

**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:

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 inhibit meaningful interactions between people with intellectual and developmental disabilities and their typical peers in their schools and communities. The immediate and long-lasting impact of these barriers, like limited social skill development or increased victimization rates, can effect both populations. To fill this service gap and address these barriers, Best Buddies will deliver its unique peer-to-peer programs to 590 people on O'ahu through 19 school-based Best Buddies chapters and by launching Best Buddies Citizens, Best Buddies' adult friendship program.

Amount of Other Funds Available:

State: \$ _____

Federal: \$ _____

County: \$ 22,000

Private/Other: \$ 41,785

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

\$ 125,000

Unrestricted Assets:

\$ (75,185)

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

City: State: Zip:

Honolulu HI 96817

Contact Person for Matters Involving this Application

Name:
Karen Glasser

Title:
State Director

Email:
KarenGlasser@BestBuddies.Org

Phone:
808-545-3025

Federal Tax ID#:

██████████

State Tax ID#

██████████



Authorized Signature

Karen Glasser, State Director

Name and Title

1/9/20

Date Signed

received



**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: 01/09/2020

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
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, Hawaii Revised Statutes:
 - a) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide the services for which a grant is awarded;
 - b) Complies with all applicable federal and state laws prohibiting discrimination against any person on the basis of race, color, national origin, religion, creed, sex, age, sexual orientation, or disability;
 - c) Agrees not to use state funds for entertainment or lobbying activities; and
 - d) Allows the state agency to which funds for the grant were appropriated for expenditure, legislative committees and their staff, and the auditor full access to their records, reports, files, and other related documents and information for purposes of monitoring, measuring the effectiveness, and ensuring the proper expenditure of the grant.

- 2) If the applicant is an organization, the applicant meets the following requirements pursuant to Section 42F-103, Hawaii Revised Statutes:
 - a) Is incorporated under the laws of the State; and
 - b) Has bylaws or policies that describe the manner in which the activities or services for which a grant is awarded shall be conducted or provided.

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

Pursuant to Section 42F-103, Hawaii Revised Statutes, for grants used for the acquisition of land, when the organization discontinues the activities or services on the land acquired for which the grant was awarded and disposes of the land in fee simple or by lease, the organization shall negotiate with the expending agency for a lump sum or installment repayment to the State of the amount of the grant used for the acquisition of the land.

Further, the undersigned authorized representative certifies that this statement is true and correct to the best of the applicant's knowledge.

Best Buddies Hawaii, LLC
(Typed Name of Individual or Organization)

(Signature)

1/9/20
(Date)

Karen Glasser
(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. The public purpose of this project is remove these barriers and assuage their harmful effects by using Best Buddies' unique peer-to-peer friendship program model in schools and communities throughout O'ahu.

Education environment represents a physical barrier that inhibits interactions between students with and without IDD. Some students that need special education services attend co-taught classrooms, or, for students with severe disabilities, they attend "fully self-contained classrooms, spending their day largely separated from their peers without disabilities. (tinyurl.com/HISPEDART) The '17-18 Strive Hawaii School Performance reports on the schools served through this project show that 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 the state as a whole. From a statewide perspective, 60% of Hawaii's students with IDD (specifically) spend less than 40% of their day inside classrooms with typical peers. This is 10.8% greater than the national average. (tinyurl.com/HIIDEA16) Social barriers may compound the effects of this physical isolation. For example, a person with IDD may experience a "difficulty performing an array of important social skills." Similarly, because of limited learning and interaction opportunities, typical peers may lack confidence "in their skills and knowledge to interact with their classmates who have IDD." (Copeland et al., 2004) Unfortunately, the barriers between students with and without IDD 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)

The prevalence of these barriers may serve to exacerbate bullying rates, a problem which has plagued schools throughout O'ahu and Hawaii. 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) Students that received special education in "in self-contained classrooms reported more perpetration and victimization than students with and without disabilities in inclusive settings." (Rose et al., 2009) There are 11,415 students in special education programs throughout O'ahu's districts. Based on a report released in July 2016 that

uses data collected from 2011-15, 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) According to a 2014-2015 statewide bullying survey conducted U.S. Education Department Office of Civil Rights, "Of those students who indicated that they were bullied or harassed, 12,828 (61.7%) reported that they believed it was because of their race, sex, and/or disability."

