

House District \_\_\_\_\_

Senate District \_\_\_\_\_

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

Log No: 18-0

For Legislature's Use Only

Type of Grant or Subsidy Request:

- 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:

Dbas: Big Brothers Big Sisters of Honolulu

Street Address: 418 Kuwili Street #106  
Honolulu, HI 96817

Mailing Address: same as street address

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name DENNIS BROWN

Title President/CEO

Phone # 808.521.3811 ext. 231

Fax # 808.528.1599

e-mail dbrown@bigshonolulu.org

3. TYPE OF BUSINESS ENTITY:

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

7. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST: OPERATING FUNDS FOR EXPANSION OF PROVEN EXISTING PROGRAMS TO ENABLE BBBSH TO PROVIDE ITS SERVICES TO MORE OF HAWAII'S AT-RISK CHILDREN & YOUTH  
(Maximum 300 Characters)

4. FEDERAL TAX ID # 39-0703970

5. STATE TAX ID #: 17-0000006-0

6. SSN (IF AN INDIVIDUAL): N/A

8. FISCAL YEARS AND AMOUNT OF STATE FUNDS REQUESTED:

FY 2008-2009 \$500,000

9. STATUS OF SERVICE DESCRIBED IN THIS REQUEST:

- 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 \$400,000

FEDERAL \$0

COUNTY \$25,000

PRIVATE/OTHER \$200,150

TYPE NAME & TITLE OF AUTHORIZED REPRESENTATIVE

AUTHORIZED SIGNATURE

Dennis Brown, President/CEO  
NAME & TITLE

1-31-08  
DATE SIGNED

**APPLICATION FOR GRANTS & SUBSIDIES  
CHAPTER 42F, HAWAII REVISIED STATUTES**

BACKGROUND AND SUMMARY

**1. Brief Description of Applicant Background**

Big Brothers Big Sisters of Honolulu (BBBSH) is a 501(c)(3) private not-for-profit organization that offers one-to-one mentoring opportunities to children and youth, many who come from single parent homes. ***The mission statement of BBBSH is helping children become responsible adults.***

BBBSH is one of the most successful mentoring programs in Hawaii and is one of approximately 420 national affiliates across the United States belonging to Big Brothers Big Sisters of America (BBBSA). BBBSH was founded by a group of community leaders who had a common concern over the direction that many of Hawaii's youth were headed.

This civic-minded group formed an organization where men could volunteer their time with "fatherless" boys. By providing a positive role model through individualized friendships these community leaders hoped to guide the young men in a positive direction. In March of 1963, Big Brothers of Hawaii was officially incorporated. In 1972, Hawaii Big Sisters was founded to work with girls from single-parent homes. Seven years later, Big Brothers of Hawaii and Hawaii Big Sisters merged their programs, becoming Big Brothers Big Sisters of Honolulu.

BBBSH's current operating budget is approximately \$1,300,000 and the organization employs eighteen full-time and five part-time staff that served 940 children and youth in 2007. The annual operating budget remains low for the numbers that are served due to the 940 volunteer mentors that are also managed by the staff.

BBBSH's Community-Based Mentoring Program matches caring volunteers, referred to as *Bigs*, with children or youth in the community, referred to as *Littles*. *Bigs* provide a minimum of four hours of volunteer time each month with their *Littles* and serve as a friend, companion, and a positive role model to each child. Community-based mentors are asked to commit for a minimum of one year.

The Site-Based Mentoring Program matches eligible elementary school students with a caring, responsible, and qualified mentor, either an adult or late-teen volunteer, who provides friendship, guidance, and encouragement to the student. *Bigs* provide homework assistance, but the emphasis of each session is placed on conversation and recreation as a means of building positive relationships with the students. Site-based matches last over the duration of the school year.

Both programs focus on developing stable relationships between the *Big* and *Little* to create a framework through which the *Big* can provide guidance, friendship, and support to the *Little* as he or she matures.

Over the years, BBBSH's programs have had a positive impact on the lives of children and youth. Through participation in BBBSH's programs, children and youth overwhelmingly report that their grades have improved, they are better able to understand their schoolwork, their participation in school has increased, their self-esteem has improved along with their outlook on life, and they were interested in continuing with the program. (Table 1)

**Table 1:** 2001 survey of Hawaii students that participated in BBBSH's Site-Based Program (49 out of 95 reported the following):

	Yes	No	No Response
Have your grades improved?	87.7%	8.2%	4.1%
Do you understand your schoolwork more?	91.8%	8.2%	0.0%
Do you participate more in class?	83.7%	14.3%	2.0%
Do you want to do well in school?	85.7%	2.0%	12.2%
Do you feel good about yourself?	97.9%	2.0%	0.0%
Do you feel good about your future?	93.9%	6.1%	0.0%
Do you feel your life has a purpose?	91.8%	8.2%	0.0%
Has your mentor been helpful?	93.9%	4.1%	2.0%
Would you like to be in the Program again?	87.7%	10.2%	2.0%

## 2. Goals and Objectives Related to the Request

BBBSH, who currently provides services to 940 children and youth, has set a goal of serving 3,000 children and youth annually by the year 2010.

BBBSH will be able to meet the community's need for mentoring programs that:

- ◆ Decrease the chances of students dropping out of school and/or being retained at the same grade level;
- ◆ Increase the child's or youth's reading and mathematics proficiencies;
- ◆ Build the child's or youth's confidence (expressive language, decision making skills, exploration, self-esteem); and
- ◆ Develop a caring child or youth who has a better chance for success in life.

Additionally, one-to-one mentoring provides our youth with greater success in achieving the following:

- ◆ Increasing the child's or youth's ability to pursue post secondary education;
- ◆ Creating feelings of confidence in entering the job market;
- ◆ Developing a better understanding of the need to maintain healthy relationships and the value of family; and

- ◆ An increased ability to deal with adversity.

### 3. The Public Purpose and Need to be Served

There are many risk factors that lead to the downfall of our public school students. According to the State of Hawaii Department of Education 2005 Superintendent's 16<sup>th</sup> Annual Report, there are 181,897 students enrolled in public schools. On Oahu alone, there are over 104,749 public school students from kindergarten through grade 12. Of these 104,749 children & youth approximately 31,425 fall into at least one at-risk category here on Oahu; 51.2% of Hawaii's public school students had at least one special need condition; and, 11.1% had more than one special need condition.

