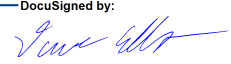


Application Submittal Checklist

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

DocuSigned by:

143E7BFB310E402
AUTHORIZED SIGNATURE

Dave Elliot, Executive Director

PRINT NAME AND TITLE

1/17/2025

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:

Oahu Resource Conservation and Development Council

Amount of State Funds Requested: \$ 168,200

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

The purpose of this application is to support Pop-Up Labs for STEM (Science, Technology, Engineering, Math) (PULS) to increase the number of schools/youth organizations the mobile resource lab can visit students it can teach.

Since 2019, PULS has been offering a unique co-curriculum opportunity to schools/youth organizations on O'ahu with in-school, after-school, and camp programs. Each year, the lab typically reaches 10 sites and 1,200 students with our mobile lab. PULS targets schools that report a high percentage Title 1 eligibility and/or low science proficiency scores.

In addition to focusing on nurturing the next generation of resource stewards, PULS aims to employ and mentor young professionals with meaningful, living wage jobs, which are hard to come by in this field.

Ultimately, PULS's goal is to engage students in STEM young to inspire an interest in the field with the understanding that through these disciplines they will have the opportunity to sustainably manage the natural resources in Hawaii.

Amount of Other Funds Available:

State: \$ 0

Federal: \$ 0

County: \$ 60,000

Private/Other: \$ 28,250

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

\$ 892,511.67

Unrestricted Assets:

\$ 277,718 (2023 audit)(2024 available > Q3)

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:

PO Box 209

City:

Kunia

State:

HI

Zip:

96759

Contact Person for Matters Involving this Application

Name:
Pamela Weiant

Title:
Program Director

Email:
pam@pulshawaii.org

Phone:
808-927-0392

DocuSigned by:



Dave Elliott, Executive Director

01/17/2025 1/17/2025

Authorized Signature

Name and Title

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: O'AHU RESOURCE CONSERVATION AND DEVELOPMENT COUNCIL *

Issue Date: 01/15/2025

Status: **Compliant**

Hawaii Tax#: 80463927-01
New Hawaii Tax#: GE-1753317376-01
FEIN/SSN#: XX-XXX9682
UI#: No record
DCCA FILE#: 110472

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, HAWAII REVISED STATUTES**

The undersigned authorized representative of the applicant certifies the following:

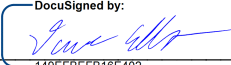
- 1) The applicant meets and will comply with all of the following standards for the award of grants pursuant to Section 42F-103, Hawaii Revised Statutes:
 - a) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide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

Oahu Resources Conservation and Development Council

(Typed Name of Individual or Organization)

DocuSigned by:

149EFBFB16E402...
 (Signature)

1/17/2025

(Date)

Dave Elliott

Executive Director

(Typed Name)

(Title)

**State of Hawaii Grant in Aid 2026
O’ahu Resource Conservation and Development Council
Pop-Up Labs for STEM Program**

Title: Bringing Sustainable STEM on the Road to Youth Across O’ahu

I. Certification – Please attach immediately after cover page

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

Included

2. Declaration Statement. The applicant shall submit a declaration statement affirming its compliance with Section 42F-103, Hawaii Revised Statutes.

The grant will be used in compliance with Section 42F-103, Hawaii Revised Statutes.

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.

The grant will be used for a public purpose, pursuant to Section 42F-102.

II. Background and Summary

1. A brief description of the applicant’s background

Launched in October 2019, Pop-Up Lab for STEM (PULS) deploys a mobile lab/classroom to different schools and youth centers (“sites”) across O’ahu to make sustainable STEM (science, technology, engineering, math) education more accessible to elementary students via in-school, afterschool, and camp programs. The mobile lab stays at a site for an extended time (usually one month) to offer scaffolding multi-lesson units to student cohorts in multiple grades.

PULS’s mission is to help youth gain enthusiasm for STEM disciplines to become successful students and inspired to protect our earth. PULS’s philosophy is that students need to see the relevance of STEM to the complex environmental issues to become the innovators, educators, and leaders to build a sustainable Hawaii.