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 meta-analysis of 148 studies that provided data on individuals' mortality as a function of social relationships indicated that "that the influence of social relationships on the risk of death are comparable with well-established risk factors for mortality such as smoking and alcohol consumption and exceed the influence of other risk factors such as physical inactivity and obesity." (Holt-Lunstad et al., 2010)

Young people with IDD are at greater risk for bullying, "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., '11; Nabuzoka, '03). The consequences 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)

If these barriers to social inclusion and their effects are unaddressed, people with IDD will continue to encounter "prejudicial and aggressive acts (e.g., taunting to physical abuse), indifference, stereotypical roles or activities..." that "restrict their meaningful participation and engagement in community, activities, and/or relationships" into adulthood. (Buttimer & Tierney, 2005; Hall, 2005; Hall et al., 2005; Johnson, Douglas, Bigby, & Iacono, 2010)

Individuals with IDD often lack opportunities to build meaningful relationships with others in the community after they age out of the education system. Interactions may be "limited to relatives, other people with IDD and paid caregivers" (Robertson, et al., 2001). This isolation results in a "reported significantly higher levels of personal loneliness." (Sheppard-Jones, Prout & Kleinert, 2005) Best Buddies seeks to end this isolation and subsequent loneliness by facilitating the creation of friendships with others in the community.

According to National Core Indicators, about 19% of adults with IDD have a paid job in the community. These potential employees may tend to have a "smaller and less

diverse social networks and, thus, they may be disadvantaged in their career development,” and they may lack the social skills essential for gainful employment. (Carey et al., 2004; Holmes, 2003) For example, due to limited opportunities to practice social interaction, 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)

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

Best Buddies will utilize state funds to help sustain the operation of 17 school-based chapters, launch two new school-based chapters, and launch Best Buddies’ adult friendship program, Best Buddies Citizens, on O’ahu. By the end of the project period, Best Buddies’ school-based chapters will serve 560 participants, create 160 one-to-one friendships, execute 65 inclusive activities, and provide disability awareness and leadership training to 115 participants; additionally, the Best Buddies Citizens program will have a minimum of 30 participants and 15 one-to-one friendships. Best Buddies will track the impact of these services, like whether a participant with IDD feels more accepted in their community, through Best Buddies’ annual survey.

Best Buddies will recruit and train 38 Best Buddies leaders with and without IDD from participating schools at the local and/or international level. The international training will be held in July 2020 and the local training will be held in September 2020. An additional 81 students will receive disability awareness trainings that will be conducted on a rolling basis from October through early January. 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 with local volunteers to open an additional two 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, a faculty member serves as an advisor 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 participant recruitment process takes place in September. Initial chapter meetings will review the application process and Best Buddies’ protocols. Participants are expected to submit membership applications by the start of October. Upon review of these applications and taking factors such as interests, schedules, and transportation needs 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. Best Buddies staff and chapter leadership are in constant communication throughout the academic year to ensure quality service delivery. In addition to in person meetings, correspondence, and observance of chapter performance data, Best Buddies staff review mid-year and end-year reports from each chapter to guide the chapter leadership towards greater success.

The initial steps to launch the Best Buddies Citizens Program will take place in early fall 2020. Best Buddies Citizens pairs include a person with IDD who volunteers to be a friend and a person without a disability who volunteers to be a friend, with support from a sponsor, someone who knows the person with IDD and supports the friendship. Citizen pairs commit to participation in the program for one year, though these friendships often develop naturally and endure longer than the initial year. Pairs make contact at least once a week by phone, e-mail, or social media, and they meet in-person twice per month. Best Buddies staff follows-up with each pair monthly, to ensure pairs are having a positive experience and meeting the minimum program commitment. Best Buddies will host periodic group activities to encourage in-person communication amongst the pairs. The Best Buddies staff member's primary responsibilities include completing targeted volunteer recruitment, managing referrals, conducting interviews, home visits, background checks, conducting regular communication with pairs, providing support to the friendships and documentation of their progress, and planning group activities.

