

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

Type of Grant Request:

Operating Capital

Legal Name of Requesting Organization or Individual: Db: _____
Guide Dogs of Hawaii (Adaptive Aids, Canines & Advocacy) Guide Dogs of Hawaii

Amount of State Funds Requested: \$ 250,000

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

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

Amount of Other Funds Available:

State: \$ 250,000
Federal: \$ 0
County: \$ 125,000
Private/Other: \$ 69,412

Total amount of State Grants Received in the Past 5

Fiscal Years: \$ 475,000
Unrestricted Assets: \$ 369,989

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:

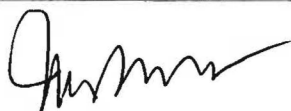
715 South King Street #110
City: State: Zip:
Honolulu HI 96813

Contact Person for Matters Involving this Application

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

Federal Tax ID#:

State Tax ID#



Authorized Signature

Jeanne Torres, Executive Director

Name and Title

1/14/2020

Date Signed

received
1/17/20 20

Wilson



Department of Commerce and Consumer Affairs

CERTIFICATE OF GOOD STANDING

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

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

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



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

Dated: December 26, 2019

Director of Commerce and Consumer Affairs

**DECLARATION STATEMENT OF
APPLICANTS FOR GRANTS PURSUANT TO
CHAPTER 42F, HAWAII REVISIED STATUTES**

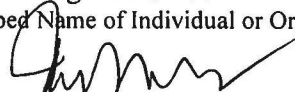
The undersigned authorized representative of the applicant certifies the following:

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

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

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

Guide Dogs of Hawaii
(Typed Name of Individual or Organization)



(Signature)

JAN-17-2020

(Date)

Jeanne Torres
(Typed Name)

Executive Director of Guide Dogs of Hawaii
(Title)

Application for Grants

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

I. Certification – Please attach immediately after cover page

1. Certificate of Good Standing (If the Applicant is an Organization)

If the applicant is an organization, the applicant shall submit one (1) copy of a certificate of good standing from the Director of Commerce and Consumer Affairs that is dated no earlier than December 1, 2018.

2. Declaration Statement

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

3. Public Purpose

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

II. Background and Summary

This section shall clearly and concisely summarize and highlight the contents of the request in such a way as to provide the State Legislature with a broad understanding of the request. Please include the following:

1. A brief description of the applicant's background;

Guide Dogs of Hawaii (GDH) has served Hawaii's blind and visually impaired since 1955. GDH is a 501(c)(3) Hawaii based, non-profit that plays an important role in educating the public, advocacy, providing guide dog services, conducts direct services for the blind and visually impaired (VI) community. GDH's programs assist the blind by targeting age groups with specific training for specific needs. By providing technology aids/training has a profound effect on both blind and VI attitudes and workplace performance in school, home, and the community.

Attaining higher education and workforce development training for the blind and visually impaired is going unmet. The blind and visually impaired face challenges throughout their developmental years that sighted individuals do not experience. Ninety percent of what sighted people do and learn every day requires sight. Imagine how tough your daily life would be without having your sight? Unless they have the proper technology aids, training and social opportunities, blind individuals will develop into unemployable adults leading isolated, depressive and unfulfilled lives.

64% of the blind are unemployed, and professional/social training services are unavailable. GDH has implemented national programs and customized them to the local market which have shown great success in targeted age groups for them to advance to higher education, employment, and social skills.

Socialization is another unmet need for our blind and visually impaired students. As social skills are learned through observation and repetition, it is very unfortunate that blind children feel and become isolated in school because they do not know how to interact with other sighted children and lack the visual skills to develop a relationship with their peers. The blind and visually impaired must be systematically taught and supported to participate in activities and often the activity must be adapted to compensate for their vision loss.

GDH provides the blind and visually impaired adaptive daily living technology aids. Technology aids are specifically designed for the blind and visually impaired which allow them to independently carry out daily living activities. These aids continue to improve and evolve, allowing the blind and visually impaired to do more and live more productive lives. GDH's programs and services provide time and cost savings to the State, and tools such as technology and adaptive aids are provided free of charge to our clients. Thanks to the invention of adaptive technology aids and training programs along with organization such as GDH, blind individuals now hold professional positions that twenty years ago would have been impossible.

Since 2012, GDH has successfully administered four new programs and completed these projects on time and on budget. GDH started with its seniors program called Seniors Harnessing Independence & Empowerment (SHINE) program which targets 55 and older blind and visually impaired have also seen tremendous results with their graduates becoming mentors and participating in GDH's youth retreats and volunteerism and even developing their own kickball team for GDH's annual retreat. Additionally, our wellness support program for our seniors lead to 50% of them engaging in physical activities improving their overall physical health including preventing falls commonly experienced by this demographic. Also, 75% are actively involved in social activities that support fine and motor skills, memory building, social relationships and volunteering at GDH, but most of all restore a sense of purpose in their lives as they age.

GDH followed up with the tremendously successful Get Ahead with Technology program which is recognized by the State of Hawaii's Department of Education in providing disability specific and workforce development training. Participating students from the program on average have improved their grade point averages 1.5 points higher than before they entered the program and have continually improved their academic achievements and socialization skills.

