

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

THE TWENTY-NINTH LEGISLATURE  
APPLICATION FOR GRANTS  
CHAPTER 42F, HAWAII REVISED STATUTES

Log No: \_\_\_\_\_

For Legislature's Use Only

Type of Grant Request:

GRANT REQUEST – OPERATING

GRANT REQUEST – CAPITAL

"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.

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

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:  
The Education Incubator

Dba: EDU INC

Street Address:

Mailing Address: 2979D Koali Road Honolulu, HI 96826

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name Miki K. TOMITA

Title Innovation Director, EDU INC

Phone # 808-255-9887

Fax # \_\_\_\_\_

E-mail miki.k.tomita@gmail.com

3. TYPE OF BUSINESS ENTITY:

- NON PROFIT CORPORATION INCORPORATED IN HAWAII  
 FOR PROFIT CORPORATION INCORPORATED IN HAWAII  
 LIMITED LIABILITY COMPANY  
 SOLE PROPRIETORSHIP/INDIVIDUAL  
 OTHER

6. DESCRIPTIVE TITLE OF APPLICANT'S REQUEST:

OPERATING FUNDS FOR THE EDUCATION INCUBATOR'S MOONSHOT LABORATORY PILOT PROGRAM

4. FEDERAL TAX ID #: \_\_\_\_\_

5. STATE TAX ID #: \_\_\_\_\_

7. AMOUNT OF STATE FUNDS REQUESTED:

FISCAL YEAR 2018: \$ 409,300

8. 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:

\$ 0

STATE

\$ 0

FEDERAL

\$ 0

COUNTY

\$ 0

PRIVATE/OTHER

REPRESENTATIVE

MIKI K. TOMITA

AUTHORIZED SIGNATURE

DIRECTOR OF INNOVATION, EDU INC

Name & Title

1/21/17

DATE SIGNED



RECEIVED  
1/20/17

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## Application for Grants

*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. Please include the following:

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

The Education Incubator (EDU INC) is Hawai'i's only independent, non-partisan organization dedicated to incubating, studying, and scaling leading edge innovations in education practice and policy. We work to generate solutions *with* communities, rather than *for* communities by grounding our work in honoring and valuing the unique culture, resources, and people we will serve.

EDU INC is a catalyst for transformation, providing the following services:

- **Cultivation and facilitation of partnerships** between schools, communities and businesses to create multi-dimensional, cross-sector, **innovative learning opportunities** for students, teachers, school leaders, and community
- Creation of opportunities for school leaders and staff to participate in authentic, data-driven, **job-embedded learning**
- **Mobilization of resources** to invest in and **incubate innovation** via Moonshot Laboratory initiative
- **Independent research and analysis** to support development and scale of best practices in educational innovation
- **Dissemination of credible and reliable information** to policy makers, media, community, and other stakeholder groups

We believe in the power of inspired and supported students, educators, and communities to not only change education, but generate the solutions to the challenges, questions, and opportunities of tomorrow. Achieving our vision requires thinking outside of the existing cycle of public education - where policy, practice, implementation, and community engagement are often treated as discrete strands of work for specific individuals, offices, or agencies to oversee. We must break this mold through a focus on transformative projects and programs that:

- Consider community, policy, practice, and long term implications from the point of inception. These are not flash in the pan short term solutions to longer term problems.
- Are bold and fearless in their aim to empower communities, educators, and students to become owners of their learning.

- Are grounded in culture and place.
- Support efforts to make Hawaii and more resilient and sustainable community.

These beliefs come from our experiences in and understanding of classroom practice, school administration, systems thinking, and state and federal policy. Education is the backbone for creating communities that can thrive in our rapidly changing global economy. These communities require deep thinkers and big dreamers who are empowered to create and build a better future for themselves and the world around them.

## **2. The goals and objectives related to the request;**

This Grant-in-Aid request is to fund the start up costs of EDU INC's initial program - The Moonshot Laboratory. Detailed costs and milestones are described in section budget and timeline sections of this application.

### *About The Moonshot Laboratory:*

Student-designed horizon technologies can change the world. The Moonshot Laboratory places students squarely at the center of educational change by empowering them with the tools, guidance, time, and trust to transform their schools and communities. This is accomplished through a hyper-collaborative community center that combines cutting-edge tools, and an international network of experts to help students dream, design, develop, and build audacious solutions to the greatest challenges they see in their communities and predict for future generations. Through a scaffolded approach to designing, developing, and building Moonshot solutions to local and global challenges, our students will learn to be problem solvers, inquirers, entrepreneurs, and Moonshot thinkers.

The Moonshot Laboratory is designed to work within the confines of the existing education system, utilizing existing community resources and expertise to leverage budget, environmental, and creative limitations schools typically face. Through a "20%-time" approach, any school or district can integrate The Moonshot Laboratory into their traditional schedule with minor time adjustments and minimal financial investment. Once a week (equivalent to 20% of their school week), students visit The Moonshot Laboratory to work with experts, scientists, researchers, peers, and other community members to dream, design, and build solutions to needs identified in their community. Through a student-centered, solutions-oriented approach that integrates moonshot thinking, responsible risk-taking, and living in beta, students develop agency and ownership over their lives and the future of their communities.

The Moonshot Laboratory will not only serve the community by helping to solve the huge problems it faces, but it is also a tangible opportunity to launch a new era in education through the power of Student Agency.

## **3. The public purpose and need to be served;**

Hawaii's public education system has gone through waves of reforms, with the pendulum swinging back and forth in a struggle over centralized control and local autonomy. However, the demand for innovation and students who graduate prepared for the next chapter of their lives,

remains constant. Moving the needle on these outcomes for kids requires a Moonshot solution that is implemented in partnership with communities and is a comprehensive strategy, interweaving policy, practice, and program implementation. A Moonshot solution is one that transcends the questions of who controls what and focuses directly on supporting students and teachers. To dream, design, and realize Moonshots takes great risk, daring, and determination, something our current educational structure is not positioned to be able to support. The Moonshot Laboratory and EDU INC fill this role by:

- Supporting student mastery of design thinking and Moonshot problem solving skills.
- Creating opportunities for lifelong learners by serving as a community hub for learning.
- Building student agency.
- Providing educators with the professional development and supports to develop their practice in way that fosters student agency and Moonshot thinking.

