

Application Submittal Checklist

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

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

Michael Lynch
Michael Lynch (Jan 16, 2025 21:54 HST)
AUTHORIZED SIGNATURE

Michael Lynch, Executive Director
PRINT NAME AND TITLE

1/16/2025
DATE

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

Type of Grant Request:

Operating Capital

Legal Name of Requesting Organization or Individual: Db:

EOA Pacific Inc

Amount of State Funds Requested: \$ 100,132

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

EOA Pacific Inc is requesting funds to form a professional leaning community (PLC) for teachers statewide for the purpose of creating a best practice guide for better serving Marshallese students statewide. The PLC will be led by educators that have practiced, studied, and been to the Marshall Islands to observe and co-teach lessons in the Kwajalein Atoll. A major component of the activities funded by this request includes a 14 day cultural immersion for PLC members in Kwajalein so they can gain tacit knowledge and share their findings with their school community and more broadly to the state through the outputs of this project which include a presentation and final report.

Amount of Other Funds Available:

State: \$ 0
Federal: \$ 0
County: \$ 0
Private/Other: \$ 0

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

\$ 0
Unrestricted Assets: \$ 0

New Service (Presently Does Not Exist): Existing Service (Presently in Operation):

Type of Business Entity:

501(C)(3) Non Profit Corporation
 Other Non Profit
 Other

Mailing Address:

74-5577 Palani Rd #356
City: State: Zip:
Kailua-Kona HI 96740

Contact Person for Matters Involving this Application

Name: Michael Lynch	Title: Executive Director
Email: mlynch@eoapacific.org	Phone: 808-747-4233

Michael Lynch
Michael Lynch (Jan 16, 2025 21:54 HST)

Authorized Signature

Michael Lynch, Executive Director

Name and Title

01/16/2025

Date Signed



STATE OF HAWAII
STATE PROCUREMENT OFFICE

CERTIFICATE OF VENDOR COMPLIANCE

This document presents the compliance status of the vendor identified below on the issue date with respect to certificates required from the Hawaii Department of Taxation (DOTAX), the Internal Revenue Service, the Hawaii Department of Labor and Industrial Relations (DLIR), and the Hawaii Department of Commerce and Consumer Affairs (DCCA).

Vendor Name: EOA PACIFIC INC.

Issue Date: 01/14/2025

Status: **Compliant**

Hawaii Tax#:

New Hawaii Tax#: GE-0158754304-01

FEIN/SSN#: XX-XXX8065

UI#: No record

DCCA FILE#: 325127

Status of Compliance for this Vendor on issue date:

Form	Department(s)	Status
A-6	Hawaii Department of Taxation	Compliant
8821	Internal Revenue Service	Compliant
COGS	Hawaii Department of Commerce & Consumer Affairs	Exempt
LIR27	Hawaii Department of Labor & Industrial Relations	Compliant

Status Legend:

Status	Description
Exempt	The entity is exempt from this requirement
Compliant	The entity is compliant with this requirement or the entity is in agreement with agency and actively working towards compliance
Pending	A status determination has not yet been made
Submitted	The entity has applied for the certificate but it is awaiting approval
Not Compliant	The entity is not in compliance with the requirement and should contact the issuing agency for more information

**DECLARATION STATEMENT OF
APPLICANTS FOR GRANTS PURSUANT TO
CHAPTER 42F, HAWAI'I 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, Hawai'i 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, Hawai'i 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; and
- 3) If the applicant is a non-profit organization, it meets the following requirements pursuant to Section 42F-103, Hawai'i 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.
- 4) The use of grant-in-aid funding complies with all provisions of the Constitution of the State of Hawaii (for example, pursuant to Article X, section 1, of the Constitution, the State cannot provide "... public funds ... for the support or benefit of any sectarian or nonsectarian private educational institution...").

Pursuant to Section 42F-103, Hawai'i 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.

EOA Pacific Inc

(Typed Name of Individual or Organization)

Michael Lynch
Michael Lynch (Jan 16, 2025 21:54 HST)

(Signature)

Michael Lynch

(Typed Name)

01/16/2025

(Date)

Executive Director

(Title)

EOA Pacific, Inc.

74-5577 Palani Road #356
Kailua-Kona, HI 96745
808-755-4470
aloha@educatorsusa.org



January 16, 2025

RE: Public Purpose

To Whom it may Concern:

EOA Pacific Inc confirms that this grant will be used for a public purpose pursuant to Section 42F-102, Hawaii Revised Statutes.