As of 2018, 302 blind and visually disabled youth from kindergarten to twelfth grade enrolled in the Department of Education are enjoying the support and benefits of the program with significant documented improvement in academic, social and life skills that they were in need of before the implementation of this program. Teachers, parents, and students have highly praised the program as GDH continues to receive accolades from its stakeholders. GDH's - Get Ahead with Technology program has contributed to lowering an individual receiving a guide dog average age as they've increased in their maturity and personal growth from the program. Graduates as young as seventeen years old are on the waitlist to receive a guide dog, wherein the past age twenty-five was the youngest recipient to receive a guide dog in Hawaii.

GDH's systematic teaching successfully introduced 60% of our enrollees to use advanced technology aids which initially they were intimidated to use. Graduates from the Get Ahead with Technology program have the opportunity and skills needed for the follow up training curriculum Individuals Striving for Equal Employment (ISEE) program.

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

Additionally, GDH's guide dog services and placement as well as white cane training provides financial support for the blind recipient and suitably matching them with a guide dog free of charge to our clients. Each guide dogs is valued at \$110,000 per dog, so GDH ensures that each recipient is ready and able in handling the responsibilities associated with this accessible service animal. The organization also provides follow-up training for the dogs and their blind recipients. Ensuring all protocols are being met, dogs are being cared for properly and the handlers are getting the most out of their guide dogs. After care and follow up services consist of "on-the-job" assessments in which guide dog instructors discreetly observe the dog's work performance and make any reinforced training adjustments that are necessary.

2. The goals and objectives related to the request;

According to the State of Hawaii close to 2/3 of individuals who are blind or visually impaired are unemployed. They must rely on the State for financial assistance programs to be sustainable. The American Foundation for the Blind conducted a survey revealing that *"education and rehabilitation-related factors impact individuals; where higher educational attainment is associated with better employment"* additionally, *"trained individuals under the structured were more likely to be and remain employed and have higher earnings than those who did not"*.

The City and State government offer job readiness services, while both services don't discriminate against the blind and visually impaired with accessible material and computer access; structured and disability specific instruction is unavailable which has an impact on the blind and visually impaired community and livelihood.

Our newest network program Individuals Seeking Equal Employment (ISEE) initiative is for the blind and visually impaired to receive the necessary training and tools towards enrolling to higher education and/or advanced workforce development. Our goals with providing support programs are attainable by combining our staff, a strong volunteer network and financial resources, we know this is achievable with our prior program successes while delivering services on time and under budget. Additionally, GDH is collaborating with the City's Workforce Development program to assist with their outreach to the blind and visually impaired community who are unemployed and underemployed between 18-36. GDH believes that as an individual job description changes, structured support should be available for the individual to maintain employment. We also believe that should an individual wish to change employment, they should be able to reach out for support to help them to advance themselves. It is also common for business to upgrade or make significant overall changes to their operational procedures to include computer programming. This can set the blind employee back if accessing the computer becomes difficult. Support should be available for the employee to acquire and learn appropriate assistive technology and can be bridged with the computer software making access possible. Just like grade education in which a student's technology aid and skill may need to be expanded to meet their grade level of academic difficulty, employment presents the same challenges.

Blind employees must receive structured instructions to learn new computer software in order to effectively perform their job duties. GDH wants to provide that support as it will help the person maintain employment.

GDH's Individuals Striving for Equal Employment (ISEE) is a twelve-month (12) course will provide specific training targeted to 18 -36 years old, including graduates of the Get Ahead with Technology Program and the potentially employable individuals on government financial assistance.

GDH's ISEE program will provide comprehensive training, tools, and equipment to better assimilate the blind and visually impaired (VI) with higher education/workforce development opportunities

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

Statewide the blind and visually impaired community greatly benefits from support like yours and GDH continues to create new programs to target specific age groups as their needs change. The blind and visually impaired want to improve their lives, and also want to be independent and self-sufficient members of our community. They don't want to rely on entitlement programs and put additional stress and dependency on their families and social service agencies for a lifetime of support.

3. The public purpose and need to be served;

With both national (3.7) and local (2.7) unemployment rates are at historic lows, training and developing this workforce group would provide a much-needed pool of employable applicants. Professional advancement and higher education in one's career can be a long process and even more so for Hawaii's blind and visually impaired. Sighted individuals aren't faced with the additional daily struggles that the blind or visually impaired endure while trying to maintain or advance in the ever-changing global economy. With the lack of disability-specific early education, tools and technological training the blind and visually impaired community quickly fall behind in employment opportunities leaving them with isolation and depression. Growing workplace demands, and higher education is an unachievable dream for the blind and visually impaired community. 64% of blind adults are unemployed because they lack confidence and skills needed to secure and retain a job.

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

According to a April 2017 report by the U.S. Department of Commerce the blind and visually impaired between the ages of 16-64 had a 37 percent active participation in the labor force, in comparison to the general working population during the same time period had a 73 percent labor force participation rate. This statistical inversion shows the need by the blind and visually impaired community to receive the necessary training to matriculate to higher education and work force advancement instead of a lifetime reliance on government social services. *"Persons with a disability are less likely to have completed a bachelor's degree or higher than those with no disability. Among both groups, those who had attained higher levels of education were more likely to be employed than those who had attained less education. Across all levels of education in 2018, persons with a disability were much less likely to be employed than*

were their counterparts with no disability. The employment-population ratio for persons with a disability increased from 18.7 percent in 2017 to 19.1 percent in 2018” - according to a February 2019 report, Bureau of Labor and Statistics, Labor Force Characteristic

Currently, Federal, State, employer and individual insurance plans including Medicare, Medicaid, and private health insurances provide \$0.00 in reimbursement for specialized vision rehabilitation services for the Blind. While the State’s Department of Human Services provide personal care assistance services for persons who are physically or mentally disabled, blind and visually impaired persons are not included in this population.