In addition to tapping into the pool of participants that have matriculated out of Best Buddies school-based programs, Best Buddies staff will engage both Best Buddies alumni and the community at-large in their recruitment efforts. Community recruitment efforts include participation in volunteer fairs, transition fairs, posting notices on community boards, etc. Staff will also utilize Best Buddies' network of corporate partners to form potential "Corporate Citizens" chapters.

(4) The target group

The elementary school, middle school, high school, college, and citizens program models supported through the grant will serve students and community members, starting at age seven, with and without IDD. As of 1/9/20, the schools expected to be served through this project include Waianae Elementary School, Ewa Makai Middle School, Kailua Intermediate, Kapolei Middle School, King Intermediate School, Stevenson Middle School, Waianae Intermediate School, Castle High School, James Campbell High School, Kailua High School, Kapolei High School, Mililani High School, Nanakuli High School, Pearl City High School, Roosevelt High School, Waianae High School, University of Hawaii at Manoa.

(5) The cost of the grant and the budget

The cost of the FY20 Best Buddies Hawaii, LCC GIA request is \$150,000. The budget is as follows:

BUDGET CATEGORIES		Total State Funds Requested (a)
A.	PERSONNEL COST	
	1. Salaries	72,376
	2. Payroll Taxes & Assessments	5,537
	3. Fringe Benefits	8,564
	TOTAL PERSONNEL COST	86,477
B.	OTHER CURRENT EXPENSES	
	1. Airfare, Inter-Island	
	2. Insurance	
	3. Lease/Rental of Equipment	
	4. Lease/Rental of Space	7,480
	5. Staff Training	4,600
	6. Supplies	500
	7. Telecommunication	2,552
	8. Utilities	
	9. Mileage/Local Travel	5,141
	10. Volunteer Training	12,150
	11. Postage	600
	12. Printing	500
	13. Indirect Costs	30,000
	TOTAL OTHER CURRENT EXPENSES	63,523
C.	EQUIPMENT PURCHASES	0
D.	MOTOR VEHICLE PURCHASES	0
E.	CAPITAL	0
TOTAL (A+B+C+D+E)		150,000
SOURCES OF FUNDING		
	(a) Total State Funds Requested	150,000
	(b) Total Federal Funds Requested	
	(c) Total County Funds Requested	
	(d) Total Private/Other Funds Requested	41,785
TOTAL BUDGET		191,785

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



KAREN GLASSER, STATE DIRECTOR

1/9/20

AUTHORIZED SIGNATURE

PRINT NAME AND TITLE

DATE

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, 2019.

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. Best Buddies serves 761 Hawaiians with and without IDD through 25 chapters of its school-based inclusion programs on O'ahu and Maui.

Best Buddies Elementary Schools introduces students to inclusion at a young age. Through events and activities hosted during the school day, students with and without IDD participate in integrated lessons and games which foster understanding, acceptance, and allow for organic friendships to be built between peers of all abilities.

Best Buddies Middle Schools matches students with IDD with other middle school students to create one-to-one friendships between them. In today's middle schools,

students with IDD often enter the same building and walk the same hallways as their peers, but are frequently left out of social activities. Best Buddies Middle Schools brings young adolescents into the inclusion movement early to help develop young leaders.

Best Buddies High Schools matches students with IDD with other high school students to create one-to-one friendships between them.

Best Buddies Colleges matches adults with IDD age 18 and up with college students. Best Buddies helps combat the isolation experienced by adults with IDD who have not had the opportunity to have friends outside of their own, often lonely, environment.

The Best Buddies Citizens program pairs adults with IDD in one-to-one friendships with typical adult peers based on common interests and geographic proximity to ensure that members of each match have relative ease of access to one another. We discover common interests among participants using interviews, home visits, and personal statements made by each participant on their membership application.

2. The goals and objectives related to the request;

The goal of this project is to remove the physical and social barriers which isolate people with IDD from their communities, and to assuage their harmful effects by using Best Buddies' peer-to-peer friendship program model in schools and communities throughout O'ahu. Objectives include creating more inclusive school communities through one-to-one friendships between students with IDD and their typical peers, opportunities for leadership development among participants with and without IDD, and inclusive group activities that demonstrate successful inclusion to the community at large.