Warm regards,

Michael Lynch

Michael Lynch (Jan 16, 2025 21:54 HST)

Michael Lynch, Ed.M.
Board Chairperson

Application for Grants

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

I. Certification – Please attach immediately after cover page

1. Hawaii Compliance Express Certificate (If the Applicant is an Organization)

If the applicant is an organization, the applicant shall submit one (1) copy of a Hawaii Compliance Express Certificate from the Comptroller of the Department of Accounting and General Services that is dated no earlier than December 1, 2024.

Please see attached.

2. Declaration Statement

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

Please see attached.

3. Public Purpose

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

Please see attached.

II. Background and Summary

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

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

EOA Pacific Inc is a 501(c)(3) public charity and was formed as the Hawaii affiliate of Educators of America Inc (EOA) in March of 2023. Our mission is to advance Educators of America's programming in the Hawaiian Islands and across Oceania. Educators of America Inc was formed in 2015 with the mission to connect teachers with the tools and training they need to increase student achievement and improve student engagement. Since October 2021, Educators of America has operated Professional and International Development workshops and programs for educators in Hawaii County. Through EOA Pacific Inc, we seek to further our nonprofit and public purpose to the

other counties across the State of Hawaii. In 2024, EOA Pacific completed a pilot study in collaboration with the Kwajalein Atoll Vice Commissioner of Education to determine the effectiveness of bringing HIDOE teachers to the Marshall Islands for a professional development and cultural immersion experience at SPARTAN Camp. The study's positive results and outcomes inform the design of the program being presented in this request for funding.

2. The goals and objectives related to the request;

Goal 1: Establish a Professional Learning Community (PLC) in Hawaii to improve cultural competence and pedagogical practices:

Teacher Outreach:

- Implement a targeted outreach initiative to engage a minimum of 100 teachers with our PLC application in Maui, Honolulu, Kauai, and Hawaii Counties through our established professional network.
- Utilize numerous communication channels, including but not limited to email, social media platforms, and direct personal contacts, to ensure comprehensive engagement.
- Communicate to teachers they will be financially compensated for their time and contribution. Teachers are expected to create a best practice guide for Marshallese students.

Creation and implementation of PLC:

- Teachers will apply to join the PLC through a one-page application process.
- Following the application, teachers will be interviewed and the eight most qualified will be enrolled into the PLC.
- Develop tailored content and training materials for PLC meetings.
- Onboard eight teachers from Maui, Honolulu, Kauai, and Hawaii County to participate in the PLC.
- Coordinate and identify teachers in the Marshall Islands who will be collaborating with the PLC.
- Establish a management and communication platform for working and sharing documents for the PLC.
- Compensate PLC members for their time and contributions.

Goal 2: Provide immersive cultural exchanges for Hawaii Department of Education (HIDOE) teachers at SPARTAN Camp:

PLC teachers will attend, facilitate, and observe SPARTAN Camp in Kwajalein Atoll:

- Finalize logistics with the Kwajalein Atoll Vice Commissioner of Education for SPARTAN Camp 2025.
- Executive Director, Program Manager, and four teachers from the PLC will travel to Kwajalein Atoll to attend, facilitate, and observe SPARTAN Camp.

Teacher Engagement Goals:

- PLC teachers will immerse themselves in the Marshallese culture and conduct self-reporting in their provided PLC journal.
- Teachers will apply a best practice framework previously developed and guided by the PLC.
- After attending SPARTAN Camp, teachers will refine and improve their own framework based on new insight and tacit knowledge.

Goal 3: PLC will develop and share best practices for supporting Marshallese students in Hawaii:

PLC will produce a best practices framework for HODOE teachers based on the program insights:

- Teachers will collaboratively develop effective strategies and best practices to support Marshallese students in Hawaii through a series of scheduled Zoom meetings held throughout the year.
- A presentation on best practices for supporting Marshallese students will be created to be shared among the PLC and be made publicly available.
- Teachers will share the best practice presentation with their respective schools to promote wider adoption and initiate a ripple effect.

Provide a best practices framework to the Hawaii State based on program insights:

- Teachers will collaboratively develop effective strategies and best practices to support Marshallese students in Hawaii through a series of Zoom meetings held throughout the year.
- A final report will be made public via sharing to educational websites (including educatorsusa.org) and social media platforms.