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

Programs encourage participants to take part in social activities with friends and family and building connections with others. Social skill building is an important component of the program that focuses on securing a social activity in which the participant will have a personal interest. Conversational and travel skills develop and improve self-confidence and independence. Such social building skills develop from being involved in a community-based activity such as bowling, swimming, dance, music, arts, and crafts, martial arts, etc. GDH encourages our participant to get out in the community safely and confidently and most of all live as independently as possible with “no barriers”.

According to the United States Assistive Technology Act of 1998, *assistive technology (also called adaptive aids) refers to any "product, device, or equipment, whether acquired commercially, modified or customized, that is used to maintain, increase, or improve the functional capabilities of individuals with disabilities."*

The Blind and Visually Impaired usually need multiple technology aids, common computer-related assistive and adaptive aids products for include:

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

GDH provides the appropriate adaptive aids and training free of charge to the blind and visually impaired. The blind and VI people in Hawaii will no longer live in isolated and dependent lives. Instead, they’ll learn how they can live independently and stay in contact with friends and family and the basics daily living methods which will improve the quality of their lives while reducing the cost to support them. The funds from the grant go solely to implementing the ISEE program statewide and for procuring the technology aids for our registered clients support. Technological aids are specifically designed for the blind and visually impaired allowing them to independently carry out daily living activities. The staff funding from this grant will go towards program director, budget manager and two program assistant

salaries & taxes will be supported by this grant. The Program Director is the only fulltime employee while the Budget Manager and two Program Assistants will be part time employees. All funds are used judiciously and GDH provides the State a monthly report on the expenditures, number of clients enrolled in our programs and their progress.

4. Describe the target population to be served; and

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

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

ISEE classes will enroll blind and visually impaired adults that have graduated from the Get Ahead with Technology program and the potentially employable that are on governmental financial assistance.

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

5. Describe the geographic coverage.

Statewide the blind and visually impaired community is a segment that greatly gains from support like yours. Not only do the blind and visually impaired want to improve their lives, but they also want to be independent and self-sufficient members of our community. They don't want to rely on entitlement programs and put additional stress and dependency on their families and social service agencies to support them for life. Without these specific GDH programs, the number of blind and visually impaired reliant on social and financial support would increase. GDH's programs build confidence and self-reliance with our clients.

Statewide employers have very limited to no experience working with blind or visually impaired due to lack of opportunity and awareness. This growing number of unemployable and untrained workforce can be alleviated with specialized training for the blind and visually impaired, reducing the impact on social service and care programs. The blind and visually impaired don't want to burden tax-payers but become tax-payers themselves. Sighted people aren't faced with the additional daily strains that the blind face, that's why this training is desperately needed.

GDH has over 60 years of experience in assisting, training and providing financial assistance to the blind and visually impaired in Hawaii.

ISEE's statewide initiative is for the blind and visually impaired is to have no boundaries. Our goals of a statewide support program are attainable by combining our staff, a strong volunteer network and financial resources, we know this is attainable with our prior program successes while delivering services on time and under budget. The focus will be on the graduates of the Get Ahead program and

the 4000 potentially employable that fall within 18-36 year-old range that can benefit from this program.

III. Service Summary and Outcomes

The Service Summary shall include a detailed discussion of the applicant's approach to the request. The applicant shall clearly and concisely specify the results, outcomes, and measures of effectiveness from this request. The applicant shall:

1. Describe the scope of work, tasks and responsibilities;

GDH has developed a collaborative public, private partnership bringing together our forty-eight trained and vetted community volunteers, client family members, State of Hawaii, City and County and GDH staff with the blind and visually impaired. GDH's advisory team lead by Michael Lily and Sam Callejo and its large base of volunteers, which is the backbone of the program; supports the blind and visually impaired community with non-duplicative service programs and events. The advisory team is fundamental in connecting and developing private sourced funding, in-kind donations, planned giving and generous funding from the Jack and Marie Lord endowment for GDH.

GDH has retained a consultant that oversees the programs by working with the facilitators and organizing and digitizing the course material. The consultant provides support services with training program implementation.

Together they assess the needs to determine what aids and training could improve their ability to live more independently or in some cases, completely independently, improving the quality of their lives while freeing up valuable time from the lives of family, friends and caregivers.

Registered clients are assessed in identifying their technology needs and higher education and occupational goals. An individualized program consisting of procuring appropriate technology aids, workshops and social opportunities will be developed to support the individual's needs.

GDH's is working closely with the City and County's workforce development office in administering our ISEE curriculum/program and outreach to the blind and visually impaired community. We are systematically training individuals on Business/Social Skills, Researching Job Opportunities, Resume Building, Effective Communication for interviews and universally used programs such as, Microsoft Word, Excel and PowerPoint. These training programs are vital for the blind and visually impaired to be and stay competitive within higher education and with workplace advancement. Although some of these computer programs are disability accessible, the ISEE training gives our clients a systematic instructional approach in learning to use the program and its best practices in navigating through the systems with writing and formatting to produce something like this GIA bid.

All programs will be hosted at our new 3500 sq. ft. facility which is able to facilitate our numerous training programs and activities while reducing our need and cost for outside rental space for our clients. Our location has a bus stop and ramp right in front of our door providing convenience for our clients to easily locate us as they don't drive.

