

BOYS TO MEN MENTORING NETWORK OF HAWAII – GIA

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bullying, gang life, substance abuse, suicidal and violent behaviors and are disconnected from their families and friends. Schools lack the resources needed to meet the social-emotional needs boys have and are confident in BTM HI's group mentoring program is the solution by providing mentors to boys at their middle and high schools on the Big Island, Oahu, Maui and Kauai.

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



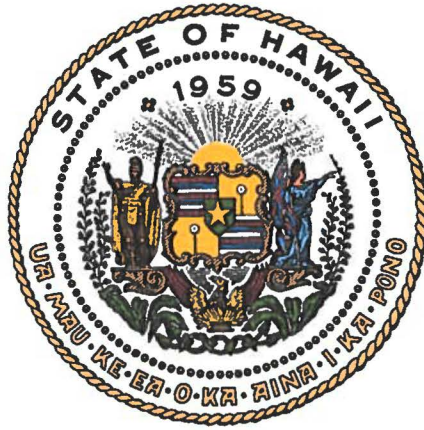
AUTHORIZED SIGNATURE

DANE Elliott - Executive Director

PRINT NAME AND TITLE

1-15-2020

DATE



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

BOYS TO MEN MENTORING NETWORK OF HAWAII

was incorporated under the laws of Hawaii on 03/09/2013 ; 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 14, 2020

Director of Commerce and Consumer Affairs



**DECLARATION STATEMENT OF
APPLICANTS FOR GRANTS PURSUANT TO
CHAPTER 42F, HAWAI'I REVISED STATUTES**

The undersigned authorized representative of the applicant certifies the following:

- 1) The applicant meets and will comply with all of the following standards for the award of grants pursuant to Section 42F-103, Hawai'i Revised Statutes:
 - a) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide the services for which a grant is awarded;
 - b) Complies with all applicable federal and state laws prohibiting discrimination against any person on the basis of race, color, national origin, religion, creed, sex, age, sexual orientation, or disability;
 - c) Agrees not to use state funds for entertainment or lobbying activities; and
 - d) Allows the state agency to which funds for the grant were appropriated for expenditure, legislative committees and their staff, and the auditor full access to their records, reports, files, and other related documents and information for purposes of monitoring, measuring the effectiveness, and ensuring the proper expenditure of the grant.
- 2) If the applicant is an organization, the applicant meets the following requirements pursuant to Section 42F-103, Hawai'i Revised Statutes:
 - a) Is incorporated under the laws of the State; and
 - b) Has bylaws or policies that describe the manner in which the activities or services for which a grant is awarded shall be conducted or provided.
- 3) If the applicant is a non-profit organization, it meets the following requirements pursuant to Section 42F-103, Hawai'i Revised Statutes:
 - a) Is determined and designated to be a non-profit organization by the Internal Revenue Service; and
 - b) Has a governing board whose members have no material conflict of interest and serve without compensation.

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

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

Duane Elliott
(Typed Name of Individual or Organization)


(Signature)

1-15-2020
(Date)

Duane Elliott
(Typed Name)


Executive Director
(Title)



Date: January 15, 2020

Public Purpose statement

The public purposes of these funds are to provide program support to Boys to Men Mentoring Network of Hawaii's in-school mentoring program serving xx boys and to expand the program to the islands of Hawaii, Oahu, Maui and Kauai. This program expansion will provide mentoring services to 8 additional schools, train and recruit 24 mentors and reach an additional 80 plus boys in the 2020/2021 school year.



Duane Elliott, Executive Director
Date: 1/15/2020



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;

Since 2014 Boys to Men Mentoring Network of Hawaii Inc. (BTM HI) has been serving at-risk, fatherless and/or disconnected teenage boys ages 12-17 in middle and high school. BTM HI uses an evidence-based, international model developed in San Diego, California in 1996. Boys we serve are growing up without a father or a positive male mentor in their lives and are at risk of educational failure, substance abuse, delinquent or violent behavior, gang activity and becoming criminally/forensically involved. Boys to Men Mentoring Network of Hawaii's mission statement is to support boys in becoming compassionate leaders by providing in-school group-mentoring throughout Hawaii.

BTM HI has in-school group mentoring programs for at-risk, fatherless, or disconnected boys on the islands of Oahu, Maui, Kauai, and the Big Island schools. We are currently serving 155+ boys and 30+ mentors. BTM HI seeks to partner with the State of Hawaii to expand our programs to eight (8) additional schools on the islands of Oahu, Maui, Kauai and the Big Island. This grant will help us continue providing our existing programs and support our eight (8) school expansion. With this expansion, we will recruit and train 30 new mentors, reach an additional, unduplicated 80+ at-risk, fatherless, or disconnected male adolescents at eight (8) new schools in these geographic areas.

2. The goals and objectives related to the request;

BTM HI's goals and objectives will directly benefit 155+ boys currently participating weekly during the school year in 17 schools throughout Hawaii, Oahu, Maui, and Kauai. We plan to continue serving boys in our current program and expand our in-school group mentoring programs to: 1) two (2) new schools, serve 20+ new boys and recruit eight (8) mentors on the island of Hawaii; 2) four (4) new schools, reach 40+ new boys and recruit 14 mentors on the island of Oahu; 3) one (1) new school, ten or more (10+) new boys, and recruit four (4) mentors on Kauai; and 4) one (1) new school, ten or more (10+) new boys and recruit four (4) mentors on Maui.

To address the mentoring needs of vulnerable at-risk boys in these targeted islands, our goals in 2020/2021 school year are:

1. Improve participant academic performance by decreasing absenteeism and delinquency, learn goal-setting skills, share his life goals and dreams;
2. To embrace 80+ fatherless, at-risk boys and strengthen their decision-making skills, self-esteem, social skills, and emotional regulation through mentor modeling and activities;
3. Fortify family relationships, connect him to his community, peers, and mentors;
4. Create an upward trajectory toward healthy adult life.

Our objectives in the 2020/2021 school year are to:

1. Screen, train and mobilize 30 caring, culturally competent male mentors to provide positive role-modeling, healthy communication, and supportive environment;
2. Provide a safe space for 80+ new boys/peers and 30 mentors at eight (8) new schools to share their fears, mistakes, thoughts, and challenges;
3. Build relationships and rapport with school administrators, counselors and teachers to provide support and meet the mentoring needs of boys;
4. Engage boys in circles an Adventure Weekend to help them improve their decision-making skills, goal setting, academic performance, develop social-emotional maturity, and connect with others.