In addition, the Moonshot Laboratory's natural emphasis on STEM (Science, Technology, Engineering, and Mathematics) disciplines can help fill a critical educational gap for our students, teachers and communities by creating deeper learning opportunities related to STEM.

By 2017 Hawai'i will face an annual shortage of 16,500 workers who have degrees in Science, Technology, Engineering, and Mathematics (STEM) - but Hawai'i is ranked 47th (almost last) among all states for the number of science and technology degrees awarded to its college graduates. This means that Hawai'i is not producing enough graduates in STEM fields to fill the number of projected jobs here. Workers who hold STEM degrees earn more money regardless of occupation. Even those who do not work in STEM need basic understanding in these areas in order to navigate local and global issues such as energy, climate, health and technology.

Currently in Hawai'i, more than half of the total students in the State of Hawai'i are considered at-risk, majority of them of Native Hawaiian and Pacific Islander descent (Accountability Resource Center Hawai'i, 2013; Kamehameha Schools, 2009). Although Native Hawaiians and Pacific Islanders have a long and storied history of scientific exploration and innovation in connection with ocean voyaging and environmental sustainability (Kanahele, 1986), with few role models and learning experiences in STEM and other innovation-driven fields, youth from these backgrounds are less likely to see themselves in STEM and other innovation-driven careers. The Moonshot Laboratory, through partnerships with community groups and experts, can help to provide models and connections for these students to see their potential.

#### *Goals of the Moonshot Laboratory*

Goal 1: Support the development of design thinking and Moonshot problem solving Through a scaffolded approach to designing, developing, and building Moonshot solutions to local and global challenges, our students will learn to be problem solvers, inquirers, entrepreneurs, and Moonshot thinkers. The foundation of their educational journey is rooted in the 10X-PLORE tenets.

- 10X - Content and pedagogy in support of Big Ideas.
- Project Based - Projects contain & frame content; problems derived from local & global context.

- Learner Driven - Student as the navigator, teacher as facilitator.
- Organic - Students adapt content in context and in support of their Moonshots.
- Entrepreneurial - Risk as educational content.

**Goal 2: To serve the community as a public utility**

Traditionally, schools and their students have been perceived as the benefactors of community resources and investment. The Moonshot Laboratory strives to provide a return on that investment in the form of student-generated Moonshot solutions to community challenges. By unleashing the power and creativity of our youth, schools can begin to serve as not only centers of learning and growth but also as a public utility where students are the agents for change and progress.

**Goal 3: Develop student agency to affect change in their home schools**

The Moonshot Laboratory partners with existing community schools to bring about grassroots, student-initiated change to the education system.

**Goal 4: To support educators**

Engaging with, supporting, and empowering students requires supporting educators to help them gain the skills and perspective necessary to build next-generation learning environments. The Moonshot Laboratory is a place of learning for students and teachers as well. At the Moonshot Laboratory local teachers not only receive professional development and training on how to transform their own classrooms, but they are also able to work side-by-side with their students and other teachers to build Moonshot solutions to community challenges.

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

To address the need identified in #3 above, this pilot phase of the Moonshot Laboratory will focus on supporting Native Hawaiian and Pacific Islander public school students in Grades 9-12. We have identified three K-12 schools for this first regional pilot: Hālau Kū Māna Public Charter School, Kula Kaiapuni O Ānuenue, and University Laboratory Public Charter School.

A focus on students in grades 9-12 allows us to support and work with the multi-tiered opportunities that the high school developmental level offers. Not only do older students have the motor skills and maturity to work in the innovation space, they can also be supported to develop and lead introductory programs for younger students as part of their content at the Moonshot Lab.

**5. Describe the geographic coverage.**

This initial cohort of schools covers students from the Honolulu district. In addition to the school partnerships, the Moonshot Laboratory will offer community programming for any school or teacher. The ultimate long term goal of the Moonshot Laboratory is to scale beyond the Honolulu region, creating Moonshot Laboratory opportunities in other O'ahu regions as well as on other islands.

## 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. The applicant shall:

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

### **Establish partnerships with community organizations, content experts, and schools.**

The Moonshot Laboratory is reliant on solid, fruitful relationships with community organizations. As the Moonshot Laboratory evolves and begins offering more programmatic content to students, developing these relationships is paramount.

Responsible Party: Education Incubator

### **Fundraising, in line with the broader Education Incubator sustainability planning.**

As the program grows, additional investment in programmatic offerings and management will be necessary. To scale properly and reach the maximum number of students, an ongoing and growing funding stream will be necessary.

Responsible Party: Education Incubator

### **Develop student application process in collaboration with partner schools.**

Finding students that meet the demands of both the Moonshot Laboratory as well as the NSF grant application for underserved populations needs to be addressed properly. Students will engage in a comprehensive application to ensure students meet the underrepresented requirements as well as the requirements to participate in the Moonshot Laboratory program.

Responsible Parties: Education Incubator & The Janus Group

### **Prepare facility for student use.**

The Moonshot Laboratory is a collaborative makerspace outfitted with the tools of the modern economy. This will be an inspiring learning space where students will feel comfortable and empowered to build moonshot solutions to the great challenges of their day.

Responsible Parties: Education Incubator, The Janus Group, In-kind Industry Partners

### **Hire graduate assistants and conduct staff development sessions.**

Graduate students at partnering colleges at the University of Hawaii will serve as lead project consultants for the students. Selecting the right graduate students to meet the demands of Moonshot Lab students is an important step in the process.

Responsible Parties: University of Hawaii

### **Train facilitators (anticipate using graduate assistants).**

Once hired, Graduate Students will need to be trained on how to facilitated Moonshot project creation as well as how to use the cutting edge tools at the Moonshot Laboratory.

Responsible Parties: Education Incubator & The Janus Group

### **Develop & deliver programmatic content for semester one & two.**

Developmental content meant to support students as they scaffold towards developing Moonshot solutions is paramount to success.