3. The public purpose and need to be served;

Current educational models are not meeting the needs of Marshallese students, whether they are studying in public schools at home in the Marshall Islands, or overseas public schools as part of the Marshallese diaspora. The Marshallese public school system was created during the U.S. colonial period, and while different from the public

schools attended by Marshallese students in Hawai'i, Arkansas, California, Guam, and other U.S. states and territories, all these schools share a common foundation rooted in the traditional American public school model. Due to this, Marshallese students have struggled to find academic success by any measure.¹

Standard U.S. pedagogy may be unfamiliar and unpalatable to immigrant students, so it is understandable that some do not put much effort into conventional learning (Dentler & Haffner, 1997).² In Suárez-Orozco et al.'s (2008) longitudinal study of 9–14-year-old first generation students – excluding those who immigrated in early childhood – the researchers modeled educational paths based on test scores over time and found that 53% of their participants showed an either slow or precipitous decline.

Micronesian students have been one of Hawaii's fastest-growing English Learner (EL) population subgroups since the 1990s (Clarke, 1999; Heine, 2002, as cited in Talmy, 2006).³ Students and their families immigrate from *Micronesia*, a region of the Pacific with over 2000 islands, over 200 of which are inhabited (Ratliffe, 2010).⁴ As they arrive and enroll in school, Micronesian students face bias, stereotypes, and microaggressions from their peers as well as their teachers (Chapman de Sousa et al., 2022; Okamoto et al., 2008; Ratliffe, 2011; Talmy, 2006).^{5 6 7} This can have long-term adverse effects on their achievement and success in school, such as increasing the likelihood that students will be held back or drop out and decreasing a student's self-efficacy and self-esteem (Compton-Lilly, 2020; Hammond, 2015; Soland & Sandilos, 2021).^{8 9 10} Between 2013 and 2018, only 50% of Micronesian students who entered ninth grade in Hawaii graduated (Chapman de Sousa et al., 2022). This is a large disparity compared to the state average of 86%.

¹ <https://scholarspace.manoa.hawaii.edu/server/api/core/bitstreams/96dba9c5-6fa7-4e44-86ed-8674298ac419/content>

² Dentler, R. A., Haffner A. L. (1997). Hosting Newcomers: Structuring Educational Opportunities for Immigrant Children

³ Talmy, S. (2006). The other other: Micronesians in a Hawai'i high school. In C. Park & E. Russell (Eds.), *Asian and Pacific American Education: Learning, Socializing, and Identity* (pp. 19-49). Information Age Publishing.

⁴ Ratliffe, K. (2010). Family obligations in Micronesian cultures: Implications for educators. *International Journal of Qualitative Studies in Education* 23(6), 671-690. <https://doi.org/10.1080/09518390903468339>

⁵ Chapman de Sousa, E. B., Okamura, J. Y., Ratliffe, K. T., & Martin, M. (2022). *Racism and discrimination against Micronesians in Hawai'i: Issues of educational inequity* (Research Brief No. 4). Hawai'i Scholars for Education and Social Justice.

http://hawaiischolars.weebly.com/uploads/1/3/5/6/135637363/hsesj_2022_final_feb_2_23_with_signatories_.pdf

⁶ Ratliffe, K. (2011). Micronesian voices: Culture and school conflict. *Race ethnicity and education*, 14(2), 233-252. <https://doi.org/DOI:10.1080/13613324.2010.519971>

⁷ Okamoto, S. K., Mayeda, D. T., Ushiroda, M., Rehuher, D., Lauilefue, T., & Ongalibang, O. (2008). Risk and protective factors of Micronesian youth in Hawai'i: An exploratory study. *Journal of Sociology and Social Welfare*, 5(2), 127–147. <https://psycnet.apa.org/record/2009-11989-007>

⁸ Compton-Lilly, C. (2020). Microaggressions and macroaggressions across time: The longitudinal construction of inequality in schools. *Urban Education*, 55(8–9), 1315–1349. <https://doi.org/10.1177/0042085919893751>

⁹ Hammond, Z. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Corwin.

