjustment based on the program evaluators reviews. Success is evaluated based on the benchmark set before the program.

•Initial assessment: Measures disability specific skill improvements that include daily living skills like preparing meals, paying bills, travelling, technology usage, social exposure and education/work experience.

•Mid-term evaluation: Conducted by the Participant's CMS to determine successful use of technological aids in developing action plan objectives.

•Final evaluation: Conducted by the Participant's CMS to measure disability specific skills relating to interpersonal, technology, travel and other program objectives gained since the start of the program.

Participants will be evaluated using a seven (7) point test and monitored during this grant activity. Each participant will be benchmarked using the Rubric Chart and Likert Scale scoring method:

- Three (3) - Exceptional skills
- Two (2) - Proficient
- One (1) - Inconsistent
- Zero (0) - not applicable.

GDH will base evaluations on the participant's present situation. The first assessment is to establish reasonable benchmarks and determine their specific needs. The final disability skills assessment is to identify each participant's progress.

Results from the assessments are used to support them as they progress through the 12-month program. Participants will provide self-evaluation upon completion of each workshop and participate in the program satisfactory survey.

Program Evaluators will conduct a mid-term and exit evaluation. Mandatory participant phone/walk-in and check-in will be enforced to ensure participant progression and program endurance and inspire them to take full advantage of their technology aids.

Outcomes are evaluated by the Review Team using the point system mentioned above to evaluate the following functions:

- 1) The Participant can independently travel.
- 2) The Participant can budget and manage personal finances.
- 3) The Participant can evaluate their needs for technical and adaptive aids.
- 4) The Participant can work independently and in a team.
- 5) The Participant can demonstrate professional interpersonal skills.
- 6) The Participant can effectively use technology aids and at least 3 universally used program applications.
- 7) Participant is in pursuit of employment or gainfully employed, or in the process of enrolling or an active student in a business school, college or university.

An individual who has completed his/her wellness and workforce development program will use the resources provided to seek employment opportunities or higher education, prepare resume and interviews. This individual will be able to present himself/herself in a professional manner, incorporating socially acceptable behavior, communicate effectively and confidently and demonstrate professional office and business skills.

In both cases, the individual will demonstrate self-reliance, which will add to the greater community, joining others who are self-sufficient, independent and leading productive lives.

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.

GDH provides the State a monthly detailed narrative, accounting report and record keeping which includes efficacy and updates on the enrolled students within the program. These detailed reports also include budget expenditures associated with the grant and it's application to each students progress and program milestones that the initiative has set forth on the timeline.

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](#)) See Exhibit A
 - b. Personnel salaries and wages ([Link](#)) See Exhibit B
 - c. Equipment and motor vehicles ([Link](#)) See Exhibit C
 - d. Capital project details ([Link](#)) See Exhibit D
 - e. Government contracts, grants, and grants in aid ([Link](#)) See Exhibit E

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
\$100,000	\$50,000	\$50,000	\$50,000	\$250,000

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

2017/2018 City & County Grants In Aids; Hawaii Community Foundation Flex Grant; Aloha United Way, CFC, individual contributors and private source institutions. In addition to the above, we will be expanding our asking to the neighbor islands and individual donors. 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 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.

Not applicable

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.

City & county of Honolulu GIA FY19 125,000 Seniors Harnessing Independence & Empowerment.

State of Hawaii GIA FY19 Seniors Harnessing Independence & Empowerment 150,000

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

See Statement of Position as of December 31, 2018 – Exhibit F

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.

GDH has over 60 years of experience working with the blind and visually impaired and is one of the oldest non-profit organizations in Hawaii, diligently working with the blind and visually impaired providing a broad spectrum of programs to help them live independently.

Guide Dogs of Hawaii first program was to provide guide dogs to assist the blind and visually impaired. This long-standing program grew in it's added value services to the blind and visually impaired. With the blind and visually impaired growing costs associated with owning a guide dog, GDH began inquiring the financial cost with maintaining these service animals with subsidizing food, licensing and veterinary cost for the guide dogs owner, lessening the financial burden on the blind and visually impaired community. GDH has continued in building on their programs with technology aids, education and workforce development.

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.

The second program "Daily Living" started in 2015 which 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. 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.

Most sighted people don't know how to engage in an activity with the blind, so to avoid embarrassment sighted people shy away from interaction. With the social tools given, blind students took the initiative to engage with them. For many blind and visually impaired, that has been more difficult than easy. Fully fitting in or being included amongst their peers had always been a challenge.

Modeled after the successful and nationally recognized curriculum Lighthouse for the Blind program, Get Ahead with Technology is in its fifth year of operations and the third successful program to target the youth.

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.

GDH's success with Get Ahead with Technology program, is now recognized by the State and the Department of Education. The program has successfully assisted 278 blind and visually impaired student where all participating students have improved their grade point averages 1.5 points higher than before they entered the program and have continually improved their academic achievements.

