

Application Submittal Checklist

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

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



KAREN GLASSER, STATE DIRECTOR

AUTHORIZED SIGNATURE

PRINT NAME AND TITLE

1/21/2022
DATE

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

Type of Grant Request:

Operating Capital

Legal Name of Requesting Organization or Individual: DbA:

Best Buddies Hawaii, LLC

Amount of State Funds Requested: \$ 85,000

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

This request will allow Best Buddies to develop inclusive communities and provide opportunities for friendship and leadership to 300 youth and adults with and without IDD at 30 schools in Hawaii and in Maui and Oahu communities. This request will support Best Buddies in creating 75 one-to-one friendships between individuals with IDD and their typical peers, delivering 60 inclusive group activities, and providing leadership training to 40 students at the local or national level.

Amount of Other Funds Available:

State: \$ 0
Federal: \$ 0
County: \$ 0
Private/Other: \$ 90,000

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

\$ 0

Unrestricted Assets:

\$ 244,167

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:

P.O. Box 240549

City:

Honolulu

State:

HI

Zip:

96824

Contact Person for Matters Involving this Application

Name:
Karen Glasser

Title:
State Director

Email:
KarenGlasser@BestBuddies.org

Phone:
808-725-1983

Federal Tax ID#:

██████████

State Tax ID#

██████████



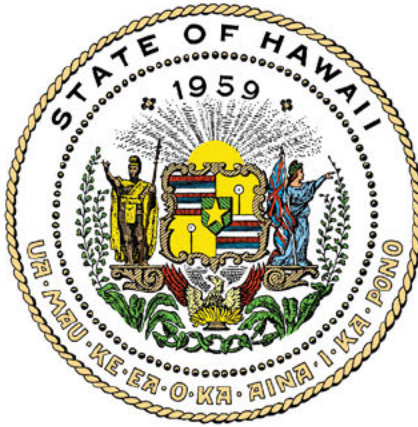
Authorized Signature

Karen Glasser, State Director

Name and Title

1/21/2022

Date Signed



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 according to the records of this Department,

BEST BUDDIES HAWAII LLC

was organized under the laws of the State of Hawaii on 09/07/2012 ; that it is an existing limited liability company in good standing and is duly authorized to transact business.



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 21, 2022

Director of Commerce and Consumer Affairs

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

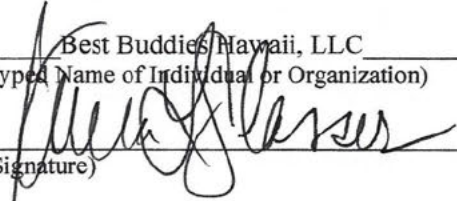
The undersigned authorized representative of the applicant certifies the following:

- 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.

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


(Signature)

1/21/2022
(Date)

Karen Glasser
(Typed Name)

State Director
(Title)

Public Purpose

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

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

Best Buddies Hawaii, LLC

- (2) The public purpose for the grant

The public purpose of the grant is to deliver inclusion services in Hawaii schools and communities to remove the physical and social barriers that prevent individuals with intellectual and developmental disabilities (IDD) from creating meaningful relationships with their typical peers. Physical barriers, such as the walls of a classroom, and social barriers, such as a lack of confidence communicating with one another, contribute to the disproportionate isolation of youth and adults with IDD. To address these barriers, Best Buddies affords the opportunity for students with disabilities and their typical peers to have meaningful social interactions. As a result, students with IDD gain and practice functional social skills in a safe and supported environment; these social skills help prepare them for successful post-secondary outcomes. Additionally, participants without disabilities learn that those with IDD have many strengths and abilities – knowledge which helps them understand and support inclusion in schools, communities, and workplaces.

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

The grant will support inclusion programs for youth and adults with and without IDD at 30 schools in Hawaii and in communities on Maui and Oahu by providing opportunities for friendship and leadership development to a minimum of 300 participants with and without IDD, creating 75 authentic one-to-one friendships between youth and adults with IDD and their typical peers, delivering 60 inclusive group activities, and training 40 student leaders.