¹⁰ Soland, J., & Sandilos, L. E. (2021). English language learners, self-efficacy, and the achievement gap: Understanding the relationship between academic and social-emotional growth. *Journal of Education for Students Placed at Risk*, 26(1), 20–44. <https://doi.org/DOI:10.1080/10824669.2020.1787171>

In Hawaii, Marshallese residents, a subgroup of Micronesian residents, have the lowest median household income, the highest rate of unemployment, and the highest poverty rate compared to other ethnic groups (Chapman de Sousa et al., 2022). A direct link can be drawn between these numbers and the low percentage of Marshallese residents over 25 years of age with a college degree (2.6% compared to 30.9% statewide).

Considering these challenges, the current educational systems are not effectively serving the Marshallese students. Addressing this issue requires reimagining educational models to prioritize cultural relevance, equity, and inclusivity. By recognizing the unique experiences, strengths, and barriers faced by Marshallese students, we can work toward an education system that fosters academic success, affirms identity, and builds pathways to economic and social empowerment.¹¹ This Professional Learning Community is a step forward in improving educational models to better serve the Marshallese community.

4. Describe the target population to be served;

Middle, Intermediate, and High school teachers within the state, thereby the number of Marshallese students they serve, mostly low socio-economic status (SES), high need communities within each county of Hawaii.

5. Describe the geographic coverage.

Hawaii Department of Education teachers, with a focus on those serving Marshallese students in low socio-economic communities.

III. Service Summary and Outcomes

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

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

Teacher Outreach:

- EOA Pacific will develop and implement a comprehensive outreach plan to schools in Maui, Honolulu, Kauai, and Hawaii Counties leveraging relationships with partner organizations and existing schools in our service.

¹¹ <https://boe.hawaii.gov/policies/Board%20Policies/Multilingualism%20for%20Equitable%20Education.pdf>

- EOA Pacific will establish effective communication channels to disseminate information about PLC meetings and gather feedback from educators.

Creation and implementation of PLC:

- EOA Pacific and PLC will collaborate with local and national educational experts to align their materials and content with the needs of Marshallese students in the State of Hawaii.
- EOA Pacific and PLC Leaders will facilitate (8) Zoom sessions, ensuring a dynamic and engaging learning environment.
- EOA Pacific will implement a robust evaluation system to gather feedback from participants enabling continuous improvement.
- EOA Pacific will compensate PLC members for their time and contributions.
- EOA Pacific and Kwajalein Atoll Vice Commissioner of Education will coordinate and identify teachers in the Marshall Islands who will be collaborating with the PLC.
- EOA Pacific will create, distribute, and collect pre/post surveys for data collection for HI State.

PLC teachers will attend, facilitate, and observe SPARTAN Camp in Kwajalein Atoll:

- EOA Pacific, PLC and Kwajalein Atoll Vice Commissioner will communicate and finalize logistics of when SPARTAN Camp is happening.
- EOA Pacific, PLC and Kwajalein Atoll Vice Commissioner will collaborate on which topics PLC teachers are facilitating at SPARTAN Camp.
- EOA Pacific will handle all travel logistics for attending SPARTAN Camp.

Teacher Engagement Goals:

- PLC members will immerse themselves in SPARTAN Camp to gain tacit knowledge of Marshallese education system, practices and teachings.
- Teachers will apply a best practice framework previously developed and guided by the PLC.
- After attending SPARTAN Camp, teachers will refine and improve their own framework based on new insight and tacit knowledge.

PLC will produce a best practices framework for HIDEOE teachers based on the program insights:

- PLC Leaders and members will produce a presentation on best practices serving Marshallese students.
- PLC members will share the best practices presentation to their respective schools.

Provide a best practices framework to the Hawaii State based on program insights:

- EOA Pacific will provide a final report that will be made public via sharing to educational websites (including educatorsusa.org) and social media platforms.

Report Data to Hawaii State Agency(s):

- EOA Pacific will collect and organize quantitative and qualitative data from meetings, including feedback, attendance records, and outcomes.
- EOA Pacific will prepare comprehensive reports detailing the impact of the PLC working session.
- EOA Pacific will ensure timely submission of reports in alignment with grant reporting requirements.
- EOA Pacific will utilize Slack as an efficient attendance tracking system for participants.
- EOA Pacific will provide a final report that will be made public via sharing to educational websites (including educatorsusa.org) and social media platforms.
- EOA Pacific will provide pre/post data collection on the effectiveness of the PLC.