Responsible Parties: Educational Incubator, The Janus Groups and Partners

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

*Operational Timeline*

| Start Date | End Date   | Action   |
|------------|------------|--|
| Ongoing    | Ongoing    | Establish partnerships with community organizations, content experts, and schools.   |
| Ongoing    | Ongoing    | Fundraising efforts to secure federal and other funds, in line with the broader Education Incubator sustainability planning. |
| 6/1/2017   | 8/1/2017   | Prepare facility for student use.  |
| 12/1/2017  | 12/31/2017 | Train facilitators (anticipate using graduate assistants).   |
| 3/1/2017   | 8/1/2017   | Develop programmatic content for semester one.   |
| 8/1/2017   | 12/1/2017  | Deliver programmatic content for semester one.   |
| 7/1/2017   | 12/1/2017  | Develop programmatic content for semester two.   |
| 1/1/2018   | 5/1/2018   | Deliver programmatic content for semester two.   |
| 8/1/2017   | 12/1/2017  | Hire graduate assistants and conduct staff development sessions.   |
| 3/1/2017   | 6/1/2017   | Develop student application process in collaboration with partner schools.   |

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

To monitor, evaluate and improve our results with the Moonshot Laboratory program, EDU INC will use a number of quantitative and qualitative methods, in partnership with a formal, external, and independent evaluator.

For direct impact data, we will collect participation information on the number of schools, students (Native Hawaiian and non-Native Hawaiian, disaggregated), teachers (pre-service and in-service), graduate assistants, community members, content-area experts, and partnerships involved in the Moonshot Laboratory. These will include participants in the full Year 1 Cohort, as well as weekend, one-day, and afterschool workshops. We will also use information on our start-up costs to determine dollars spent for student, in an effort to facilitate

economically-feasible scaling of best practices from this Moonshot Laboratory pilot to the rest of the island and state.

To better understand the depth, breadth, and scope of the impact of participating in Moonshot Laboratory programs, we will collect information related to 1) participant experience (surveys of parents, teachers, students, community members to determine personal experiences and perceived gains related to participation), 2) innovation to implementation (study types of projects attempted as a result of participation, and document success of projects built out), 3) tertiary impacts on community at-large (study changes in the community related to participation), school community and classroom (study changes in school environment), pedagogical practices (study changes in teacher practice), and perceptions of learning and teaching (study changes in student and teacher dispositions about learning).

Data will be collected and analyzed regularly - weekly reflection on Moonshot Laboratory programming by participants (including staff and guest teachers) with subsequent data analysis, quarterly reflection on changes in disposition, practices, products and partnerships by participants with subsequent data analysis, and overall yearly report on impacts, challenges, and next steps for Moonshot Laboratory and EDU INC.

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.

In addition to the following measures of effectiveness, EDU INC will also work with our evaluator to further refine our measurable outcomes relative to impact and implications for scale.

- Operational Viability
  - EDU INC has a path to sustainability, including sustainability to continue implementation of the Moonshot Laboratory beyond the year 1 cohort of schools.
  - Increased interest and deepened engagement from community partners and partner public schools.
- Impact
  - At least 50 students and 15 teachers participated in programming at the Moonshot Laboratory, with positive evaluations, including teacher perception that the programming and training prepared them to implement innovative, student driven, practices in their classrooms.
  - At least 30% of students participating in cohort one develop innovative projects.

In addition to these measures, the program evaluation will collect and analyze the following data:



1. Participant experience (surveys of parents, teachers, students, community members to determine personal experiences and perceived gains related to participation).
2. Innovation to implementation (study types of projects attempted as a result of participation, and document success of projects built out).
3. Tertiary impacts on community at-large (study changes in the community related to participation), school community and classroom (study changes in school environment), pedagogical practices (study changes in teacher practice), and perceptions of learning and teaching (study changes in student and teacher dispositions about learning).

### **III. Financial**

#### **Budget**

1. The applicant shall submit a budget utilizing the enclosed budget forms as applicable, to detail the cost of the request.
2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2018.
3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2018.

#### **Federal Funds: National Science Foundation Grant**

The project team is pursuing NSF Grant Solicitation 17-522 Inclusion across the Nation of Communities of Learners of Underrepresented Discoverers in Engineering and Science (NSF INCLUDES). The full proposal is due May 16, 2017 with awards announced early September. These monies will be used to fund the University of Hawaii Graduate Assistant time as well as portions of FTE for the principal investigators and key UH personnel.

#### **In-kind Industry Support**

Current discussions with industry partners will help us to receive goods and services at a significantly reduced cost during the pilot phase of the project. Some of the current items being considered by partners for support include but is not limited to:

- Robotics laboratory equipment
- Drove/UAV laboratory equipment
- Design thinking training services
- Collaborative innovation space to host the Moonshot Laboratory
- 3D printers and printing materials
- Laser cutters

All in-kind support will be used to fund the materials, supplies, equipment and space listed in the attached budget documents.

### **Additional Sources of Funding**

We are currently in the final stages of solidifying a service agreement and partnership with the Hawaii Exemplary State (HES) Project and Development International. We anticipate additional funding for services as part of this partnership. In addition to HES, the project team is meeting with a number of local and national granting institutions to solicit funding for portions of the project. Funding acquired through foundation support will be used to fund personnel on the project management team as well as the program itself being provided via the Janus Group.

1) participant experience (surveys of parents, teachers, students, community members to determine personal experiences and perceived gains related to participation), 2) innovation to implementation (study types of projects attempted as a result of participation, and document success of projects built out), 3) tertiary impacts on community at-large (study changes in the community related to participation), school community and classroom (study changes in school environment), pedagogical practices (study changes in teacher practice), and perceptions of learning and teaching (study changes in student and teacher dispositions about learning).

Finally, we are pursuing angel investors and other venture capital funding to support the Moonshot Laboratory program.

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.

Not applicable - we have not received any tax credits and we do not anticipate applying for any credits in the foreseeable future.

5. The applicant shall provide a listing of all federal, state, and county government contracts and grants it has been and will be receiving for program funding.

