

House District(s) 26

Senate District(s) 13

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): Department of Education

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

1. APPLICANT INFORMATION:

Legal Name of Requesting Organization or Individual:  
Oceanit Research Foundation LLC

Dbas:

Street Address: 828 Fort Street Mall, #600  
Honolulu, Hawaii 96813

Mailing Address:

2. CONTACT PERSON FOR MATTERS INVOLVING THIS APPLICATION:

Name Ian Kitajima

Title Director of Corporate Development

Phone # 808.531-3017

Fax # 808.531-3177

E-mail ikitajima@oceanit.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:

5000 Coding Teachers in 5 years.

4. FEDERAL TAX ID #: [REDACTED]

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

7. AMOUNT OF STATE FUNDS REQUESTED:

FISCAL YEAR 2019: \$ 300,000.00

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:

STATE \$ 300,000.00

FEDERAL \$ 150,000.00

COUNTY \$ \_\_\_\_\_

PRIVATE/OTHER \$ 150,000.00

TYPE NAME & TITLE OF AUTHORIZED REPRESENTATIVE:

[Signature]  
AUTHORIZED SIGNATURE

John Kuriyama, President

NAME & TITLE

1/18/2018

DATE SIGNED

received  
1/18/19 2:28p JP

## Application for Grants

*Please check the box when item/section has been completed. 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;
2.  The goals and objectives related to the request;
3.  The public purpose and need to be served;
4.  Describe the target population to be served; and
5.  Describe the geographic coverage.

### 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;
2.  Provide a projected annual timeline for accomplishing the results or outcomes of the service;
3.  Describe its quality assurance and evaluation plans for the request. Specify how the applicant plans to monitor, evaluate, and improve their results; and
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.

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.

**V. 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.

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

**VI. 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.

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.

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.

## 5000 Coding Teachers in 5 Years – AT A GLANCE

### Computer Science (CS) for EVERY student via 5000 teachers in 5 Years

**ALTINO Teaching System**

Contact: Ian Kitajima, [ikitajima@oceanit.com](mailto:ikitajima@oceanit.com)

#### COMPELLING STATE INTEREST / NEED

- ALTINO coding brings computer science to EVERY student in the State of Hawaii by training 5000 non-technical teachers, and helping these teachers to redesign curriculum to incorporate CS during the classroom day.
- Why coding? An iterative process of breaking problems into smaller pieces. Altino coding is playing to learn, to think.
- Hawaii's innovation driven companies will come from today's students in 2035. **SYSTEM CHANGE** for workforce and education.

#### KEY POINTS / INSIGHTS

- Altino Coding creates creative problem solvers and critical thinkers. Teaches there is no failing if you keep learning.
- CS can be taught during the school day because any subject can be CS-ized w/o adding to a teacher's workload
- Non-technical K-12 teachers can learn and teach coding. 99% completion rate
- A DOE teacher reaches on average 50 students per year. Thus 5000 trained teachers have the potential reach of 250K students. Hawaii DOE has 180K+ students.

#### CONSTITUENTS / HOW

- Agency: Dept. of Education, DLIR
- Stakeholders: Pool of 10K+ DOE teachers
- ALTINO approved for 3 DOE credits. 177 teachers (559+ total) trained in 18 month.
- HOW: 3-day, 3-credit PD for DOE teachers
  - (1) Introduction CS and (2) Advance CS professional development for teachers: 3-day, 3-credit PDE3

#### BUDGET / RETURN ON STATE INVESTMENT

- State \$1M - \$200K per year for 5 years
- **MATCHED** by Federal and Private funding - \$2M over 5 years

#### SCHEDULE: 15 Cohorts for 2019

1. January - Lanai School
2. Mar - Spring Break PDE3 Intro: Honolulu Complex KMR; Campbell Kapolei Complex
3. June – July: 12 cohorts; Advance CS PDE3



# 5000 Coding Teachers in 5 Years

## I. Background and Summary

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

**Oceanit Research Foundation (ORF)** is a 501(c)(3) organization focused on positively impacting humanity through scientific research and community outreach endeavors. ORF focuses on improving people's health and wellbeing, and ensuring that all students, especially those with the fewest resources, can access the opportunities they need to succeed in school and life.