3. The public purpose and need to be served;

Today 1 out of 3 children in America are growing up without a father or mentor in their home (fathers.org). In our targeted geographic areas, children navigate their journey into adulthood alone without a father or mentor in their lives. Based on BTM HI program data, 70% of the participants are growing up without a father or mentor to guide them. According to The Annie E. Casey Foundation research 22.7% of children in the City and County of Honolulu, 28.7% of minors in Kauai County, 31.2% of children in Maui County and as high as 36.2% in Hawaii County children are growing up in single-parent homes and are more likely to experience economic hardship and parents have less time to supervise their children compared to two-parent families. Compared with children in married-couple families, children raised in single-parent households are more likely to have or cause a teen pregnancy and to experience a divorce in adulthood (retrieved 1/5/20 <https://datacenter.kidscount.org/data/tables/9285-percent-of-families-with-children-that-are-single-parent-families?loc=13&loct=5#detailed/5/7266-7269/false/1691,1607,1572,1485,1376,1201,1074,880/6273/18368>).

According to the National Fatherhood Initiative (fatherhood.org), when boys are growing up without a father or a mentor in their lives, male adolescents are at four times greater risk of poverty. They are more likely to have behavioral issues. Fatherless children are more likely to face abuse and neglect, are more likely to go to prison, 279% more likely to carry a gun or abuse drugs or alcohol, two times more likely to suffer from obesity, are more likely to commit a crime and two times more likely to drop out of school. BTM HI receives school data indicating over 50% of BTM HI participants are living in low-income households and qualify for free or reduced lunch. Among the schools we currently serve, as high as 80% of the students are from low-income families, and in our targeted areas, 65% of students are from low-income families.

BTM HI seeks to partner with the State of Hawaii to meet the rising demand and need for our program on the Big Island of Hawaii, Oahu, Maui and, Kauai. Our goal is to meet the mentoring needs of at-risk boys throughout these islands and empower them through weekly in-school mentoring circle discussions and experiential outings. BTM HI seeks to further its mission to support boys in becoming compassionate leaders by providing our in-school group mentoring throughout the State of Hawaii.

The Department of Education uses a Tier system with levels 1, 2, and 3 to serve the needs of students. Tier 1 (80-85% students) receive high quality instruction and align to state

standards. Tier 3 students have significant needs and receive intensive interventions. Tier 2 students have slight deficits and receive targeted services.

Tier 2 boys are the focus of the BTM HI mentoring program. Tier 2 boys tend to have trouble engaging, learning, and attending school with regularity. They tend to isolate, be followers instead of leaders, and act out to seek engagement. Tier 2 boys tend to have family dysfunction that disrupts them from the sense of familial support needed to engage school programs. Adolescents demonstrate unexpected classroom behaviors yet fail to qualify for special services, often result being overlooked or “slip through the cracks.” Our in-school group mentoring programs engage boys with personal attention and a sense of belonging and leadership that they desperately need.

Counselors attempt to address the individual needs of male adolescents but often find themselves at a loss with limited resources. Our targeted schools have a counselor to student ratios of 134:1 to 692:1 (greatschools.org). With the absence of healthy mentorships or resources, boys are at risk of becoming disconnected from their community; this can pose an enormous danger to the overall health of the community. Studies show when boys disconnect from themselves and others, they are more likely to be involved with acts of violence to themselves and others. Hence, when our boys grow up without a mentor in their lives, studies show participants are vulnerable and live with economic or social disadvantages (fatherhood.org). These stressful and unsupportive environments result in boys who act out and disconnect, when what they need most is a true connection! Boys to Men Mentoring Network of Hawaii’s foundation is connection. It’s what we do!

4. **Describe the target population to be served**

BTM HI serves fatherless and at-risk middle and high school boys ages 12-17 from Hawaiian, Pacific Islander, and Asian descent. The young men we serve are vulnerable, facing educational failure, are at risk of substance abuse disorder, suicide, homelessness, and poverty. All these factors affect our boys, their families, and their communities. We seek to serve at-risk, fatherless or, disconnected boys on the islands of Oahu, Big Island, Maui, and Kauai, with many living in rural or small, underserved communities.

Educational Failure:

Staying in school is vital for our young men to learn and graduate from high school. A vast majority of the schools we are targeting, students have chronic student absentee rates (students absent 15 or more days) and high suspension rates. Absentee rates at schools we serve and plan to expand to vary from school to school and range from 6% to as high as 44% for the entire student populations. When absentee rates are reviewed among the various ethnicities, absentee rates jump to 50% to 100% especially for Black and American Indian/Alaskan Native students. Suspension rates also vary among schools, ranging from <1% to 20% for the general student populations.

Drug Abuse

According to the new state Department of Health figures, (retrieved on 11/19/19 <https://www.hawaiinewsnow.com/2018/12/19/thousands-hawaii-teens-admit-injecting-illegal-drugs-help-these-users-is-hard-find/>) 1,200 public high school students (2.8 percent) admitted to injecting illegal drugs last year. Meanwhile, some 2,000 middle school students said they'd shot up. Those figures are well above the national average of 1.5 percent. The report also found addiction treatment towards youth is nonexistent in Hawaii. Without access to treatment, our young men, their families, and communities lack the resources to give hope and support our boys need to begin their journey towards recovery.

Suicide

Often boys begin our circle burdened with trauma, anger, and confusion. Many of the boys we engage in our BTM circles begin sharing the trauma, pain, and sadness they experience as they attempt to make sense of their feelings. Hawaii leads the nation in the number of teens who have attempted suicide at least once in high school. According to data from the U.S. Office of Adolescent Health, one out of every 10 Hawaii teens has already tried to commit suicide. Suicide has a devastating impact on families, communities, and individuals.

Risk of Homelessness

In 2018 the Street Youth Study was released by Waikiki Health, Hale Kipa, and the University of Hawaii Center on the Family. The study reported the average age of the first homeless episode for youth was 14.1 yrs. The most common reason for being homeless or having been homeless was family discord, lifestyle choice, disagreeing with rules at home and being kicked out. Homelessness puts youth in highly vulnerable situations and creates a negative impact on communities, including sex/human trafficking, using or selling drugs, and living in unhealthy conditions.

Poverty

Many boys living in the various communities we are targeting live in poverty. Females living with children under 18 years old and no husband present have poverty ranging from 16% in Honolulu County to 21% in Maui, 18.5% on Kauai and 41.6% on the Big Island (per factfinder.census.org) all higher than the poverty rate for the State of Hawaii at 10.3%. Boys and their families experience tough choices each month to survive.

5. Describe the geographic coverage.

BTM HI's targeted geographic area for this grant are the islands of Oahu, Maui, Kauai, and the Big Island.

The most populated of the Hawaiian Islands we will deliver services to is Oahu, with a population of 953,207 (2019), is home to Honolulu, Hawaii's State Capital (www.worldpopulationreview.com/states/hawaii-population/). Oahu is known as "The Gathering Place" and is in the County of Honolulu. The ethnic breakdown of this island is 43% Asian, 20% White, 9% Native Hawaiian Pacific Islander, 8% Hispanic or Latino, 5%

Native, 2% Black or African American Two or more Races 22%, three or more races 7% and 1% some other race. Honolulu's median household income in 2016 was \$69,964, and the average poverty rate between 2016 and 2018 was 13.7%.