Not applicable - we have not received any public funds. We are applying for a grant through the National Science Foundation, as indicated in the previous section.

6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2016.

## **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.

For additional information on the necessary skills and experience of The Education Incubator, please refer to section V. A. of this application. The remainder of the information in this section describes the skills and experience of the groups we are partnering with to move this work forward.

#### *University Laboratory School Public Charter School*

In addition to being one of the pilot schools involved in this launch of the Moonshot Laboratory Hawai'i, ULS has been the original seedbed for several of the pillars the Moonshot Laboratory Hawai'i concept is built upon.

ULS launched a Moonshot Laboratory pilot where students engaged in a number of cutting edge programs that helped them to solve the great challenges of their day. In their 10X Design Thinking Sustainability Camps, students of the ULS Moonshot Laboratory conceived of and designed camps for elementary school students that leveraged design thinking and problem solving activities to teach younger students about sustainability. Moonshot Laboratory students led elementary students first through a design sprint to build a homemade hydroponics system, then engaged them in a problem solving task to build a fully operational hydroponics system.

#### *The Janus Group*

The Janus Group has a demonstrated track record of designing and delivering high quality, innovative moonshot programming in the state of Hawaii. The projects listed below are exemplars of the relevant skills and experience that The Janus Group brings to this project.

- Hawaii Department of Education Future Ready Learning - The Janus Group are the vendors for delivering Hawaii DOE's highly successful Future Ready Learning (FRL) program. In the first two years, FRL has trained more than 50 leadership teams at DOE schools, and more than 4,000 DOE teachers on how to integrate next generation teaching practices and the cutting edge tools of the modern economy into their classrooms. Over the next 4 years, The Janus Group is under contract to train all teachers and leadership teams across all islands.
- Hawaii Department of Education Access Learning Project - Members of The Janus Group were the lead professional development designers and architects for the highly successful Access Learning Project which put computers into the hands of more than 6,000 students and trained their leadership and teaching faculty. The program resulted in students improving standardized test scores more than 150% in ELA and 180% in math versus state-wide trends.

#### *EdTechTeam*

EdTechTeam, a California Benefit Corporation, is a global network of educational technologists dedicated to inspiring and empowering other educators. With 34 employees and over 250 contractors around the globe (most current or former educators), EdTechTeam has subsidiaries in Canada, Australia, Mexico, and the UK. The team operates in 48 US states, 9 Canadian provinces (and territories), 8 Australian states (and territories), 28 other countries, and on all 7

continents. EdTechTeam produced professional development experiences in 10 languages for over 88,000 educators in 2016.

EdTechTeam is a Google for Education Professional Development Partner and the global leader in Google for Education Certification. Having been involved in leading the Google Teacher Academy from its inception in 2006, EdTechTeam was responsible for managing the revamped Google for Education Innovation Academy in 2016 and also helped to organize and fund the free 10 year anniversary celebrations in Sydney, London, New York, and Mountain View. The team is best known for a world-wide series of Summits featuring Google for Education, with over 300 conference-style events produced to date, and 109 around the globe in 2016 alone. The Certification Bootcamp program produced another 150 workshops globally, each focused on helping educators achieve level 1, level 2, or trainer level certification with Google. Across all programs, EdTechTeam hired over 200 Google Certified Trainers (23 of them full-time employees) to deliver 438 events totalling 4568 hours of professional development in 2016.

#### *Teacher Preparation Programs*

EDU INC and Moonshot Laboratory recognize that we need the involvement and investment of teacher preparation programs to truly revolutionize education and support a new generation of innovative students. The following teacher preparation programs have expressed interest in the program: University of Phoenix, Chaminade University, and Leeward Community College. Further discussion with the other teacher preparation programs across the state is a priority of EDU INC for Spring 2017, and will continue until all teacher preparation programs have been introduced and invited to participate in the Moonshot Lab.

#### *University of Hawaii Manoa College of Engineering*

In addition to its many K-12 outreach programs, the University of Hawaii College of Engineering has had an ongoing STEM outreach program with Waipahu High School since 2012. The Oahu school's Academy of Engineering aims to fully prepare students for college-level studies in science, technology, engineering and math.

Students learn from a Web-based curriculum, while also taking academic core courses and electives in four fields: electronics, biotechnology, engineering and architecture. They complete a senior project and have internship opportunities in the community. Students successfully completing AOE studies are eligible for a diploma of recognition from the state Board of Education. The program serves as one of the outreach models that have influenced the design of the Moonshot Laboratory.

#### *Oceanit*

Oceanit is one of Hawai'i's largest and most diversified privately held science, technology, engineering, and design companies with 160 professionals. Oceanit is also one of Hawai'i's most innovative companies, and a leader in bringing the Stanford Design Thinking process to Hawaii and sharing it with the community. With a team of Stanford educated and trained coaches and practitioners, Oceanit has taken over 5000+ people through the Design Thinking process, leading multiple Design Thinking workshops, boot camps, projects, and consulting engagements for

clients such as the Department of Education, Department of Health, City & County of Honolulu, Hawaiian Telecomm, State Office of Planning, NOAA, Office of Naval Research (ONR), Kamehameha Schools, Hawaii Tourism Authority, Hawaiian Electric, and the U.S. Marines.

Currently, Oceanit is involved in initiatives in public education at the intersection of community needs, technology, and entrepreneurship. Design thinking, rapid prototyping, and workforce development are integrated components of the work Oceanit does with at-risk youth and youth at-large.

#### *Pacific American Foundation*

Established in 1993, the Pacific American Foundation (501(c)-3 public charity) is a recognized leader in culture and place-based education, with over a dozen different programs ranging in focus from traditional conservation/land management techniques to ultramodern programs that prepare young Hawaiian students for the careers of tomorrow. From teacher training and youth mentoring to professional development for emerging community leaders, every PAF program shares the mission of helping to improve the lives of all Pacific Americans.