Providing these training tools individuals will empower them with the necessary confidence and skills in navigating and growing within their higher education, workplace and job market. The ISEE program will contribute to these individuals' growth and overall improvement of life. They have never been provided these comprehensive opportunities before and need this specific training.

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

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

Phase I: Registration/Assessment

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

Phase II: Review

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

Phase III: Action Plan and Distribution of Technology Aids

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

Phase IV: Evaluations

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

GDH collaboratively partners with the State of Hawaii's Department of Education, Sheryl Nelson, Executive Director of Statewide Independent Living Council of Hawaii, Dr. Ann Lemke, Counselor at Windward Community College for instructors, Student Division of Hawaii Association of the Blind, attorney Keith Kimura, Social Security Administration, City and County of Honolulu Workforce Development and many others who will provide mentoring, Elizabeth Evans, technology consultant and licensed optician of Viewfinders, providing assessment and tech determination.

Individuals benefit from ISEE's program model which was based on a successful nationally recognized program from Lighthouse for the Blind, American Foundation for the Blind and Hadley School for the Blind. GDH retooled and customized the program for Hawaii's market, as Hawaii provides unique

conditions for programs which has proven successful for our Get Ahead with Technology and SHINE program. Individual support will be consistent with the learning curve. Phone evaluations ensure individuals stay on track with their technical and adaptive aids and are progressing in their proficiency in their use. These aids can greatly impact the user as the individual masters the technology aids with the multitude of uses. Outcomes will be evaluated by the review team

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

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

Workforce Development Workshops:

These specifically designed workshop provides the individuals with structure and offers opportunities for equal employment opportunity. Instructions will include technology training, interpersonal skill building, employment and higher education readiness all of these will assist in the social and business interaction training that is vital for the individual's success in the higher education and work-place settings.

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

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

GDH procures these computer-related assistive technology products for the blind (free of charge to our clients) which include screen readers, Braille note takers, refreshable Braille Displays and audible players. Other adaptive technology aids are liquid indicators, audible organizing systems and currency identifiers. These devices provide the necessary assistance in the workplace and higher education for the blind and visually impaired.

- Month 1: Registration and assessment will be conducted for 10 participants.
- Month 2: Registration and assessment for 10 participants will be conducted
- Month 3: Technology aids distribution to 10 participants; Orientation assembly carried out for 20 participants
- Month 4: 1 Social activity for 10 participants; Workforce Development Workshop for 12 participants
- Month 5: 1 Networking activity for 10 participants; Workforce Development workshop for 12 participants
- Month 6: 1 Social activity for 10 participants; Workforce Development Workshop for 12; Evaluations for 12 participants
- Month 7: 1 Networking activity for 10 participants; Workforce Development Workshop for 12 participants
- Month 8: 1 Social activity for 10 participants; Workforce Development Workshop for 12 participants
- Month 9: 1 Networking activity for 10; Workforce Development Workshop for 12 participants

- Month 10: 1 Social activity for 10 participants; Workforce Development Workshop for 12 participants
- Month 11: 1 Networking activity for 10 participants; Workforce Development Workshop for 12 participants
- Month 12: SWOT Summit (Strengths, Weakness, Opportunities & Threats) Summit for at least 15 participants; Evaluations for 20 participants.

Networking and Social Activities:

Social skills building will focus on securing group activities which the participant will be able to build interpersonal and travel skills. These skills develop and improve self-confidence and independence. Such social building skills develop from being involved in a community-based activity such as bowling, swimming, dance, music, networking, arts, and crafts. Networking activities allow participants to build and expand relationships with people who may become friends or colleagues, broadening career opportunities and advancement.

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

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

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

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

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

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

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

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

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

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

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

An individual who has completed his/her workforce development program will use the resources provided to seek employment opportunities or higher education, prepare resume and interviews. This individual will be able to present himself/herself in a professional manner, incorporating socially acceptable behavior, communicate effectively and confidently and demonstrate professional office and business skills. Upon a reasonable amount of time, graduates will move into lower and middle management positions providing future opportunities for the blind graduates.

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

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

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

IV. Financial

Budget

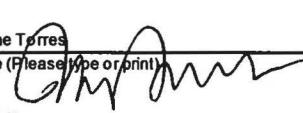
1. The applicant shall submit a budget utilizing the enclosed budget forms as applicable, to detail the cost of the request.
 - a. Budget request by source of funds ([Link](#))

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2020 to June 30, 2021

Applicant: Guide Dogs of Hawaii

EXHIBIT A

BUDGET CATEGORIES	Total State Funds Requested (a)	Total Federal Funds Requested (b)	Total County Funds Requested (c)	Total Private/Other Funds Requested (d)
A. PERSONNEL COST				
1. Salaries	112,296		61,320	46,420
2. Payroll Taxes & Assessments	8,591		4,691	3,552
3. Fringe Benefits	10,613		0	0
TOTAL PERSONNEL COST	131,500		66,011	49,972
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island	3,500			0
2. Insurance				
3. Lease/Rental of Equipment				
4. Lease/Rental of Space	40,000		34,560	15,440
5. Staff Training	0			2,000
6. Supplies	10,000		2,500	1,000
7. Telecommunication	5,000		929	1,000
8. Utilities				
9. Social & Networking Activities	10,000		5,000	0
10. Technology Aids	30,000		16,000	0
11. Workshops	20,000		0	0
TOTAL OTHER CURRENT EXPENSES	118,500		58,989	19,440
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	250,000		125,000	69,412
SOURCES OF FUNDING				
(a) Total State Funds Requested	250,000			
(b) Total Federal Funds Requested				
(c) Total County Funds Requested	125,000			
(d) Total Private/Other Funds Requested	69,412			
TOTAL BUDGET	444,412			
		Jeanne Torres Name (Please type or print)		808-941-1088x1010 Phone
		 Signature of Authorized Official		07/17/2020 Date
		Jeanne Torres, Executive Director Name and Title (Please type or print)		

