

House District _____

Senate District _____

**THE TWENTY-FOURTH LEGISLATURE
HAWAII STATE LEGISLATURE
APPLICATION FOR GRANTS & SUBSIDIES
CHAPTER 42F, HAWAII REVISED STATUTES**

Log No: 17-0

For Legislature's Use Only

Type of Grant or Subsidy Request:

XXX GRANT REQUEST - OPERATING

GRANT REQUEST - CAPITAL

SUBSIDY REQUEST

"Grant" means an award of state funds by the legislature, by an appropriation to a specified recipient, to support the activities of the recipient and permit the community to benefit from those activities.

"Subsidy" means an award of state funds by the legislature, by an appropriation to a recipient specified in the appropriation, to reduce the costs incurred by the organization or individual in providing a service available to some or all members of the public.

"Recipient" means any organization or person receiving a grant or subsidy.

STATE DEPARTMENT OR AGENCY RELATED TO THIS REQUEST (LEAVE BLANK IF UNKNOWN): _____

STATE PROGRAM I.D. NO. (LEAVE BLANK IF UNKNOWN): _____

1. APPLICANT INFORMATION:

Legal Name of Requesting Organization or Individual:
Best Buddies International, Inc.
Dbas:

Street Address: 100 SE Second Street, #2200
Miami, Fl 33131

Mailing Address: Same as above.

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name ANTHONY K. SHRIVER

Title Founder and Chairman

Phone # 305-374-2233

Fax # 305-374-5305

e-mail AKS@bestbuddies.org

3. TYPE OF BUSINESS ENTITY:

- XXX NON PROFIT CORPORATION
- FOR PROFIT CORPORATION
- LIMITED LIABILITY COMPANY
- SOLE PROPRIETORSHIP/INDIVIDUAL

**7. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:
(Maximum 300 Characters)**

Best Buddies Hawaii would open 12 chapters on high school and college campuses, match 120 people with intellectual disabilities in friendships, host 48 group outings, and train 72 student leaders. Number of participants would be 300, with a positive impact on the lives of 1,500 citizens of Hawaii.

4. FEDERAL TAX ID #: _____

5. STATE TAX ID #: _____

6. SSN (IF AN INDIVIDUAL): _____

8. FISCAL YEARS AND AMOUNT OF STATE FUNDS REQUESTED:

FY 2008-2009 \$150,000.00

9. STATUS OF SERVICE DESCRIBED IN THIS REQUEST:

- XXX NEW SERVICE (PRESENTLY DOES NOT EXIST)
- EXISTING SERVICE (PRESENTLY IN OPERATION)

SPECIFY THE AMOUNT BY SOURCES OF FUNDS AVAILABLE AT THE TIME OF THIS REQUEST:

STATE \$ _____

FEDERAL \$ _____

COUNTY \$ _____

PRIVATE/OTHER \$ _____

TYPE AND TITLE OF AUTHORIZED REPRESENTATIVE:

AUTHORIZED SIGNATURE

ANTHONY K. SHRIVER
NAME & TITLE

1-25-08
DATE SIGNED

Application for Grants and Subsidies

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

I. 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. Include the following:

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

Best Buddies is a 501(c)(3) non-profit organization dedicated to enhancing the lives of people with intellectual disabilities by providing opportunities for one-to-one friendships and integrated employment. Founded in 1989 by Anthony Kennedy Shriver, we seek to build upon 19 years of volunteer accomplishment by securing funding for the establishment of a Hawaii state office. Staff in this office would facilitate our unique one-to-one friendship programs that foster the social integration of individuals with intellectual disabilities in their community. Although Best Buddies currently has participants in our e-Buddies program in Hawaii, the opening of a state office will allow us to significantly increase our services throughout the state.

Best Buddies accomplishes our mission through six programs. The Best Buddies Middle School and High School programs create and facilitate long-term, one-to-one friendships between students with and without intellectual disabilities. Our Best Buddies College program pairs college students with adults who have intellectual disabilities. The Best Buddies Citizens program pairs adults in the community, with and without intellectual disabilities, in one-to-one friendships. e-Buddies provides an e-mail friendship between people with and without intellectual disabilities, as well as introduces people with intellectual disabilities to the Internet. Best Buddies Jobs provides integrated, supported employment opportunities for people with intellectual disabilities, targeting higher-paying jobs in professional environments.