Participants have the ability to handle more responsibility as well as engage more socially are enabling these adolescents to mature personally and with peer to peer engagement.

As of 2018, 284 blind and visually disabled youth from kindergarten to twelfth grade enrolled in the Department of Education are enjoying the support and benefits of the program with significant documented improvement in academic, social and life skills that before the implementation of this program, they were lacking. This program successfully graduated 261 of its students and was completed on time and under the proposed budget.

Teachers, parents and students have highly praised the program as GDH continues to receive accolades from its stakeholders.

GDH spent over four years developing various training initiatives, all of which have been successful. Taking the experience and knowledge gained from the youth and adult program, GDH developed its first senior program in 2017, which focuses on blind and visually impaired seniors that are 55 years and older. GDH launched Seniors Harnessing Independence & Empowerment (SHINE) program in June of 2017.

Similar in its individual approach to assessing, measuring, implementing and reassessing, the SHINE program uses many of the same technologies and adaptive aids and training protocols used on blind and visually impaired youth. This program exceeded its goals for the first year and its seniors are noticeably benefiting from the services. Seniors today, are actively participating in community activities, taking charge over their personal health and travelling safely using appropriate tools.

GDH continues to successfully provide services and outreach with the help of it's 43 volunteers to the blind and visually impaired community ahead of deadlines and under budget. The volunteers have increased their outreach and educations to the public through the media, public speaking and social media, which was acquired via GDH's these training courses. The Get Ahead program has proven GDH's ability to put together government and private source funding effectively as well as integrate their staff and volunteer workforce.

The goal of all GDH programs is to empower our blind and visually impaired individuals of all ages to lead meaningful lives through active participation in everyday activities. For the cohort focused in this grant activity, being self-reliant as an adult and being able to be equally considered for employment is the segue to a meaningful life.

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.

GDH's 1,000 square foot Honolulu office in the Pan Am Building on Kapiolani Boulevard has work stations for its four full-time and two part-time employees with space available for volunteer help when needed. A shared conference room is utilized for Board meetings and volunteer orientation and training. It is important to note, most of GDH's work is done in the field whether it is at the student's school or home or seniors place of residence.

Currently seeking office space that will provide clients the "one stop center" environment in which they may seek individual services confidently and independently. It is GDH's goal to secure a facility that will make available majority of its direct services to include the various

workforce training workshops and program social activities. The facility we are seeking will include administration offices, program services, multi-purpose rooms. We believe that by establishing a one stop center in which the blind individual can independently navigate will promote greater confidence and participation

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.

Four positions which include salary and benefits need to be funded by the state GIA to implement this program, statewide; a Program Director (PD), Budget Manager (BM and two part time Program Assistants (PA)).

The executive director's (ED) and Project Coordinator (PC) salary and benefits will be covered 100% by GDH and the 2 case management specialists positions will be covered by other funding sources.

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

Team Management and Development:

3. Develop and implement a system to evaluate the skill, experience, and professional development needs of staff.
4. Implement a professional development program to address employee experience and skill gaps.

5. Work with staff to develop objective performance measurements across all sites, to ensure consistent, high-quality evaluation and goal setting for all employees.
6. Instill a sense of accountability among team members by modeling tight oversight of individual and organization performance standards.
7. Recruit, hire, and oversee training and orientation of staff members.
8. Strong project management skills managing complex, multifaceted projects resulting in measurable successes and program growth.
9. Experience having worked with a high-performance, collaborative, constructive peer group.
10. 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.
11. Deep understanding of human resources, employee performance improvement plans, and corrective action policies
12. Demonstrated results in managing through complex systems and proven experience negotiating win-win agreements
13. Excellent verbal and written communication skills with exceptional attention to details

Program Assistant:

Reports to the Program Director; Program Assistant will be in charge of assisting program staff with the action plans and programs for clients, will develop positive working relationships with all of the clients and report any problems or concerns to the Program Director immediately.

Duties and Responsibilities:

1. Provide the Program staff with support (e.g. scanning, filing, emailing and data entry).
2. Relay client concerns to the appropriate Program personnel.
3. Review and submit documents to appropriate program personnel or management.
4. Schedule and organize appointments with prospective clients travel plans for program staff.
5. Assist in the planning and facilitation of program activities.
6. Assist in the procurement, inventory inspections and distribution of technology aids and supplies.
7. Other duties as assigned.

Budget Manager:

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.

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.



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.

- Executive Director: \$60,000
- Program Director: \$36,000
- Budget Manager: \$35,960 (part time)

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.

Not applicable

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.

Not applicable

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.

Not applicable

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
- (b) Not received by the applicant thereafter.