Schools we are currently serving on Oahu are Kailua Intermediate, Kaimuki Middle, President William McKinley High, Moanalua High, Moanalua Middle, Admiral Arthur W. Radford High, Waimanalo Elementary and Intermediate, and President George Washington Middle.

We will expand our services to these Oahu schools: Kalaheo High, Kailua High, Kaimuki High, Roosevelt High, Kalani High, Aiea Intermediate, Aliamanu Middle, and Central Middle.

BTM HI will expand its program on the Big Island. The Big Island's population is 1,415,872 (census.gov), has a median household income of \$56,395, and a poverty rate of 17.4%. The ethnic breakdown of this island is 21.5% Asian, 30.3% White, 11.4% Native Hawaiian Pacific Islander, 12.5% Hispanic or Latino, 0.563% Black or African American, 0.204% American Indian & Alaska Native Alone, 0.0953% other race alone. The median household income was \$56,395 in 2017 (<https://datausa.io/profile/geo/hawaii-county-hi#demographics>).

Schools we are currently serving on the Big Island are Hawaii Academy of the Arts and Sciences (HAAS) Intermediate, HAAS Middle, Kohala Middle, Kohala High, Konawaena High, Pahoia High School, and Waimea Middle.

We will expand our services to these Big Island schools: Waikoloa Middle, Hilo Intermediate, Waiakea Intermediate, and Kealakehe Intermediate.

BTM HI will serve at-risk boys living in Maui County where the population is 164,094 consisting of 35.2% White, 18.5% Pacific Islander, 18.3% Two or More races, 13.2% Asian, 11.4% Hispanic or Latino, 1.95% Black, 1.21% Other races and .324% Native American. The median household income recorded in 2017 was \$72,762, which is higher than the other islands (<https://datausa.io/profile/geo/maui-county-hi>).

We are currently serving Kihei Charter School on Maui.

We will expand our services to Lokelani Middle and Kalama Middle schools on the island of Maui.

Lastly, we will continue to serve boys and grow our program on the island of Kauai. Kauai's population is 71,093 and has an ethnic breakdown consisting of 18.4% Asian, 35.6% White, 18.1% Native Hawaiian Pacific Islander, 7.56% Hispanic or Latino, 0.749% Native, 0.605% Black or African American, Two or More Races 18.2%, and 0.763% some other race. Kauai's median income is \$62,946.

We are currently serving Chiefess Kamakahelei Middle School on Kauai.

We will expand our services to Kapaa Middle and Waimea High schools on Kauai.

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.

1. Applicant's approach to this request

BTM HI's successful expansion and program delivery are possible because of the strong community support and the dedicated staff, mentors, and board we have who believe in our mission. Our caring mentors and committed staff witness the positive impact BTM HI has on boys' lives as they see the transformation that occurs as boys once they begin participating in BTM circles and as they meet participants every week. Through continued community support, BTM HI will sustain its current program serving 155 boys and expand to reach 80+ more at-risk young men throughout the Big Island, Oahu, Maui, and Kauai islands. There is an increasing demand by school administrators on each of these islands for our program. We are confident school administrators will support the implementation of our program at their schools as soon as possible. We will meet with school administrators to discuss the program model, potential results, participant expectations, mentor recruitment, participant safety, and the referral process. Once MOA's are signed, and parties agree on a start date, BTM HI will move forward and assign mentors to their designated in-school mentoring group site.

Mentor recruitment will be executed by our Program Director and Lead Facilitators on the targeted islands utilizing their network of school administrators, parents, community collaborators, nonprofit organizations, service organizations, and corporate partners. We have a network of volunteers on our Big Island who are trained and are ready to begin serving as mentors. With the funding from the State of Hawaii, we will be able to utilize these volunteers and start serving the mentoring needs of our young men at the new schools. Once new mentors are identified on the other islands, they will be invited to complete a background screening process and successful volunteers will receive mentor training.

Our Boys to Men program model is delivered through our in-school group mentoring program and relies on our Lead Mentors to deliver the program. BTM HI is ready to partner with the State of Hawaii, embrace and connect with our boys now to breaking the cycle boys of disconnection, isolation, and loneliness. Together we will connect at-risk boys with caring mentors who model positive behavior and healthy communication every week through our in-school group mentoring. Through our transformative mentoring program, boys learn healthy behaviors, positive communication, and what it means to be a good man. The social impact of our in-school group mentoring program is extensive and creates a ripple effect. As the boys change their positive change impacts other students, teachers, administrators, and their families. BTM HI's mentoring program helps build emotional wellness in boys, benefiting their families, and creating vibrant communities.

BTM HI program model utilizes caring mentors who begin their weekly meetings with a check-in to listen to what is impacting boys, their peers, and mentors as they begin their circle discussions. Mentors role model positive communication and healthy behaviors by leading a discussion topic while sharing their mistakes, the consequences of their mistakes,

and how they moved from their mistakes. Our program teaches anti-bullying behavior by helping boys develop empathy, kindness, and respect towards others. BTM HI guides boys to improve their decision-making, social-emotional skills, and self-confidence, decrease delinquent behaviors, and support them to meet their personal and academic goals successfully.

Boys who demonstrate progress are invited to Adventure Weekend to practice their new skills. We offer boys the opportunity to learn a Malama 'aina mindset, as they engage in community service such as our beach cleanups. BTM HI's mentoring program helps boys learn accountability and responsibility as they grow into young adults and become the man that they want to be.

By providing male mentors to at-risk boys, we will meet the community's need to decrease delinquent behavior, absenteeism, suspension rates, and empower boys to stay in school. In 2018 the Hawaii DOE released a red alert regarding chronic absenteeism. They found nearly 1 in 5 Hawaii public school students were chronically absent in each of the last four years (<https://www.hawaiipublicschools.org/DOE%20Forms/Absentee%20sheet.pdf>) Absentee rates at schools we serve and plan to expand to vary from school to school and range from 6% to as high as 44% for the entire student populations. When reviewing absentee rates closer among the various ethnicities, absentee rates jump to 50% to 100%, especially for Black and American Indian/Alaskan Native students. Suspension rates also vary among schools, ranging from <1% to 20% for the general student populations. BTM HI helps boys stay in school, as demonstrated by BTM HI's 0% school dropout rate (greatschools.org).

The structure of our groups supports these boys to find their leader within, to develop a capacity for introspection, social, and emotional intelligence (SEL), mature communication habits, and the ability to take responsibility for their own choices and their impacts on others and themselves. The skills and friendships these boys develop create a ripple effect of lasting positive change throughout their peer groups, families, and communities. Per 2011 Collaborative for Academic Social and Emotional Learning (casel.org) research, students exposed to SEL performed 11 percentile-points higher over non-participating students. In 2017 CASEL found students benefit from SEL immediately and continue to benefit for months, even years to come.