The program is essential to Hawaii:

- Empowers students with increased exposure to STEM
- Raises environmental awareness and promotes stewardship
- Provides opportunities in a Green Job for young professionals

PULS has a track record of success: served over 5,500 students at 42 sites, offered 20,000 student lab hours, mentored 20 young professionals, and hosted 15 guests. PULS has also been

able to operate through trying times when other enrichment programs were shut down, such as Covid-19, due to our unique outside classroom environment.

**PULS is fiscally sponsored by O’ahu Resource Conservation and Development Council (Oahu RCD). This grant is to support PULS’s program to bring sustainable STEM on the road to youth across O’ahu.*

2. The goals and objectives related to the request

PULS delivers a new style of education to students on O’ahu. From our mobile resource lab/outside classroom –a retrofitted shipping container outfitted with solar power – trained teachers lead units that are steeped in science and consist of scaffolding hands-on lessons at a site as either in-school, after-school, or camp programs. “PULS brought a new approach to how kids engage in the sciences.” –Niu Valley Middle teacher

PULS’s model is built upon extensive interviews with teachers/administrators on Oahu on their needs, organizations on the mainland operating mobile education, and testing the program at a school. Our innovative learning environment is like no other on Oahu (or mainland) and has proven to deliver on strengthening STEM opportunities for this target community based on post-visit surveys and demand for visits (from new and repeat schools).

We have been using the same foundational model since we launched the Lab in 2019 with modifications to increase program rigor and to reach more students. DOE Principals/teachers with whom we have worked attest that PULS has made advancements in how STEM is integrated into their school programs by:

- Creating a unique teaching environment with our mobile lab/outside classroom that brings excitement to learning.
- Providing commitment to teaching. Most entities teach one time and leave. PULS stays at a site for a month thereby teaching a multi-lesson/visit curriculum to each cohort of students.
- Teaching in person with hands-on lab modules. No PowerPoint. No video. “Students love PULS as it offers engaging, hands-on learning” - Kalihi Kai Elementary Principal
- Developing credible curricula that bridge STEM and sustainable learning that attracts the attention of education professionals. PULS trains DOE teachers, participates in Kupu’s Teacher Externship Program, and develops lesson plans for partners (e.g. DLNR’s Kaulunani Program).
- Creating avenues to foster participation from other organizations. Over 25 organizations and agencies have utilized our lab for outreach & education (e.g., Marine Mammal Rescue, Department of Forestry, Hawaii Institute of Marine Biology, Kuleana Coral Restoration).
- Building a recognized venue for training and employment opportunities for young professionals. PULS serves as a placement center for Kupu Conservation Leadership Program, STEMworks interns, and more.
- Navigating new approaches to teaching by utilizing our outdoor classroom.

- Exposing students to the connection between STEM and conservation, and how these disciplines can be used to solve the complex environmental issues facing their generation.
- Inviting the community into the lab at school and community events via Open Labs.
- Filling a gap. Enrichment programs, field trips, and non-digital learning are limited today. Due to our outside classroom, PULS has been able to offer a unique service. As one Wai'anae Elementary student said, "This is like a field trip but better because we get to come back each week to learn more."

One of the most important elements is the provision that each student cohort makes multiple – up to four - visits to the lab allowing for a more rigorous learning experience. For example, while PULS may reach 1,500 students, we are teaching upwards of 6,000 student lab hours each year. "PULS has provided a unique experience for our students. They couldn't wait for a day at the lab full of engaging, hands-on learning!"-Nānākuli El teacher.

PULS teaches a variety of units, all of which are multi-disciplinary, address a real-world problem that has local relevance, and is linked to U.N. Sustainability Goals. Examples include Bee Part of the Solution, Coral Reef Scientist in Training, Become an Urban Forester, Wai Steward in Training, and Making Waves for Renewable Energy. Each lab session includes a hands-on exploration module scaled according to grade level that introduces a range of new skill sets that are applicable to the professional world (e.g., dissection, monitoring techniques). One lab session is a conservation theme that entails a student impact project (e.g., native plant seed bombs, planting trees, or building coral reef modules).