GDH has four full-time and three part-time staff members and forty-three dedicated volunteers. On Oahu, there are over 3,000 blind and visually impaired adults who feel isolated and powerless who need this program. Our plan is to provide service to another twenty in 2021/2022. By 2023 our goal is to ramp up the program to include more of our blind and visually impaired adults who are in need of workforce development structured training and equipment. Once all have received the 12-month program, sustaining it will be significantly less as the goal of the program is to harness their will and ability to be self-reliant in today's competitive workplace.

A comprehensive fundraising plan has been put in place that includes an annual capacity building campaign that will generate ongoing operating revenues. It includes the development of a dependable expanded donor base and the expansion of our 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. His committee of high-level volunteers which includes but not limited individuals such as Sam Callejo and Susan Nonaka works hard to generate funds and in-kind gifts for GDH.

A sophisticated planned giving and endowment campaign is being developed to be included in GDH's plans to expand capacity. In the last 36 months GDH has increased it's annual income.

A local consultant with over 30 years' experience in fundraising in the Hawaiian Islands, the mainland, and the Pacific Rim is guiding the training volunteers, board members, cabinet members and senior staff. The professional guidance ensures all involved in the fundraising efforts meet GDH's goals and objectives. This is no small feat to it's volunteer driven careers.

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

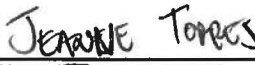
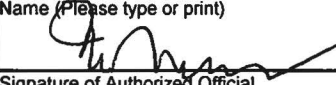


BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2017 to June 30, 2018

Applicant: Guide Dogs of Hawaii

EXHIBIT A

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	107,040		58,800	24,000
2. Payroll Taxes & Assessments	8,188		4,498	1,836
3. Fringe Benefits	24,000		7,743	2,000
TOTAL PERSONNEL COST	139,228		71,041	27,836
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island	3,000			0
2. Insurance				
3. Lease/Rental of Equipment				
4. Lease/Rental of Space	15,000		17,496	3,000
5. Staff Training	3,130			2,000
6. Supplies	5,000		3,000	
7. Telecommunication	7,000			5,000
8. Utilities				
9 Professional & Contractual Services			6,000	5,000
10Technology Aids	50,000		24,600	4,000
11Social Activity	15,000		2,863	12,000
Workforce fees & supplies	12,000			100
13 Postage/Handling	642			
14				
15				
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	110,772		53,959	31,100
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	250,000		125,000	58,936
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	250,000	<div style="display: flex; justify-content: space-between;"> <div style="text-align: center;">  Name (Please type or print) </div> <div style="text-align: center;"> 808-777-2433 Phone </div> </div>		
(b) Total Federal Funds Requested		<div style="display: flex; justify-content: space-between;"> <div style="text-align: center;">  Signature of Authorized Official </div> <div style="text-align: center;"> 1/16/19 Date </div> </div>		
(c) Total County Funds Requested	125,000	Jeanne Torres; Executive Director Name and Title (Please type or print)		
(d) Total Private/Other Funds Requested	58,936			
TOTAL BUDGET	433,936			

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2018 to June 30, 2019

Applicant: Guide Dogs of Hawaii

EXHIBIT C

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:				

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2018 to June 30, 2019

Applicant: Guide Dogs of Hawaii

EXHIBIT D

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: 2017-2018	FY: 2018-2019	FY:2019-2020	FY:2019-2020	FY:2020-2021	FY:2021-2022
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, GRANTS, AND / OR GRANTS IN AID

Applicant: Guide Dogs of Hawaii

EXHIBIT E

Contracts Total:

300,000

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S. / State / Haw / Hon / Kau / Mau)	CONTRACT VALUE
1	City & County GIA	10/1/18-9/30/19	Division of Grant Servic	Honolulu	125,000
2	State of Hawaii GIA	2/13/18-3/31/19	DVR	State	175,000
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Accrual Basis

EXHIBIT F
GUIDE DOGS OF HAWAII
Statement of Financial Income and Expense
January through December 2018

	<u>Jan - Dec 18</u>
Ordinary Income/Expense	
Income	
4000.1 · RESTRICTED	466,005.35
4012.1 · UNRESTRICTED	331,240.30
Total Income	<u>797,245.65</u>
Gross Profit	797,245.65
Expense	
5000 · DIRECT SERVICES	168,670.63
5070 · Events Expense	217.90
7200 · PERSONNEL EXPENSE	218,892.86
7500 · Professional Services	125,340.07
7545 · Contract Services	452.25
GENERAL EXPENSES	<u>104,520.74</u>
Total Expense	<u>618,094.45</u>
Net Ordinary Income	<u>179,151.20</u>
Net Income	<u><u>179,151.20</u></u>

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



AUTHORIZED SIGNATURE

Jeanne Torres Executive Director

PRINT NAME AND TITLE

DATE

1/17/19