Every week our mentors show up at middle schools, high schools throughout the islands of Oahu, Maui, Kauai, and the Big Island to give teenage boys a community of men and peers who listen, encourage, and empower them. Our community-based mentoring approach gives boys a variety of positive male role models who show up curiously and consistently. Our caring mentors tell the truth of their struggles as men, listen to boys' stories and curiosities, and encourage the boys to explore and become the man they want to be.

In addition to the weekly in-school mentoring groups, with parental consent, we also offer occasional surf outings, hikes, camping, and beach clean-ups, Adventure Weekends for middle schoolers, and Rite of Passage Weekends for high schoolers.

The applicant shall describe the scope of work, tasks, and responsibilities;

1.0 SCOPE

BTM HI meets the mentoring needs of vulnerable male adolescents growing up without a father or a mentor in their lives, who are disconnected socially and emotionally from their family or friends. BTM HI will continue providing weekly in-school mentoring services to 155 at-risk boys at seventeen (17) schools and will expand its program to eight (8) new schools on the Big Island, Oahu, Maui, and Kauai. BTM HI engages participants through Adventure Weekends and community service projects. BTM HI evaluates the program and participant progress throughout the year.

TASK 1 Identify schools and establish relationships with school personnel

Responsible party: Program director and Lead Mentors

BTM HI will build relationships with school administrators, counselors, and teachers at the identified school sites. BTM HI Program Director or Lead Mentor will meet with school personnel to discuss the BTM program model, referral process, and establish an MOA.

TASK 2: Identify, recruit, screen, train and coordinate volunteer male mentors.

Responsible party: Program Director and Lead Mentors

BTM HI Program Director and Lead Facilitators will collaborate with community organizations, service organizations, parents, schools, government entities, and other BTM HI mentors to recruit male mentors. The Lead Facilitator will ensure all volunteers complete a background screening successfully and complete a 48-hour mentor training. The Lead Facilitator will assign male mentors to in-school group mentoring sites.

TASK 3: Train mentors

Responsible party: Executive Director, Program Director and Lead Facilitators

The Executive Director, Program Director and Lead Facilitators will be responsible for training all volunteer mentors, and other volunteers. Responsibilities include tracking all volunteers who complete 48-hour Mentor Training and ongoing training hosted throughout the year.

TASK 4: Provide a safe and comfortable space for BTM HI participants, peers and mentors to meet every week.

Responsible party: School and BTM HI Program Director

Identify a safe, comfortable meeting space for participants, peers, and mentors to meet on a weekly basis. Ensure all participants are aware of the meeting space location. Create a safe space for participants to meet with peers and mentors, discuss their challenges, emotions, fears, thoughts, and barriers, preventing them from reaching their personal or academic goals.

TASK 5: Measure, track and evaluate the program during the program year.

Responsible party: Program Director and Lead Mentors

BTM HI will utilize program data, participant school reports, and surveys. Program Director and Lead Mentors will meet with school administrators quarterly to discuss the program, opportunities for improvement, identify program successes, discuss participant progress, and any supports participants need to be successful in meeting their academic and personal goals.

TASK 6: Engage 60+ participants through Adventure Weekend.

Responsible party: Program Director and Lead Mentors

Invite boys who have met their goals and made progress in the community to Adventure Weekend. Provide transportation, meals, and outdoor space for lodging. Lead participants in activities for them to explore what barriers are preventing them from obtaining their goals, led them in activities to learn teamwork, leadership skills, and having fun playing outdoor sports and games.

The applicant shall describe Results, outcomes, and measures of effectiveness from this request.

Anticipated Program Results:

1. Recruited/trained 30 mentors via quarterly mentor training;
2. Met quarterly with school; administrators/counseling teams from all of the targeted expansion schools;
3. Met weekly during the school year with boys participating in the program, increasing the number of boys each month to participate in the program ending the grant period with 80+ boys participating in the program;
4. Delivered mentoring services to boys at minimum to 2 new schools every quarter with a total of 8 schools in grant period;
5. Hosted 60+ boys at Adventure Weekends;
6. Evaluated program through NMP surveys, school, and program data.

Anticipated Outcomes:

1. In twelve months, participants will improve their academic performance by decreasing absenteeism and delinquency, learn goal-setting skills, share their life goals and dreams;
2. In twelve months, 80+ fatherless, at-risk adolescent male participants will strengthen their decision-making skills, self-esteem, social skills, and emotional regulation through mentor modeling and activities;
3. In twelve months participants will fortify their family relationships, connect with his community, peers and mentors;
4. In twelve months participants will begin to demonstrate characteristics that create an upward trajectory toward healthy adult life.

Measures of effectiveness

1. 80+ boys from the Big Island, Oahu, Maui, and Kauai receive mentoring services and eight (8) new schools receive our mentoring program;
2. Host quarterly mentor training and train a minimum of 8-10 mentors are recruited, screened, and trained to support program expansion;
3. Meet bi-monthly with school administrators to network/discuss program;
4. 60+ boys have attended Adventure Weekends;
5. Program data, survey tools and self-reporting in our circle discussion used to measure program effectiveness in impacting participants progress in effectively and positively engaging with others, connecting with their community, peers and mentors, learning empathy, kindness, and respect and developing anti-bullying behaviors;
6. We will use survey tools, program data, and self-reporting in our circle discussion to measure participants' progress. Program's measurement of effectiveness on boys abilities to make healthier life decisions, use positive coping skills, be self-accountable, responsible, set realistic goals, work to achieve those goals, improve their academic performance by staying in school and decreasing their delinquent behavior, seek help from others when they are unable to handle problems on their own, and create an upward trajectory toward healthy adult life.

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

Please see the attached timeline.

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

BTM HI will utilize its program model processes and delivery program policies to ensure program participants receive a top-quality program.

We have scheduled mentor evaluations, meet regularly with school administrators, and provide parents and participants with program evaluation surveys to identify any gaps or weaknesses in the program. We will evaluate the program by using

Student Outcome surveys and staff mentor meetings and comparing school reports with program data.

Outcome measurement tool to measure the effectiveness of program goals and objectives:

- Program data surveys to measure boys program performance and obtain mentor, parent, and school administrator input
- SDQ measurement tool (The Strengths and Difficulties Questionnaire is a brief behavioral screening questionnaire for 13 to 16 year-olds.)
- Comparison of program data and school data (grades, school attendance, and school behavior)

BTM HI will use the following tools to measure program progress:

- Check-in sheets will measure boy and mentor program participation
- The number of mentor background checks to track screened mentors
- Adventure Weekend check-in sheets to track boy and mentor participation
- Facilitator meeting reports will provide input from school administrators, mentors, and parents throughout the year
- The number of MOAs with school partners
- Check-in sheets and training certificates to track mentor training completion

- 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.**

BTM HI will provide the reporting requested by the State Agency on the appropriation of state funds. We will provide a quarterly report on the funding allocation, progress on our goals and objectives, program improvements, successes, and gaps.