- (4) The target group

The target group served by this request is comprised of students with and without IDD attending 30 elementary schools, middle schools, high schools, and colleges involved with the program, along with adults with IDD aged 18 and up who are affiliated with disability service providers on Maui and Oahu and who will have the opportunity to be matched in a one-to-one friendship with a typical peer from their community.

- (5) The cost of the grant and the budget. [L 1997, c 190, pt of §3; am L 2014, c 96, §6]

The cost of the FY23 Best Buddies Hawaii, LLC GIA request is \$85,000. The budget for the grant is as follows:

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2022 to June 30, 2023

Applicant: *Best Buddies Hawaii, LLC*

| BUDGET CATEGORIES | Total State Funds Requested (a) | Total Federal Funds Requested (b) | Total County Funds Requested (c) | Total Private/Other Funds Requested (d) |
|---|------------------------------------|---------------------------------------|-------------------------------------|--|
| A. PERSONNEL COST | | | | |
| 1. Salaries | 54,179 | | | |
| 2. Payroll Taxes & Assessments | 4,145 | | | |
| 3. Fringe Benefits | 6,912 | | | |
| TOTAL PERSONNEL COST | 65,236 | | | |
| B. OTHER CURRENT EXPENSES | | | | |
| 1. Airfare, Inter-Island | | | | |
| 2. Insurance | | | | |
| 3. Lease/Rental of Equipment | | | | |
| 4. Lease/Rental of Space | | | | |
| 5. Staff Training | 450 | | | |
| 6. Supplies | 540 | | | |
| 7. Telecommunication | 624 | | | |
| 8. Utilities | | | | |
| 9. Mileage/Local Travel | 1,800 | | | |
| 10. Volunteer Training | 1,500 | | | |
| 11. Postage | 420 | | | |
| 12. Printing | 270 | | | |
| 13. Indirect Costs | 14,160 | | | |
| 14 | | | | |
| 15 | | | | |
| 16 | | | | |
| 17 | | | | |
| 18 | | | | |
| 19 | | | | |
| 20 | | | | |
| TOTAL OTHER CURRENT EXPENSES | 19,764 | | | |
| C. EQUIPMENT PURCHASES | 0 | | | |
| D. MOTOR VEHICLE PURCHASES | 0 | | | |
| E. CAPITAL | 0 | | | |
| TOTAL (A+B+C+D+E) | 85,000 | | | |
| SOURCES OF FUNDING | | Budget Prepared By: | | |
| (a) Total State Funds Requested | 85,000 | Jessica Wylie 704-615-9073 | | |
| (b) Total Federal Funds Requested | | Name (Please type or print) Phone | | |
| (c) Total County Funds Requested | | <i>[Signature]</i> 1/21/2022 | | |
| (d) Total Private/Other Funds Requested | 90,000 | Signature of Authorized Official Date | | |
| TOTAL BUDGET | 175,000 | Klaren L. Glasser, State Director | | |
| | | Name and Title (Please type or print) | | |

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, 2021.

2. Declaration Statement

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

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](#).

II. Background and Summary

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

1. A brief description of the applicant's background

Founded in 1989, Best Buddies has over 32 years of experience delivering community-based inclusion programs that provide opportunities for friendship, leadership development, jobs, and inclusive living for individuals with intellectual and developmental disabilities (IDD). Best Buddies first launched Hawaii programs and hired local staff in 2008. Since then, we have grown to support inclusion programs at 30 elementary, middle, high school, and college chapters across the state of Hawaii, directly engaging over 4,400 unique individuals in our programs since 2008.