3. The public purpose and need to be served;

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, eventually, in the future.

Education environment represents a physical barrier that inhibits interactions between students with and without IDD. Some students that need special education services attend co-taught classrooms, or, for students with severe disabilities, they attend "fully self-contained classrooms, spending their day largely separated from their peers without disabilities. (tinyurl.com/HISPEDART) The '17-18 Strive Hawaii School Performance reports on the schools served through this project show that 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 the state as a whole. From a statewide perspective, 60% of Hawaii's students with IDD (specifically) spend less than 40% of their day inside classrooms with typical peers. This is 10.8% greater than the national average.

(tinyurl.com/HIIDEA16) Social barriers may compound the effects of this physical isolation. For example, a person with IDD may experience a “difficulty performing an array of important social skills.” Similarly, because of limited learning and interaction opportunities, typical peers may lack confidence “in their skills and knowledge to interact with their classmates who have IDD.” (Copeland et al., 2004) Unfortunately, the barriers between students with and without IDD 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)

The prevalence of these barriers may serve to exacerbate bullying rates, a problem which has plagued schools throughout O’ahu and Hawaii. 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) Students that received special education in “in self-contained classrooms reported more perpetration and victimization than students with and without disabilities in inclusive settings.” (Rose et al., 2009) There are 11,415 students in special education programs throughout O’ahu’s districts. Based on a report released in July 2016 that uses data collected from 2011-15, 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) According to a 2014-2015 statewide bullying survey conducted U.S. Education Department Office of Civil Rights, “Of those students who indicated that they were bullied or harassed, 12,828 (61.7%) reported that they believed it was because of their race, sex, and/or disability.”

If these barriers to social inclusion and their effects are unaddressed, people with IDD will continue to encounter “prejudicial and aggressive acts (e.g., taunting to physical abuse), indifference, stereotypical roles or activities...” that “restrict their meaningful participation and engagement in community, activities, and/or relationships” into adulthood. (Buttimer & Tierney, 2005; Hall, 2005; Hall et al., 2005; Johnson, Douglas, Bigby, & Iacono, 2010)

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 meta-analysis of 148 studies that provided data on individuals' mortality as a function of social relationships indicated that “that the influence of social relationships on the risk of death are comparable with well-established risk factors for mortality such as smoking and alcohol consumption and exceed the influence of other risk factors such as physical inactivity and obesity.” (Holt-Lunstad et al., 2010)

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consequences 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)

Individuals with IDD often lack opportunities to build meaningful relationships with others in the community after they age out of the education system. Interactions may be "limited to relatives, other people with IDD and paid caregivers" (Robertson, et al., 2001). This isolation results in a "reported significantly higher levels of personal loneliness." (Sheppard-Jones, Prout & Kleinert, 2005) Best Buddies seeks to end this isolation and subsequent loneliness by facilitating the creation of friendships with others in the community.

According to National Core Indicators, about 19% of adults with IDD have a paid job in the community. These potential employees may tend to have a "smaller and less diverse social networks and, thus, they may be disadvantaged in their career development," and they may lack the social skills essential for gainful employment. (Carey et al., 2004; Holmes, 2003) For example, due to limited opportunities to practice social interaction, 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)

4. Describe the target population to be served; and

The elementary school, middle school, high school, college, and adult program models supported through the grant will serve both youth and adults with and without IDD.

5. Describe the geographic coverage.

Best Buddies' 17 current school-based programs serve Ewa Beach, Honolulu, Kailua, Kaneohe, Kapolei, Mililani, Pearl City, and Waianae. In its first year, we anticipate that the Best Buddies Citizens Program will primarily serve the Honolulu area.