A proven model, Best Buddies will achieve this goal in Hawaii by organizing – and rigorously overseeing – volunteer-run chapters on high school and college campuses. Best Buddies Hawaii staff will recruit, train, and guide faculty and student leaders to run successful Best Buddies chapters on their campuses. Student leaders will recruit student volunteers at their schools to mentor “buddies,” individuals with intellectual disabilities. This program will create mutually enriching mentoring opportunities between youth with and without intellectual disabilities by facilitating one-to-one friendships.

2. The goals and objectives related to the request;

The goal of this request is to provide one-to-one friendships to children and adults with intellectual disabilities. Our objectives are to open 12 chapters on high school and college campuses in the first year, match 120 people with intellectual disabilities in one-to-one friendships with a peer without intellectual disabilities, host 48 group outings, train 60 student leaders, and 12 leaders with intellectual disabilities. Total number of participants would be 300, with a positive impact on the lives of 1,500 citizens of Hawaii.

3. State the public purpose and need to be served;

Over the past 50 years, people with intellectual disabilities have gained many rights that have improved their lives. Yet, our society is still far from inclusive. As one study noted, "Legal mandates cannot, however, mandate acceptance by peers, neighbors, fellow employees, employers or any of the other groups of individuals who directly impact the lives of people with disabilities." (*Teen Attitudes Toward Individuals with Mental Retardation, 2002*)

Parents and teachers of children with disabilities recognize the social isolation these children face, isolation that is well-documented by researchers. A report from 2001 noted, "Children with disabilities, particularly children with learning disabilities and mental retardation, are more vulnerable to feelings of loneliness than their peers without disabilities." (*Loneliness in Children with Disabilities; Pavri; 2001*)

At the same time that researchers are proving the need children with disabilities have for more and better social contacts, they are also finding that interaction with peers with disabilities has positive impacts on those who do not have disabilities. "Teachers, parents, and children themselves report that children without disabilities benefit from their relationships with children with disabilities (Peck, Donaldson, & Pezzoli, 1990; Staub, Schqartz, Gallucci, & Peck, 1994). Research suggests that children without disabilities are more accepting of children with disabilities when they have experience interacting with them (Biklen, Corrigan, & Guick, 1989)." (*Friendships of Children with Disabilities, Education and Training in Mental Retardation and Developmental Disabilities, September 2002*)

People who do not have a disability often take for granted the ease with which they make friends, and fail to recognize the enormous importance friendship plays in achieving success in school, the workplace, and the community. Researchers have found that social skills are essential for holding a job. In 1981, two researchers noted, "It is an inability to interact effectively with other people, rather than an inability to operate machines or perform job tasks that often causes many mentally retarded adults to get fired from competitive jobs." (*Greenspan and Shoultz, p. 23*) Lack of social skills necessary to job success continues to this day. "Actual ability to perform work tasks is just the tip of the iceberg in terms of success at work, with social and interpersonal skills underpinning the structure as much more significant predictors of workplace success." (*Small Talk at Work: Potential Problems for Workers with an Intellectual Disability, Janet Holmes, 2003*)

A study in 2000 found, "Interpersonal workplace interaction provides many challenges for workers with intellectual disabilities. While these workers are generally able to handle well the tasks required of them at work, the social interaction which others manage with ease often presents unexpected hurdles to such workers." (*Holmes, J., & Fillar, R. (2000) International Journal of Disability, Development and Education, 47(3), 273-291.*) Three years later, another study found, "Employment success for people with disabilities is closely related to the degree to which they are physically and socially integrated into the work environment." *Riches, V.C., & Green, V.A. (2003) Journal of Vocation Rehabilitation, 19(3), 127-142*

Clearly, the opportunity to develop social skills as children is essential to success in adulthood for those with intellectual disabilities. Best Buddies provides the experience of having and being a friend from middle-school on, thereby training children with intellectual disabilities in the skills necessary to succeed in the community and the workplace. As with any successful social movement, the key to change is changing people's minds and hearts. By introducing one person with a disability to a peer who does not have a disability, Best Buddies both meets the immediate need for socialization and effects long-term change in people's attitudes towards those with intellectual disabilities.