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

July 2025

- Notice of Award
- EOA Pacific will develop and implement a comprehensive outreach plan to schools in Maui, Honolulu, Kauai, and Hawaii Counties leveraging relationships with partner organizations and existing schools in our service.
- EOA Pacific will establish effective communication channels to disseminate information about PLC meetings and gather feedback from educators.
- EOA Pacific will implement a robust evaluation system to gather feedback from participants enabling continuous improvement.
- EOA Pacific and Kwajalein Atoll Vice Commissioner of Education will coordinate and identify teachers in the Marshall Islands who will be collaborating with the PLC.
- EOA Pacific and PLC will collaborate with local and national educational experts to align their materials and content with the needs of Marshallese students in the State of Hawaii.
- EOA Pacific will implement a robust evaluation system to gather feedback from participants enabling continuous improvement.

August 2025

- EOA Pacific will create, distribute, and collect pre/post surveys for data collection for HI State.

September 2025

- EOA Pacific and PLC Leaders will facilitate (1) Zoom sessions, ensuring a dynamic and engaging learning environment.

October 2025

- EOA Pacific and PLC Leaders will facilitate (2) Zoom sessions, ensuring a dynamic and engaging learning environment.

November 2025

- EOA Pacific and PLC Leaders will facilitate (3) Zoom sessions, ensuring a dynamic and engaging learning environment.

December 2025

- EOA Pacific and PLC Leaders will facilitate (4) Zoom sessions, ensuring a dynamic and engaging learning environment.
- EOA Pacific will compensate PLC members for their time and contributions.

January 2026

- EOA Pacific, PLC and Kwajalein Atoll Vice Commissioner will communicate and finalize logistics of when SPARTAN Camp is happening.

February 2026

- EOA Pacific and PLC Leaders will facilitate (5) Zoom sessions, ensuring a dynamic and engaging learning environment.
- EOA Pacific and PLC Leaders will facilitate (6) Zoom sessions, ensuring a dynamic and engaging learning environment.

March 2026

- EOA Pacific and PLC Leaders will facilitate (7) Zoom sessions, ensuring a dynamic and engaging learning environment.
- EOA Pacific and PLC Leaders will facilitate (8) Zoom sessions, ensuring a dynamic and engaging learning environment.

April 2026

- EOA Pacific, PLC and Kwajalein Atoll Vice Commissioner will communicate and finalize logistics of when SPARTAN Camp is happening.
- EOA Pacific will handle all travel logistics for PLC members attending SPARTAN Camp.
- PLC Leaders and members will produce a presentation on best practices serving Marshallese students.

May 2026

- EOA Pacific, PLC and Kwajalein Atoll Vice Commissioner will collaborate on which topics PLC teachers are facilitating at SPARTAN Camp.
- EOA Pacific will compensate PLC members for their time and contributions.

June 2026

- PLC members will immerse themselves in SPARTAN Camp to gain tacit knowledge of Marshallese education system, practices and teachings.
- Teachers will apply a best practice framework previously developed and guided by the PLC.
- After attending SPARTAN Camp, teachers will refine and improve their own framework based on new insight and tacit knowledge.
- A final report will be made public via sharing to educational websites (including educatorsusa.org) and social media platforms.
- EOA Pacific will provide pre/post data collection from the effectiveness of the PLC.
- EOA Pacific will provide final reporting to the State of Hawaii

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 ensure robust quality assurance and effectively assess the impact of our PLC's program, we employ a meticulously crafted pre/post-test developed by our dedicated research department. This methodical approach to monitoring, reporting, and evaluating program impact is intentionally integrated into the fabric of program activities. The initial evaluation phase involves gauging participants' baseline comprehension of the PLC's subject matter at the program's commencement. Subsequently, upon the conclusion of the program, attendees are tasked with completing a post-survey. This post-survey serves as a crucial tool for measuring the degree to which our predefined outcomes have been achieved. A noteworthy aspect of this evaluation process is its seamless integration into the PLC's content. This strategic embedding ensures that the data gathered can be swiftly leveraged for immediate program enhancement and

informed decision-making in subsequent iterations. This feedback loop positions us to continually refine and elevate the effectiveness of our program. All evaluations encompass a comprehensive assessment that incorporates a minimum of one outcome measure in each of the three critical domains: Affective, Cognitive, and Behavioral. These domains encompass evaluations of changes in participants' feelings, thoughts or beliefs, and behaviors, respectively. This holistic approach ensures a thorough and nuanced understanding of the program's impact across diverse dimensions, contributing to a more nuanced and insightful evaluation of the outcomes.