2. The goals and objectives related to the request;

The primary goal of Best Buddies programs is to create inclusive schools and communities by reducing or removing social and physical barriers that limit meaningful interactions between individuals with IDD and their typical peers. The

project funded by this request will reduce barriers to inclusion by increasing opportunities for social interactions between individuals with IDD and their typical peers through one-to-one friendships, inclusive activities, and leadership training that prepares students with and without IDD to lead volunteer-run inclusion programs. The project will develop and support inclusive communities for 300 youth and adults with and without IDD at 30 public schools in Hawaii and in Maui and Oahu communities by creating 75 one-to-one friendships between individuals with IDD and their typical peers, delivering 60 inclusive group activities, and providing leadership training to 40 students at the local or national level.

3. The public purpose and need to be served;

Friendships and social relationships with peers are important for all people, with and without disabilities. (Friedman & Rizzolo, 2018) For young people and children, friendship is positively related to emotional and behavioral development. (Petrina et al., 2014) Social friendships remain important for adults as well, benefitting an individual's mental and physical health, sense of purpose and belonging and stress levels. (Fulford & Cobigo, 2018)

Individuals with IDD were disproportionately isolated prior to the COVID-19 pandemic, and due to mitigation strategies such as social distancing and remote or hybrid instruction, that isolation has intensified. Youth and adults with IDD have experienced an increased need for inclusion services that provide opportunities for social and emotional development and will aid in their future self-sufficiency and career-readiness.

Physical barriers, such as separate educational environments, limit opportunities for social interactions between students with IDD and their typical peers. During the 2019-2020 school year, there were 17,241 school age students with disabilities enrolled in Hawaii schools, including 1,316 students with intellectual disabilities. Only 14% of Hawaii students with intellectual disabilities spent most of their day in inclusive settings. This is lower than in 25 states, and 2% lower than the national average. (U.S. Department of Education, 2019-2020) Even when students with IDD and their typical peers do share a classroom, "interaction rarely occurs without intentional programming," since students with IDD frequently work alone or separated from other students (Carter, 2017).

Social barriers also limit interactions between individuals with IDD and their typical peers, since students with IDD may experience a "difficulty performing an array of important social skills," and typical peers may lack confidence "in their skills and knowledge to interact with their classmates who have IDD." (Copeland et al., 2004) Without formal opportunities to get to know one another, adolescents with and without IDD are unlikely to cross social barriers and develop genuine social connections on their own.

Furthermore, studies show that student experiences in the classroom vary by disability, whereby students with autism experience high rates of bullying in inclusive settings and students with other forms of IDD face increased bullying when they are in restrictive settings. (Rose et al., 2015) Regardless of the educational setting, students with IDD face increased rates of victimization due to social and communication deficits and social marginalization (Rose & Gage, 2017).

Limited interactions with students with IDD can lead typical peers to exclude students with IDD due to misconceptions based on those limited interpersonal experiences. This causes feelings of rejection and exclusion among those with IDD and perpetuates stereotypes and misunderstandings among their typical peers that can linger into adulthood. (Killen et al., 2013) A 2018 Australian study that observed social encounters between adults with IDD and typical adults in the community noted that those interactions were often superficial and brief, without authentic recognition between the individuals. Some interactions experienced by individuals with IDD were exclusionary, being met with “impatience, fear, condescending remarks, or actions that singled them out as not fully belonging or welcome in the community.” The most commonly observed interactions between people with IDD and typical community members involved a complete absence of recognition or acknowledgement between individuals. Interview responses provided by typical peers who avoided interactions with individuals with IDD indicated that they “felt they did not know the appropriate way to behave and communicate with a person who may communicate differently, without fluency or words, who looked different, or was accompanied by a support worker. Others said they were deterred by unconventional or unexpected behaviours by people with intellectual disabilities, even when it was not directly threatening to them.” (Bigby and Wiesel, 2018).