More specifically, of approximately 180,000 public school students:

- ◆ 43% Live in Poverty
- ◆ 12% Require Special Education Services
- ◆ 8% Have Limited English Language Proficiency

Children and youth in the at-risk category are more likely to engage in detrimental behavior. (Table 2)

**Table 2:** 2003 State Department of Health "Hawaii Youth Risk Behavior Survey" (reported by public middle and high school students)

<b>Teen Pregnancy</b>	2.3% of middle and 8.4% of high school students had sexual intercourse with four or more people
<b>Alcohol</b>	12.0% of middle and 32.2% of high school students drank alcohol in the previous 30 days
<b>Drug Use</b>	6.1% of middle and 16.6% of high school students used marijuana in the previous 30 days, 3.1% of middle and 5.4% of high school students used methamphetamines
<b>Violence Injury</b>	31.9% of middle and 26.0% of high school students were involved in a fight 22.3% of middle and 28.8% of high school students reported feeling sad or hopeless almost every day for two weeks or more in a row to the extent it interfered with their daily life.
<b>Suicide</b>	21.9% of middle and 18.7% of high school students seriously thought about committing suicide

Research has shown that BBBSH's mentoring programs have made a significant difference in reducing the negative effects of children and youth living in at-risk conditions. Data from BBBSA reports ("Making a Difference an Impact Study of Big Brothers Big Sisters," 2000) that BBBSA Programs have resulted in a reduction in the likelihood of alcohol and drug use, improved school attendance, increased student educational confidence and positively affected familial relationships.

#### 4. Target Population to be Served

BBBSH's serves children from the ages of 6 through 16; 75% are from single-parent homes; 70% are in grades 1 through 4; about 65% are male; and about 45% come from multi-ethnic backgrounds. Most of the children possess one or more characteristic that is considered at-risk. For example, they may come from single parent or no parent families, families below or barely above the poverty level, or non-English speaking families to name a few. As stated previously, the Hawaii Department of Education reported that at least 31,425 children belonged to at least one at-risk category in 2007 and BBBSH currently serves 940 children.

To reach the organization's goal of serving a minimum of 3,000 children and youth annually by the year 2010, BBBSH will need to increase the number of children served by 548 each year until 2010. Although this is still only ten percent of the children & youth in the at-risk population it is a reasonable goal.

#### 5. Geographic Coverage

BBBSH mentoring services are offered island-wide and reach nearly every community on Oahu.

**Site-Based Mentoring Programs:** BBBSH is and plans to continue serving the following sites: Aiea Elementary, Aiea Intermediate, Ala Wai Elementary, Hauula Elementary, Holomua Elementary, Kailua Intermediate, Kalakaua Middle, Kaaawa Elementary, Kaimiloa Elementary, Kuhio Elementary, Maili elementary, Makalapa Elementary, Maryknoll, Nanaikapono Elementary, Nanakuli Elementary, Nanakuli Intermediate, Palolo Elementary, Pearl Ridge Elementary, Princess Kaiulani Elementary, Puohala Elementary, Wahiawa Middle, Waianae Middle, Waimalu elementary, Waipahu High, and Washington Intermediate. Big Brothers Big Sisters of Honolulu currently has twenty-seven Site-Based programs and in 2007 served 705 children & youth

BBBSH's **Community-Based Mentoring Program** serves the entire island of Oahu and has a major presence in these communities: Aiea, Ewa Beach, Hawaii Kai, Honolulu, Kailua, Kaneohe, Kapolei, Makakilo, Mililani, Pearl City, Waianae, Waimanalo, and Waipahu and serves the remaining 235 at-risk children and youth.

### SERVICE SUMMARY AND OUTCOMES

#### 1. DESCRIBE THE SCOPE OF WORK, TASKS AND RESPONSIBILITIES

This section shall be divided into two parts: Community-Based (CB) and Site-Based (SB). The purpose of CB & SB is the same: to offer one-to-one mentoring after school and on weekends by matching caring volunteers to children and youth largely from single parent households in and around Honolulu, who are considered at risk and need positive adult role models. Ultimately, we strive to

achieve the Littles benefit from the program by achieving Competence, Confidence and Caring.

Program goals developed by Big Brothers Big Sisters of America are based on studies which found that *Successful Youth* have three areas in common: Confidence, Competence, and Caring.

Our short-term outcomes include:

- **Confidence** – Where the youth is able to share and discuss feelings; makes better decisions; welcomes new experiences; keeps self neat and clean; and knows that the world holds opportunities and is willing to explore them.
- **Competence** – Where the youth develops a better attitude toward school and has a zest for learning; makes use of the opportunities school provides; improves school performance; and avoids delinquent behavior, substance abuse, and early parenting.
- **Caring** – Where the youth begins to trust the volunteer; learns to respect other cultures; makes a greater effort to get along with family and with peers; develops positive relationships with adults outside the family.

Long-term outcomes include helping youth gain:

- greater understanding of educational resources and requirements;
- increased ability to obtain higher education;
- greater ability to compete in the job market;
- better understanding of the need to maintain healthy relationships;
- increased understanding of the value of family;
- better appreciation for the necessity of guidelines and rules;
- increased ability to compromise and to deal with adversity; and
- increased ability to locate resources and information.

### Community-Based

**Enrolling a child:** The service delivery model for Community-Based (CB) is an extensive process to ensure, first and foremost, the safety of the child. If a parent or guardian wishes to enroll their child in our CB program the first step they would take is to contact our office and speak with our Customer Relations Specialist. This process would take place over the phone to ensure the potential Little would qualify for our services. It is at this point our professionally trained Customer Relations Specialist explains to the individual the mission, vision and purpose of our agency. He would also explain what we do not offer (i.e. tutoring services, child care, permanent placement, unresolved domestic violence issues in the home). If at this point the caller and our staff decide we cannot provide the service the caller is looking for we would make every attempt to direct the caller to

the appropriate agency. If in fact the caller is looking for our services the caller would then start a phone interview with the Customer Relations Specialist. The Customer Relations Specialist proceeds with a series of questions to determine eligibility into the program. The Customer Relations Specialist uses internal forms as a guideline to proceed with this process. The forms are used as a guideline and at the discretion of our professionally trained staff, further inquiry may be made as deemed appropriate and/or necessary.