The goal of this request is to increase access to STEM resources otherwise not available to the selected schools. For this application, PULS will be working toward building the Lab as:

Goal 1. A model for enrichment opportunities. PULS offers a teaching environment and program like no other on the island, which has demonstrated success in how we bridge STEM and sustainable learning and ability to navigate ways to reach students (e.g., in-school, community events, A+, camps). PULS seeks to strengthen all aspects of the program to make it more efficient and effective, including in-person teaching with the lab, PULS-in-a-Box, and community events.

Objective: Bring our unique enrichment program to schools/organizations via our mobile lab and PULS -in-a-Box. With existing funding, we are set to reach 1,000 students at 9 sites via in-school or camp programs, offering up to 36,000 student lab hours. With funding from State GIA, we seek to reach 1,000 students at an additional 6 schools in new locations that are currently not prescribed by existing grants.

2) An esteemed workplace for green jobs. An equally important goal for PULS is to hire young professionals interested in the environmental/STEM/teaching field. Since October 2019, PULS has hired/mentored over 20 college graduates and 10 students/community members (interns). For the lab to run successfully, PULS needs a dedicated team. In return, PULS provides jobs which are few and hard to come by with amazing rewards. Skill development includes teaching, public speaking, lesson plan development, data collection, community engagement, and conservation. PULS is a Kupu Conservation Leadership Program host site, a STEMworks Internship site, and

feeder project for students at local academic institutions for Capstone Projects and internships and then jobs upon graduation.

Objective: Provide Green Jobs by sustaining the hire of 5 young professionals with paid positions.

3) A collaborative learning hub. PULS has always been eager to share the lab with like-minded entities both as collaborators on projects and as a venue for their outreach efforts. The unique nature of the lab has value for other outreach and education efforts. Each year, PULS invites experts from 5-10 organizations to enhance our units of study and provide entities access to reach more students (e.g., Hawaii Institute of Marine Biology, Kuleana Coral Restoration, DOFAW).

Objective: Bring in three agencies/organizations to further student awareness of conservation and restoration efforts on-going around the island to see how they have a role.

The need for this project is to support Green Jobs so that PULS can nurture the next generation of STEM stewards. PULS feels that it is important to pay a living wage to staff. With increased funding for staff, PULS will then be able to reach more students/schools.

3. The public purpose and need to be served

The need for improved access to STEM (science, technology, engineering, and mathematics) education at the elementary level is well documented. The recent 2022 NSF Science & Engineering report sounded the alarm, recognizing that the reason the US is falling behind in the STEM field isn't due to a lack of higher education opportunities. The report concludes that the US lags in STEM professionals due to problems that originate much earlier in the supply chain, in our elementary schools. The 2023 University of Hawaii's STEM2 symposium reaches a similar conclusion, recognizing the importance of culturally relevant STEM education for young children.

Hawai'i Department of Education (DOE) has proclaimed the need for more STEM programs in our schools but is limited by budget constraints. On October 30 of this year, Hawaii NewsNow reported that the proposed \$1.7 million budget cut to DOE's operating budget request could impact STEM programs.

Even with the impetus for improving STEM in our schools, results are sobering. Smarter Balanced Assessment reports only 35% of 3-5 grade students are proficient in math (some schools as low as 3%), and Nation's Report Card reports only 30% of 4th graders proficient in science, ranking Hawaii the 43rd lowest state in the country.

Based on reports and teacher communication, there are many challenges to providing elementary students with STEM experiences, with the following being the most troublesome:

1. Most elementary educators have little formal education in science and do not receive an adequate amount of professional learning to teach it. In Hawaii, only 5% of elementary school teachers have completed a science major, in contrast to almost 50% of middle

school science and most high school teachers. This makes it hard for teachers to teach STEM-related subjects.