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 38 Best Buddies leaders with and without

IDD from participating schools at the local and/or international level. The international training will be held in July 2020 and the local training will be held in September 2020. An additional 81 students will receive disability awareness trainings that will be conducted on a rolling basis from October through early January. 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 with local volunteers to open an additional two 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, a faculty member serves as an advisor 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 participant recruitment process takes place in September. Initial chapter meetings will review the application process and Best Buddies' protocols. Participants are expected to submit membership applications by the start of October. Upon review of these applications and taking factors such as interests, schedules, and transportation needs 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. Best Buddies staff and chapter leadership are in constant communication throughout the academic year to ensure quality service delivery. In addition to in person meetings, correspondence, and observance of chapter performance data, Best Buddies staff review mid-year and end-year reports from each chapter to guide the chapter leadership towards greater success.

The initial steps to launch the Best Buddies Citizens Program will take place in early fall 2020. Best Buddies Citizens pairs include a person with IDD who volunteers to be a friend and a person without a disability who volunteers to be a friend, with support from a sponsor, someone who knows the person with IDD and supports the friendship. Citizen pairs commit to participation in the program for one year, though these friendships often develop naturally and endure longer than the initial year. Pairs make contact at least once a week by phone, e-mail, or social media, and they meet in-person twice per month. Best Buddies staff follows-up with each pair monthly, to ensure pairs are having a positive experience and meeting the minimum program commitment. Best Buddies will host periodic group activities to encourage in-person communication amongst the pairs. The Best Buddies staff member's primary responsibilities include

completing targeted volunteer recruitment, managing referrals, conducting interviews, home visits, background checks, conducting regular communication with pairs, providing support to the friendships and documentation of their progress, and planning group activities.

In addition to tapping into the pool of participants that have matriculated out of Best Buddies school-based programs, Best Buddies staff will engage both Best Buddies alumni and the community at-large in their recruitment efforts. Community recruitment efforts include participation in volunteer fairs, transition fairs, posting notices on community boards, etc. Staff will also utilize Best Buddies' network of corporate partners to form potential "Corporate Citizens" chapters.

Corporate Citizens chapters are formed in a company selected and approved by Best Buddies staff. Each company is partnered with a host site: a community organization or service agency for adults with IDD. Volunteers from both the company and the host site will be matched in one-to-one friendships and participate in events together. The friendships will create more inclusive communities and raise greater awareness about the need for social opportunities for adults with IDD. Corporate Citizens chapters strengthen the company's ties to the community and create an environment for members to form meaningful one to one friendships while in a group setting.

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.

July-August 2020 – Student leaders and staff representing Hawaii schools attend the Best Buddies International Leadership Conference 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. Initial recruitment outreach efforts launched for the Best Buddies Citizens program.

October 2020 – Chapters hold parent/family events to provide information about Best Buddies, matches start to form, and chapters host their first group activities.

November 2020 – Best Buddies conducts site visits and continues to monitor chapter progress, providing training as necessary. Chapters hold group activities.

December 2020 – 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.

January 2021 – Chapters host group activities. Student leaders prepare spring calendars, including meetings and activities and distribute to chapter membership.

February 2021 – Best Buddies staff works with student leaders to identify, interview, and select incoming chapter presidents for each chapter, and register those students for the 2021 Best Buddies International Leadership Conference.

March 2021 – March is Best Buddies Month. Best Buddies hosts annual event for Honolulu participants, their families, and community members. March 3, 2021 is "Spread the Word: Inclusion" Day. Chapters hold events that encourage respectful language and create awareness for the movement to cease derogatory use of the word "retard" or "retarded."

April 2021 – Best Buddies staff distribute annual survey to all participants in Hawaii.

May–June 2021 – 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 make plans for contact during the summer.

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

Progress towards outputs and outcomes will be documented through a variety of Best Buddies' tools:

- Best Buddies Online is Best Buddies' membership database. This system helps Best Buddies staff and approved volunteers track a chapter's progress towards recruitment, total matches, and inclusive activities.
- Mid- and end-year reports are prepared by student officers and detail chapter activities, number of matches, goals, and provide 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 person with IDD feels more included in their community as a result of participation in Best Buddies.

4. List the measure(s) of effectiveness that will be reported to the State agency through which grant funds are appropriated (the expending agency). The measure(s) will provide a standard and objective way for the State to assess the program's achievement or accomplishment. Please note that if the level of appropriation differs from the amount included in this application that the measure(s) of effectiveness will need to be updated and transmitted to the expending agency.