The public purpose of this request is to deliver inclusion services in Hawaii schools and communities to remove the physical and social barriers that prevent individuals with IDD from creating meaningful relationships with their typical peers. As a result, youth and adults with IDD gain appropriate social skills that prepare that help them become college and career-ready and successfully navigate their communities independently. Additionally, youth and adults without disabilities learn that people with IDD have many strengths and abilities – knowledge which makes them understand the benefits of inclusion in schools, communities, and workplaces. By addressing the need for individuals with and without IDD to benefit from interacting with each other, Best Buddies prepares program participants to continue to promote inclusion in Hawaii schools, communities, and workplaces.

4. Describe the target population to be served

The target population served by this request includes students with and without IDD attending 30 elementary schools, middle schools, high schools, and colleges involved with the program, along with adults age 18+ who are affiliated with disability service

providers on Maui and Oahu who will have the opportunity to participate in the one-to-one friendship program for adults.

5. Describe the geographic coverage.

The project funded by this request will serve schools and communities on the islands of Maui and Oahu. Best Buddies currently delivers inclusion services at schools in the communities of Aiea, Ewa Beach, Hana, Honolulu, Kahului, Kailua, Kaneohe, Kapolei, Kihei, Lahaina, Makawao, Mililani, Pearl City, Wahiawa, Waianae, Wailuku, and Waipahu. The project will launch inclusion programs at two schools on Maui and three schools on Oahu.

III. Service Summary and Outcomes

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

1. Describe the scope of work, tasks and responsibilities

Best Buddies inclusion programs engage youth and adults with and without IDD in Hawaii public elementary schools, middle schools, high schools, colleges, and in the Best Buddies Citizens community-based program for adults. To achieve the outcomes of this grant request, Best Buddies will sustain and grow existing partnerships at 25 schools on Maui and Oahu, launch inclusion programs at five additional schools, and develop the Best Buddies Citizens program on Maui and Oahu.

Best Buddies school-based chapters operate as student-led clubs that engage students in activities on-campus and in the community. Best Buddies staff trains student leaders with and without IDD to deliver inclusion programs at their school, with robust support from Best Buddies staff throughout the academic year. Best Buddies collaborates with local disability service providers to recruit adults with IDD to participate in the Best Buddies College and Citizens programs. Through these local partnerships, Best Buddies creates and supports one-to-one friendships between adults with IDD and typical peers age 18+, and plans and delivers monthly inclusive group activities.

Each partner school provides administrative support and the use of school facilities for chapter activities. Best Buddies staff works closely with school administration to identify and recruit a minimum of one student with IDD and one typical peer to serve as officers in their chapter. Each chapter requires a student leader to serve as a chapter president. The Best Buddies program supervisor supports and encourages chapter leadership to make sure student officer roles include members with IDD.

Chapter presidents attend the annual Best Buddies International Leadership Conference each summer, to learn from presenters and peers about volunteer management and recruitment strategies, program expectations, effective communication skills, and how to address challenging situations in their chapter. This conference prepares chapter presidents to return to their schools and share the knowledge and strategies they learned with other student leaders, and successfully recruit students with and without IDD as chapter members. After a Best Buddies chapter completes the member recruitment and application process, participants with IDD are paired in one-to-one friendships with their typical peers, arranged with the help of student leaders and volunteer faculty advisors. Factors such as common interests, schedules, preferences, and transportation needs are considered to ensure that the new friendships have the greatest chance for success. Once one-to-one friendships have been formally launched at a kick-off event called a “match party,” Best Buddies support participants in their commitment to being in a friendship for the full academic year. Participants in one-to-one friendships contact each other at least once a week by phone, e-mail, or social media, and meet in person twice per month. They maintain regular communication, participate in leisure activities together, and attend inclusive group activities and chapter events.