### 2. The goals and objectives related to this request.

- a) **Expose EVERY student in Hawaii to coding**, a.k.a., computer programming – the language of the 21<sup>st</sup> century. Coding teaches students/anyone how to think. Coding also teaches a growth mindset that “you cannot fail if you keep learning.” When first graders at Kohala Elementary on the Big Island get coding during the regular school day is when we will know that we're on our way.
- b) **Create a “movement” over the next 5 years.** Create workforce and economic development momentum by exposing every student in Hawaii to coding.
- c) **Be the first State in the US** to have a sustainable replicable statewide computer science PD training for teachers that reaches every student during the school day, not just after school or one hour a year.
- d) **5,000 Coding Teachers in 5 Years.** Every teacher we train has a potential average reach of 50 students per year. So 5,000 teachers have a reach of 250,000 students, which means we can reach every student statewide, since we have less than 200,000 students in Hawaii. This program can scale up because we train teachers, not students. *The Introductory to the Principles of Programming using the Altino System (PPAS)*, and *Advanced Principles of Programming using the Altino System (APPAS)* are the second generation of the first and only a handful of professional development 3 credit CS courses approved by the Hawaii Department of Education (HIDOE).
- e) **Reduce implementation and program risk with a proven industry organized and led program**
- f) **A \$1 investment has a \$2 impact** leverage via Federal, State, and Private funds. No one sector or funder bears all of the weight.

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

ORF's vision is to support the movement of bringing critical thinking and creative problem-solving via computer programming to EVERY student in the State of Hawaii. The Altino System approach to programming is innovative because we teach programming to everyday classroom teachers. The majority of these teachers have zero computer science experience but over 3 days they are taught the fundamental concepts of computer science. Two days are spent learning CS and coding, and the third day is spent designing 3 new lesson plans to incorporate CS into the classroom day. Just 100 teachers have the potential to reach 2,000 (elementary) or 10,000+ (middle and high) students per year who will practice math, logic and develop creativity through programming. Programming contributes to skill development and practice in **Science, Technology, Engineering, Mathematics (STEM)**, and **Art**; all of which are foundational disciplines for 21st century skills.

**Why we're doing this in 3 minutes** by Ian Kitajima. An unedited video clip shot by media students at the 6-day Maui District Altino Coding Training, July 2018. <http://bit.ly/whycodingiankitajima>

## II. Service Summary and Outcomes

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

The PDE3 approved courses described in detail below, prepare grades K-12 educators to utilize principles of programming for use in the classroom. Other than helping teachers incorporate coding into their daily classroom lessons and offering 3 PD credits to increase their pay levels, the other innovation is we use a sophisticated sensor laden robotic car, it's more like a computer on wheels, that can be programmed to drive itself autonomously, without any human interaction. The world of autonomous driving is now in the classroom. The Altino System includes options of programming and coding using MIT Scratch, Arduino Sketch, and Python coding languages. "C" was chosen as the primary coding language for the HIDEOE courses. However, the principles of programming may be applied using almost any coding language.

Much of the scope of work exist in the Course Details, with our introductory course (PPAS) and advanced course (APPAS). Here we provide you with a brief overview and syllabus of each course offered.

#### COURSE DETAILS

##### Course Title:

**INTRO COURSE:** Introduction to the Principles of Programming using the Altino System (PPAS) – PDE3, 3-credit, 3-day training

**ADVANCED COURSE:** Advanced Principles of Programming using the Altino System (APPAS) – PDE3, 3-credit, 3-day training

##### Course Description:

**PPAS:** Introduction to PPAS prepares grades K-12 educators to utilize principles of programming for use in the classroom. The course will highlight the use of a learning framework for problem solving which employs flowcharting and pseudo-coding in achieving the **Computer Science Teachers Association (CSTA) K-12 Computer Science Standards (CSS), Hawaii Common Core State Standards (HCCSS), Next Generation Science Standards (NGSS)** and alignment with content curriculum in the areas of **STEM, English Language Arts (ELA), and Computer Science (CS)**.