Best Buddies will utilize state funds to help sustain the operation of 17 school-based chapters, launch two new school-based chapters, and launch Best Buddies' adult friendship program, Best Buddies Citizens, on O'ahu. By the end of the project period, Best Buddies' school-based chapters will serve 560 participants, create 160 one-to-one friendships, execute 65 inclusive activities, and provide disability awareness and leadership training to 115 participants; additionally, the Best Buddies Citizens program will have a minimum of 30 participants matched in 15 one-to-one friendships. Best Buddies will track the impact of these services, like whether a participant with IDD feels more accepted in their community, through Best Buddies' annual survey.

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 2021.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$46,612.50	\$34,462.50	\$34,462.50	\$34,462.50	\$150,000

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2021.
Atherton Foundation; Baldwin Foundation; Bank of Hawaii; Cooke Foundation; Harold Castle Foundation; NFL Foundation; 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

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2020 to June 30, 2021

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	72,376			
2. Payroll Taxes & Assessments	5,537			
3. Fringe Benefits	8,564			
TOTAL PERSONNEL COST	86,477			
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island				
2. Insurance				
3. Lease/Rental of Equipment				
4. Lease/Rental of Space	7,480			
5. Staff Training	4,600			
6. Supplies	500			
7. Telecommunication	2,552			
8. Utilities				
9. Mileage/Local Travel	5,141			
10. Volunteer Training	12,150			
11. Postage	600			
12. Printing	500			
13. Indirect Costs	30,000			
14				
15				
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	63,523			
C. EQUIPMENT PURCHASES	0			
D. MOTOR VEHICLE PURCHASES	0			
E. CAPITAL	0			
TOTAL (A+B+C+D+E)	150,000			
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		Signature of Authorized Official Date		
(d) Total Private/Other Funds Requested	41,785	Karen L. Glasser, State Director		
TOTAL BUDGET	191,785	Name and Title (Please type or print)		

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2020 to June 30, 2021

Applicant: Best Buddies Hawaii, LLC

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
State Director	1.0 FTE	\$80,000.00	34.00%	\$ 27,200.00
Program Supervisor	1.0 FTE	\$45,175.80	100.00%	\$ 45,175.80
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
TOTAL:				72,375.80

JUSTIFICATION/COMMENTS:
 State Director, Karen Glasser, at 34% of time on the project to provide direct programmatic support and administrative and contract support.
 Program Supervisor, Elizabeth Mahoe, 100% of time on the project to provide direct programmatic support, including school recruitment, student/faculty recruitment, training and ensure program participants receive a high quality program.

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2020 to June 30, 2021

Applicant: Best Buddies Hawaii, LLC

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:

Not Applicable

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2020 to June 30, 2021

Applicant: Best Buddies Hawaii, LLC

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: 2018-2019	FY: 2019-2020	FY:2020-2021	FY:2020-2021	FY:2021-2022	FY:2022-2023
PLANS						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
TOTAL:	0	0	0	0	0	0
JUSTIFICATION/COMMENTS:						
Not Applicable						

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Applicant: Best Buddies Hawaii, LLC

Contracts Total: -

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S. / State / Haw / Hon / Kau / Mau)	CONTRACT VALUE
1	N/A	N/A	N/A	N/A	N/A
2					
3					
4					
5					
6					
7					
8					
9					
##					
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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 2021 for program funding.
 - Honolulu Department of Community Services FY2018 - \$124,500
 - Honolulu Department of Community Services FY2019 - \$124,500
 - Maui County, Department of Housing and Human Concerns FY2018 - \$84,500
 - Maui County, Department of Housing and Human Concerns FY2019 - \$85,000
 - Maui County, Department of Housing and Human Concerns FY2020 - \$85,000
6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2019.

December 31, 2019 is the end of our fiscal year, so our final financial statements are not yet finalized. Final 2019 financials are expected to be complete in late January. As of November 30th, Best Buddies Hawaii has a balance of (\$75,185).

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.

Best Buddies International, Inc. is a 501(c)(3) nonprofit organization founded in 1989. Best Buddies now has more than 2,800 elementary school, middle school, high school, and college chapters and reaches participants in 50 states and 53 countries, impacting more than 1,200,000 people worldwide. 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.