- b. Personnel salaries and wages ([Link](#))

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2018 to June 30, 2019

b. Personnel salaries and wages ([Link](#))

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES
Period: July 1, 2018 to June 30, 2019

Applicant: Guide Dogs of Hawaii

EXHIBIT B

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Program Director (PD)	FULL TIME	\$36,000.00	100.00%	\$ 36,000.00
Budget Manager (BM)	PART TIME	\$35,960.00	100.00%	\$ 35,960.00
Program Assistant (PA1)	PART TIME	\$15,600.00	100.00%	\$ 15,600.00
Program Assistant (PA2)	Part Time	\$24,736.00	100.00%	\$ 24,736.00
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
TOTAL:				112,296.00

GDH's 42 volunteers enable the organization to control costs. PD oversees services & supervises staff, manages grant reports. BM processes invoices, financial reports, oversees budget, & assists with grant reports. PS & OS provides vital support to ensure quality service.

GDH has six full-time and three part-time staff members and forty-eight dedicated volunteers. There are over 4,000 blind and visually impaired adults between 18-36 statewide who feel isolated and powerless who need this program. Our plan is to provide service to another 40 in 2021/2022. By 2023 our goal is to ramp up the program to include more of our blind and visually impaired adults who need workforce development structured training and equipment. Once all have received the 12-month program, sustaining it will be significantly less as the goal of the program is to harness their will and ability to be self-reliant in today's competitive workplace.

Salaries, taxes and fringe benefits for the Program Director, Budget Manager and Program Assistant will be funded by this grant. Other Program key positions such as Executive Director, Case Management Specialists and Program Assistant will be supported by other funding sources.

Program Operating Costs:

- \$10,195 in consumable office supplies.
- \$40,000 in office rent will cover additional office space needed to efficiently deliver the services for this program.
- \$60,000 for technology aids and ISEE workforce training and professional development

c. Equipment and motor vehicles ([Link](#))

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2018 to June 30, 2019

Applicant: Guide Dogs of Hawaii

EXHIBIT C

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

JUSTIFICATION/COMMENTS:

N/A

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

JUSTIFICATION/COMMENTS:

N/A

d. Capital project details ([Link](#))

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2020 to June 30, 2021

Applicant: Guide Dogs of Hawaii EXHIBIT D

FUNDING AMOUNT REQUESTED						
TOTAL PROJECT COST	ALL SOURCES OF FUNDS RECEIVED IN PRIOR YEARS		STATE FUNDS REQUESTED	OF FUNDS REQUESTED	FUNDING REQUIRED IN SUCCEEDING YEARS	
	FY: 2018-2019	FY: 2019-2020	FY:2020-2021	FY:2020-2021	FY:2021-2022	FY:2022-2023
PLANS	N/A	N/A	N/A	N/A	N/A	N/A
LAND ACQUISITION	N/A	N/A	N/A	N/A	N/A	N/A
DESIGN	N/A	N/A	N/A	N/A	N/A	N/A
CONSTRUCTION	N/A	N/A	N/A	N/A	N/A	N/A
EQUIPMENT	N/A	N/A	N/A	N/A	N/A	N/A
TOTAL:	N/A	N/A	N/A	N/A	N/A	N/A
JUSTIFICATION/COMMENTS:						
N/A						

e. Government contracts, grants, and grants in aid ([Link](#))

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Applicant: Guide Dogs of Hawaii

EXHIBIT E

Contracts Total:

250,000

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S. / State / Haw / Hon / Kau / Mau)	CONTRACT VALUE
1	City & County GIA	10/1/19-9/30/20	Div of Grant Services	Honolulu	125,000
2	State of Hawaii GIA	4/1/19-3/31/20	DVR	State	175,000
3	City & County GIA	10/1/18-9/30/19	Div of Grant Services	Honolulu	125,000
4	State of Hawaii GIA	2/13/18-3/31/19	DVR	State	175,000
7					
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- The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2021.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$100,000	\$50,000	\$50,000	\$50,000	\$250,000

- The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2020.
2019/2020 City & County Grants in Aid; Aloha United Way, CFC, individual contributors, interest income, and private source institutions. In addition to the above, we will be expanding our asks to the neighbor islands and individual donors. If needed, some of the funding for this program will come from internal financing and fundraising.
- The applicant shall provide a listing of all state and federal tax credits it has been granted within the prior three years. Additionally, the applicant shall provide a listing of all state and federal tax credits they have applied for or anticipate applying for pertaining to any capital project, if applicable.
N/A

5. The applicant shall provide a listing of all federal, state, and county government contracts, grants, and grants in aid it has been granted within the prior three years and will be receiving for fiscal year 2020 for program funding.

City and County GIA, Division of Grant Services:
10/1/18 – 9/30/19; 10/1/19 – 9/30/20

State of Hawaii GIA, DVR:
2/13/19 – 3/31/19; 4/1/19 – 3/31/20

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

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.