**APPAS:** This course prepares grades 3-12 educators to utilize prior learning and classroom application of the principles of programming for use in the classroom, and apply advanced capabilities of the Altino system through coding. APPAS will teach advanced coding through the Altino car sensor packages. The instructors will reinforce the learning framework for problem solving which employs flowcharting and pseudo-coding in achieving the CSTA, CSS, HCCSS, NGSS standards and alignment with content curriculum in the areas of STEM, ELA, and CS. Teachers will learn how to maintain the Altino system using online packages and hands-on activities.

Both courses are designed to support student motivation and preparation for CS/STEM careers with a goal to create CS, STEM, and ELA standards-based curriculum activities to support classroom learning through unplugged and plugged activities. Teachers can use what they learn in these courses to implement innovative and engaging material for students, and support **Career Technical Education (CTE)** programs while engaging with business and industry. These courses are also designed to be stand-alone elective courses or courses whose modules and lessons can be integrated into a pre-existing course.

APPAS is a follow-on course and completion of the PPAS is required.

- Utilize process tools to enhance CSTA K-12 CSS, CCSS, NGSS, STEM, ELA, and CS learning; and
- Embed summative or formative assessments and differentiated instruction in CSTA K-12 CSS, CCSS, NGSS, STEM, ELA, and CS lessons.

### **Activities to Achieve Objectives:**

In order to meet the above objectives, participants will:

- Integrate principles of programming curricula as presented into the classroom. Choose or design at least three (3) plugged or unplugged CSTA K-12 CSS, CCSS, NGSS, STEM, ELA, and CS lessons (or an entire module) and implement them into the classroom;
- Participate in class discussions, class projects, and online sessions to deepen the learning;
- Capture evidence of student learning through photographs, videos, and student work samples for at least three (3) students per lesson plan;
- Listen to brief lectures embedded in activities intended to introduce new ways of thinking about how students learn and to teach participants how to incorporate this into pedagogical decision making and design of learning experiences;
- Discuss and reflect about each hands-on or process-based activity; and
- Integrate the use of inquiry-based learning techniques modeled and taught in the workshop.

### **Content of Learning Portfolio:**

Each section in the portfolio must have a caption. A caption is a statement attached to each document in the portfolio that answers the following questions:

- What is this document?
- Why is it evidence?
- What is it evidence of?

Requirements for the Learning Results Portfolio:

- Pre-Course Reflection.
- Daily Lab/Activity Logs for face-to-face sessions.
- Daily Journal Entries for face-to-face sessions.
- Develop and implement at least three (3) CSTA K-12 CSS, CCSS, NGSS, STEM, ELA, and CS Lessons implemented in class. Each lesson will include:
  - Standards for the lesson;
  - Identification of Assessment(s) to determine student progress toward the stated learning objectives;
  - Instructional Activities for Student Learning;
  - Three (3) student work samples for each lesson;
  - Reflection for each lesson taught.
- Post-Course Culminating Reflection describing the overall learning from the course and how the new learning from the course impacted teacher instructional practice and improved student learning.
- Participants need to participate in at least two (2) online “coaching” support sessions and upload their learning artifacts from these sessions to their Learning Results Portfolio. A reflection on the Instructor feedback for both sessions should be included.