It is at this point the Customer Relations Specialist brings the potential Littles file to Enrollment Specialist to discuss the potential of their working with our agency. She reviews the file to determine whether a meeting is to be set up. If it is determined the potential Little meets the standard to this point the Enrollment Specialist then sets up a face-to-face meeting in our office with the potential Little and their parent/guardian. The Enrollment Specialist meets one-to-one first with the parent or guardian. Topics such as living situation, home life, school, preference in age, religion, activity level and goals hope to achieve for your son/daughter when matched are discussed. The Enrollment Specialist then conducts a face-to-face interview with the potential Little. The Little is asked similar questions regarding preferred activity level, school and home life. The Enrollment Specialist then brings the Little and parent/guardian together to sign internal forms as mandated by BBBSH. The forms consist of release form for a school report on the Little, release form for a counselor report if they are seeing a counselor, a release form is needed as well as doctor's report is being treated by a doctor

Once all of the forms have arrived, references are complete and the potential Little is ready to be matched the file is given to the Program Services Director for final approval prior to matching.

**Enrolling as a volunteer:** If an adult is interested in volunteering as a mentor the first step the take is to contact our office and speak with our Customer Relations Specialist. This process would take place over the phone to ensure the potential Big meet our standards to volunteer. It is at this point our professionally trained Customer Relations Specialist explains to the individual the mission, vision and purpose of our agency. He would also explain what we do not offer (i.e. foster family services, adoption). It is at this point the caller and our staff decide we cannot provide the service the caller is looking for we would make every attempt to direct the caller to the appropriate agency. If in fact the caller is looking for our services the caller would then start a phone interview with the Customer Relations Specialist. The Customer Relations Specialist proceeds with a series of questions to determine eligibility into the program. The Customer Relations Specialist uses internal forms as a guideline to proceed with this process. The forms are used as a guideline and at the discretion of our professionally trained staff, further inquiry may be made as deemed appropriate and/or necessary. Additionally, a Driver's Abstract, Criminal History Background Check, and a Telephone Reference Check (three references) are completed.

Similar to the steps taken to enroll as a Little, the potential Big would at the advice of the Customer Relations Specialist, set up a meeting with the Enrollment Specialist. During the one-to-one meeting the Enrollment Specialist would conduct a one-hour interview with the potential Big. Topics of discussion would include but are not limited to: professional life, home life, friendships, preferences and prior volunteer work with children. The Enrollment Specialist would also inquire if the potential Big is seeing a therapist. If so a release form would need to be signed to receive a report from the therapist. Additional forms such as a Pre-Enrollment Form would be signed at this meeting as well. Once all reference checks, background check and driving record are complete, the file at the advice of the Enrollment Specialist would then be discussed with the Program Services Director for final approval.

**Matching a Big and Little:** After each Big and Little are approved to participate in our program the match process begins. The Enrollment Specialist uses the many factors in determining a potential match: interests, parent/child/volunteers preferences (such as age, religion, marital status) and geography. When a potential match is thought to have been made, the Enrollment Specialist then calls the potential Big and gives a confidential background on the Little and his/her family. The Big can accept or deny the match.

If accepted, the Enrollment Specialist would then call the Little and his/her family and give a confidential background on the Big. The Little and his/her family can accept or deny.

If either party denies, the Enrollment Specialist continues to find a suitable match.

If acceptance by both parties: a meeting is set for all involved parties to attend. After the initial "get to know each other" discussion takes place, the Enrollment Specialist reviews with the Match rules and regulations of the Match. The Big and Little are left alone for a short time to get to know each other and to set up their first activity. At this point all involved parties are introduced to their Match Support Specialist.

The role of the Match Support Specialist is to ensure all rules and regulations are adhered to and to act as a liaison between the Big, Little and parent/guardian. The Match Support Specialist will review the Match Requirements and Guidelines of Contact. These rules have already been reviewed by the Enrollment Specialist and the Big, Little and parent/guardian has signed off on them previously. However, the Match Support Specialist reviews them again and if necessary at random times over the duration of the Match.

Bigs, Littles and the parent/guardian are responsible for reporting to the Match Support Specialist at scheduled intervals. During the first month of the Match all involved parties must report to the Match Support Specialist two weeks after the



Match has been made and again at four weeks after the Match has been made. Monthly contact is required for the duration of the Match. The Matches coordinate and their outings on their own. Bigs are responsible to pay for all outings. There are some restrictions on outings (no skydiving, for example). The Match Support Specialist in these contacts is looking for consistency between interaction and outings. Our professionally trained staff is looking for inconsistencies to ensure the safety of the child. Child safety is the ultimate reason for consistency. Additional responsibilities of the Match Support Specialist is to work out dissatisfaction on a Match as well as ensure goals are being met as set by the Match. The Match Support Specialist monitors the Match for the duration and gives professional guidance to all involved parties to ensure all parties are mutually benefitting from the Match.

It is the responsibility of the CB matches to coordinate their outings. Possible outings may include visiting the zoo, movies, picnics, surf lessons. The emphasis of the outings is not only to have fun but for the Little to spend time with a positive role model.

During the year, agency-wide activities are planned and all CB matches are invited. These activities include, but are not limited to, annual fishing derby, annual camping trip, volunteer recognition luncheon, or attending the Hula Bowl.

#### **Site-Based:**

Enrollment into the Site-Based Program is very different from the Community-Based enrollment procedures. The main difference being our Case Managers meet with a group of matches (up to fifteen matches per site) at a specified place, date and time. Whereas the Community-Based Matches schedule their own outings. However the mission and vision of the program remains the same, "Helping Children Become Responsible Adults".