4. Describe the target population to be served; and

An individual is considered to have intellectual disabilities based on the following three criteria: intellectual functioning level (IQ) is below 70-75; significant limitations exist in two or more adaptive skills areas; and the condition is present from childhood (defined as age 18 or less).

Adaptive skill areas are those daily living skills needed to live, work and play in the community. They include communication, self-care, home living, social skills, leisure, health and safety, self-direction, functional academics (reading, writing, basic math), community participation and employment.

Adaptive skills are assessed based upon the person's typical environment and involve all aspects of an individual's life. A person with intellectual functioning limits who is not limited in adaptive skill areas may not be diagnosed as having intellectual disabilities.

According to the 1990 census, an estimated 6.2 to 7.5 million people have intellectual disabilities. Intellectual disabilities are 10 times more common than cerebral palsy and 28 times more prevalent than neural tube defects such as spina bifida. It affects 25 times as many people as blindness.

The effects of intellectual disabilities vary considerably among people, just as the range of abilities varies considerably among people who do not have intellectual disabilities. About 87 percent are mildly affected and will be only a slightly less proficient than average in learning new information and skills.

An intellectual disability is not always readily apparent and may not be identified until a person enters school. As adults, many individuals are able to lead independent lives in the community and are no longer viewed as having intellectual disabilities.

The remaining 13 percent of people with intellectual disabilities, those with IQs under 50, have serious limitations in basic functioning. However, with early intervention, effective education, and appropriate support into adulthood, an individual can lead a satisfying life in the community.

Intellectual disabilities can be caused by any condition that impairs development of the brain before birth, during birth or during the childhood years. Several hundred causes have been discovered, but in about one-third of the people affected, the cause remains unknown. The three major known causes of intellectual disabilities are Down syndrome, fetal alcohol syndrome, and Fragile X.

5. Describe the geographic coverage.

Best Buddies will begin its statewide program for Hawaii in Maui County, including the islands of Moloka'i and Lana'i. The proposed schools in Maui County are Baldwin High School, Hana High School, Kekaulike High School, Kihei Public Charter High School, Lanai High School, Lahainaluna High School, Maui High School, and Maui Community College.

Next, Best Buddies will then expand its programs to the high schools and colleges on the islands of Oahu and Hawaii. The first Oahu chapters will be located in areas surrounding the University of Hawaii at Manoa. The proposed schools are Farrington High School, Roosevelt High School, McKinley High School, Kaimuki High School, Kalani High School, and University of Hawaii at Manoa.

On the big island, Hawaii chapters will be located initially in the areas of Hilo and Kailua-Kona. Proposed schools in the Hilo area are Hilo High School, Keaau High School and University of Hawaii at Hilo. Kailua-Kona proposed schools are Kealakea High School, Konawaena High School and Hawai'i Community College at the University of Hawai'i Center, West Hawai'i.

As the Best Buddies program matures, more chapters will be opened throughout Maui, Oahu, and Hawaii. The island of Kaua'i will also be included as the Best Buddies program expands.

II. Service Summary and Outcomes

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

1. Describe the scope of work, tasks and responsibilities;**Best Buddies High Schools**

Facilitated by a student officer corps, the Best Buddies High School Program functions as an extracurricular club, matching students in Special Education (Buddies) in one-to-one friendships with peers in General Education (Peer Buddies).

These clubs or chapters create mutually enriching mentoring opportunities for youth with and without intellectual disabilities through structured, peer-based one-to-one friendships. These friendships offer participants a unique opportunity to promote a more inclusive high school environment while establishing a meaningful personal friendship.

Best Buddies requires a one year commitment of all Buddy pairs. The year-long commitment builds in the continuity necessary for friendships to be formed and includes weekly contact between each Buddy pair (a phone call, note, email or face-to-face meeting) and participation in a recreational activity together at least two times a month.

Best Buddies Colleges

Best Buddies Colleges is Best Buddies' foundational program. Best Buddies Colleges pairs college students in one-to-one friendships with adults with intellectual disabilities who live in the community near the college or university campus. They may live in a group home, independently or with their families.

Any college students can be a College Buddy as long as he/she is a full-time, registered undergraduate in good standing with the university/ college and completes a Membership Application and Matching Survey, interviews with the College Buddy Director and agrees to fulfill program commitments to program participation.