<b>Marketing</b>	<ul style="list-style-type: none"> <li>● Complex Area Resource Person - provide flier, email invites, press stories</li> <li>● <a href="#">Interviews of teachers sharing experience of PPAS</a></li> <li>● Press, promo videos: <ul style="list-style-type: none"> <li>○ <a href="#">Maui public school teachers learn to use coding to boost critical thinking in their students - MAUI NEWS</a></li> <li>○ <a href="#">New program schools teachers on computer coding. Hawaii News Now. July 2018.</a></li> <li>○ <a href="#">Altino Coding wins Social Impact Enterprise for 2018 from Hawaii Venture Capital Association. March 2018</a></li> <li>○ <a href="#">Sumil Thapa talks about why Oceanit is bring Altino to teachers. February 2018</a></li> <li>○ <a href="#">Coding &amp; Cultural Exchange Bring Students Today. Hawaii News Now. January 2018</a></li> <li>○ <a href="#">Slide show of Altino Coding Whiz Kids in Hawaii. January 2018</a></li> <li>○ <a href="#">Pictures &amp; Videos of Altino Coding Whiz Kids. January 2018</a></li> <li>○ <a href="#">Leeward teachers learn how to code driverless cars. Hawaii News Now. 2017</a></li> </ul> </li> </ul>				
<b>Training format</b>	3 day - Beginner 3 day - Advance		3 day - Beginner 3 day - Advance		3 day - Beginner 3 day - Advance
<b>Training mode</b>	Face-2-Face & online pilot	Face-2-Face & online pilot	Hybrid = F2F and online	Hybrid	Hybrid
<b>How to reach every student</b>	Train teachers vs. students		Train teachers to be master instructors		Online self-paced training introduced
<b>Master Trainers</b>	1	1	5	10	20
<b>Funding</b>	Federal + local State + Private support				
<b>Risk Factors</b>	Can I learn to code and create new lesson plans to run in my classroom? 99% completion rate.	Supporting teachers to continue to teach programming and coding in the classroom. Need to develop fun inspiring challenges for teachers.		Sustainability within the DOE after we hand over in ~ 8 years.	
<b>Reaching Students</b>	(1) Besides their teachers, to reach students, we also need to reach parents. Host briefings for parents at schools that have trained teachers. Use Altino trained teachers to organize gatherings to also practice their teaching. Provide dinner to get parents to come right after work and to bring the family. (2) Make a list of schools that have Altino trained teachers to promote those schools to parents and VIPs. Create an ecosystem map. Create a ranking by # of teachers trained. Make it a competitive advantage / differentiator for a school. (3) Make being an Altino teacher a cool and prestigious designation. Like being a Google educator.				



**4. List the measure 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.**

HIDOE actively promotes an educational pipeline, from classroom student to professional across Hawaii. Participants in this course will develop a systemic perspective on CCSS, NGSS, STEM, and ELA education through content area integration of applicable standards. In looking at the system as a whole, regardless of the grade level or subject area taught by participants, each opportunity we offer students can have a cumulative impact on their ability to become college and career ready and to succeed in life in our 21st Century world.

All schools are seeking to improve their science programs in some form, as the StriveHI scores count science achievement scores. The [Strive HI Performance System](#), Hawaii's school accountability and improvement system, is designed to meet the needs of students, educators and schools. It aligns and connects our key state education policies and initiatives to position students and educators for success and uses data to measure progress and target resources.

This offering of Professional Development (PD) will have a direct impact on the achievement of schools' academic goals. In addition, within the [Educator Effectiveness System](#), each teacher is held accountable for his or her core professionalism and a working portfolio, both of which will be positively impacted by participation in this course. There is a shortage of access to PD Credit opportunities for all teachers, but especially neighbor island teachers, and this course will allow neighbor island teachers the ability to participate.

The metrics below indicate the data we plan to collect via surveys. From a general perspective, metrics dealing with the total number of participants, number of qualified portfolios, and approved portfolios for PDE3 credit - will help keep us on track to meet our overall strategic goals and objectives.

**Lead Indicators:**

- Number of teachers who take and earn PDE3 credit
- Number of teachers who are teaching coding in their classrooms 1 year later
- Males vs. Female teachers and the number of students being exposed by gender?
- Number and type of schools who attend – high school (103:1 student/teacher ratio), middle school (106:1), and elementary school (20:1) because it determines student reach. Example, 100 middle school teachers translate into a potential student reach of 10,600
- Number of non-traditional teachers and instructors, i.e., instructors from non-profits who work with at-risk youth, taking the course, and who provide support & mentorship to teachers and students.

**Lag Indicators:**

- Number of students who are exposed to the PPAS
- Growth of students taking AP Computer Science in High School
- Growth of students taking Computer Science and Information Technology post-secondary education
- Growth of software companies and jobs in Hawaii
- Growth of enrollment for *Dev League*, Purple Maia, and other coding boot camps, programs, and workshops in Hawaii

## IV. 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 list of verifiable experience of related projects or contracts for the most recent three years that are pertinent to request.**