The Site-Based One-To-One Mentoring Program first must secure as many sites as a) allowed by the BBBSH budget, b) accommodate with appropriate staffing and c) have at-risk children and youth in need of our services. Additionally, Mentors from nearby high schools or business will need to volunteer their time.

The Partnership Development Coordinator will arrange to meet with schools who have shown interest in hosting our program at their site or we internally have identified sites in need of our services. Before enrolling potential Bigs & Littles into the program our Partnership Development Coordinator must meet with the school in order to determine if our services are what they are looking for. If it is determined the school would like to support our program being offered at their school, our professionally trained staff will meet with the officials at the school to recruit potential Littles. The staff will clearly define the guidelines in order to target the at-risk children and youth who could most benefit from our program.

Additionally, the Partnership Development Coordinator must locate a "feeder" school or local business who is eager to volunteer as Bigs. Generally, the high school located closest to the site is willing to partake in the program and encourage the high school students to become Bigs.

The enrollment process takes place by the Case Manager assigned to the site. The potential Little is interviewed by the BBBSH Case Manager. Similar criteria is used in the interview process: likes and dislikes, activity level preferred, interests, hobbies, family life and school life. Since the Littles in the SB program are identified by their teachers, counselors and/or parents, enrollment into the Program is almost guaranteed.

Potential Bigs are identified as outstanding students by their teachers and counselors and are already considered excellent role-models making the enrollment process much less labor intensive for the SB program. However, if a Big is eighteen years of age, they will still be required to pass a Criminal History Background check. A clean driver's record is preferable however, is not required as unlike the CB matches, SB matches stay at the assigned Site for the duration of the program. If an outside activity is planned mass transportation is planned by BBBSH.

Case Managers (CM) for the SB Program hold similar responsibilities to the Match Support Specialists in the CB program. It is the responsibility of the CM to monitor and give professional support to the Matches and ensure they are making progress. The duration of a SB Match is for the school year.

Match activities for the SB program varies from site to site. Some sites may have an art project they will work on for the duration of the program with a goal of finding an art gallery to display the work at. Another site may collectively agree to write and produce a play to present to their school at the end of the program. Whatever the project may be, the ultimate goal is to provide positive role models to the Littles.

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

Activity	Activity Start Date	Activity End Date	Project Deliverable or Measurable Milestone
<ul style="list-style-type: none"> <li>Assess Littles</li> </ul>	8/08 8/08	1/09 8/09	Two case managers and two site leaders will assess a minimum of 100 Littles referred by a school teacher or counselor.
<ul style="list-style-type: none"> <li>Recruit, interview, and certify Bigs</li> </ul>	8/08	1/09	Two case managers and two site leaders will recruit, interview, and certify a minimum of 100 Bigs from targeted high schools.
<ul style="list-style-type: none"> <li>Volunteer training sessions on how to be a successful mentor</li> </ul>	8/08 8/13/08	Weekly & Ongoing until end of semester	A minimum of 100 Bigs will receive initial training prior to first session with Little and will continue to receive personalized training on a weekly basis as necessary.
<ul style="list-style-type: none"> <li>Match Littles and Bigs</li> </ul>	9/08	1/09	Two case managers and two site leaders will match a minimum of 100 Littles and Bigs before start of formal mentoring session.
<ul style="list-style-type: none"> <li>Case managers and site leaders provide match support on site. e.g. educational work sheets, crafts projects, games, etc.</li> </ul>	9/08	End of Fall 2008 & End of Spring 2009	Two case managers and two site leaders will provide weekly match support to a minimum of 100 Littles and Bigs.
<ul style="list-style-type: none"> <li>Incorporate activity enhancements via a partnership with Honolulu Academy of Arts and Kamehameha Schools.</li> </ul>	10/08	01/09	100 Bigs and Littles will create art project(s) and learn fundamentals of ukulele playing and Hawaiian studies.
<ul style="list-style-type: none"> <li>Program outcome evaluations</li> </ul>	Dec. 2008	Jan. 2009	Teachers/counselors who referred Littles and 100 Bigs will evaluate Littles behavior.

**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.**

Both CB and SB programs are required to adhere to the strictest reporting requirements as set by BBBSA.

BBBSH adheres to the highest standard of quality and believes strongly in best practices. Big Brothers Big Sisters of America (BBBSA) sets the standards for all affiliates to adhere to nationally. BBBSA has internal controls to monitor at all times up to date data on all BBBS agencies nationwide. All affiliates are required to track data on BBBS's own computer software program, AIM (Automated Information Management). From the moment a Big or a Little is approved for matching, data is tracked throughout the duration of the Match. Bigs & Littles are extensively screened to assure they fit the criteria for our program. Mandatory reporting from the Bigs after each outing is tracked as well as progress the match is making, challenges and/or milestones. After each

outing or visit the Big is required to contact their assigned Case Manager for a complete report of the outing. The Little's parent &/or guardians input and feedback is also essential to the success of the match. Regular communication is essential for child safety as well as making sure the match is beneficial to all involved parties. BBBSH is in full compliance with all reporting requirements as set by BBBSH and additionally would be in full compliance with any reporting requirements as set by the awarding of this contract.

BBBSH is committed to creating an organizational culture that promotes open communication and cooperation and allows all staff in the organization to work as a team and to continuously analyze and improve systems. It is the intent of BBBSH to utilize all sources of information to identify and resolve issues or problems facing the organization on multiple levels. Examples of these efforts are: Weekly Program team meetings are held, bi-weekly all team meetings including all staff are conducted, directors hold weekly meetings with the President/CEO as well as each team conducting its own weekly meeting. Meetings are mandatory unless excused by management. Internal policy & procedures are in place and all staff upon hire receives training to ensure all policies are adhered to in order to maintain quality services.

**4. The applicant shall list the measures of effectiveness that will be reported to the State agency through which grant funds are appropriated.**

BBBSH, under requirements from other State funding, is required to report the progress our Matches have been making and to measure the effectiveness of the program. Surveys are sent home to all Bigs, Littles, parents, teachers and counselors in an effort to track progress and to help overcome any obstacles which may occur. Please see the attachment A for the evaluation tool already in place.