Matches between the College Buddy and his/her Buddy are made by the College Buddy Director and the Host Site Coordinator (and Buddy Director, if applicable) immediately after the interviews are complete. Matching is based on: common interests, commitment levels, information gathered during the interview and logistics. Once matched, Buddy pairs commit to making contact on a weekly basis, participating in two to one-to-one outings per month, attending chapter meetings and group outings.

2. The applicant shall provide a projected annual timeline for accomplishing the results or outcomes of the service;***Timeline***

Best Buddies Hawaii will follow a clearly defined timeline to achieve the objectives of the proposed project on time and within the budget.

This project will begin in July 2008.

July – September 2008

- Best Buddies International staff recruit and hire a State Director for Best Buddies Hawaii.
- Office space secured, furniture and equipment purchased.
- Chapter recruitment leader nominations will begin for expansion chapters.
- Staff and student leaders attend the 20th annual Best Buddies International Leadership Conference, July 18-21, 2008 at Indiana University, where they receive extensive training and preparation.
- Staff conduct a local training day for student leaders and advisors each September including disability awareness.

October – December 2008

- Staff recruit, train, and guide faculty and student leaders to start successful chapters on their campuses.
- Chapters hold their first organizational meetings and start making matches and holding match parties.
- Staff ensure that chapters are implementing best practices as outlined by Best Buddies International.
- Chapter roster and semester calendar must be submitted to Best Buddies staff.
- Chapters hold holiday parties.
- Student leaders and staff complete mid-year reports.

January – March 2009

- Students set a calendar for the spring semester including all meetings and activities and submit semester calendar to Best Buddies staff.
- Students hold a chapter meeting and distribute semester calendar.
- Chapters hold fundraisers, plan service projects, and begin leadership recruitment for the following school year.

March - June 2009

- March is Best Buddies Month, and BBHI will host Developmental Disability Awareness activities and events for the community.
- Staff conduct annual Hardman surveys of all participants.
- Participants engage in National Youth Service Day.
- Student leaders are selected for the upcoming school year.
- Year-end evaluations and reports are written by both student leaders and staff.
- Staff facilitate buddy pairs saying good bye at the end of the school year and discuss how to stay in touch over the summer.
- Students that are graduating or moving complete alumni forms to stay involved in Best Buddies.
- Best Buddies staff members evaluate each chapter based on their end-year reports.
- Best Buddies staff coordinate with student leaders and parents to ensure that they are prepared to attend the Leadership Conference.

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

Best Buddies believes in creating quality chapters build on high-quality, one-to-one relationships. We monitor the progress of our programs regularly, using the following tools:

- ***Friendship Update***- This form serves as a maintenance tool to log the progress of the buddy matches. It must be completed by the Chapter President or Secretary and returned to the Program Manager by the 15th of each month.
- ***Mid and End Year Reports from Chapters*** - The Chapter President is responsible for submitting a detailed report at the end of each semester. The reports give the chapter the opportunity to discuss successes and areas in need of improvement. The Program Manager and chapter leaders discuss these reports in detail to develop goals and communication plans
- ***Mid and End Year Report completed by Best Buddies Staff*** - At the end of each semester, the Best Buddies staff use the information submitted from the Mid and End Year reports from the chapters, along with detailed information gathered throughout the semester from communication, observation, and chapter visits, to complete a comprehensive report on each chapter. The reports indicate quantitative and qualitative data including number of matches, quality of matches (based on number of matches meeting the commitment), fundraising efforts, and any officer positions that need to be filled. The reports also include goals that the Program Manager has developed with the chapter leadership for the following semester.
- ***The Hardman Survey*** - This is the evaluation tool used by Best Buddies International to identify outcomes and performance for programs. The surveys were developed by Michael Hardman, Ph.D, Dean of Special Education at the University of Utah. The evaluation includes separate surveys for Peer Buddies, Buddies, and Special Education Advisors. The surveys are confidential and analyze factors such as whether or not participants enjoyed the experience, if they would recommend it to others, and if they gained a better understanding of the challenges faced by people with intellectual disabilities. Dr. Hardman compiles data into a report for Best Buddies to highlight the national profile of program participants and areas for further consideration to enhance program effectiveness.