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.
 - EOA Pacific expects at least 75% of PLC participants show increased knowledge (cognitive) of Marshallese culture and education by month 12 using a pre/post survey with all participating teachers.
 - EOA expects at least 75% of PLC participants will feel more prepared (affective) to implement teaching strategies for Marshallese students in their classrooms on a regular basis by month 12 measured using a pre/post survey with all participating teachers.
 - EOA expects at least 75% of PLC participants will advocate for and model behaviors (behavioral) within their school community by month 12 using a pre/post survey with all participating teachers.

IV. Financial

Budget

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

Please see attached documents.

2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2026.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$13,573.50	\$22,573.50	\$41,411.50	\$27,573.50	\$100,132.00

3. The applicant shall provide a listing of all other sources of funding that they are seeking for the fiscal year 2026.

EOA Pacific Inc is not seeking other funding sources for fiscal year 2026.

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.

5. The applicant shall provide a listing of all federal, state, and county government contracts, grants, and grants in aid it has been granted within the prior three years and will be receiving for fiscal year 2026 for program funding.

Not Applicable.

6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2024.

EOA Pacific Inc does not have any unrestricted assets available as of 12/31/2024.

V. Experience and Capability

1. Necessary Skills and Experience

The applicant shall demonstrate that it has the necessary skills, abilities, knowledge of, and experience relating to the request. State your experience and appropriateness for providing the service proposed in this application. The applicant shall also provide a listing of verifiable experience of related projects or contracts for the most recent three years that are pertinent to the request.

EOA Pacific Inc serves as the Hawaii affiliate of Educators of America Inc., a national nonprofit organization that has been providing professional services to schools through its faculty team since 2015. EOA Pacific Inc operates without employees or overhead, and its volunteer board members execute their mission by issuing contracts and providing oversight to all activities related to grant-funded work.

The national organization, Educators of America Inc, has completed projects and

contracts for the following organizations over the last 3 years:

- County of Hawaii, Hawaii
- Kwajalein Public School System, Republic of Marshall Islands
- Barstow Unified School District, California
- West Side 202 School District, Idaho
- High Tech Los Angeles High School, California
- Houston Independent School District, Texas
- Fresno Unified School District, California
- Erie 2 – Chautauqua – Cattaraugus Board of Cooperative Education Services, New York
- New York State Department of Education, New York
- Heritage Charter Academies, New York

2. Facilities

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

EOA Pacific Inc and Educators of America Inc are fully remote operations with team members working from a home office and/or on site at partner schools.

VI. Personnel: Project Organization and Staffing

1. Proposed Staffing, Staff Qualifications, Supervision and Training

The applicant shall describe the proposed staffing pattern and proposed service capacity appropriate for the viability of the request. The applicant shall provide the qualifications and experience of personnel for the request and shall describe its ability to supervise, train and provide administrative direction relative to the request.

Mike Lynch, Executive Director – Mike is a co-founder of Educators of America and currently serves its people and mission as the Executive Director. Mike began his education career in 2008 as a School Counselor in Buffalo, NY. After counseling for 7 years, Mike wanted to do more to help students by sharing his passion for continuous improvement and service excellence with teachers. Today, Mike facilitates workshops in Project-Based Learning and will serve as the primary point of contact for this proposal.

Justin Potter, Program Manager - Justin is a dynamic and dedicated Program Manager with a proven track record of spearheading transformative professional

development initiatives across diverse cultural landscapes. With a passion for building communities, fostering growth, and an insatiable curiosity for new experiences, Justin has become a driving force in the field of education and professional enhancement. Justin's journey in professional development has been marked by a commitment to excellence and a keen understanding of the globalized nature of education.

Having facilitated programs not only across the United States but also in Namibia and the Marshall Islands, he has honed his ability to connect with individuals from various backgrounds, fostering a culture of learning that transcends borders. A true adventurer at heart, Justin approaches each new project with enthusiasm and a genuine eagerness to experience new things. Whether it's navigating the intricacies of a local education system or immersing himself in a new cultural setting, Justin's open-minded approach adds a unique and valuable dimension to his work.