Since 2012 GDH's programs have successfully served 304 blind and visually impaired public-school youth from kindergarten to twelfth grade in the state, reaching 90% of this cohort enrolled in the public-school system, statewide.

GDH clients and programs benefit from your support as it provides us leverage opportunities for other private financial resources and funding GDH proactive planned gift giving program and legacy endowments have assisted GDH in partnering with other public/private programs in funding assistance. Our first program was beta tested in 2012 -2013 and students participating in pre-employment training has increased fivefold, and two students with high evaluation marks have participated in peer leadership training. As has proven in the five years Get Ahead with Technology program has been involved with the Department of Education, investing early in these youths has yielded astounding results. Not only do the students benefit, but so do parents, friends, caregivers, and teachers as less time is required to support blind and visually impaired individuals who are independent and self-sufficient. Teachers and parents of these students both get tremendous support from Get Ahead with Technology program. Teachers, many of whom are not sufficiently skilled at working with impaired students as well as parents, learn techniques and best practices to help students. Sighted students too benefit, as they become more comfortable socializing with blind and visually impaired peers thanks to devices and programs that encourage social engagement with one another.

We've set in place training protocols based on a collaborative model that have demonstrated and driven in previous social skill programs that targeted students to seniors.

The Likert measurement scale is used to measure benchmarks throughout this program. Program evaluators review the student's progress and make changes based on the individual's pace and improved level of function. Evaluations consist of telephone and visit assessments. Individual support

will be consistent with the learning curve. Phone evaluations ensure individuals stay on track with their technical aids. Outcomes will be evaluated by the review team.

Additionally, GDH has partnered with Enchanted Hills Camp, an organization that provides life skill support and training services. GDH Students travel to their northern California facility and spend two weeks developing life skills, build relationships and learn how they may potentially benefit from the use of a guide dog. All program's tuition are waived for GDH's clients,

GDH has successfully completed four youth projects starting in 2012, the first, "Cane Travel Lessons" included 14 students ranging from 6 to 17. The objective was to teach them to become more independent by learning how to travel and shop by themselves.

The second program "Daily Living" started in 2015 which included nineteen students who were empowered for the first time with adaptive aids that enhanced their social engagement. Some chose aids to compensate for visual loss while others selected card games, soccer balls, and electronic games. At the completion of "Daily Living," and each of the other projects, student's confidence increased giving them the motivation and encouragement needed to engage in social activities.

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

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

The pilot program GDH worked with teachers on Oahu to determine which students were most suitable to use adaptive aids. Twenty-one selected blind students were provided iPads. After six months of iPad use, findings revealed that all students in the program showed greater confidence and a stronger desire to participate in school activities.

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

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

As of 2018, 98% of blind and visually disabled youth from kindergarten to twelfth grade enrolled in the Department of Education are enjoying the support and benefits of the program with significant documented improvement in academic, social and life skills that before the implementation of this program, they were lacking. This program successfully graduated 302 of its students and was completed on time and under the proposed budget.

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

GDH spent over four years developing various training initiatives, all of which have been successful. Taking the experience and knowledge gained from the youth and adult program, GDH developed its first senior program in 2017, which focuses on blind and visually impaired seniors that are 55 years and

older. GDH launched Seniors Harnessing Independence & Empowerment (SHINE) program in June of 2017.

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

GDH continues to successfully provide services and outreach with the help of its forty-eight volunteers to the blind and visually impaired community ahead of deadlines and under budget. The volunteers have increased their outreach and educations to the public through the media, public speaking and social media programs like #GivingTuesdayHI. The Get Ahead program has proven GDH's ability to put together government and private source funding effectively as well as integrate their staff and volunteer workforce.

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

2. Facilities

The applicant shall provide a description of its facilities and demonstrate its adequacy in relation to the request. If facilities are not presently available, describe plans to secure facilities.

GDH has recently moved into a new 3500 sq. ft. facility which is able to facilitate and provide continuity in maintaining our numerous training programs and activities while reducing our need and cost for outside rental space for our clients. Our location has a bus stop and ramp right in front of our door providing convenience for our clients to easily locate us as they don't drive. Our conference rooms are utilized for Board meetings and numerous volunteer orientation and training.

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.

Three positions which include salary and benefits need to be funded by the state GIA to implement this program, statewide; a Program Director (PD), Program Coordinator (PC) and Budget Manager (BM).

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

Description/duties/qualifications:

Program Director:

Reports to the Executive Director; is responsible for the operational success by ensuring seamless team management and development, program delivery, and quality control and evaluation. This position requires team management experience to further develop a proven program, partner with the ED and work collaboratively with a high-performance management team. Qualifications include a BA with preference to an MBA with at least 10 years of team management experience with demonstrated success in developing and evaluating program models. Must be proficient in using technology as a management reporting tool and experience working with information technology staff to develop and implement program evaluation systems.