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

Best Buddies is a life-changing experience for a person with intellectual disabilities. As a result of their participation in Best Buddies, their increased sense of self-worth can lead to securing successful jobs, learning how to ride public transportation, living independently in their own homes, falling in love, raising a family, and making lifelong friendships.

Once involved, volunteers often find their buddy has become their mentor by introducing them to the importance of integration through friendship in and out of the school environment. Participation in Best Buddies results in: 1) the early development of acceptance of another's differences; 2) appreciation for another's assets; 3) enlightenment regarding the challenges and successes within one's unique lifestyle; and 4) understanding of the importance of social integration of people with intellectual disabilities in the community.

In a national survey conducted by Michael Hardman, Ph.D., from the University of Utah, 100% of special education professionals involved in Best Buddies think young adults with intellectual disabilities benefit from their involvement in the program. Our high school participants were very satisfied:

- 87% enjoyed the experience and would participate in Best Buddies again.
- 90% would recommend participation to others.
- 91% of people with intellectual disabilities surveyed would recommend Best Buddies to others.
- 91% of the buddies surveyed enjoyed the experience.

A study conducted in 2006 by Mitchell Prinstein, Ph.D., from The University of North Carolina at Chapel Hill found, "Best Buddy relationships appear to offer unique benefits to the psychological adjustment of adolescents with mental retardation. The frequency of contact with adolescents' Best Buddies was concurrently associated with lower frequencies of peer victimization, better adaptive behavior, higher levels of self-esteem, and fewer psychological symptoms."

III. Financial

Budget

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

Please see the attached budget forms.

2. The applicant shall provide its anticipated quarterly funding requirements for the fiscal year 2008-2009.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$50,000	\$40,000	\$30,000	\$30,000	\$150,000

IV. Experience and Capability

A. 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' expansion strategy has proven time and again to be successful. Founded in 1989 by Anthony Kennedy Shriver, Best Buddies continues to experience steady growth with over 1,400 chapters and participants in all 50 states and twenty-nine international locations. In addition to Best Buddies High Schools and Best Buddies Colleges, there are four other Best Buddies programs: Best Buddies Middle Schools, Best Buddies Citizens (an adult friendship program), e-Buddies (one-to-one email friendships between people with and without intellectual disabilities), and Best Buddies Jobs (a unique supported employment program). Our goal is to bring all six programs to the state of Hawaii as the ability to secure additional funding increases.

B. 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. Also describe how the facilities meet ADA requirements, as applicable.

Best Buddies programs happen in school and community settings that already exist, so our need for an office is minimal. While we have not yet identified a location for our office, we have a strong record in 17 other states of securing functional space that meets ADA requirements and is cost-effective.

V. Personnel: Project Organization and Staffing

A. 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.

Best Buddies is dedicated to a diverse working culture and welcomes applications for employment from groups representing all races, colors, national origins, genders, ages, and disabilities.

Best Buddies affirms our established nondiscrimination policy. The nondiscrimination policy applies to all matters of employment or in the programs or activities we operate. We do not discriminate in the selection, compensation, promotion, and separation of employees on the basis of race, color, religious creed, national origin, gender, sexual orientation (which shall not include persons whose sexual orientation involves minor children as the sex object), age, ancestry, marital status or disability.

Best Buddies is committed to providing equal access to employment opportunities for persons with disabilities. We recognize that individuals with disabilities may require reasonable accommodations to have equally effective opportunities within our organization. Best Buddies adheres to all applicable federal and state laws, regulations, and guidelines with respect to providing reasonable accommodations as necessary to afford persons with disabilities equal employment opportunity and equal access to programs.

Best Buddies International supports state office administrative needs including human resources, insurance, payroll, and accounting. Best Buddies International also offers professional training and development during the annual All Staff Conference and Leadership Conference. The All Staff Conference provides five days of intensive training in

leadership, fundraising, disabilities, and program management. The Annual Leadership Conference for chapter leaders is another valuable educational opportunity for staff. All Best Buddies staff members review the Best Buddies handbooks and training materials during this time and new staff members participate in an orientation.

The State Director is responsible for ensuring success in all Best Buddies recreational programs in the state by supervising the program manager, while managing all fundraising initiatives.