Best Buddies staff provides training, resources, and ongoing support to ensure that goals and deadlines are met to achieve maximum program impact. Best Buddies staff also facilitates virtual activities available to members across Hawaii on a regular basis. The program supervisor conducts outreach to schools and volunteers, plans program activities and regional trainings, recruits volunteers, and provides program management support. The program supervisor ensures the project is on pace to achieve targets for recruitment, one-to-one friendships, inclusive activities, and trainings delivered. The state director supervises the program supervisor and provides support by assisting with conducting outreach, cultivating broad community support for the project, and providing program management support. The state director oversees the project in its entirety and ensures that all contract deliverables are met.

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

July - August 2022 – Student leaders attend the Best Buddies International Leadership Conference to receive extensive training from Best Buddies staff, fellow student leaders, keynote speakers, and experts in the field of disabilities and inclusion. Best Buddies staff meets with chapter leaders to assist in planning chapter activities and strategizing for the fall semester to recruit volunteers, select officers with and without IDD, and create one-to-one friendships.

September 2022 – Hawaii chapter presidents recruit student volunteers through teacher recommendations, school announcements, activity fairs, and informational events. Chapters hold initial meetings and create one-to-one friendships.

October 2022 – Best Buddies staff conducts Local Leadership Training Day. Chapters hold informational events for parents and caregivers. Chapters pair members with IDD in one-to-one friendships with typical peers at match party and host first inclusive group activities. Best Buddies begins outreach to targeted schools to establish new chapters.

November 2022 – Best Buddies staff conducts site visits and monitors chapter progress, providing training, resources and guidance to volunteer student leaders. Chapters hold inclusive group activities.

December 2022 – Best Buddies staff meets with student leaders to evaluate chapters' successes and set goals for the spring. Student leaders submit mid-year reports, and Best Buddies staff reviews and compiles data. Best Buddies establishes chapters at two new schools.

January 2023 – Chapters host inclusive group activities. Student leaders prepare spring calendars and distribute to chapter membership. Best Buddies staff conducts site visits, providing training, resources and guidance to volunteer student leaders.

February 2023 – Best Buddies staff works with student leaders to select incoming chapter leadership for the 2023-2024 school year. Best Buddies registers student leaders to attend the 2023 Best Buddies International Leadership Conference. Best Buddies establishes chapters at two additional new schools.

March 2023 – March is Best Buddies Month. Best Buddies staff hosts annual event for Hawaii participants, their families, and community members.

April 2023 – Best Buddies staff conducts annual survey of Hawaii participants. Best Buddies staff conducts site visits. Best Buddies establishes a chapter at one additional new school, totaling five new chapters launched during the project year.

May - June 2022 – Chapters hold end of year events and activities. Participants make plans to remain in contact during the summer.

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

Best Buddies will measure, monitor, and evaluate outcomes of the project using data collected through BB360, our secure, cloud-based volunteer management database, mid- and end-year updates provided by student leaders, and the Best Buddies Annual Survey, which is distributed to all program participants, their parents and caregivers, and faculty volunteers in April each year.

The BB360 database houses data on membership and friendships created, which helps staff identify areas where additional program support is needed. The volunteer management database is free and accessible to all Best Buddies volunteers.

Best Buddies uses our annual survey to identify outcomes and track program performance. The survey was developed by Michael Hardman, Ph.D., Distinguished Professor and Chief Global Officer, President's Office, University of Utah. The results of the 2021 Best Buddies Annual Survey demonstrate that our programs in Hawaii are effective in fostering inclusive communities, critical social skills, and leadership development among participants. In response to the Best Buddies 2021 Annual Survey, 97% of Hawaii program participants reported satisfaction with Best Buddies programs and 94% would recommend participation in Best Buddies to others. These figures are higher than the national averages of 89% and 93%, respectively. Additionally, 88% of Hawaii participants reported that Best Buddies has made their school and community more inclusive, 66% reported gaining knowledge in leadership skills, and 59% reported they gained knowledge in interpersonal communication. These figures are higher than the national averages of 79%, 48%, and 53%, respectively.

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.