The PAF developed three different curricula over the years, widely adopted and implemented in public, private and charter schools across Hawai'i: Kahea Loko, Mālama Kaho'olawe and Aloha 'Āina. Kahea Loko is a teacher's guide to Hawaiian fishponds. Mālama Kaho'olawe (a partnership with the Protect Kaho'olawe 'Ohana (PKO), the Kaho'olawe Island Reserve Commission (KIRC), the Polynesian Voyaging Society (PVS) and the Hawai'i Department of Education (HIDOE)), not only support the teaching of cultural content about Kaho'olawe, but also to heal the land and spirit of the island through the revival of cultural practices and traditions. The Aloha 'Āina teacher training program, conceptualized for Kāne'ōhe and subsequently adapted to ten other ahupua'a on five islands, encourages educators to use their ahupua'a as an outdoor classroom and bring meaning and relevance to the concepts students are learning in class. The program is designed to reconnect the traditional knowledge inherent in the ahupua'a land management system from mauka to makai to our current education system, with core values based on the cultural premise that "if you take care of the land, the land will take of you."

The Foundation's underwater robotics program, the Aholehole project, to-date has trained fifteen teachers (grades 5-6) from O'ahu to lead their students in building underwater robots to conduct experiments and collect data on the waters of Kāne'ōhe (streams, fishponds and bay). This approach supports critical thinking and the scientific inquiry process, and also instills in students the values of being responsible stewards of our coastal waters. The Aholehole project is the only NOAA (National Oceanic and Atmospheric Administration) robotics program in the country with a cultural connection.

#### *Laboratory for Advanced Visualization and Applications (LAVA Lab)*

The University of Hawai'i at Mānoa's Laboratory for Advanced Visualization & Applications (LAVA) was founded in January 1, 2014 by Jason Leigh- director Emeritus of the Electronic Visualization Laboratory (EVL) at the University of Illinois at Chicago. The mission of LAVA is to conduct research and development in big data visualization techniques, and to apply these

techniques in cutting edge domain science, engineering, and training applications. LAVA will be a core laboratory in the University of Hawai'i system's initiative to build a High Performance Computing and Informatics Institute to serve the data intensive science, engineering and training needs of UH's 10 campuses (Mānoa, Hilo, West O'ahu, Hawai'i Community College, Honolulu Community College, Kapi'olani Community College, Kaua'i Community College, Leeward Community College, Maui Community College, Windward Community College).

*Association for Unmanned Vehicle Systems International (AUVSI) Foundation*

The AUVSI Foundation is a 501(c)(3) charitable organization that was established to support the educational initiatives of the Association for Unmanned Vehicle Systems International. The AUVSI Foundation focuses on the future of the robotics industry by developing programs that will attract and equip students for a career in this rapidly growing field.

Through a variety of efforts, the AUVSI Foundation provides students with the opportunity to experience fun, hands-on robotics activities that promote STEM education (science, technology, engineering and math). As students' skill levels advance, the AUVSI Foundation hosts national and international robotics competitions that challenge students to apply their engineering skills in the development of autonomous ground, air and maritime vehicles.

AUVSI (the organization that AUVSI Foundation was established to support) is the world's largest nonprofit organization devoted exclusively to advancing the unmanned systems and robotics community. Serving more than 7,500 members from government organizations, industry and academia, AUVSI is committed to fostering, developing, and promoting unmanned systems and robotics technologies. AUVSI members support the defense, civil and commercial sectors.

*Applied Research Laboratory at the University of Hawai'i*

The Applied Research Laboratory at the University of Hawai'i serves as a research center of excellence for critical Navy and national defense science, technology and engineering with a focus in naval missions and related areas. As a designated Navy-sponsored research laboratory administered by the University of Hawai'i System, ARL at UH conducts strategic research for the Navy, the Department of Defense and other government agencies in the areas of Astronomy, Ocean Science, Remote Sensing, Electro Optics, and Engineering Support to Sensors, Communications, and Information Technology.

**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.

Considering both rapid changes in technology and the finite resources any school and community have to work with, EDU INC and the Moonshot Laboratory put their core values at the heart of their physical space - community and collaboration. Instead of constructing new, expensive spaces that both devalue upon construction but also may be redundant with what currently exists, EDU INC seeks to build a network of physical innovation spaces that can serve as “the classroom” for Moonshot Laboratory 20% time. Preliminary discussions and review have connected us to the following organizations and sites, with whom we will consult and establish facility-use schedules with during the Spring of 2017.

- The Sullivan Center for Innovation and Leadership (‘Iolani School)
- iLab: A Collaboration & Innovation Space (University of Hawai‘i at Mānoa)
- Laboratory for Advanced Visualization and Applications (LAVA Lab) (University of Hawai‘i at Mānoa)
- Hālau ‘Īnana (Native Hawaiian Collaboratory, Kamehameha Schools)

## **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..

The Education Incubator is a small, locally based organization, co-founded in 2015 by Dr. Miki K. Tomita and Stephanie Shipton. After working within the education system at the classroom, administration, and state and federal systems levels, Dr. Tomita and Mrs. Shipton partnered on the Hawaii State Department of Education’s groundbreaking Future Ready Learning Initiative (also known as the Common Core Digital Curriculum and Access Learning Pilot Projects). It was through this collaboration that Dr. Tomita and Ms. Shipton made the connection to merge their worlds of practice, academics, policy, and systems thinking; thus, the Education Incubator was born.

Dr. Tomita is the Director of the Learning Center for the Polynesian Voyaging Society (PVS), the education and outreach arm of PVS and the Mālama Honua Worldwide Voyage. She leads the work to promote the mission of Mālama Honua through local and global outreach; share the values, practices, art and science of traditional Polynesian wayfinding with the world; and realize the goals of the Worldwide Voyage to connect learners of all ages and support youth in communities to navigate our planet towards a better future.

Dr. Tomita has served as an administrator, teacher, curriculum developer, and researcher at the University Laboratory School PCS, University of Hawai‘i’s Curriculum Research & Development Group (CRDG), and Stanford University. While at ULS and UH CRDG, Dr. Tomita coordinated school- and department-wide professional development, strategic planning,

local and global research collaborations, and the WASC accreditation process for ULS. At Stanford, her work and researched focused on assessment and evaluation of student learning, in science classrooms and multi-cultural contexts. She has served as foundational member or in leadership positions with organizations such as ACE 21 (Academy for 21st Century Education), Google Educator Group (GEG) Hawai'i, The Janus Group teacher collaborative, Hawaii Farm to School and School Garden Network, Hawai'i Public Charter School Network, and has worked to bring resources and opportunities to public, private and charter schools around integration of STEM, indigenous and cultural knowledge, and community empowerment.