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. Honolulu'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.

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 FY2018 - \$124,500
- Honolulu Department of Community Services FY2019 - \$124,500
- Maui County, Department of Housing and Human Concerns FY2018 - \$84,500
- Maui County, Department of Housing and Human Concerns FY2019 - \$85,000
- Maui County, Department of Housing and Human Concerns FY2020 - \$85,000

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 currently serves as our base of operations. The majority of friendship program activities will occur on the campuses of participating schools and communities throughout O'ahu.

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.

All Best Buddies staff members are trained in both Best Buddies' policies and procedures at the beginning of their career with the company. Current anticipated staff included on this project include tenured staff that do not need new hire training and mentoring. However, should a new staff member need to be hired, 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 each January. Staff participate in similar trainings at Best Buddies International's annual Leadership Conference each July.

The Hawaii State Director, Karen Glasser, is a graduate of the University of Michigan who went on to study film production at New York University. Karen is new to the Best Buddies Hawaii team and previously oversaw all programmatic, operations and fundraising initiatives for Best Buddies Virginia & Capitol Region. Over the past six years, Karen and her team have tripled the number of school-based friendship chapters and supported employment participants served, they have launched adult friendship

and elementary school programs, and demonstrated 226% growth in private revenue. Karen has been a longtime volunteer with three Alexandria City Parent Teacher Associations and related school committees, the ReelAbilities Film Festival Committee, and several national pilot initiative committees within Best Buddies International. Karen most recently worked with Alexandria City Public Schools in Alexandria, VA and the Public Justice Foundation in Washington, DC.

Karen Glasser reports to Heather Barnes, Senior Director, State Operations. Heather has over 13 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 five 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 18 schools in Honolulu County. Elizabeth has a daughter with a disability.

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: \$80,000.00
Program Supervisor: \$45,175.80

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.

N/A

4. Future Sustainability Plan

The applicant shall provide a plan for sustaining after fiscal year 2020-21 the activity funded by the grant if the grant of this application is:

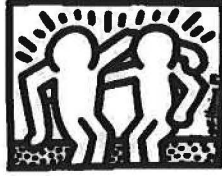
(a) Received by the applicant for fiscal year 2020-21, but

(b) Not received by the applicant thereafter.

Best Buddies has been successful in securing grants and private donations from foundations and residents that believe in our mission. We have an on-going strategic plan to solicit new advisory board members who will help increase our reach and influence with new private donors throughout Honolulu County. Best Buddies Hawaii is excited to welcome a new State Director, Karen Glasser, to the Hawaii team. Karen joins Hawaii with seven years prior experience with Best Buddies managing programs and fundraising efforts in the Washington DC and Virginia area, where 80% of the budget comes from private revenue and she was able to help grow private funds by 226%. Karen will lead efforts to recruit new and diversified board members, who in conjunction with the state director, will help steward new relationships with foundations, corporations and individual donors. The board is currently comprised of tourism industry professionals, educators, parents of students with disabilities, and successful small business people here on Oahu. In 2020 the board will be hosting two signature fundraising events to help raise private funds for Honolulu programs. The first event, the Best Buddies Friendship Walk, is our largest public awareness event and is open to all members of the community to help raise funds for programs and celebrate the impact of our mission. The second event, the Champion of the Year event, will bring together community participants to "friend-raise," in support of Best Buddies programs in Honolulu County. Champions will participate in an eight week fundraising campaign, with the top fundraiser being crowned Champion of the Year at the culmination of the

event. Funds raised at this annual event will go to support our Maui programs. Additionally, Honolulu has a robust group of private and community foundations that support our local programs, including: Atherton Foundation; Baldwin Foundation; Bank of Hawaii; Cooke Foundation; Harold Castle Foundation; Hawaii Community Foundation and the NFL Foundation.

BEST BUDDIES.



**Best Buddies Hawaii, LLC
Organizational Chart**

Heather Barnes
Senior Director, State Operations



Karen Glasser
State Director



Elizabeth Mahoe
Program Supervisor