This request will allow Best Buddies to serve 300 youth and adults at 30 school-based chapters and in Best Buddies Citizens, create 75 one-to-one friendships between individuals with IDD and their typical peers, deliver 60 inclusive group activities, and train 40 student leaders to run inclusion programs at their schools. Best Buddies is prepared to report on the number of youth and adults served, the number of one-to-one friendships created, the number of inclusive group activities delivered, the number of schools served through the project, and the number of student leaders trained through the project.

IV. Financial

Budget

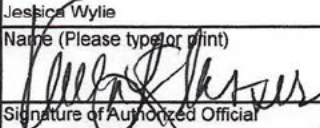
1. The applicant shall submit a budget utilizing the enclosed budget forms as applicable, to detail the cost of the request.
 - a. Budget request by source of funds (Link)
 - b. Personnel salaries and wages (Link)
 - c. Equipment and motor vehicles (Link)
 - d. Capital project details (Link)
 - e. Government contracts, grants, and grants in aid (Link)

Please see attached budget forms.

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2022 to June 30, 2023

Applicant: *Best Buddies Hawaii, LLC*

| BUDGET CATEGORIES | Total State Funds Requested (a) | Total Federal Funds Requested (b) | Total County Funds Requested (c) | Total Private/Other Funds Requested (d) |
|---|------------------------------------|--|-------------------------------------|--|
| A. PERSONNEL COST | | | | |
| 1. Salaries | 54,179 | | | |
| 2. Payroll Taxes & Assessments | 4,145 | | | |
| 3. Fringe Benefits | 6,912 | | | |
| TOTAL PERSONNEL COST | 65,236 | | | |
| B. OTHER CURRENT EXPENSES | | | | |
| 1. Airfare, Inter-Island | | | | |
| 2. Insurance | | | | |
| 3. Lease/Rental of Equipment | | | | |
| 4. Lease/Rental of Space | | | | |
| 5. Staff Training | 450 | | | |
| 6. Supplies | 540 | | | |
| 7. Telecommunication | 624 | | | |
| 8. Utilities | | | | |
| 9. Mileage/Local Travel | 1,800 | | | |
| 10. Volunteer Training | 1,500 | | | |
| 11. Postage | 420 | | | |
| 12. Printing | 270 | | | |
| 13. Indirect Costs | 14,160 | | | |
| 14. | | | | |
| 15. | | | | |
| 16. | | | | |
| 17. | | | | |
| 18. | | | | |
| 19. | | | | |
| 20. | | | | |
| TOTAL OTHER CURRENT EXPENSES | 19,764 | | | |
| C. EQUIPMENT PURCHASES | 0 | | | |
| D. MOTOR VEHICLE PURCHASES | 0 | | | |
| E. CAPITAL | 0 | | | |
| TOTAL (A+B+C+D+E) | 85,000 | | | |
| SOURCES OF FUNDING | | Budget Prepared By: | | |
| (a) Total State Funds Requested | 85,000 | Jessica Wylie | 704-615-9073 | |
| (b) Total Federal Funds Requested | | Name (Please type or print) | Phone | |
| (c) Total County Funds Requested | |  | 1/21/2022 | |
| (d) Total Private/Other Funds Requested | 90,000 | Signature of Authorized Official | Date | |
| TOTAL BUDGET | 175,000 | Karen L. Glasser, State Director | | |
| | | Name and Title (Please type or print) | | |

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2022 to June 30, 2023

Applicant: *Best Buddies Hawaii, LLC*

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

| DESCRIPTION OF MOTOR VEHICLE | NO. OF VEHICLES | COST PER VEHICLE | TOTAL COST | TOTAL BUDGETED |
|---------------------------------|--------------------|---------------------|---------------|-------------------|
| N/A | | | \$ - | |
| | | | \$ - | |
| | | | \$ - | |
| | | | \$ - | |
| | | | \$ - | |
| TOTAL: | | | | |
| JUSTIFICATION/COMMENTS: | | | | |
| Not Applicable | | | | |