Dr. Tomita has a B.S.E. in Biosystems Engineering from University of Hawai'i and a Ph.D. in Curriculum Studies and Teacher Education from Stanford University. Her work is anchored at the intersections of environment, education and engineering, with a sharp focus on place-based, community-driven collaborative education that puts youth at the center of innovating to transform society's "what if's" into "what now's" and "what next's".

Mrs. Shipton is the Director of Strategic Initiatives for Teach For America Hawaii, where she leads efforts to develop, engage with, and recruit over 200 high school and early college students to the teaching profession. In addition, Mrs. Shipton leads talent and succession development for the region office staff of 21 FTE, provides strategic support to the executive director, and liaisons with national diversity and advocacy initiatives.

Prior to her role at Teach For America Hawaii, Mrs. Shipton served as acting director of Policy, Innovation, Planning, and Evaluation for the Hawaii Department of Education. She came to this role with significant experience in technology integration, the Common Core State Standards, and state and federal education policy and implementation. While at the Department of Education, Mrs. Shipton has successfully provided oversight and management of three Race to the Top portfolios, composed of 12 discreet projects. In addition to overseeing portions of the state's Race to the Top grant and providing strategic policy support, she also co-authored the State's initial approved ESEA flexibility waiver and subsequent successful application for waiver renewal. Finally, she oversaw the Department's Access Learning Pilot Project - an \$8.2 million 1:1 digital device pilot in 8 schools across the state that grew to serve over 60 schools.

Mrs. Shipton served as a policy analyst with the National Governors Association (NGA), where she provided strategic consulting services to the nation's governors on education policy efforts related to charter schools, the Common Core State Standards, and supporting learning outside of the school day. This portfolio of work included overall project management of the Common Core State Standards Initiative and provision of high quality, tailored technical assistance to governors and their staff who were interested in improving the quality of their charter school policies. As part of the charter school technical assistance, Mrs. Shipton provided customized support to the Hawaii State Senate's task force on charter school governance, accountability, and authority - focused on revisions to support a stronger state statute.

Mrs. Shipton has also conducted policy research on early warning indicators, adolescent literacy, and graduation rates for the Alliance for Excellent Education. She has held roles at Capital Partners, Inc and in then-Senator Ted Kennedy's Office of Investigations in the United States



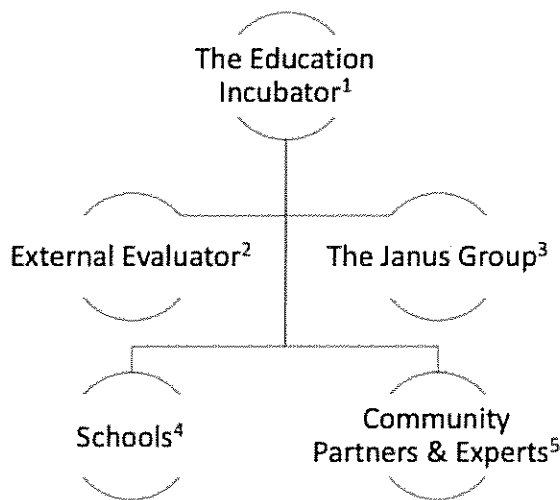
Senate Committee on Health, Education, Labor, and Pensions. Mrs. Shipton has researched and written a number of education policy publications and served on advisory committees on competency based education and the Common Core State Standards. Mrs. Shipton holds a B.A. in Political Science and an M.P.S in Political Management from The George Washington University.

**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 organization chart that illustrates the placement of this request.

The Education Incubator is a small local organization, consisting of the two co-founders: Miki K. Tomita and Stephanie Shipton. The organizational chart below provides a clear visual flowchart of how EDU INC and the partners named in this GIA will interact to successfully implement the Moonshot Laboratory.

**The Moonshot Laboratory: Organizational Chart**



- 1) The Education Incubator: *Owner/Lead*
  - Oversees, directs, and manages implementation.
  - Secures and coordinates community partners and experts.
  - "Owns" partnership with Janus Group to purchase the Moonshot Laboratory program and services.
- 2) External Evaluator
  - Provides independent evaluation of impact on students, teachers, and community.
  - Provides analysis of implications for scaling.
- 3) The Janus Group: *Support Vendor*
  - Provides technical and operational support in collaboration with leadership from EDU INC.
- 4) Schools: *Client*
- 5) Community Partners and Experts
  - Through coordination with EDU INC, provide "consultative services" to the students at the Moonshot Laboratory. This includes leading sessions on various areas of expertise, to support student development of moonshot solutions.

**C. Compensation**

The applicant shall provide the annual salaries paid by the applicant to the three highest paid officers, directors, or employees of the organization by position.

For the upcoming fiscal year, we anticipate salary costs for Dr. Tomita to total \$85,000. Mrs. Shipton will continue on a part time, unpaid basis for the coming year. Once joining the team on a full time basis, after this fiscal year, Mrs. Shipton anticipates drawing a salary equivalent to Dr. Tomita's.

## **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.

We are not a party to any pending litigation at this time and for the foreseeable future.

### **B. 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.

The Education Incubator is led and staffed by Dr. Miki K. Tomita and Stephanie Shipton.

Dr. Tomita is the Director of the Learning Center for the Polynesian Voyaging Society (PVS), the education and outreach arm of PVS and the Mālama Honua Worldwide Voyage. She leads the work to promote the mission of Mālama Honua through local and global outreach; share the values, practices, art and science of traditional Polynesian wayfinding with the world; and realize the goals of the Worldwide Voyage to connect learners of all ages and support youth in communities to navigate our planet towards a better future.