Duties and Responsibilities:

Leadership:

1. Cultivate existing relationships with vendors to ensure sufficient space, resources, and access to services.
2. Develop and implement strategies that will maximize the synergies among program areas

Team Management and Development:

3. Develop and implement a system to evaluate the skill, experience, and professional development needs of staff.
4. Implement a professional development program to address employee experience and skill gaps.
5. Work with staff to develop objective performance measurements across all sites, to ensure consistent, high-quality evaluation and goal setting for all employees.
6. Instill a sense of accountability among team members by modeling tight oversight of individual and organization performance standards.
7. Recruit, hire, and oversee training and orientation of staff members.
8. Strong project management skills managing complex, multifaceted projects resulting in measurable successes and program growth.
9. Experience having worked with a high-performance, collaborative, constructive peer group.
10. Strength in hiring, recruiting, managing, developing, coaching, and retaining individuals and teams, empowering them to elevate their levels of responsibility, span-of-control and performance.
11. Deep understanding of human resources, employee performance improvement plans, and corrective action policies

12. Demonstrated results in managing through complex systems and proven experience negotiating win-win agreements

13. Excellent verbal and written communication skills with exceptional attention to details

Program Assistant:

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

Duties and Responsibilities:

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

Budget Manager:

Duties and Responsibilities:

1. Maintains workflow by studying methods; implementing cost reductions; and developing reporting procedures.
2. Creates and revises systems and procedures by analyzing operating practices, recordkeeping systems, forms control, office layout, and budgetary and personnel requirements; implementing changes.
3. Develops administrative staff by providing information, educational opportunities, and experiential growth opportunities.
4. Resolves administrative problems by coordinating preparation of reports, analyzing data, and identifying solutions.
5. Ensures operation of equipment by completing preventive maintenance requirements; calling for repairs; maintaining equipment inventories; evaluating new equipment and techniques.
6. Provides information by answering questions and requests.

7. Maintains supplies inventory by checking stock to determine inventory level; anticipating needed supplies; placing and expediting orders for supplies; verifying receipt of supplies.

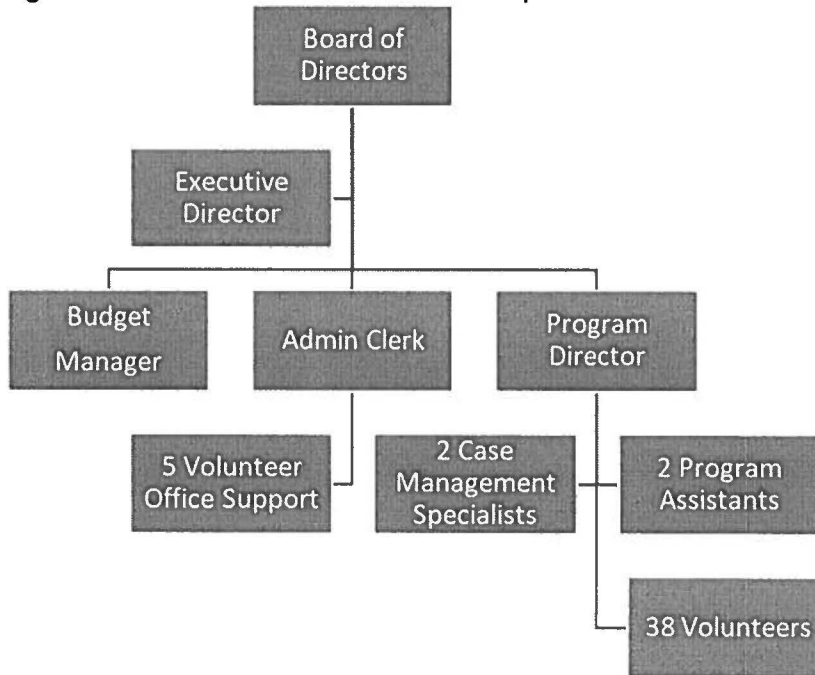
8. Completes operational requirements by scheduling and assigning administrative projects; expediting work results.

9. Maintains professional and technical knowledge by attending educational workshops; reviewing professional publications; establishing personal networks; participating in professional societies.

10. Contributes to team effort by accomplishing related results as needed.

2. Organization Chart

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



3. Compensation

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

Executive Director: \$75,000

Program Director: \$36,000

Budget Manager: \$35,9600 (part time)

VII. Other

1. Litigation

The applicant shall disclose any pending litigation to which they are a party, including the disclosure of any outstanding judgement. If applicable, please explain.

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 2020-2021; the activity funded by the grant if the grant of this application is:

- (a) Received by the applicant for fiscal year 2020-2021
- (b) Not received by the applicant thereafter.

GDH is blessed with an endowment from the Jack and Marie Lord Foundation (from Hawaii Five-O fame) and continual support from Aloha United Way which ensures the organization's sustainability. Our program utilizes individual contributors and private source institutions, and if needed, some of the funding for this program will come from internal financing and portions of an endowment, and by 2021 two additional endowments will be available.

GDH does a certified annual audit which is provided to the State of Hawaii's. Additionally, we will be expanding our ask to the neighbor islands and individual donors and implementing a sophisticated planned giving and endowment campaign which is in development.

GDH's board is finalizing it's "Give and Get" program with 100% board participation. In the last 36 months, GDH has increased its annual income.

Campaign Chairman Michael Lilly oversees a committee of high-level volunteers which includes but not limited to, individuals such as Sam Callejo and Susan Nonaka who work hard to generate annual funds to meet GDH's mission. A local consultant with over 30 years' experience in fundraising in the Hawaiian Islands, the mainland, and the Pacific Rim is guiding the training volunteers, board members, cabinet members, and senior staff. The professional guidance ensures all involved in the fundraising efforts meet GDH's goals and objectives.

By 2021 we will start with targeting mainland institutional campaign and grant opportunities as well as expanding our planned giving and endowment, individual gift giving and donor program.