BTM HI's grant activity will directly benefit approximately 155 at-risk boys we are currently serving weekly during the school year at 17 schools throughout the Big Island, Oahu, Maui, and Kauai. We will continue our current programming and expand our reach to 8 new schools throughout these islands, with an average of 10-15 boys in each program.

We will address the mentoring needs of vulnerable at-risk boys on the targeted islands.

Our measures of effectiveness are:

1. 80+ boys from the Big Island, Oahu, Maui, and Kauai received mentoring services, and eight (8) new schools receive our mentoring program;
2. Host quarterly mentor training and train a minimum of 8-10 mentors are recruited, screened, and trained to support program expansion;
3. Meet bimonthly with school administrators to network/discuss program;
4. 60+ boys have attended Adventure Weekends;

5. Help program participants achieve, measure their progress and develop the following skills with mentor and peer support by the end of the grant period;
- 1) Make healthier life decisions;
 - 2) Use positive coping skills;
 - 3) Be self-accountable, responsible;
 - 4) Set realistic goals, work to achieve those goals;
 - 5) Learn empathy, kindness, and respect and develop anti-bullying behaviors;
 - 6) Effectively and positively engage with others;
 - 7) Understand the consequences of their actions;
 - 8) Improve their academic performance by staying in school and decreasing their delinquent behavior;
 - 9) Seek help from others when they are unable to handle problems on their own;

BTM HI will continue serving 155 boys via weekly groups at middle and high schools in seven (7) Big Island schools, eight (8) Oahu schools, one (1) Maui school, and one (1) Kauai school. The partnership with our male mentors is critical to continue serving the mentoring needs of participants. We will continue recruiting and training mentors to deliver our weekly program.

Each school partner's role is critical to the success of our program. Each school partner supports us by agreeing to refer boys to our program, providing school data on each participant, providing an in-kind meeting space, and working closely with us to provide support for each boy we engage.

Expansion:

We will expand our program to reach an additional two (2) schools on the Big Island, four (4) on Oahu, one (1) on Maui, and one (1) on Kauai to grow our programs from 17 to 25 schools. To meet this outcome, we will add two (2) schools every quarter, and train 30 new mentors over the 12-months.

IV. Financial

Budget

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

Please see attached forms

- 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
\$20,000	\$25,000	\$25,000	\$35,000	\$105,000

- 3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2021.**

BTM HI plans to seek funding from grant sources of \$80,000 from county funds, foundations corporations. We will develop relationships with individuals who participate in our fundraising events to raise \$60,000 and from private donors of \$10,000 who live in the various targeted geographic areas.

- 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.**

BTM HI has not received any tax credits within the prior three years, nor will it apply for any tax state or federal tax credits for any capital projects.

- 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.**

Boys to Men Mentoring Network of Hawaii has received County of Hawaii funds.
2016 - \$33,500
2017 - 0
2018 - \$7,062.50
2019 - \$7,062.50

We have received no other federal, state, or county government contracts, grant, or grants in aid in the prior three years and have not received any commitments from federal, state, or county government entities for contracts, grants, or grants in aid.

- 6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2019. \$15,575**

V. Experience and Capability

1. Necessary Skills and Experience

The applicant shall demonstrate that it has the necessary skills, abilities, knowledge, 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.

Boys to Men has four years' experience working with at-risk boys and providing mentoring services to boys throughout the State of Hawaii. BTM HI has experience providing these services under a County of Hawaii grant successfully in 2017/2018 and 2018/2019. We have experienced staff ready to coordinate and facilitate group mentoring circles to help fatherless or disconnected boys. We have extensive experience working in remote locations and building relationships with school partners, community organizations, corporations, and government agencies.

In the last twelve (12) months, we have expanded successfully from 10 schools to 17 schools. We began in 2014 serving 10 boys and expanded to 95 boys in 2018. We are now serving over 155 at-risk and fatherless boys in 17 schools. We have recruited, screened, and trained 14 new mentors in the past year. Our nurturing approach empowers boys to break through their mental and emotional barriers and create stronger connections with their friends, families, and communities. We intend to expand our program with these grant funds to reach 80+ more boys, recruit 30 more mentors, and add eight (8) more school partners to our network. We continually work to maintain updated, best practices and scaled throughout the world.

The Chronicle of Evidence-Based Mentoring Group Review Board, led by Gabriel K. Kuperminc, Ph.D. (Georgia State University) in January 2016, reviewed 13 group mentoring programs in the United States. The review's preliminary evidence supports our program outcomes. The review showed "Group mentoring programs can produce an array of positive outcomes for youth (behavioral, emotional, academic, etc.). [This includes] ...group cohesion and belonging, and a strong group identity, and [group] mentoring programs offer a context for activities that develop mentee skills, change mentee attitudes, and offer positive peer interactions; and that these processes may lead to behavioral outcomes for participants". BTM HI provides male mentors creating positive outcomes in the lives as boys as they improve their decision-making and social-emotional skills, meet their personal and academic goals, and learn to become accountable and responsible young men. BTM HI will meet the community's need to decrease delinquent behavior, absenteeism, suspension rates, and empower boys to stay in school. BTM HI helps boys remain in school, as demonstrated by BTM HI's 0% school dropout rate.

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.

BTM HI partners with each school to provide a facility or room on campus to host our BTM in-school group mentoring circles program at no cost to BTM HI. The rooms used are private and designated for program activities to engage 10-15 boys through facilitator-led conversations and discussions about relevant topics. We work with our school partners to obtain a commitment to our program and complete any documentation to reserve the facility or room at each school site.

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.

Boys to Men Mentoring Network of Hawaii proposes to expand our staff and volunteer core to deliver mentoring services to the Islands of Big Island, Oahu, Maui, and Kauai.

Mr. Duane Elliott - Executive Director: Mr. Elliott has extensive experience administering grants and will administer this State of Hawaii grant if funded. Mr. Elliott oversees the daily operations and provides supervision for BTM HI's Program Director. He connects with local community service organizations to recruit new mentors, engages other community organizations to build relationships, cultivates donor relationships, and works closely with the Board of Directors to execute strategic initiatives. Mr. Elliott has 27+ years of professional experience as a CFO and a non-profit community leader. Living on Maui, Mr. Elliott leads the mentoring programs for the island of Maui and the training of new mentors.