**BUDGET**

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

See Attachment B

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
\$125,000	\$125,000	\$125,000	\$125,000	\$500,000

## EXPERIENCE AND CAPABILITY

### 1. Necessary Skills and Experience

A volunteer Board of Directors composed of fifteen prominent members of the community governs BBBSH. The diversity of the Board represents a wide spectrum of professional expertise. The Board of Directors is responsible for setting policies, direction, and goals, developing resources, and monitoring the fiscal status and activities of the organization.

Our Executive Board is comprised of:

- ◆ Ruth Ann Becker, Board Chair; Owner, Becker Communications, Inc.
- ◆ Harvey Rackmil, Vice Chair, CFO, HONBLUE, Inc.
- ◆ Neill Char, Secretary, Vice President, First Hawaiian Bank
- ◆ Lee Erwin, Treasurer; Partner, Erwin, Cabrinha, & Au, LLP; CPA's

BBBSH's Directors are professionals in the fields of marketing, publishing, banking, law, operations, airline and travel industry. Please see Attachment C for a complete listing.

President/CEO Dennis Brown leads BBBSH. Mr. Brown has been the President/CEO since joining BBBSH in 1998. He has a Bachelor's of Arts in Sociology and a Masters in Urban and Regional Planning; both degrees are from the University of Hawaii at Manoa. Prior to joining BBBSH, Mr. Brown was the program director for the Lanakila Rehabilitation Center's Meals on Wheels program for seven years. Mr. Brown is responsible for all the organization's activities including planning and development of new programs, fundraising, strategic planning, and budgeting and personnel administration. In all, he has over 15 years of non-profit and management experience. As the President/CEO, Mr. Brown has also been responsible for the overall management and upkeep of BBBSH's present 4,200 s.f. headquarters at 418 Kuwili Street.

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## 2. Facilities

Our offices are currently housed at the Kuwili Business Center located at 418 Kuwili Street #106, Honolulu, HI 96817. Our offices are comprised of 4,200 square feet and house the entire staff at this location.

BBBSH is in the process of securing a new facility to a)provide a more geographically desirable location as we offer our services to the entire island of Oahu b)accommodate the additional staffing that will be required for expansion of our services c) provide a location in which BBBSH events held on at various times of the year (i.e. events such as the Annual Volunteer Recognition, monthly Board of Directors meetings) d)decrease rental expenses. BBBSH intends to secure the new facility by 2010.

## PERSONNEL: PROJECT ORGANIZATION AND STAFFING

### 1. Proposed Staffing, Staff Qualifications, Supervision and Training

The Program Services Director is responsible to oversee both the Community-Based and Site-Based programs. BBBSH's Program Services Director is a Medical Social Worker (MSW) and has been on staff at BBBSH for three year. She served her first three years as a match support specialist and as of the beginning of the calendar year was promoted to Director. The Community-Based staff currently consists of the following staff: one full-time Senior Match Support Specialist. The current staff in this position is a Licensed Social Worker and has been employed with BBBSH for thirty-five years. One Customer Relations Specialist who also holds a Master's of Social Work (MSW). Additional CB staff consists of a Match Support Specialist who has her bachelor's from Notre Dame in Psychology, two Enrollment Specialists and two part-time interns.

The Site-Based program is the newer of the two programs offered through BBBSH. The Site-Based program has allowed BBBSH the opportunity to expand its services to more children & youth at a more rapid rate due to the structuring of the program. A total of one full-time Site-Based Program Coordinator, four full-time Case Managers, four part-time Case Managers and four part-time intern positions are responsible for the daily activities of each program. For every fifteen SB matches, one full-time and one part-time Case Manager is required. Each of these positions requires a minimum of a bachelor's degree in a related field of study.

In order to meet our goal of 3,000 matches by 2010 BBBSH anticipates the need to hire twenty additional staff members in the Programming department over the next four years. BBBSH also partners with Hawaii Pacific University and University of Hawaii at Manoa and utilizes the Social Work interns as a way to help support the Program staff. Currently, BBBSH also has on staff, support and administrative positions consisting of one full-time Administrative Assistant/Bookkeeper, one full-time Fund Development

Director, one full-time Fund Development Specialists, one full-time Marketing Specialist , one part-time Database Manager, one full-time Partnership Development Coordinator and one full-time Public Relations Specialist.

## **2. Organization Chart**

See Attachment D

## OTHER

### **1. Litigation**

There is no current or pending litigation.

### **2. Licensure or Accreditation**

BBBSH is not required to meet any national accreditation or licensing standards. However, BBBSH does comply with nationwide standards set by Big Brothers Big Sisters of America in order to maintain their membership affiliation status.

# BUDGET

(Period July 1, 2008 to August 30, 2009)

Applicant/Provider: Big Brothers Big Sisters of Honolulu  
 RFP No.: \_\_\_\_\_  
 Contract No. (As Applicable): N/A

BUDGET CATEGORIES	Budget Request (a)	(b)	(c)	(d)
<b>A. PERSONNEL COST</b>				
1. Salaries	281,816			
2. Payroll Taxes & Assessments	38,780			
3. Fringe Benefits	19,608			
<b>TOTAL PERSONNEL COST</b>	<b>340,204</b>			
<b>B. OTHER CURRENT EXPENSES</b>				
1. Program Match Support	15,000			
2. Advertising and Marketing	3,000			
3. Board Meeting	2,150			
4. Dues - Subscriptions	8,400			
5. Employee Training	750			
6. Employee Travel	33,200			
7. Equipment Leasing	2,250			
8. Equipment Repair & Maintenance	3,250			
9. Insurance	10,650			
10. Miscellaneous	600			
11. Custodial Services	2,500			
12. Lease Rent	8,484			
13. Utilities	7,162			
14. Postage	1,750			
15. Printing & Publications	5,000			
16. Professional Fees	5,500			
17. Program Development	250			
18. Program Match Activities	8,000			
19. Service Fees	1,400			
20. Supplies	2,500			
21. Program Volunteers	38,000			
<b>TOTAL OTHER CURRENT EXPENSES</b>	<b>159,796</b>			
<b>C. EQUIPMENT PURCHASES</b>				
<b>D. MOTOR VEHICLE PURCHASES</b>				
<b>TOTAL (A+B+C+D)</b>	<b>500,000</b>			
<b>SOURCES OF FUNDING</b>		Budget Prepared By:		
(a) Budget Request	500,000	Wendy L. Gorka 808.521.3811 ext. 231 Name (Please type or print) Phone		
(b)		[Redacted Signature] January 31, 2008 Signature of Authorized Official Date		
(c)		Dennis Brown, President/CEO Name and Title (Please type or print)		
(d)		For State Agency Use Only		
<b>TOTAL REVENUE</b>	<b>500,000</b>	Signature of Reviewer Date		