In 2020 we are planning our first public event to increase awareness and increase our partnership outreach. We continue to increase our reach with social media and connect with other organizations that parallel GDH's program and mission for the blind and visually impaired community.

Michael Lilly, chairs the fundraising cabinet; he and his cohorts solicit individual and institutional prospects. They work on all aspects of GDH's current fundraising: Annual-Operating, Capacity Building, Planned Giving and Endowment.

Since 2018, GDH has raised a total of \$300,000 for the ISEE program specifically from government, corporations, foundations and individuals, making a significant difference in the lives of Hawaii's blind and visually impaired youth. Our current endowment not only helped but assisted in attracting additional funding sources with enabled us to exceed our goals, eliminating the waiting list of children wanting to get in the program. We are now looking to offer stronger support services consistent with their development into adulthood in addition to enrolling new blind and visually impaired students who enter the public-school system each month.

To help insure the program maintains its continuity in providing non duplicative services statewide to the blind and visually impaired students our programs provide the opportunity to be part of ISEE at no costs for the students and looks for them to excel both academically and socially as prior classes success stories. Be assured GDH will continue to spend its funds judiciously while leveraging our dedicated volunteer workforce. Since our training programs began in 2014, GDH has been on-time and on budget and has exceeded its goals making this public/private partnership one of Hawaii's non-profit success stories.

A comprehensive fundraising plan is in place that includes an annual and capacity building campaign and the creation of a new gifts program.

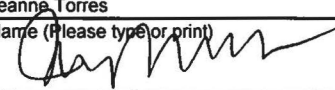
A broad-based volunteer group of forty-eight dedicated individuals consisting of community leaders and board members have been assembled to implement these programs, with a fundraising committee that generates funds to support the program headed by Campaign Chairman Michael Lilly, Hawaii's former A.G. It is important to note that 100% of the GDH Board of Directors and Fundraising Cabinet contribute time, financially and talent.

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2020 to June 30, 2021

Applicant: Guide Dogs of Hawaii

EXHIBIT A

BUDGET CATEGORIES	Total State Funds Requested (a)	Total Federal Funds Requested (b)	Total County Funds Requested (c)	Total Private/Other Funds Requested (d)
A. PERSONNEL COST				
1. Salaries	112,296		61,320	46,420
2. Payroll Taxes & Assessments	8,591		4,691	3,552
3. Fringe Benefits	10,613		0	0
TOTAL PERSONNEL COST	131,500		66,011	49,972
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island	3,500			0
2. Insurance				
3. Lease/Rental of Equipment				
4. Lease/Rental of Space	40,000		34,560	15,440
5. Staff Training	0			2,000
6. Supplies	10,000		2,500	1,000
7. Telecommunication	5,000		929	1,000
8. Utilities				
9. Social & Networking Activities	10,000		5,000	0
10. Technology Aids	30,000		16,000	0
11. Workshops	20,000		0	0
TOTAL OTHER CURRENT EXPENSES	118,500		58,989	19,440
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	250,000		125,000	69,412
SOURCES OF FUNDING				
(a) Total State Funds Requested	250,000			
(b) Total Federal Funds Requested				
(c) Total County Funds Requested	125,000			
(d) Total Private/Other Funds Requested	69,412			
TOTAL BUDGET	444,412			
		Jeanne Torres Name (Please type or print)		808-941-1088x1010 Phone
		 Signature of Authorized Official		01/17/2020 Date
		Jeanne Torres, Executive Director Name and Title (Please type or print)		

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Applicant: Guide Dogs of Hawaii

Period: July 1, 2020 to June 30, 2021
EXHIBIT C

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

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

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2020 to June 30, 2021

Applicant: Guide Dogs of Hawaii EXHIBIT D

FUNDING AMOUNT REQUESTED						
TOTAL PROJECT COST	ALL SOURCES OF FUNDS RECEIVED IN PRIOR YEARS		STATE FUNDS REQUESTED	OF FUNDS REQUESTED	FUNDING REQUIRED IN SUCCEEDING YEARS	
	FY: 2018-2019	FY: 2019-2020	FY:2020-2021	FY:2020-2021	FY:2021-2022	FY:2022-2023
PLANS	N/A	N/A	N/A	N/A	N/A	N/A
LAND ACQUISITION	N/A	N/A	N/A	N/A	N/A	N/A
DESIGN	N/A	N/A	N/A	N/A	N/A	N/A
CONSTRUCTION	N/A	N/A	N/A	N/A	N/A	N/A
EQUIPMENT	N/A	N/A	N/A	N/A	N/A	N/A
TOTAL:	N/A	N/A	N/A	N/A	N/A	N/A
JUSTIFICATION/COMMENTS:						
N/A						

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Applicant: Guide Dogs of Hawaii

EXHIBIT E

Contracts Total:

250,000

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S. / State / Haw / Hon / Kau / Mau)	CONTRACT VALUE
1	City & County GIA	10/1/19-9/30/20	Div of Grant Services	Honolulu	125,000
2	State of Hawaii GIA	4/1/19-3/31/20	DVR	State	175,000
3	City & County GIA	10/1/18-9/30/19	Div of Grant Services	Honolulu	125,000
4	State of Hawaii GIA	2/13/18-3/31/19	DVR	State	175,000
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Application Submittal Checklist

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

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



AUTHORIZED SIGNATURE

JEANNE TURGES

PRINT NAME AND TITLE

JAN -17- 2020

DATE