2. A study that mapped Hawaii's STEM pipeline shows more meaningful exposure to STEM subjects in high school, which most studies conclude is too late. High-quality elementary STEM education is essential for establishing a sound foundation of learning in later grades and instilling a wonder of enthusiasm for these disciplines.
3. Elementary science instruction takes a back seat to math and reading and receives little time in the school day. DOE schools prepare academic plans only for math and language arts.
4. With 81% of DOE's operating budget from the state general fund, dollars for schools and departments fluctuate, often resulting in a lack of facilities to teach science subjects and funding whims (such as what may happen this year).
5. Research points to an uneven outcome in STEM knowledge. In Hawaii, science proficiency success is disproportionate for particular island groups and students who were eligible for free/reduced-price school lunch, an indicator of low family income.

PULS is committed to help DOE meet (and grow) its vision in the State Strategic Plan Phase II 2023-2029 by:

- Introducing young learners to STEM to emphasize the interconnected nature of science, technology, engineering, and math to solve problems through practical examples.
- Bringing a co-curricular program to enhance student learning.
- Providing students with access to science education.
- Teaching multi-disciplinary, place-based units that incorporate real-world issues at the local level.
- Cultivating partnerships with schools to engage students and their community.
- Increasing teachers' proficiency to teach STEM via observation training.
- Offering career opportunities.

Of great importance, PULS helps to offset school costs for co-curricular programs, classroom visits and field trips. Kailua Elementary's (Title 1, 52%) proposed budget for their Community Partner Proposal 2025-26, for example, includes \$3,000 for 4 classroom visits (4th-6th), \$2,250 (plus buses of which are expensive and in short supply) for 2 field trips, and \$4,000 for quarterly project-based learning consultation. Principal Doherty valued that PULS offered all that and more to Kailua Elementary for FREE. Our service then allows the school to explore other community opportunities and broaden the opportunities it offers to students.

Further, PULS targets schools with high Title 1 eligibility and/or reported low science proficiency scores.

With the State GIA funding, PULS will be able to reach more schools and target new complex areas.

4. Describe the target population to be served

The project serves as a mechanism to help students across O'ahu to become:

- I. Empowered. Only 30% of Grade 4 students are proficient in science in Hawai'i. This trend continues in higher grades, in other STEM disciplines, and is disproportionate for certain groups of students (Nation's Report Card 2015). Studies show that just teaching STEAM is not enough. HNN (2019) reports that Hawai'i public school student's proficiency in math and science remain relatively flat even with the effort to improve STEAM in schools. Recent studies also show that academic progress is still affected by Covid.

PULS's goal is to serve as a vehicle to spark curiosity and engage interest in STEM from diverse student bodies. PULS offers a new strategy by making STEM learning contextual, with every unit having local relevance, as a means for students to: 1) see its application in solving local/global issues, 2) build confidence in their abilities in these disciplines because STEM learning is relevant, and 3) increase their interest and awareness in the environment.

- II. Conservation aware. Hawai'i has lost almost half of its native forest cover with vast amounts of species having gone extinct. Coral reefs and fish populations are under stress. Climate change and natural hazards are looming threats to our natural resource base. Loss of resources has an impact on social well-being and livelihoods.

PULS brings a unique enrichment opportunity where STEM exploration is connected to our natural resources. PULS's goal is to help students of all backgrounds to act like scientists and gain necessary skills to prepare them to be part of the solution on resource conservation as they will soon be teachers, politicians, scientists, managers, inventors, and more. PULS serves to improve student level understanding of the status of resource health in Hawai'i, what it means to our way of life, and to create action on possible solutions.

- III. Positioned to join the professional field in Green Jobs. In 2017, Hawaii was projected to need 16,000 more workers with STEM skills each year. In 2016, the state ranked 47th in the number of STEM-related degrees awarded per 100,000 residents (KHON 2016). These trends are continuing.

PULS is designed to help improve the school-related issues (e.g., lack of science equipment, limited field trips, teacher need for support to teach STAM concepts) that may impede students' ability to pursue an interest or career in STEM. Equally important, PULS provides jobs to young professionals interested in careers in STEM/environmental services, which is important as entry-level positions in this field are few, especially ones that pay. PULS also offers internships to high school students.