## BUDGET JUSTIFICATION PERSONNEL - SALARIES AND WAGES

Applicant/Provider: Big Brothers Big Sisters of Honolulu

Period: 07/01/2008 - 08/30/2009

Date Prepared: January 31, 2008

POSITION NO.	POSITION TITLE	FULL TIME EQUIVALENT TO ORGANIZATION	ANNUAL SALARY INCLUDING BUDGETED SALARY INCREASE A	% OF TIME BUDGETED TO THE CONTRACT B	TOTAL SALARY BUDGETED TO THE CONTRACT A x B
1	President/CEO	FULL TIME	78600.00	12.50%	9,826
2	Program Services Director	FULL TIME	55180.00	37.50%	20,692
3	Senior Match Support Specialist	FULL TIME	48840.00	50.00%	24,420
4	Match Support Specialist	FULL TIME	35040.00	37.50%	13,140
5	Enrollment Specialist	FULL TIME	32040.00	50.00%	16,020
6	Customer Relations Specialist	FULL TIME	28970.00	37.50%	10,864
7	Partnership Development Coordinator	FULL TIME	43680.00	37.50%	16,380
8	Site-Based Case Managers	TEN FULL TIME	32040.00	50.00%	160,200
9	Fund Development Director	FULL TIME	60000.00	7.50%	4,500
10	Fund Development Specialist	FULL TIME	40200.00	25.00%	10,050
11	Marketing Specialist	FULL TIME	30900.00	12.50%	3,862
12	Office Manager	FULL TIME	37700.00	12.50%	4,712
13	Public Relations Specialist	FULL TIME	40200.00	50.00%	20,100
<b>TOTAL:</b>					<b>314,766.00</b>

**JUSTIFICATION/COMMENTS:**

PR position is anticipated to be filled at beginning of 2008.

Additional Case Manager positions have been added to grown plan in accordance with ratios.

**BUDGET JUSTIFICATION  
CAPITAL PROJECT DETAILS**

Applicant: BIG BROTHERS BIG SISTERS OF HONOLULU

Period: July 1, 2008 to June 30, 2009

FUNDING AMOUNT REQUESTED							
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	N/A						
LAND ACQUISITION							
DESIGN							
CONSTRUCTION							
EQUIPMENT							
<b>TOTAL:</b>							
JUSTIFICATION/COMMENTS:							

# BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Applicant: Big Brothers Big Sisters of Honolulu Period: July 1, 2008 to June 30, 2009

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

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
		\$ -	-	
		\$ -	-	
		\$ -	-	
		\$ -	-	
		\$ -	-	
<b>TOTAL:</b>				
JUSTIFICATION/COMMENTS:				

**DECLARATION STATEMENT  
APPLICANTS FOR GRANTS AND SUBSIDIES  
CHAPTER 42F, HAWAII REVISIED 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.

BROTHERS BIG SISTERS OF HONOLULU

(Typed Name of Individual or Organization)

  
(Signature)

DENNIS BROWN

(Typed Name)

January 31, 2008

(Date)

PRESIDENT/CEO

(Title)

# Attachment A

For each question below please think about your child's friendship with their Big and then circle the number of the best answer using this scale:

True	Mostly True	Neither	Mostly False	False
1	2	3	4	5

- Because of the program, my child believes and has confidence that he/she will learn more in school.  
1                      2                      3                      4                      5
- Because of the program, my child believes that school is important.  
1                      2                      3                      4                      5
- Because of the program, my child is more likely to ask for help when he/she needs it.  
1                      2                      3                      4                      5
- Because of the program, my child is more likely to ask questions when he/she doesn't understand.  
1                      2                      3                      4                      5
- Because of the program, my child feels more comfortable talking to his/her teachers.  
1                      2                      3                      4                      5

True	Mostly True	Neither	Mostly False	False
1	2	3	4	5

- Because of the program, my child believes and has confidence that he/she can learn new things.  
1                      2                      3                      4                      5
- Because of the program, my child believes that learning new things is good.  
1                      2                      3                      4                      5
- Because of the program, my child has learned something new.  
1                      2                      3                      4                      5
- Because of the program, my child spends more time doing new activities that he/she's never done before.  
1                      2                      3                      4                      5
- Because of the program, my child feels good about school.  
1                      2                      3                      4                      5

<b>True</b>	<b>Mostly True</b>	<b>Neither</b>	<b>Mostly False</b>	<b>False</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

- Because of the program, my child understands better how negative choices can affect his/her long-term goals (like not doing homework, yelling at a teacher or bullying other kids.)
 

1	2	3	4	5
---	---	---	---	---
- Because of the program, my child believes that making good choices and reaching his/her goals is possible.
 

1	2	3	4	5
---	---	---	---	---
- Because of the program, my child can think about good choices versus bad choices.
 

1	2	3	4	5
---	---	---	---	---
- Because of the program, my child makes good choices.
 

1	2	3	4	5
---	---	---	---	---
- Having a Big helps my child make good choices.
 

1	2	3	4	5
---	---	---	---	---

<b>True</b>	<b>Mostly True</b>	<b>Neither</b>	<b>Mostly False</b>	<b>False</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

- Because of the program, my child learned that it's okay to come to me or his/her Big about school or about making good choices.
 

1	2	3	4	5
---	---	---	---	---
- Because of the program, my child feels more confident about talking to me or the Big about his/her thoughts and feelings.
 

1	2	3	4	5
---	---	---	---	---
- Because of the program, my child learned to talk to me, other family members or the Big about what he/she is doing or feeling.
 