Mr. Trevor Spring - Lead Facilitator, has trained 3 Lead Facilitators in 2019, and they are ready to lead the in-school group mentoring program expansion on Oahu. BTM HI will recruit more caring male volunteer mentors to execute this project to provide mentoring services weekly to schools on the islands of Maui, Kauai, and the Big Island. Our staff has extensive experience in program expansion, logistics, and working with school administrators to implement the program. In the past three years, we have expanded our program from mentoring 50+ boys to over 155 boys in 2019 in 17 schools on the islands of Oahu, Maui, Kauai, and the Big Island.

Kevin Cochran - Program Director: Directs the mentoring program to ensure fidelity to the program model and curriculum is maintained, provides guidance, supervision, and direction to the Regional Mentor Facilitator and the Oahu Regional Facilitator. Mr. Cochran has worked with the Department of Education as a Behavioral Health Specialist for the past 19 years.

Jason Donaldson - Big Island Regional Mentor Facilitator: Oversees site program, recruitment, training, screening, and coordination of male mentors, assists with group circle facilitation, and provides supervision for Oahu Regional Facilitator.

Lead Mentors - To be recruited - We will identify, recruit, screen, and train 30 new caring, passionate, and dedicated Lead Mentors to meet our program expansion needs and to continue delivering a quality program to boys residing in the targeted geographic areas.

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.

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.

The following are our highest paid officers, director or employees by position and the annual salary they receive:

- Executive Director - \$66,000
- Program Director - \$24,480
- Oahu Director - \$28,900

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.

Boys to Men Mentoring Network of Hawaii does not have any pending litigation.

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.

There are no special qualifications, licensure or accreditation to conduct mentoring services in the community. We rely on our evidence-based model, the professional training and expertise of our staff who use best practices to deliver mentoring services to our targeted population.

3. Private Educational Institutions

The applicant shall specify whether the grant will be used to support or benefit a sectarian or nonsectarian private educational institution. Please see [Article X, Section 1, of the State Constitution](#) for the relevance of this question.

This grant will not support sectarian or non-sectarian private educational institutions of any kind.

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.**

Boys to Men Mentoring Network of Hawaii plans to continue building its fundraising revenue from July 2020 to June 2021 through 1. grant funding from foundations, corporations, and government organizations throughout the year; 2) Schedule fundraising events including our Tom Watson Big Island Golf Tournament in January 2021, Tom Watson and Friends Oahu Golf Tournament in September 2020 and Full on Foil Surf Event April 2021, Charity Walks in May 2020 on the islands of Big Island, Kauai, Maui, and Oahu.

**BOYS TO MEN MENTORING NETWORK
PROGRAM TIMELINE
JULY 2020 TO JUNE 2021**

ACTION	TIMELINE	RESPONSIBLE PARTY?	MILESTONE	HOW WILL PROGRESS FOR THIS ACTIVITY BE MEASURED?
Meet with 2 school administrators to establish school sites and discuss referral process	July 2020	Program Director and Lead Mentors	Two MOA's with school partners	Two MOA's agreed to
Recruit and train 15 male mentors	JuPly/August 2020	Executive Director, Program Director and Mentor Trainer	Eight to ten (8-10) mentors recruited	The number of mentors registered at training
Check in with school administrators to organize final preparations	August 2020	Program Director	Confirmation of all four school sites	The number of school site reservation agreements.
Meet with 2 new school administrators to establish school sites and discuss referral process	August 2020	Program Director and Lead Mentors	Two MOA's with school partners	Two MOA's agreed to

ACTION	TIMELINE	RESPONSIBLE PARTY?	MILESTONE	HOW WILL PROGRESS FOR THIS ACTIVITY BE MEASURED?
Meet with two new school site administrators to establish school sites and discuss referral process	September 2020	Program Director	Two MOA's with school partners	Two MOA's agreed to
Meet with 48 boys	September 2020	Lead Mentors	Met with 48 boys, distributed, and boy surveys	The number of boys surveys, signed parent permission slips and circle ck-in sheets.
Provide opportunity for 48 boys to set academic and personal goals	September 2020	Lead Mentors	Met with 48 boys and distributed goal setting worksheets	Receipt of goal sheets
Recruit and train 15 male mentors	September 2020	Executive Director, Program Director and Mentor Trainer	Eight to ten (8-10) mentors recruited	The number of mentors registered at training
Meet with 60 boys	October 2020	Lead Mentors	Met with 60 boys, and distributed boy surveys	The number of boys surveys, signed parent perm, slips and circle ck-in sheet

ACTION	TIMELINE	RESPONSIBLE PARTY?	MILESTONE	HOW WILL PROGRESS FOR THIS ACTIVITY BE MEASURED?
Provide opportunity for boys to set academic and personal goals	October 2020	Lead Mentors	Met with boys and distributed goal setting worksheets	Receipt of goal sheets
Meet with 80 boys	November / December 2020	Lead Mentors	Met with 72 boys, distributed boy surveys	The number of surveys completed, signed parent permission slips and circle ck-in sheets
Provide opportunity for boys to set academic and personal goals	November 2020	Lead Mentors	Met with boys and distributed goal setting worksheets	Receipt of goal sheets
Track program data	December 2020	Program Director	Collect data for all 6 groups	The check -in sheets and school report data received
Meet with 80 boys	January 2021	Lead Mentors	Met with 80 boy surveys	The number of boy surveys completed, signed parent perm. slips and circle ck-in sheet

ACTION	TIMELINE	RESPONSIBLE PARTY?	MILESTONE	HOW WILL PROGRESS FOR THIS ACTIVITY BE MEASURED?
Meet with school administrators, mentors, parents, facilitators to obtain feedback on program progress	January 2021	Executive Director & Program Director	Completed meetings with six schools, 4 facilitators and 5 lead mentors	Reports from each meeting.
Meet with 2 new school site administrators to establish school sites and discuss referral process	January 2021	Program Director	Two MOA's with school partners	Two MOA's agreed to.
Recruit and train 15 male mentors	January 2021	Executive Director, Program Director and Mentor Trainer	Eight to 10 (8-10) mentors recruited	The number of mentors registered at training
Share progress with boys, facilitators, mentors, funders and community	January 2021	Executive Director	Send out email newsletter to email list	The number of newsletter emails distributed

ACTION	TIMELINE	RESPONSIBLE PARTY?	MILESTONE	HOW WILL PROGRESS FOR THIS ACTIVITY BE MEASURED?
Meet with 80 boys	February/March 2021	Lead Mentors	Met with 80 boys, distributed boy surveys	The number of boy surveys completed, and circle ck-in sheets
Invite 30 boys to attend Adventure Weekend	February 2021	Program Director and Lead Mentors	30+ boys attended Adventure Weekend	The number of parent permission slips and check-in sheets
Share progress with boys, facilitators, mentors, funders and community	March 2021	Executive Director	Send out email newsletter to email list	The number of newsletter emails distributed
Meet with 80 boy, distribute surveys and goal sheets	April/May 2021	Program Director and Lead Mentors	Met with 80 boys, distributed boy surveys	The number of boys surveys completed and circle ck-in sheets
Invite 30 boys to attend Adventure Weekend	April 2021	Program Director and Lead Mentors	30+ boys attended Adventure Weekend	The number of parent permission slips and check-in sheets