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2022 to June 30, 2023

Applicant: _____ Best Buddies Hawaii, LLC _____

| FUNDING AMOUNT REQUESTED | | | | | | |
|--------------------------------|--|---------------|-----------------------|----------------------------------|--------------------------------------|--------------|
| TOTAL PROJECT COST | ALL SOURCES OF FUNDS RECEIVED IN PRIOR YEARS | | STATE FUNDS REQUESTED | OTHER SOURCES OF FUNDS REQUESTED | FUNDING REQUIRED IN SUCCEEDING YEARS | |
| | FY: 2020-2021 | FY: 2021-2022 | FY:2022-2023 | FY:2022-2023 | FY:2023-2024 | FY:2024-2025 |
| PLANS | | | N/A | | | |
| LAND ACQUISITION | | | N/A | | | |
| DESIGN | | | N/A | | | |
| CONSTRUCTION | | | N/A | | | |
| EQUIPMENT | | | N/A | | | |
| TOTAL: | | | 0 | | | |
| JUSTIFICATION/COMMENTS: | | | | | | |

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Appr

Best Buddies Hawaii, LLC

Contracts Total:

| | CONTRACT DESCRIPTION | EFFECTIVE DATES | AGENCY | GOVERNMENT ENTITY (U.S./State/Hawaii/ Honolulu/ Kauai/ Maui County) | CONTRACT VALUE |
|----|-----------------------------|------------------------|---------------|--|-----------------------|
| 1 | N/A | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
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2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2023.

| Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 | Total Grant |
|-----------|-----------|-----------|-----------|-------------|
| \$21,250 | \$21,250 | \$21,250 | \$21,250 | \$85,000 |

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2023.

Best Buddies seeks funding for fiscal year 2023 through the following sources: The Atherton Foundation, Bank of Hawaii, The City and County of Honolulu, The County of Maui, G.N. Wilcox Trust, McInerney Foundation, Nike Foundation, R.M. Towill foundation, Sydney Stern Memorial Trust, and individual and corporate donations.

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.

Best Buddies has not been granted any state or federal tax credits within the prior three years.

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 2023 for program funding.

In fiscal year 2019, Best Buddies was awarded a grant-in-aid through the city and county of Honolulu. In fiscal years 2019, 2020, 2021, and 2022, Best Buddies has received grants through the County of Maui. Funding from these sources has not yet been secured for fiscal year 2023.

6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2021.

\$244,167

V. Experience and Capability

1. Necessary Skills and Experience

The applicant shall demonstrate that it has the necessary skills, abilities, knowledge of, and experience relating to the request. State your experience and appropriateness for providing the service proposed in this application. The applicant shall also provide a

listing of verifiable experience of related projects or contracts for the most recent three years that are pertinent to the request.

Best Buddies has over 32 years of experience delivering school and community-based inclusion programs that provide opportunities for friendship and leadership for individuals with IDD. While other organizations may offer related services, Best Buddies is the only organization that uses a one-to-one friendship model to promote inclusion among Hawaiians with IDD and their typical peers. The peer supports available through Best Buddies have been identified as a Peer-Mediated Instruction & Intervention evidence-based practice that supports inclusion (Steinbrenner et al, 2020).

Since 2009, Best Buddies has partnered with the County of Maui to provide inclusion programs to Maui schools, helping reduce the physical and social barriers that negatively impact the success of transitioning young adults with IDD. Best Buddies previously received five grants from the City and County of Honolulu for our Honolulu High Schools Project in 2011, 2012, 2014, and from 2016 to 2019. We have met all grant goals to date and successfully achieved the desired outcomes in 2011, 2012, 2014, 2016, 2017, 2018, and 2019.

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.