1	2	3	4	5
---	---	---	---	---
- Because of the program, my child is more likely to share with me, other family members or the Big things that are important to him/her.
 

1	2	3	4	5
---	---	---	---	---
- Because of the program, my child feels more supported by me, his other family members or his/her Big.
 

1	2	3	4	5
---	---	---	---	---

For each question below please think about your Big and then circle the number of the answer you feel is best using this scale:

True	Mostly True	Neither	Mostly False	False
1	2	3	4	5

- Because I have a Big I believe and have confidence that I will learn more in school.  
1                      2                      3                      4                      5
- Because I have a Big I believe that school is important.  
1                      2                      3                      4                      5
- Because I have a Big I learned to ask for help when I need it.  
1                      2                      3                      4                      5
- Because I have a Big I ask questions when I don't understand.  
1                      2                      3                      4                      5
- Because I have a Big I feel I can talk to my teachers.  
1                      2                      3                      4                      5

True	Mostly True	Neither	Mostly False	False
1	2	3	4	5

- Because I have a Big I believe and have confidence that I can learn new things.  
1                      2                      3                      4                      5
- Because I have a Big I believe that learning new things is good.  
1                      2                      3                      4                      5
- Because I have a Big I learned something new.  
1                      2                      3                      4                      5
- Because I have a Big I spend more time doing new activities that I've never done before.  
1                      2                      3                      4                      5
- Because I have a Big I feel good about school.  
1                      2                      3                      4                      5

<b>True</b>	<b>Mostly True</b>	<b>Neither</b>	<b>Mostly False</b>	<b>False</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

- Because I have a Big I understand better how negative choices can affect my long-term goals (like not doing homework, yelling at a teacher or bullying other kids.)

1	2	3	4	5
---	---	---	---	---

- Because I have a Big I believe that I can make good choices that will help me reach my goals.

1	2	3	4	5
---	---	---	---	---

- Because I have a Big I can think about good choices versus bad choices.

1	2	3	4	5
---	---	---	---	---

- Because I have a Big I make good choices.

1	2	3	4	5
---	---	---	---	---

- Having a Big helps me make good choices.

1	2	3	4	5
---	---	---	---	---

<b>True</b>	<b>Mostly True</b>	<b>Neither</b>	<b>Mostly False</b>	<b>False</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

- Because I have a Big I learned that I can ask my parents or my Big about school or about making good choices.

1	2	3	4	5
---	---	---	---	---

- Because I have a Big I feel confident that I can talk to my parents or my Big about my feelings or what I am thinking.

1	2	3	4	5
---	---	---	---	---

- Because I have a Big I learned how to talk to my parents, other family members or my Big about what I am doing or feeling.

1	2	3	4	5
---	---	---	---	---

- Because I have a Big I share with my parents or family members or Big things that are important to me.

1	2	3	4	5
---	---	---	---	---

- Because I have a Big I feel supported by my family or my Big.

1	2	3	4	5
---	---	---	---	---



For each question below please think about your friendship with your Little, how/if they've changed over that time and then circle the number of the best answer using this scale:

True	Mostly True	Neither	Mostly False	False
1	2	3	4	5

- Because of the program, my Little believes and has confidence that he/she will learn more in school.  
1                      2                      3                      4                      5
- Because of the program, my Little believes that school is important.  
1                      2                      3                      4                      5
- Because of the program, my Little is more likely to ask for help when he/she needs it.  
1                      2                      3                      4                      5
- Because of the program, my Little is more likely to ask questions when he/she doesn't understand.  
1                      2                      3                      4                      5
- Because of the program, my Little feels more comfortable talking to his/her teachers.  
1                      2                      3                      4                      5

True	Mostly True	Neither	Mostly False	False
1	2	3	4	5

- Because of the program, my Little believes and has confidence that he/she can learn new things.  
1                      2                      3                      4                      5
- Because of the program, my Little believes that learning new things is good.  
1                      2                      3                      4                      5
- Because of the program, my Little has learned something new.  
1                      2                      3                      4                      5
- Because of the program, my Little spends more time doing new activities that he/she's never done before.  
1                      2                      3                      4                      5
- Because of the program, my Little feels good about school.  
1                      2                      3                      4                      5

True	Mostly True	Neither	Mostly False	False
1	2	3	4	5

- Because of the program, my Little understands better how negative choices can affect his/her long-term goals (like not doing homework, yelling at a teacher or bullying other kids.)
 

1	2	3	4	5
---	---	---	---	---
- Because of the program, my Little believes that making good choices and reaching his/her goals is possible.
 

1	2	3	4	5
---	---	---	---	---
- Because of the program, my Little can think about good choices versus bad choices.
 

1	2	3	4	5
---	---	---	---	---
- Because of the program, my Little makes good choices.
 

1	2	3	4	5
---	---	---	---	---
- I help my Little make good choices.
 

1	2	3	4	5
---	---	---	---	---

True	Mostly True	Neither	Mostly False	False
1	2	3	4	5

- Because of the program, my Little learned that it's okay to come to his/her parents or me about school or about making good choices.
 

1	2	3	4	5
---	---	---	---	---
- Because of the program, my Little feels more confident about talking to his/her parents or me about his/her thoughts and feelings.
 

1	2	3	4	5
---	---	---	---	---
- Because of the program, my Little learned to talk to his/her parents, other family members or me about what he/she is doing or feeling.
 

1	2	3	4	5
---	---	---	---	---
- Because of the program, my Little is more likely to share with his/her parents, other family members or me about things that are important to him/her.
 

1	2	3	4	5
---	---	---	---	---
- Because of the program, my Little feels more supported by his/her family or by me.
 