ACTION	TIMELINE	RESPONSIBLE PARTY?	MILESTONE	HOW WILL PROGRESS FOR THIS ACTIVITY BE MEASURED?
Distribute goal setting worksheets to boys	May 2021	Lead Mentors	Obtained 80 completed goal sheets	The number of goal setting worksheets completed
Meet with school administrators, mentors, parents, facilitators to obtain feedback on program	June 2021	Executive Director/Program Director	Completed meetings with six schools, 4 facilitators and 5 lead mentors	Reports from each meeting.
Distribute surveys to parents, boys, facilitators and mentors	June 2021	Executive Director/Program Director	Obtained 25% completed surveys	Send out reminder to complete surveys.
Conduct mentor evaluations	June 2021	Executive Director / Program Director	Met with 30 mentors	Completed all 30 mentor evaluations.
Share progress with boys, facilitators, mentors, funders and community	June 2021	Executive Director	Send out email newsletter to email list	The number of newsletter emails distributed

Applicant Boys to Men Mentoring Network of Hawaii, Inc.

ACTION	TIMELINE	RESPONSIBLE PARTY?	MILESTONE	HOW WILL PROGRESS FOR THIS ACTIVITY BE MEASURED?
Complete State of Hawaii -GIA report	June 2021	Executive Director	Report completed	Report submitted

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2020 to June 30, 2021

Applicant: Boys to Men Mentoring Network of Hawaii, Inc.

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	119,400	0	10,000	78,950
2. Payroll Taxes & Assessments		0		
3. Fringe Benefits		0		
TOTAL PERSONNEL COST	30,450		10,000	78,950
B. OTHER CURRENT EXPENSES				
1. Adventure Camping Weekends	3,000	0	5,500	1,200
2. Advertising / Outreach	0	0		1,000
3. Auto Expense	1,000	0		1,500
4. Facilitator Stipends	41,000	0	20,500	3,500
5. Fundraising Expenses	0	0		15,000
6. Insurance	500	0		3,000
7. Group Mentoring Supplies / Food	8,000	0	5,000	0
8. Mentor Expenses	6,500	0	1,000	1,200
9. Mileage Expense for Mentoring	3,500			4,300
10. Office / Admin Expenses	3,150			2,550
11. Outtings / Field Trips	5,400		6,000	900
12. Professional / Legal Fees	0			22,000
13. Taxes	0			2,900
14. Travel	2,500		2,000	2,000
15				
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	74,550	0	40,000	61,050
C. EQUIPMENT PURCHASES	0	0		
D. MOTOR VEHICLE PURCHASES	0	0		
E. CAPITAL	0	0		
TOTAL (A+B+C+D+E)	105,000	0	50,000	140,000
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	105,000	Duane Elliott 808-960-8188		
(b) Total Federal Funds Requested	0	Name (Please type or print) Phone		
(c) Total County Funds Requested	50,000	1-15-2020		
(d) Total Private/Other Funds Requested	150,000	Signature of Authorized Official Date		
TOTAL BUDGET	305,000	Duane Elliott, Executive Director Name and Title (Please type or print)		

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2020 to June 30, 2021

Applicant: Boys to Men Mentoring Network of Hawaii, Inc.

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Executive Director	Full	\$66,000.00	15.00%	\$ 9,900.00
Program Director	Part	\$24,600.00	25.00%	\$ 6,150.00
Oahu Lead Facilitator	Part	\$28,800.00	50.00%	\$ 14,400.00
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
TOTAL:				30,450.00
JUSTIFICATION/COMMENTS:				

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2020 to June 30, 2021

Applicant: Boys to Men Mentoring Network of Hawaii, Inc.

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
Not applicable - we are not applying for Equipment funding			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				

JUSTIFICATION/COMMENTS:

Not applicable - we are not applying for Equipment funding

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				

JUSTIFICATION/COMMENTS:

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2020 to June 30, 2021

Applicant: Boys to Men Mentoring Network of Hawaii Inc.

FUNDING AMOUNT REQUESTED						
TOTAL PROJECT COST	ALL SOURCES OF FUNDS RECEIVED IN PRIOR YEARS		STATE FUNDS REQUESTED	OF FUNDS	FUNDING REQUIRED IN SUCCEEDING YEARS	
	FY: 2018-2019	FY: 2019-2020	FY:2020-2021	FY:2020-2021	FY:2021-2022	FY:2022-2023
PLANS	NOT APPLICABLE - WE ARE NOT REQUESTING A CAPITAL REQUEST					
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
TOTAL:						
JUSTIFICATION/COMMENT NOT APPLICABLE - WE ARE NOT REQUESTING A CAPITAL REQUEST						

Boys to Men Hawaii
Balance Sheet
As of December 31, 2019

	Total
ASSETS	
Current Assets	
Bank Accounts	
B2M Business	24,607.64
PayPal Account	3,536.92
Total Bank Accounts	\$ 28,144.56
Other Current Assets	
Event Deposits (Refundable)	600.00
Prepaid Expenses	0.60
Total Other Current Assets	\$ 600.60
Total Current Assets	\$ 28,745.16
Fixed Assets	
Fixed Assets	
Accumulated Depreciation	-1,190.48
Machinery & Equipment	5,000.00
Total Fixed Assets	\$ 3,809.52
Total Fixed Assets	\$ 3,809.52
TOTAL ASSETS	\$ 32,554.68
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
Accounts Payable (A/P)	0.00
Total Accounts Payable	\$ 0.00
Other Current Liabilities	
Deferred Revenue	0.00
Total Other Current Liabilities	\$ 0.00
Total Current Liabilities	\$ 0.00
Total Liabilities	\$ 0.00
Equity	
Retained Earnings	67,872.75
Net Income	-35,318.07
Total Equity	\$ 32,554.68
TOTAL LIABILITIES AND EQUITY	\$ 32,554.68