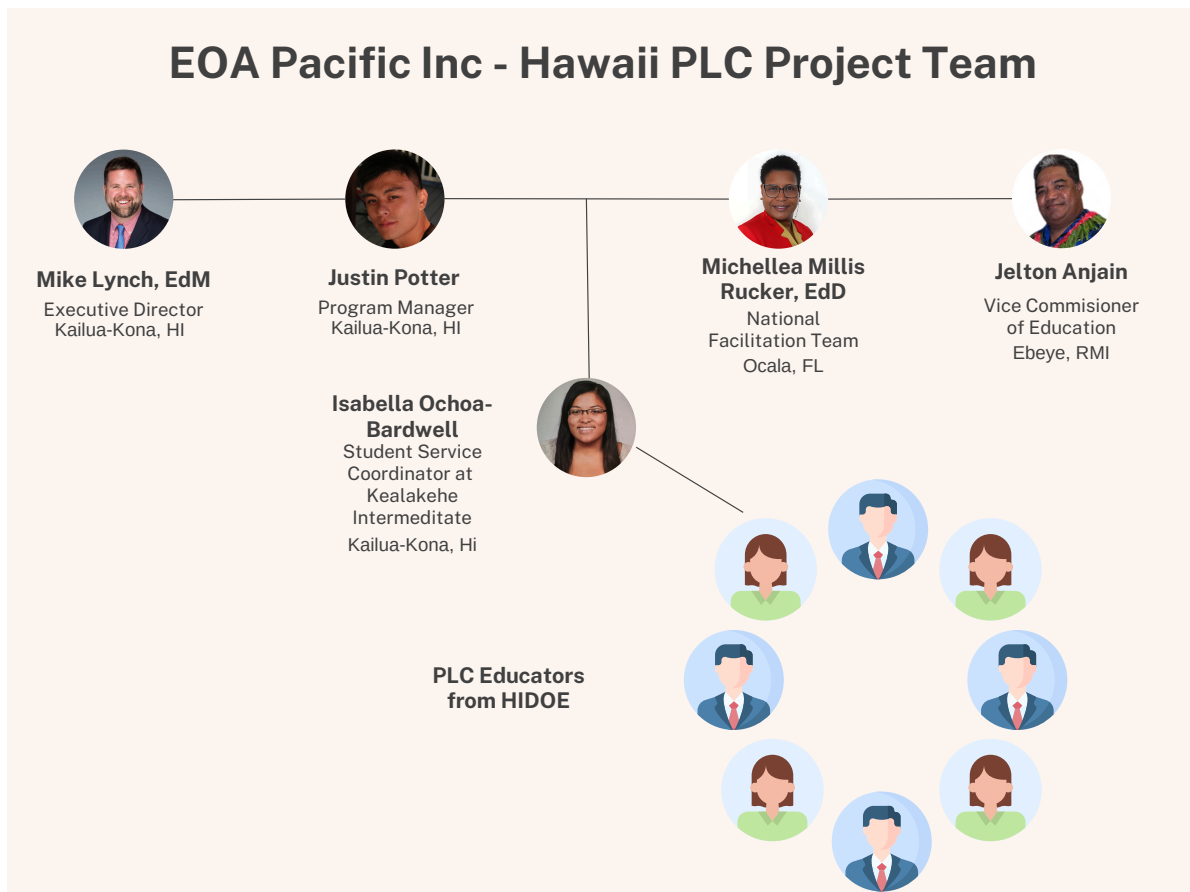
Isabella Ochoa-Bardwell, Student Services Coordinator at Kealakehe Intermediate School - Isabella Ochoa-Bardwell has been working in education for over a decade. She has spent 9 years as a full-time classroom teacher, 2 years as an instructional coach, and is currently in her second year as Student Services Coordinator. She has experience at both the elementary and secondary levels. Isabella has co-designed and co-taught professional development courses for Hawaii teachers on implicit bias and racial justice. She currently leads her school's Multi-Tiered Systems of Support department and their Diversity, Equity, and Inclusion committee and is a trained First-Year Teacher Mentor. Isabella has a Bachelor of Arts in Spanish and Elementary Education and a Master of Arts in Teaching in Bilingual Education. She is currently completing her Doctorate of Education in School Leadership and writing her dissertation on the disparity in achievement between Micronesian students and their peers in Hawaii.