The Program Manager position requires a Bachelor's degree, excellent communication skills, the ability to work with people, and experience managing volunteers. Experience working with people with disabilities is also recognized. The individual hired to fill this position will be trained by the Best Buddies Hawaii State Director and Best Buddies International Senior Staff. All Best Buddies Program Managers receive a staff handbook specific to the program they oversee, as well as a Best Practices Manual for program management. Furthermore, the new Program Manager will receive training at the Best Buddies International Annual Leadership Conference and the All Staff Conference.

B. 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 organizational chart that illustrates the placement of this request.

Please see attachments A and B.

VI. Other

A. 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.

B. Licensure or Accreditation

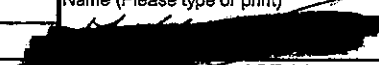
Specify any special qualifications, including but not limited to licensure or accreditation that applicant possesses relevant to this request.

This does not apply to Best Buddies.

BUDGET REQUEST BY SOURCE OF FUNDS
(Period: July 1, 2008 to June 30, 2009)

App

Best Buddies

BUDGET CATEGORIES	Total State Funds Requested (a)	(b)	(c)	(d)
A. PERSONNEL COST				
1. Salaries	76,500			
2. Payroll Taxes & Assessments				
3. Fringe Benefits	16,830			
TOTAL PERSONNEL COST	93,330			
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island	0			
2. Insurance	0			
3. Lease/Rental of Equipment	0			
4. Lease/Rental of Space	4,500			
5. Staff Training	1,150			
6. Supplies/Printing	1,800			
7. Telecommunication	2,100			
8. Utilities	0			
9. Site Visits/Travel	2,400			
10. Postage	750			
11. Agency Support and Training	22,500			
12. Volunteer Recruit, Training, Mgmt	18,470			
14				
15				
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	53,670			
C. EQUIPMENT PURCHASES	3,000			
D. MOTOR VEHICLE PURCHASES	0			
E. CAPITAL	0			
TOTAL (A+B+C+D+E)	150,000			
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	150,000	Tiffany Cannava 305-866-0747		
(b)		Name (Please type or print) Phone		
(c)		 1/25/08		
(d)		Signature of Authorized Official Date		
TOTAL REVENUE	150,000	Tiffany Cannava, Vice President		
		Name and Title (Please type or print)		

**DECLARATION STATEMENT
APPLICANTS FOR GRANTS AND SUBSIDIES
CHAPTER 42F, HAWAII REVISED STATUTES**

The undersigned authorized representative of the applicant acknowledges that said applicant meets and will comply with all of the following standards for the award of grants and subsidies pursuant to section 42F-103, Hawaii Revised Statutes:

- (1) 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 or subsidy is awarded;
- (2) Comply 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;
- (3) Agree not to use state funds for entertainment or lobbying activities; and
- (4) Allow the state agency to which funds for the grant or subsidy 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 assuring the proper expenditure of the grant or subsidy.

In addition, a grant or subsidy may be made to an organization only if the organization:

- (1) Is incorporated under the laws of the State; and
- (2) Has bylaws or policies that describe the manner in which the activities or services for which a grant or subsidy is awarded shall be conducted or provided.

Further, a grant or subsidy may be awarded to a non-profit organization only if the organization:

- (1) Has been determined and designated to be a non-profit organization by the Internal Revenue Service; and
- (2) Has a governing board whose members have no material conflict of interest and serve without compensation.

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

Best Buddies International, Inc.

(Typed Name of Individual or Organization)


(Signature)

January 25, 2008

(Date)

Anthony K. Shriver

(Typed Name)

Founder and Chairman

(Title)