Dr. Tomita has served as an administrator, teacher, curriculum developer, and researcher at the University Laboratory School PCS, University of Hawai'i's Curriculum Research & Development Group (CRDG), and Stanford University. While at ULS and UH CRDG, Dr. Tomita coordinated school- and department-wide professional development, strategic planning, local and global research collaborations, and the WASC accreditation process for ULS. At Stanford, her work and researched focused on assessment and evaluation of student learning, in science classrooms and multi-cultural contexts. She has served as foundational member or in leadership positions with organizations such as ACE 21 (Academy for 21st Century Education), Google Educator Group (GEG) Hawai'i, The Janus Group and Hawai'i's Future Ready Learning Initiative, Hawaii Farm to School and School Garden Network, Hawai'i Public Charter School Network, and has worked to bring resources and opportunities to public, private and charter schools around integration of STEM, indigenous and cultural knowledge, and community empowerment.

Dr. Tomita has a B.S.E. in Biosystems Engineering from University of Hawai'i and a Ph.D. in Curriculum Studies and Teacher Education from Stanford University. Her work is anchored at

the intersections of environment, education and engineering, with a sharp focus on place-based, community-driven collaborative education that puts youth at the center of innovating to transform society's "what if's" into "what now's" and "what next's".

Ms. Shipton is the Director of Strategic Initiatives for Teach For America Hawaii, where she leads work on early recruitment and staff talent development, while providing chief of staff support to the Executive Director.

She has served as acting director of Policy, Innovation, Planning, and Evaluation for the Hawaii Department of Education (HIDOE). While at HIDOE, she also provided oversight and management for three Race to the Top portfolios, composed of 12 discreet projects; provided strategic policy support; and co-authored the State's federally approved ESEA flexibility waivers. Finally, she oversaw HIDOE's Access Learning Pilot Project - an \$8.2 million 1:1 digital device pilot in 8 schools across the state that grew to serve over 60 schools.

Ms. Shipton has served as a consultant for Leadership For Educational Equity (LEE), policy analyst with the National Governors Association (NGA), and as a program assistant at the Alliance for Excellent Education. She has held roles at Capital Partners, Inc and on the United States Senate Committee on Health, Education, Labor, and Pensions for Senator Edward Kennedy. Her accomplishments in these roles include: shepherding the creation of the Common Core State Standards; Ms. Shipton has researched and written a number of education policy publications and served on advisory committees on competency based education and the Common Core State Standards. Ms. Shipton has a B.A. in Political Science and an M.P.S in Political Management from The George Washington University.

### **C. 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.

The grant will be used to support implementation of the Education Incubator's initial proof of concept - the Moonshot Laboratory. In this first year of implementation, the work will focus on supporting public high school students, with the possibility for collaboration with private, non-sectarian, educational institutions.

### **D. Future Sustainability Plan**

The applicant shall provide a plan for sustaining after fiscal year 2017-18 the activity funded by the grant if the grant of this application is:

- (1) Received by the applicant for fiscal year 2017-18, but

- (2) Not received by the applicant thereafter.

A key measure of success for school year 2017-18 is to develop a clear path to fiscal sustainability. For more information on our fundraising efforts, please see the previous sections in our application.

**E. 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, 2016.

## BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2017 to June 30, 2018

Applicant: EDU INC

| BUDGET CATEGORIES                         | Total State<br>Funds Requested<br>(a) | Total Federal<br>Funds Requested<br>(b)  | Total County<br>Funds Requested<br>(c) | Total Private/Other<br>Funds Requested<br>(d) |
|---|---------------------------------------|--|--|---|
| <b>A. PERSONNEL COST</b>                  |                                       |  |  |   |
| 1. Salaries                               | 136,500                               | 72,555   |  | 101,500                                       |
| 2. Oth Personnel Svcs - Substitutes       | 46,800                                |  |  |   |
| 3. Oth Personnel Svcs - Fringe            | 58,500                                | 33,278   |  | 43,500  |
| <b>TOTAL PERSONNEL COST</b>               | <b>241,800</b>                        | <b>105,833</b>   |  | <b>145,000</b>                                |
| <b>B. OTHER CURRENT EXPENSES</b>          |                                       |  |  |   |
| 1 Off-island Content Expert Consultants   | 112,500                               |  |  |   |
| 2 On-Island Content Expert Consultants    | 45,000                                |  |  |   |
| 3 Transportation - Bus Drivers            |                                       |  |  | 16,200  |
| 4 Transportation - Bus                    | 10,000                                |  |  |   |
| 5 Graduate Assistants - Tuition Waivers   |                                       | 22,917   |  |   |
| 6 Misc Other Current Expenses / Materials |                                       |  |  | 1,500   |
| 7 Design Thinking Intensive Program       |                                       |  |  | 10,000  |
| 8 Overhead and Materials                  |                                       |  |  | 50,000  |
| 9   |                                       |  |  |   |
| 10  |                                       |  |  |   |
| 11  |                                       |  |  |   |
| 12  |                                       |  |  |   |
| 13  |                                       |  |  |   |
| 14  |                                       |  |  |   |
| 15  |                                       |  |  |   |
| 16  |                                       |  |  |   |
| 17  |                                       |  |  |   |
| 18  |                                       |  |  |   |
| 19  |                                       |  |  |   |
| 20  |                                       |  |  |   |
| <b>TOTAL OTHER CURRENT EXPENSES</b>       | <b>167,500</b>                        | <b>22,917</b>  |  | <b>77,700</b>                                 |
| <b>C. EQUIPMENT PURCHASES</b>             |                                       |  |  | <b>150,000</b>                                |
| <b>D. MOTOR VEHICLE PURCHASES</b>         |                                       |  |  |   |
| <b>E. CAPITAL</b>                         |                                       |  |  |   |
| <b>TOTAL (A+B+C+D+E)</b>                  | <b>409,300</b>                        | <b>128,750</b>   |  | <b>372,700</b>                                |
| <b>SOURCES OF FUNDING</b>                 |                                       | Budget Prepared By:  |  |   |
| (a) Total State Funds Requested           |                                       | Dr. Miki K. Tomita <span style="float: right;">808-255-9887</span>   |  |   |
| (b) Total Federal Funds Requested         |                                       | Name ( <span style="background-color: black; color: black;">                    </span> rint) <span style="float: right;">Phone</span> |  |   |
| (c) Total County Funds Requested          |                                       | Signature of Authorized Official <span style="float: right;">Date</span>   |  |   |
| (d) Total Private/Other Funds Requested   |                                       | Dr. Miki K, Tomita   |  |   |
| <b>TOTAL BUDGET</b>                       |                                       | Name and Title (Please type or print)  |  |   |