The primary target population to be served are elementary-aged students (K-6 grade). PULS aims to pop-up at elementary schools with a high percentage of Title 1 students and/or low science proficiency though we will pop-up at any interested site. Examples of sites include:

Elementary Schools / % Title 1 / % Science Proficiency

Blanche Pope / 99.6% / 27%

Waimanalo / 83% / 28%

Fern / 88.4% / 27%

Kahaluu / 89.44% / 28%

Kalihi Waena / 73.6% / 22%

Waianae / 100% / 28%

Nānākuli / 75.3% / 13%

A secondary target group is young professionals who are in the early stage of their career when entry-level Green Jobs are hard to secure. PULS offers a variety of positions with differing pre-requisite skills that allow recent college graduates and graduate students a meaningful employment opportunity. The lab teachers are critical to the success of the lab. In turn, the lab teachers are mentored and gain experience for eligibility for mid-level positions.

A third group are the peers, family and community of the students due to a community-impact project that is part of each pop-up visit.

Fourth, the ‘aina. Each unit addresses a local issue of global relevance. During the 4-lesson units, students forge a long-term commitment to STEM and environmental stewardship. The final lesson culminates with a student impact project.

5. Describe the geographic coverage

The island of O’ahu. To date, PULS has reached schools and youth organizations in many regions on the island from Hawaii Kai to Makaha to the windward side. The purpose of this grant is to increase our reach to expand to new regions.

III. Service Summary and Outcomes

1. Describe the scope of work, tasks and responsibilities

PULS will bring co-curriculum opportunities to schools and communities across the island. The objectives and tasks are as follows with the responsibility being entirely conducted by the PULS team.

Objective 1. Bring our mobile resource lab or PULS-in-a-Box to new locations around Oahu.

Task 1. As mentioned, the main goal of PULS is to reach schools with our mobile resource lab or PULS-in-a-Box. Funding from State GIA will allow us to increase our reach and focus on locations to where our lab is not currently engaged. Target complex areas may include: Leilehua-Mililani-Waialua, Campbell-Kapolei, and/or Kailua-Kalaheo. For this grant, we will:

- Pop-up at six schools or youth organizations to offer our extended co-curriculum sustainable STEM program.

Objective 2. Build our student impact project for a more sustainable Hawaii.

Task 1. The final lesson of each unit is reserved to address the conservation/restoration opportunities surrounding the topic in addition to a student action project. The student action project demonstrates to students that they can make a difference and includes such unit-relevant actions as public service announcements, planting trees, making seed bombs, and more. It also serves as a mechanism for students to share what they have learned with classmates, friends, family members, and others. For this grant, we would like to:

- Increase the sophistication of the impact project to create a more meaningful impact on the school and wider community. This may mean spending one extra lab day with the students.
- Continue to collaborate with like-minded agencies/organizations active in restoration for the unit to help scale up conservation.

Objective 3. Create Green Jobs.

Task 1. Hire/maintain Lab Teachers. PULS has a consistent team of amazing teachers. PULS offers a wonderful opportunity for recent graduates and graduate students to receive job training and employment. Each year, we gain and lose qualified teachers.

- For this grant, our goal is to secure and mentor five lab teachers.

Task 2. Create a more rigorous orientation and training. There is mobility in staff, which is PULS's goal as we aim to train and provide experience to young professionals so they can become eligible for mid-level, secure jobs.

- For this grant, we aim to develop a more standardized and rigorous boarding and teacher training protocol.

Objective 4. Develop Units to share with DOE and teachers across Hawaii.

Task 1. Create a platform to share our units. During covid-19, we started this venture by videoing our staff teaching the lessons of one of our units. We recognized that we need more professional equipment to make our units truly useful for other teachers (e.g, cutting down wind and background noises). We seek to continue this pursuit as we know we have valuable information to share that is already in an easy to follow and meaningful format. Plus, we have had multiple requests from teachers for this product.

- For this grant, we will produce one unit in video format.

Task 2. Work with teachers at sites to learn how to teach our units in future years.

- For this grant, we will provide one teacher training sessions to teach our teaching style and to go over lesson plans, flyers, handouts, and worksheets.

Objective 5. Outreach with the community.