1	2	3	4	5
---	---	---	---	---

# Attachment C

## BIG BROTHERS BIG SISTERS OF HONOLULU, INC. 2008 Board of Directors

Board Chair  
**Ruth Ann Becker**  
President  
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Marketing Director  
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Director  
**Paul Brown**  
Paul Brown  
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Fax: 596-0755  
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Secretary  
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Vice President and Branch Manager  
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Treasurer  
**Lee Erwin**  
Partner  
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Regional Manager and Vice President  
Charter Funding and First Magnus  
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Vice President  
Store Operations  
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Office (808) 667-7911  
FAX (808) 661-5189  
Email: [jkromig@hilohattie.com](mailto:jkromig@hilohattie.com)

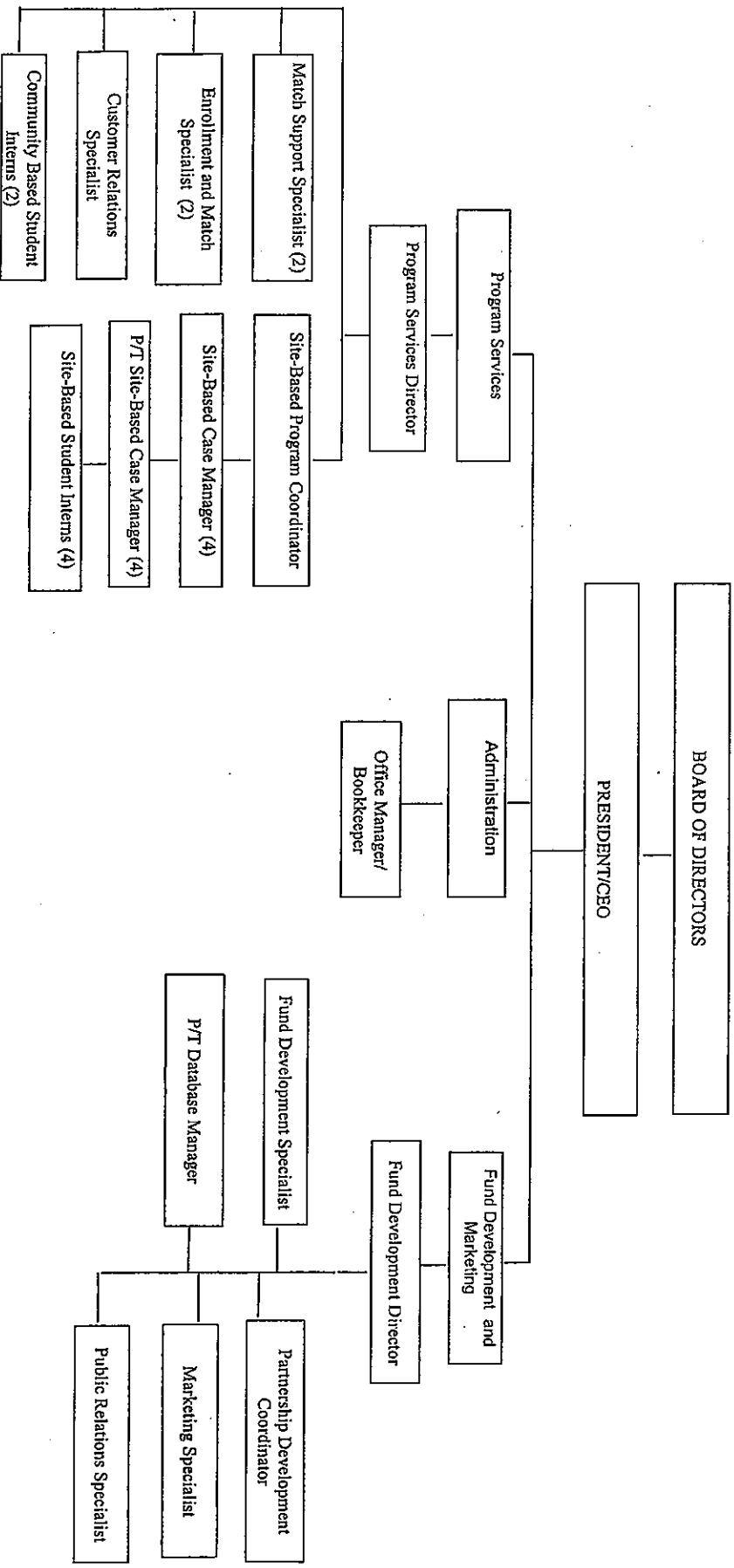
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President/CEO  
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Agency Staff  
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Fax: 528-1599  
E-mail Address: [llee@bigshonolulu.org](mailto:llee@bigshonolulu.org)

Attachment D

**Big Brothers Big Sisters of Honolulu, Inc.  
ORGANIZATIONAL CHART**





**Big Brothers Big Sisters**  
of Honolulu

418 Kuwili Street, Suite 106  
Honolulu, Hawaii 96817-5364

T 808 521 3811

F 808 528 1599

www.bigshonolulu.org

Chair  
Ruth Ann Becker

Chair-elect  
Harvey Rackmil

Secretary  
Neill Char

Treasurer  
Lee Erwin

January 31, 2008

State Capitol  
Honolulu, HI 96813

ATTN: ERIC NOUCHI, HOUSE FINANCE COMMITTEE, ROOM 306

ATTN: AARON NUYHA, SENATE COMMITTEE ON WAYS & MEANS, ROOM 210

**RE: GRANTS IN AID APPLICATION FY 08 – 09  
BIG BROTHERS BIG SISTERS OF HONOLULU**

Directors  
Ken Becker  
Paul Brown  
Dennis Francis  
Corianne Lau  
Katherine Louie  
Yvonne Morris  
Debbie Nakanelua-Richards  
Raymond Noh  
P. David Quandt  
Justin Romig  
Dustin Sellers  
Lauren Wright

Honorary Director  
Chef Sam Choy

President/CEO  
Dennis Brown

Dear Mr. Nouchi & Mr. Nyuha:

Please accept the enclosed proposal in support of a request for \$500,000 towards the operating expenses for Big Brothers Big Sisters of Honolulu on behalf of the at-risk children and youth of Oahu.

BBBSH is well on its way to serving 3,000 at-risk children & youth by 2010 and your support would help expedite our goal.

Thank you for considering our request. If you have any questions please do not hesitate to contact me at 808.521.3811 ext. 231 or wgorka@bigshonolulu.org

Sincerely,

Wendy L. Gorka  
Director of Development

*Read 1-31-08  
2:30pm  
Lisa Lopez*



"Helping children become responsible adults."