Applicant: Education Incubator for Moonshot Laboratory

| 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: 2015-2016                                | FY: 2016-2017 | FY:2017-2018          | FY:2017-2018                     | FY:2018-2019                         | FY:2019-2020 |
| PLANS                          | 0  | 0             | 0                     | 0                                | 0                                    | 0            |
| LAND ACQUISITION               | 0  | 0             | 0                     | 0                                | 0                                    | 0            |
| DESIGN                         | 0  | 0             | 0                     | 0                                | 0                                    | 0            |
| CONSTRUCTION                   | 0  | 0             | 0                     | 0                                | 0                                    | 0            |
| EQUIPMENT                      | 0  | 0             | 0                     | 100000                           | 100000                               | 100000       |
| <b>TOTAL:</b>                  |  |               |                       | 100,000                          | 100,000                              | 100,000      |
| <b>JUSTIFICATION/COMMENTS:</b> |  |               |                       |                                  |                                      |              |

| Component  | Cost per unit   | # units needed   | Total cost       | Entity receiving funding                   | Source of funding                                   |
|--|---|--|------------------|--|---|
| Janus Group Project Support                        | \$195,000 per year  | For one full and two partial positions. Includes health insurance & benefits   | \$195,000.00     | The Janus Group                            | Grant In Aid filed by Education Incubator           |
| EDU INC Director of Innovation                     | \$145,000 per year  | includes payroll taxes, health insurance & benefits  | \$145,000.00     | EDU INC                                    | Community/Foundation Support                        |
| On-island Content Experts & Project Consultants    | \$3000 per week stipend   | 15 weeks in second semester 17/18  | \$45,000.00      | EDU INC to disperse to partners            | Grant In Aid filed by Education Incubator           |
| Off-island Content Experts and Project Consultants | \$7500 per week per expert/consultant. Includes all travel & lodging                                  | 15 weeks in second semester 17/18  | \$112,500.00     | The Janus Group                            | Grant In Aid filed by Education Incubator           |
| UH Graduate Assistants                             | \$20,000 per year salary, \$10000 a year benefits, \$15000 per year tuition (\$45000 total ball park) | 5 GAs @ .5 FTE, half academic year (from UH COE, UH Eng, UH Arch, UH Arts, UH CS)  | \$27,500 X 5 GAs | University of Hawaii                       | NSF Grant   |
| UH PI/Project Management Salary                    | Maybe pay .1 FTE for Song, Ted, Margo?  | ?  | \$60,000.00      | University of Hawaii                       | NSF Grant   |
| School subs  | \$200 per day   | 4 subs per day, 3 days per week, 12 weeks during 1st semester (144 subs). 2 subs per day, 3 days per week, 15 weeks during second semester (90 subs). (234 subs total) | \$46,800.00      | EDU INC to disperse to schools             | Grant In Aid filed by Education Incubator           |
| School bus   | \$10000 for bus   | 1  | \$10,000.00      | EDU INC                                    | Grant In Aid filed by Education Incubator           |
| Bus driver   | \$200 per day   | 27 weeks X 3 days per week (81 days)   | \$16,200.00      | EDU INC                                    | Grant In Aid filed by Education Incubator           |
| Makerspace Equipment                               | \$50,000 per focus  | UAV, Robotics, Sustainability focuses in year 1  | \$150,000.00     | The Janus Group                            | Community/Foundation and/or In-kind Partner Support |
| Overhead & Materials cost                          | Needs are various and fluid based on student needs  | 3D Printing materials, supplies, etc   | \$50,000.00      | The Janus Group                            | Community/Foundation and/or In-kind Partner Support |
| OceanIT Design Thinking                            | ?   | 1 Four week intensive during first semester  | \$10,000.00      | EDU INC to disperse to OceanIT             | Community/Foundation and/or In-kind Partner Support |
| Operational materials                              | Assorted Costs - website, annual filing costs, communications needs.                                  |  | \$1,500.00       | EDU INC                                    | Additional fundraising                              |
|  |   |  | \$909,250.00     | Total Year 1 Costs                         |   |
|  |   |  | \$409,300.00     | Breakout of the total grant in aid request |   |


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

The undersigned authorized representative of the applicant certifies the following:

- 1) The applicant meets and will comply with all of the following standards for the award of grants pursuant to Section 42F-103, 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.

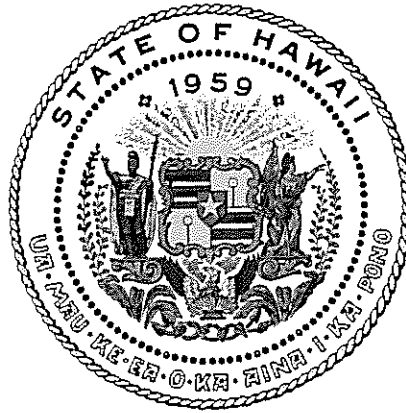
Pursuant to Section 42F-103, Hawaii Revised Statutes, for grants used for the acquisition of land, when the organization discontinues the activities or services on the land acquired for which the grant was awarded and disposes of the land in fee simple or by lease, the organization shall negotiate with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

The Education Incubator (EDU INC)  
(Organization)  
  
1/20/17  
(Date)

Miki K. Tomita Director of Innovation  
(Typed Name) (Title)





## 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

THE EDUCATION INCUBATOR

was incorporated under the laws of Hawaii on 10/31/2015 ;  
that it is an existing nonprofit corporation; and that,  
as far as the records of this Department reveal, has complied  
with all of the provisions of the Hawaii Nonprofit Corporations  
Act, regulating domestic nonprofit corporations.

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

Dated: January 17, 2017

Director of Commerce and Consumer Affairs