#### PROJECT TEAM STAFFING – Qualifications of Lead Instructors

**Ian Kitajima** is Director of Corporate Development at Oceanit. He is a graduate of the University of Hawaii with a double major in International Business and Marketing. He has been a partner in a software company for 5 years developing wireless warehouse management systems for Duty Free Shoppers and other wholesale distributors. He has been the CEO of a mobile phone software startup developing virtual communities in Helsinki Finland. He has also started 3 ventured funded companies for Oceanit, all of which have developed software. He is qualified to lead this introductory class as he was a mentor for the all Altino Coding Cohorts since their inception and is also a trained instructor, having co-instructed both 6 day PDE3 trainings for the 2017 Castle-Kahuku, 2017 Nanakuli-Waianae Complex, 2018 Castle-Kahuku, 2018 Nanakuli-Waianae, and 2018 Maui Complex. He is also an instructor and practitioner of Design Thinking and has lead workshops and boot camps for 4000+ adult and student learners over the last 8 years.



**Sumil Thapa** is a Materials Engineer at Oceanit. He is a graduate of Stanford University in Chemical Engineering (BS), and the University of Hawaii in Bioengineering (MS). In his role as a technology demonstration and scale up specialist, he has developed numerous electronic prototype systems involving hardware assembly and programming software controls. He has been working with the Altino Coding Cars for over a year and has training in troubleshooting both software and hardware issues. He is qualified to lead this introductory course as he helped to develop the curriculum used in training sessions. He has been a lead or co-instructor for multiple Altino Coding Cohorts since March 2017, including co-instructing both 6 day PDE3 trainings for the 2017 Castle-Kahuku, 2017 Nanakuli-Waianae Complex, 2018 Kauai Complex, and 2018 West Hawaii,



**Man Chon Kuok** is a Software Engineer at Oceanit. He received his bachelor's degree in Computer Science and Mathematics from the University of Hawaii at Manoa in Spring 2017. During his college years, he provided mentorship to incoming freshmen, and served as a student advisor for the Department of Information and Computer Science. He also interned as a software engineer at an international software development company and technology startups, both Hawaii and Silicon Valley based. After graduation, Man Chon joined Oceanit as a part of the Artificial Intelligence team. He completed his Altino training as a part of the Cohort 1 in February 2017. Since then, he has served as a course co-instructor, who is able to draw connections between Altino and the real life programming challenges he faces. Man Chon has been progressively taking an active role in teaching and developing Altino curriculum, leveraging the knowledge of his computer science background to enrich the course content.





Waianae				2017 July 19-20, 23-26, 2018
West Hawaii	Sandra E. Taosaka	<a href="mailto:Sandra.taosaka@notes.k12,hi.us">Sandra.taosaka/hawaiiido/hidoe@notes.k12,hi.us</a>	(808) 937-2327	June 25-30, 2018

**Description of project/services rendered:**

**COURSE TITLE: APPLIED CODING USING THE ALTINO SYSTEM**

*Applied Coding using the Altino System* prepares grades 1-12 educators to integrate and teach coding (programming) in a novel environment in achieving the Hawaii Common Core State Standards, NGSS standards and alignment with content curriculum in the areas of science, technology, engineering, math, and arts. The goal of the six-day course is to create STEM (Science, Technology, Engineering & Math), and arts-based curriculum activities to support classroom learning. Students will develop skills focusing on leadership, team building, creativity, and communication. Teachers can use what they create in this course in their classrooms or in after-school programs.

["Applied Coding using the Altino System" is a course designed to be a stand-alone elective course or a course whose modules and lessons can be integrated into a pre-existing course.]

**Other Information or comments:**

- The Altino training is geared for teachers and instructors who want to teach coding, but have no experience in coding
- Six sessions – 4 days of coding, 2 days of curriculum development. Beginner level.
- Sessions run from 8:30am – 4:30pm (8:00am to setup your gear)
- Location:
  - **Castle-Kahuku Complex** – Castle High School, Room 40
  - **Kauai Complex** – Wilcox Elementary School Library, 4319 Hardy St., Lihue
  - **Maui District** – UHMC Kalama Bldg. Room #109
  - **Nanakuli-Waianae Complex** – Nanakuli Elementary C209
  - **West Hawaii Complex** – Kealakehe Intermediate Library
- Participants are asked to bring their own laptop to be configured – Macs and Windows PCs. If using a school laptop, participant must have administrative rights to install new software and drivers.
- REGISTER: <https://pde3.k12.hi.us>
  - **Castle-Kahuku Complex:** PDE3 MULT183299 / 290888
  - **Kauai Complex:** PDE3 MULT183299 / 290887
  - **Maui District:** PDE3 MULT183299 / 291031
  - **Nanakuli-Waianae Complex:** PDE3 MULT183299 / 290850
  - **West Hawaii Complex:** PDE3 MULT183299 / 291017
- No cost to the teachers for the six 8 hour sessions. The regular price is \$800 but is covered by our generous sponsors:
  - Kamehameha Schools
  - Public Schools of Hawaii Foundation
  - Department of Labor
  - Castle Foundation
  - Kauai Economic Development Board