Michellea Millis Rucker, National Facilitation Team - Michellea "Redbird" Millis Rucker is an expert in transformational leadership coaching, facilitation, leadership development, and thought partnership (consulting). As a scholar-activist, her coaching stance and philosophy lean into leader identity aligned with beliefs, behaviors, and ways of being. She has over 21 years of experience in education, 10 years in non-profit administration, and 10 years as an edupreneur. She is an experienced Instructional, Leadership Diversity, Equity, and Inclusion Coach. She is an ICF ACC specializing in transformational leadership, performance coaching, and diversity equity and inclusion certified (DEIC).

She has a BA Degree in Organizational Management, MS in Managerial Leadership, Harvard Graduate School of Education Alumni with a focus on Leadership and Data and completing another Master's in Educational Leadership and Ed.D. Doctoral Candidate in Leadership (anticipated graduation date 2024). Recently, she was featured in the September 2020 edition of the Excelligent Magazine as a Global Education Influencer. She is a certified LEGO® SERIOUSPLAY® Methods Facilitator.

2. Organization Chart

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



3. Compensation

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

Executive Director - \$95,000
Program Manager - \$75,000

VII. Other

1. Litigation

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

No pending or prior litigation.

2. Licensure or Accreditation

The applicant shall specify any special qualifications, including but not limited to licensure or accreditation that the applicant possesses relevant to this request.

The Project Team has relevant licenses and accreditation including doctoral degree, master's degree, and State of Hawaii teaching credentials.

3. Private Educational Institutions

The applicant shall specify whether the grant will be used to support or benefit a sectarian or non-sectarian private educational institution. Please see Article X, Section 1, of the State Constitution for the relevance of this question.

No portion of this grant will support or benefit a sectarian or non-sectarian private educational institution.

4. Future Sustainability Plan

The applicant shall provide a plan for sustaining after fiscal year 2026-the activity funded by the grant if the grant of this application is:

- (a) Received by the applicant for fiscal year 2026, but
- (b) Not received by the applicant thereafter.

EOA Pacific Inc. will provide ongoing engagement with the Professional Learning Community (PLC) to ensure the continuous improvement, sharing, and development of best practices for effectively teaching Marshallese students.

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2025 to June 30, 2026

App

EOA Pacific Inc

BUDGET CATEGORIES	Total State Funds Requested (a)	Total Federal Funds Requested (b)	Total County Funds Requested (c)	Total Private/Other Funds Requested (d)
A. PERSONNEL COST				
1. Salaries	42,500			
2. Payroll Taxes & Assessments	4,144			
3. Fringe Benefits	7,650			
TOTAL PERSONNEL COST	54,294			
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island	1,000			
2. Insurance				
3. Lease/Rental of Equipment				
4. Lease/Rental of Space				
5. Staff Training				
6. Supplies				
7. Telecommunication				
8. Utilities				
9. Airfare, International	14,220			
10. Contract Labor	18,000			
11. M&IE	4,968			
12. Lodging	7,650			
13				
14				
15				
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	45,838			
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	100,132			
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	100,132	Michael Lynch (808) 747-4233		
(b) Total Federal Funds Requested		Name (Please type or print) Phone		
(c) Total County Funds Requested		<u>Michael Lynch</u> 1/16/2025		
(d) Total Private/Other Funds Requested		Signature of Authorized Official Date		
TOTAL BUDGET	100,132	Michael Lynch, Executive Director Name and Title (Please type or print)		

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2025 to June 30, 2026

Applicant: _____ EOA Pacific Inc

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Executive Director	1	\$95,000.00	25.00%	\$ 23,750.00
Program Manager	1	\$75,000.00	25.00%	\$ 18,750.00
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
TOTAL:				\$ 42,500.00
JUSTIFICATION/COMMENTS:				

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2025 to June 30, 2026

Applicant: _____ EOA Pacific Inc _____

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

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

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2025 to June 30, 2026

Applicant: _____ EOA Pacific Inc _____

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:2023-2024	FY:2024-2025	FY:2025-2026	FY:2025-2026	FY:2026-2027	FY:2027-2028
PLANS						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
TOTAL:						
JUSTIFICATION/COMMENTS:						

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Applicant: EOA Pacific Inc

Contracts Total: -

CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S./State/Hawaii/ Honolulu/ Kauai/ Maui County)	CONTRACT VALUE
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30	10			Application for Grants