Task 1. In 2023, we started a new program called Open Labs as a mechanism to share the lab with the wider community. This service ranges from opening the lab up to the community during the school events to popping up at community events across O’ahu (e.g. Bishop Museum Science & Sustainability Festival, Chaminade Girl Scout STEM Day, PACTHawaii fair) to add engaging lab activities. Entities that hold the events truly appreciate our involvement. For this grant, we plan to:

- Continue this effort with at least 4 Open Labs targeting new geographies.

Task 2. Though our Open Labs are greatly appreciated and valuable, we would like to improve upon the materials we share. For this grant, we will:

- Develop new outreach materials to present at Open Labs.

Objective 6. Rigorous review of PULS’s effectiveness.

Task 1. After each lab session at a site, PULS solicits feedback via a survey from the main teachers, school point of contact, and/or the principal to evaluate the visit. For this grant, we will:

- Conduct in-person interviews

Task 2. Evaluate the school curriculum to re-evaluate the themes and skills PULS focuses on teaching and to modify as needed. For this grant, we will:

- Meet with teachers, curriculum coordinators, and other DOE to identify potential new units and/or lab modules.
- Review the most recent state science tests to ensure the focus of skills learned during labs reflect test questions.

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

The projected timeline of tasks is as follows:

Objective	Tasks	Start Date	End Date
1	<i>Pop-up at 6 schools</i>	Month 1	Month 12
1	<i>Reach 1,000 students</i>	Month 1	Month 12
2	<i>Build our student impact project for a more sustainable Hawaii</i>	Month 1	Month 2
2	<i>Implement 6 student impact projects at sites</i>	Month 1	Month 12
2	<i>Partner with like-minded entities (align unit)</i>	Month 1	Month 12
3	<i>Create Green Jobs</i>	Month 1	Month 12
3	<i>Create boarding and teaching protocol</i>	Month 1	
4	<i>Create a platform to share our units</i>	Month 8	Month 12
4	<i>Hold teacher training workshop</i>	Month 8	Month 12
5	<i>Hold Open Labs (quarterly)</i>	Month 1	Month 12
5	<i>Develop outreach materials</i>	Month 1	Month 12
6	<i>In person evaluation interviews & report</i>	Month 1	Month 12
6	<i>Review of curriculum and tests & report</i>	Month 1	Month 2

Note: Nearly all tasks are on-going throughout the year. We will focus on fulfilling non-teaching objectives when the lab has gaps in the teaching schedule due to such things as school vacation, August (as the school year is starting), and May (as the school year is coming to an end, standardized testing, and Lei Day celebration).

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

The tasks will be conducted by the PULS team. All PULS staff have experience with the organization and expertise that can ensure the success of meeting our deliverables. For example, one of our lab teachers is a PhD candidate in marine science and the other is a master's student in education. The Program Director will review and oversee the work on a weekly basis. PULS's fiscal sponsor and Board of Directors are informed of our activities monthly. Both entities will ensure the plan is completed as stated as well as provide another level of insight and review to improve the results.

4. List the measures of effectiveness that will be reported to the State agency through which grant funds are appropriated.

The specific success measures are as follows and will be completed by the end of the grant period:

Number of sites visited (month-long): 6
Number of students taught: 1,000
Number of staff mentored: 5
Number of student action projects: 6
Number of units created in a video format: 1
Number of teaching training sessions: 1
Number of units made available to teachers: 2
Complete boarding and training protocols: 1
Document reviewing school needs and skills: 1
Number of Open Lab events: 4

IV. Financial

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

See end of document for:

- a) Budget request by source of funds: Included
- b) Personnel salaries and wages: Included
- c) Equipment and motor vehicles: N/A
- d) Capital project details: N/A
- e) Government contracts, grants and grants in aid

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:
\$42,050	\$42,050	\$42,050	\$42,050	\$168,200

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

City and County Grant in Aid
National Oceanic and Atmospheric Administration Bay Watershed Education and Training Grant
Stern Family Foundation

- 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.**

PULS does not receive state or federal tax credits.

- 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 2025 for program funding.**

Complete list of federal, state, and county government contracts, grants, and grants have been included below in this document in the “Government Contracts, Grants, And / Or Grants In Aid” Table.