## 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.**

Established in 1985 as an ocean engineering firm, Oceanit's principal place of business is located at the company's headquarters in downtown Honolulu, Hawaii. This facility is where the project will take place at all times. The map below identifies the company office and laboratory locations. Over the past three years, the company has had an average of 110 employees.



## V. 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 their qualifications and experience of personnel for the request and shall describe its ability to supervise, train and provide administrative direction related to the request.**

[Please refer to the project team staff under *Section IV. Experience and Capabilities*]



### 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.**

The grant will not be used to 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 2018-19 the activity funded by the grant if the grant of this application is**

- a. Received by the applicant for fiscal year 2018-19, but**
- b. Not received by the applicant thereafter**

As an example of our ability for self-sustainability beyond grant support, this team created the Design Thinking movement in Hawaii which started in 2009, which recently celebrated its 8th annual bootcamp. This team has collectively trained more than 7000 community, business and education leaders throughout the State of Hawaii. Today, we train over 1000 of these leaders annually.

Watch a slideshow from a 200 teacher and staff training at Kapolei High School from August 2-3, 2018 (<https://video214.com/play/bVEL3n37Zn3wKbjWZegFwQ/s/dark>)

**Altino Partnerships** - we have a proven and supportive public-private-philanthropic team with the Hawaii State Department of Education, Department of Labor (workforce development division), and Hawaii's largest social impact partners. These partners have been with us since the launch in February 2017, and have made a commitment to support this effort going forward until we achieve our goal of training 5000 teachers. The following partnerships will take us to the vision of 5000 teachers in 5 years statewide.

**Kamehameha Schools** is a private charitable educational trust endowed by the will of Hawaiian princess Bernice Pauahi Bishop (1831-1884), the great-granddaughter and last descendant of King Kamehameha I. During her lifetime, Princess Pauahi witnessed the rapid decline of the Hawaiian population. The princess knew that education would be key to the survival of her people, so in an enduring act of aloha, she left them a precious gift upon her passing – 375,000 acres of ancestral land. She instructed the trustees of her estate to use “the rest, residue and remainder of my estate” to educate her people. Today, her endowment supports an educational system that serves thousands of Hawaiian learners.

- **Kamehameha Schools is a founding partner.** Oceanit partnered with Kamehameha Schools at the end of 2016 to bring Altino coding to Native Hawaiian students, with a collective goal of incorporating coding with cultural congruencies. Kamehameha Schools are the largest social impact facilitators in the State of Hawaii who face the incredible and challenging task of raising the cultural, social, political, and economic prosperity of the indigenous Native Hawaiian people. The majority of Native Hawaiian students are in public schools across the State of Hawaii, and in many cases in rural communities or on neighbor islands with limited access to STEM teacher training.
- **Programming in Hawaiian.** The near term goal is to have Native Hawaiian teachers and students **program in the Hawaiian language.** We have already provided the new code to a select group of Native Hawaiian immersion teachers to test. We have also demonstrated programming in the Hawaiian language at Native Hawaiian events. This has the potential to increase Native Hawaiian student enrollment in STEM by the state's most underrepresented group.