**BUDGET JUSTIFICATION
CAPITAL PROJECT DETAILS**

Applicant: Best Buddies

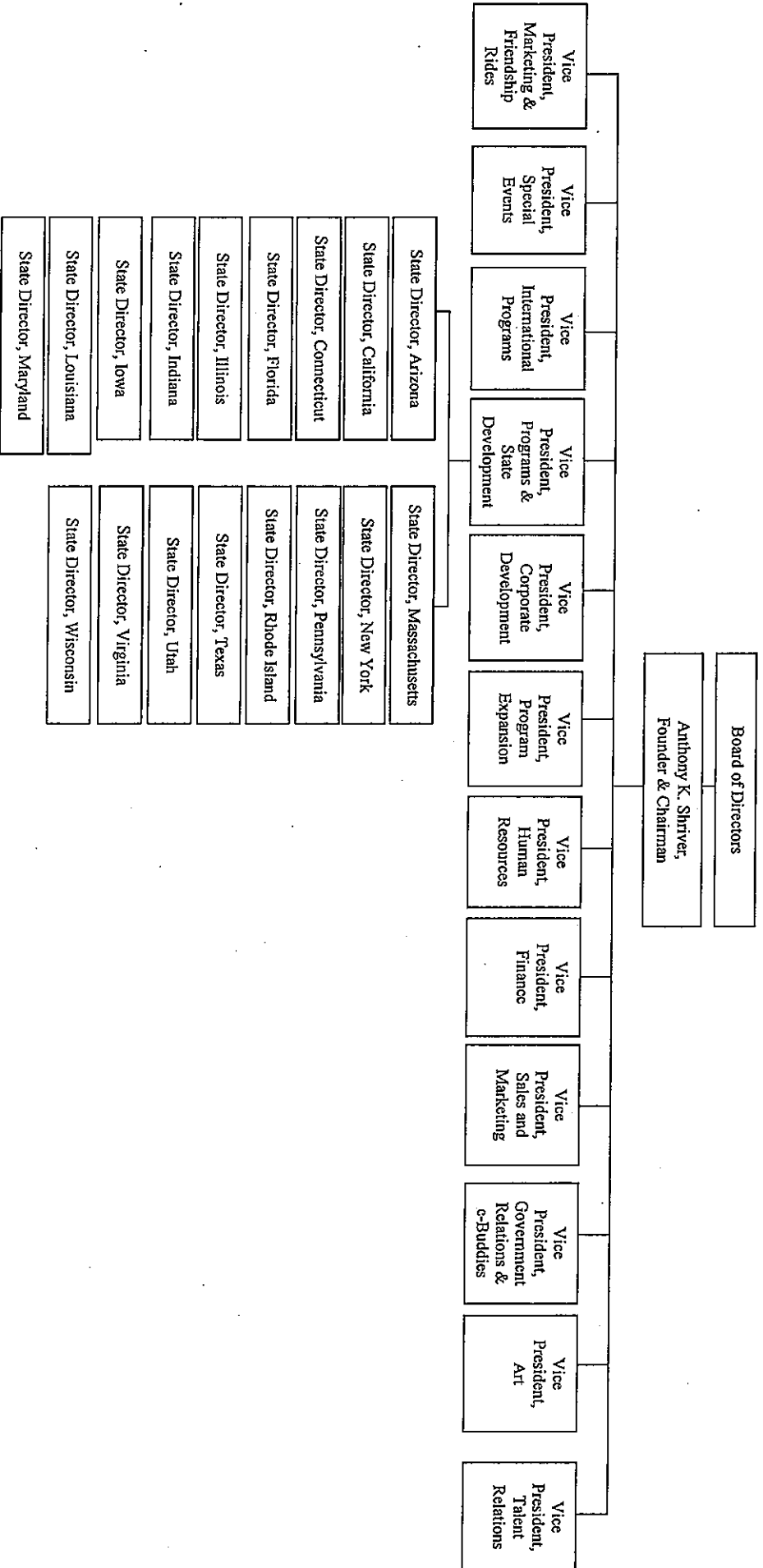
Period: July 1, 2008 to June 30, 2009

TOTAL PROJECT COST	ANY OTHER SOURCE OF FUNDS RECEIVED IN PRIOR YEARS		STATE FUNDS REQUESTED		FUNDING REQUIRED IN SUCCEEDING YEARS	
	FY: 2005-2006	FY: 2006-2007	FY: 2007-2008	FY: 2008-2009	FY: 2009-2010	FY: 2010-2011
PLANS						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT				3000		
TOTAL:				3000		
JUSTIFICATION/COMMENTS: Computer, printer, copier, fax machine, desk, chair, filing cabinet, telephone.						



Best Buddies International

Organizational Chart





Best Buddies Hawaii

Organizational Chart