- 6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2025.**

According to Oahu Resource Conservation and Development Council’s 2023 audit, the balance of unrestricted assets is \$277,718. Oahu Resource Conservation and Development Council’s 2024 audit will be available in Q3.

V. Experience and Capability

1. Necessary Skills and Experience

PULS has been popping up at schools and youth organizations since 2019 with a successful track record. On average, we teach over 1,200 students at 10 sites per year. Since 2019, PULS has been strengthening STEM opportunities for this target community by our advancements in:

- Creating a unique teaching environment with our mobile lab/outside classroom that brings excitement to learning.
- Developing a model that allows for greater commitment to teaching than most enrichment opportunities who teach one time and leave. PULS stays at a site for a month thereby teaching a multi-lesson/visit curriculum to each cohort of students.
- Teaching in person with hands-on lab modules. No PowerPoint. No video. “Students love PULS as it offers engaging, hands-on learning” - Kalihi Kai Elementary Principal
- Developing credible curricula that bridge STEM and sustainable learning that attracts the attention of education professionals. PULS trains DOE teachers, participates in Kupu’s Teacher Externship Program, and develops lesson plans for partners (e.g. DLNR’s Kaulunani Program).
- Creating avenues to foster participation from other organizations. Over 25 organizations and agencies have utilized our lab for outreach & education (e.g., Marine Mammal Rescue, Department of Forestry, Hawaii Institute of Marine Biology, Kuleana Coral Restoration).

- Building a recognized venue for training and employment opportunities for young professionals. PULS serves as a placement center for Kupu Conservation Leadership Program, STEMworks interns, and more.
- New programs to expose students to the connection between STEM and conservation, and how these disciplines can be used to solve the complex environmental issues facing their generation, such as our Water Watch Hawaii Program.
- Inviting the community into the lab at school and community events via Open Labs.

PULS has been fortunate to have been awarded from venerable institutions, including City and County Grant in Aid, The Atherton Family Foundation, The Harold KL Castle Foundation, and Hawaii Community Foundation, which is a testament to the opportunity we bring to youth.

2. Facilities

PULS does not require any facilities for the implementation of this project. PULS uses our mobile resource lab as an office which allows us to operate with a low overhead: no rent and no electrical bill due to our solar panels.

VI. Personnel: Project Organization and Staffing

1. Proposed Staffing, Staff Qualifications, Supervision and Training

PULS operate on a lean but qualified staff. The PULS team consists of one Program Director (part-time), one Program Coordinator (full-time), one Lead Lab Teacher (full-time), and 2 Lab Teachers (hourly). The team meets weekly to discuss programmatic progress, scheduling, and responsibilities. The Program Director will keep the fiscal sponsor and the Board of Directors informed.

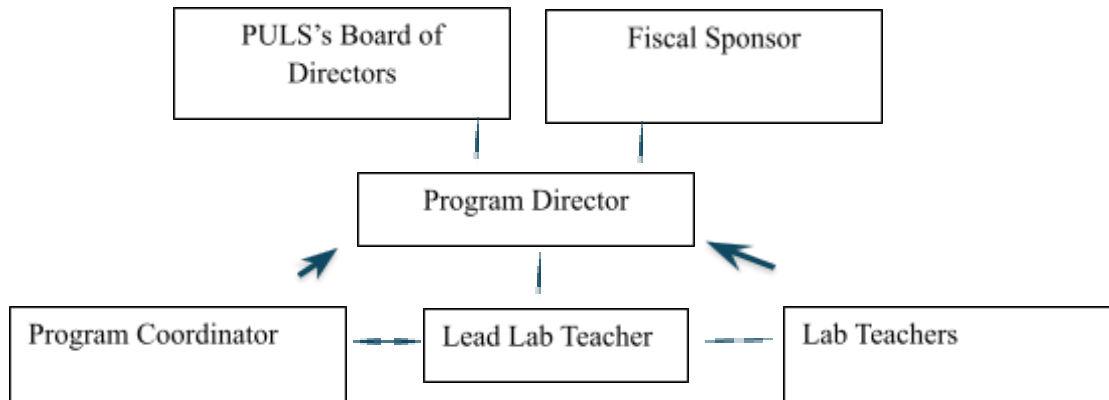
The team has been together for over a year and have a good working relationship with each other, with the Director being with PULS since the organization's inception and average time for other staff being three years.