Boys to Men Mentoring Hawaii Profit and Loss

January 1, 2019- December 31, 2019

	Total
Income	
FUNDRAISING INCOME	
Donations	13,656.37
Golf Events	4,885.00
Other	1,000.00
Sponsorships	2,500.00
Surfing Events	12,281.00
Total FUNDRAISING INCOME	\$ 34,322.37
GRANT INCOME	
Restricted Grants	80,000.00
Unrestricted Grants	38,562.50
Total GRANT INCOME	\$ 118,562.50
PROGRAM INCOME	
Donations-Programs	28,731.06
Memberships	120.00
Total PROGRAM INCOME	\$ 28,851.06
Uncategorized Income	4,029.00
Total Income	\$ 185,764.93
Gross Profit	\$ 185,764.93
Expenses	
FUNDRAISING EXPENSES	6,024.20
Golf Event Expenses	1,335.50
Surfing Event Expenses	7,387.37
Total FUNDRAISING EXPENSES	\$ 14,747.07
OPERATIONS EXPENSES	
Advertising & Outreach-Operations	2,622.88
Bank & Service Fees	444.34
Licenses & Fees	2,165.16
Management Consultant-Operations	15,468.66
Meals	808.02
Office/General Admin Expenses (Operations)	1,279.06
Prof and Legal Fees	29,876.00
Taxes Paid	1,643.97
Travel-Operations	1,314.12
Website & Internet	1,400.06
Total OPERATIONS EXPENSES	\$ 57,022.27

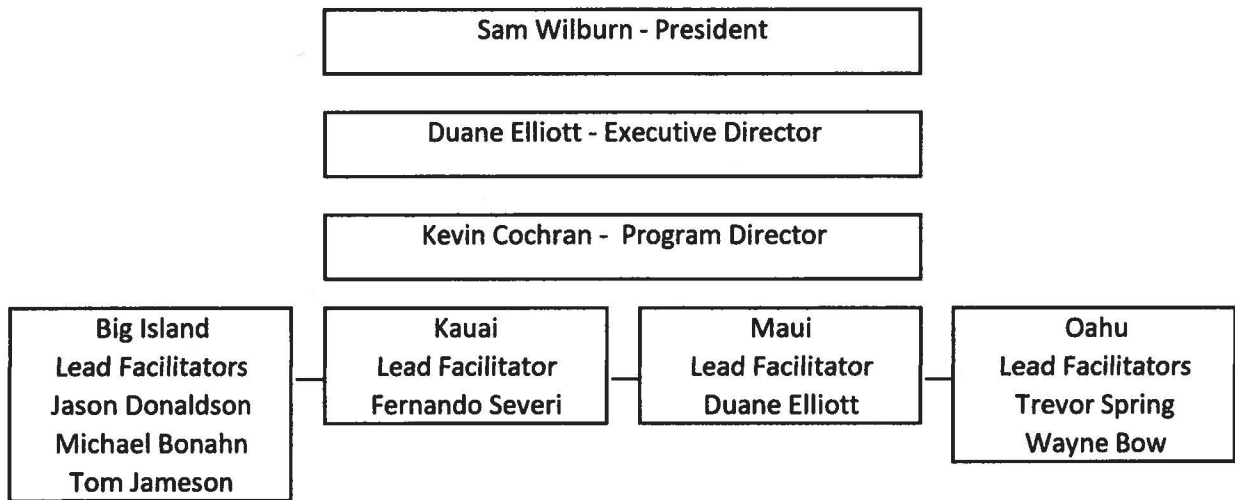
Boys to Men Mentoring Hawaii Profit and Loss

January 1, 2019- December 31, 2019

	Total
PROGRAM EXPENSES	
Adventure Weekends	4,181.93
Advertising & Outreach-Program	656.82
Auto	433.00
Facilitator Stipend	57,608.52
Insurance	3,373.87
J Group	260.69
J-Group Meals/Snacks	2,335.51
Management Consultant-Program	36,093.51
Mentor Expenses - Misc	8,624.41
Mentor Recruitment	37.91
MFT Expenses	1,091.07
Mileage-Program	5,860.36
Office/General Admin Expenses (Program)	900.47
Outings	2,583.02
Prog Director Stipend	19,550.00
Travel-Program	2,955.49
Total PROGRAM EXPENSES	\$ 146,546.58
Total Expenses	\$ 218,315.92
Net Operating Income	-\$ 32,550.99
Net Income	-\$ 32,550.99



Boys to Men Mentoring Network of Hawaii Inc. Organizational Chart



Each school based mentoring program is staffed with one lead vacillator and 3-4 volunteer mentors.
A 12 boy in school mentoring program would be staffed with 3-4 mentors.

BOYS TO MEN MENTORING NETWORK OF HAWAII
SUSTAIN AND EXPANSION TO BIG ISLAND, OAHU, MAUI AND KAUAI

PROGRAM STAFFING PATTERN

Position Title (DIR, PD, LF, LM)	Staff Name	Number of Boys	General responsibilities	Work Hours
Executive Director	Duane Elliott	10--15	Direct and oversee daily operations, fundraising, community relations and organizational growth. Supervisor Program Director.	M-F 8-5 AND ADVENTURE WEEKENDS
Program Director PT	Kevin Cochran	10--15	Oversee program delivery, supervise Lead Facilitators.	M-F 9-12 AND ADVENTURE WEEKENDS
Lead Facilitator-Big Island-PT	Jason Donaldson	10--15	Oversee program delivery, coordination, recruit and screen volunteers.	1 DAY/WEEK
Lead Facilitator-Big Island-PT	Michael Bonahan	10--15	Oversee program delivery, coordination, recruit and screen volunteers.	1 DAY/WEEK
Lead Facilitator-Big Island-PT	Tom Jameson	10--15	Oversee program delivery, coordination, recruit and screen volunteers. Oversee program delivery, coordination, recruit and screen volunteers.	1 DAY/WEEK
Position Title (DIR, PD, LF, LM)	Staff Name	Number of boys	General responsibilities	Work Hours
Lead Facilitator-Kauai	Fernando Severi	10--15	Oversee Kauai program delivery, coordination, recruit and screen volunteers for Kauai.	1 DAY/WEEK
Lead Facilitator-Maui	Duane Elliott	10--15	Oversee Maui program delivery, coordination, recruit and screen volunteers for Maui.	1 DAY/WEEK
Lead Facilitator-Oahu-FT	Trevor Spring	10--15	Oversee Oahu program delivery, coordination, recruit and screen volunteers for Oahu.	M-F 8 TO 5 PM ADVENTURE WEEKEND
Lead Facilitator-Oahu	Wayne Bow	10--15	Oversee program delivery, coordination, recruit and screen volunteers.	1 DAY/WEEK
Lead Mentor -Big Island	Jason Donaldson	10--15	Oversee program delivery, coordination, recruit and screen volunteers.	1 DAY/WEEK
Lead Mentor (3)-Big Island	TO BE HIRED	10--15	Oversee program delivery, coordination, recruit and screen volunteers.	9 am - 3 pm 1.5 hours weekly per school
Lead Mentors (3)-Kauai	TO BE HIRED	10--15	Oversee program delivery, coordination, recruit and screen volunteers.	9 am - 3 pm 1.5 hours weekly per school
Lead Mentor - Oahu	TO BE HIRED	10--15	Oversee program delivery, coordination, recruit and screen volunteers.	9 am - 3 pm 1.5 hours weekly per school