BUDGET REQUEST BY SOURCE OF FUNDS				
Applicant: Oceanit Research Foundation LLC				
	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	\$216,000.00	\$108,000.00		\$108,000.00
2. Payroll Taxes and Assessments				
3. Fringe Benefits				
TOTAL PERSONNEL COST	\$216,000.00	\$108,000.00		\$108,000.00
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island	\$4,500.00	\$2,250.00		\$2,250.00
2. Insurance				
3. Lease/ Rental of Equipment	\$45,000.00	\$22,500.00		\$22,500.00
4. Lease/Rental of Space				
5. Staff Training				
6. Supplies	\$22,500.00	\$11,250.00		\$11,250.00
7. Telecommunications				
8. Utilities				
9. Other Miscellaneous expenses	\$12,000.00	\$6,000.00		\$6,000.00
TOTAL CURRENT OTHER EXPENSES:	\$84,000.00	\$42,000.00		\$42,000.00
C. EQUIPMENT PURCHASES			Budget Prepared By:	
D. MOTOR VEHICLE PURCHASES			Ian Kitajima	
E. CAPITAL			808.531-3017	
TOTAL (A+B+C+D+E)	\$300,000.00		Name	Phone
SOURCES OF FUNDING			1/18/2019	
a. Total State Funds Requested	\$300,000.00		Signature of Authorized Official	
b. Total Federal Funds Requested	\$150,000.00		Date	
c. Total County Funds Requested	\$150,000.00		John Kuriyama, President	
d. Total Private/Other Funds Requested	\$150,000.00		Name and Title	
TOTAL BUDGET	\$600,000.00			

**Assumptions:**

Budget is based off training 15 cohorts

RT inter-island fare = \$300

1 cohort = 6 days prep + PDE3 = 9 days

\$50 = per training manual

9 days = 72 hours

\$100 = per altino car rental/maintenance

Oceanit Laboratories, Inc. = \$210/hr

1 cohort = 30 teachers

Teacher/Trainer = \$50/hr

15 cohorts = 450 teachers

450 teachers \* 50 students = reach of 22,500 students

Average salary rate = \$200.00, includes taxes and fringe benefits

72 hours \* 200/hr = \$14,400.00 per cohort



## BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Applicant: OCEANIT RESEARCH FOUNDATION Period: July 1, 2018 to June 30, 2019

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
<i>— NONE —</i>			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				
JUSTIFICATION/COMMENTS: <i>NO EQUIPMENT</i>				

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
<i>— NONE —</i>			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				
JUSTIFICATION/COMMENTS: <i>NO MOTOR VEHICLES</i>				



**GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID**

Applicant: OCEANIC RESEARCH FOUNDATION

Contracts Total: NONE -

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S. / State / Haw / Hon / Kau / Mau)	CONTRACT VALUE
1	<u>NONE</u>				
2					
3					
4					
5					
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11					
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30					

**DECLARATION STATEMENT OF  
APPLICANTS FOR GRANTS PURSUANT TO  
CHAPTER 42F, HAWAI'I REVISED STATUTES**

The undersigned authorized representative of the applicant certifies the following:

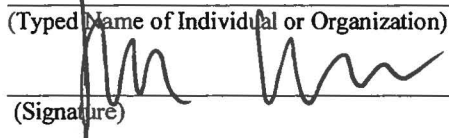
- 1) The applicant meets and will comply with all of the following standards for the award of grants pursuant to Section 42F-103, Hawai'i Revised Statutes:
  - a) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide 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.
  
- 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.

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.

**Oceanit Research Foundation**

\_\_\_\_\_  
(Typed Name of Individual or Organization)



(Signature)

\_\_\_\_\_  
1/18/2019

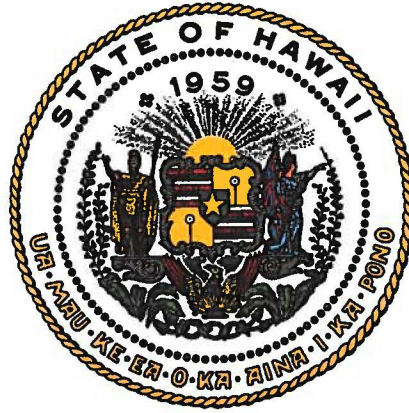
(Date)

**John Kuriyama**

(Typed Name)

**President**

(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

OCEANIT RESEARCH FOUNDATION

was incorporated under the laws of Hawaii on 03/24/1995 ; 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 18, 2019

Director of Commerce and Consumer Affairs