Best Buddies Hawaii, LLC does not currently lease or own any facilities. Our school-based programs conduct activities on the school campus or in the surrounding community. Best Buddies staff works remotely on the islands of Maui and Oahu and conducts outreach to chapters on school campuses, in community settings, or via virtual means. Due to the COVID-19 pandemic, Best Buddies staff will continue to work from home for the foreseeable future. Best Buddies Hawaii, LLC does not plan to secure facilities at this time. Each partner school provides administrative support and the use of school facilities for chapter activities.

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.

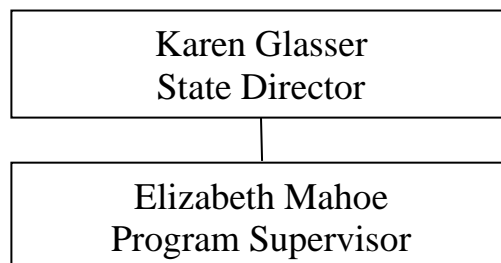
Oahu Program Supervisor Elizabeth Mahoe has a master's degree in social work from Hawaii Pacific University and has 10 years of experience leading and managing Best

Buddies inclusion programs in Hawaii. Prior to joining Best Buddies in 2012, Elizabeth worked to design pathways for diplomacy and employment with at-risk youth at a culturally based non-profit organization. She also previously worked for a private hospital to provide services for inpatient/outpatient children up to age 18. She has two children with disabilities and is dedicated to advocating for them as well as the student volunteers at Best Buddies. Elizabeth works full-time to supervise the delivery of training, guidance, and resources to ensure Hawaii chapter success, and she maintains direct contact with the student leaders and advisors via phone, email, and in-person visits, assisting chapters with problem-solving and leadership development.

In 2020, Best Buddies welcomed State Director Karen Glasser to the Hawaii team. Karen will ultimately ensure that contract deliverables are met while supervising and supporting Program Supervisor Elizabeth Mahoe, who provides direct support and training to Hawaii Best Buddies chapters. Karen is a graduate of the University of Michigan who went on to study film production at New York University. Karen is a resident of Honolulu who previously oversaw all programmatic, operations and fundraising initiatives for Best Buddies Virginia & Capitol Region. Over seven years, Karen and her team tripled the number of school-based friendship chapters and supported employment participants served, launched adult friendship and elementary school programs, and demonstrated 226% growth in private revenue for the region. Karen was a longtime volunteer with three Alexandria City Parent Teacher Associations and related school committees, the ReelAbilities Film Festival Committee, and several national pilot initiative committees within Best Buddies International. Karen most recently worked with Alexandria City Public Schools in Alexandria, VA and the Public Justice Foundation in Washington, D.C.

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.

State Director: \$84,872.20
Program Supervisor: \$49,364.81
Program Manager, Volunteers: \$42,236,34

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.

Best Buddies is not a party to 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.

Best Buddies does not possess any licensure or accreditation relevant to this request.

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.

Grant funds from this request will not be used to support or benefit a private educational institution.

4. Future Sustainability Plan

The applicant shall provide a plan for sustaining after fiscal year 2022-23 the activity funded by the grant if the grant of this application is:

- (a) Received by the applicant for fiscal year 2022-23, but
- (b) Not received by the applicant thereafter.

Our Hawaii staff is committed to the continuation of our inclusion programs. Because our programs are ongoing, we fully expect to sustain activities beyond the applicable grant period by providing continual training and support to chapter leaders and volunteers while maintaining positive relationships with school administrators and faculty where we have established chapters. Once a chapter is established, our staff considers that chapter to be a permanent addition to our programs, and continually prepares to sustain and grow that chapter into its next programmatic year.

Best Buddies has a proven history of sustaining programs by diversifying funding sources and consistently expanding the network of donors, successfully securing grants and private donations from foundations and residents that believe in our mission. State Director Karen Glasser will continue to lead efforts to steward relationships with foundations, corporations, and individual donors. Any remaining funding needed to sustain the project will come from foundation grants, individual and corporate donations, community contributions, and revenue from special events.