PULS has experienced people leading the organization. The Program Director has decades of experience in nonprofit leadership, community building, student education, and science. Dr. Weiant's academic foundation combined with extensive work experience in environmental management and community education in Hawai'i for over 19 years makes her well poised to command a STEM learning center. She has mentored 1,000s students and is routinely asked to give presentations to schools/community and serve as science fair judge.

PULS is guided by a team of educators and professional experts who provide advice on programs, business development, and fundraising. The board is composed of individuals with diverse expertise to serve on key aspects of the organization.

2. Organization Chart

The Program Director oversees all programmatic and operations, including managing the Program Coordinator, Lead Lab Teacher, and Lab Teachers. The Program Director reports to the Board of Directors and Fiscal Sponsor at least monthly with updates, reports, and requests for support, if needed.



3. Compensation

The PULS Staff will all receive funding from the State GIA as the board is unpaid. The three highest paid employees include:

- Program Director: \$90,000/year
- Program Coordinator: \$60,000/year
- Lead Lab Teacher: \$50,000/year

VII. Other

1. Litigation

There is no pending litigation against Oahu Resources Conservation and Development, Pop-Up Labs for STEM, either of their staff, or their Board of Directors.

2. Licensure or Accreditation

PULS does not have any special qualifications to specify.

3. Private Educational Institutions

PULS will not use the grant to support or benefit a sectarian or non-sectarian private educational institution.

4. Future Sustainability Plan

PULS has the capacity and expertise to carry out the plan beyond the grant period as it has:

- Involved, experienced Board of Directors who are successfully operationalizing the program
- Positive net income every year from foundations, individuals, businesses, and government grants, with a track record of repeat grants. PULS is good at targeting specific grants to match specific units. PULS seeks funding from alternative sources and continues to secure in-kind donations to help offset lab costs.
- Effective fiscal sponsor. Oahu Resources Conservation and Development has been serving Hawaii's communities through partnerships with community representatives to build leadership capacity and improve utilization of natural resources. Dave Elliot, Executive Director, successfully manages a variety of federal, state and foundation grants, and has expertise in building networks with government and non-government entities and communities.
- Ability to recruit stellar young professionals from the science community, largely due to PULS's reputation and connections to University of Hawaii, Hawaii Pacific University, and Chaminade University.
- Diverse team with connections to academia, non-profit organizations, researchers, government agencies, and businesses. These ties are critical to helping the program deliver on organizational needs such as staffing, outside experts, and cultivating lasting partnerships. Dr. Weiant thinks creatively in leveraging outside expert resources to best help the lab and serve the students.
- Strong intern/volunteer base. STEMworks, Punahou School, Kupu, and others who request placement with PULS.

PULS finalizing a fundraising plan with a consultant with funding from the Harold KL Castle Foundation which will help guide PULS after fiscal year 2026. In addition, the PULS team is:

- 1) Strategizing alternative funding mechanisms, such as healthy-option vending machines, sell science kits, attend local craft fairs, host paid workshops, and old drop-in paid sessions at shopping centers.
- 2) Envisioning how to grow with a fleet of labs to meet the demand which may help local financial support.

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2025 to June 30, 2026

Applicant: Oahu Resource Conservation and Development Council

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	142,000		120,000	20,000
2. Payroll Taxes & Assessments				
3. Fringe Benefits				
TOTAL PERSONNEL COST	142,000		120,000	20,000
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island				
2. Insurance				
3. Lease/Rental of Equipment	3,000		3,000	3,000
4. Lease/Rental of Space				
5. Staff Training	200			
6. Supplies	1,500		1,500	1,500
7. Telecommunication				
8. Utilities				
9. Videography support/supplies	2,000			
10 Fiscal fee	19,500		22,500	3,750
11				
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20				
TOTAL OTHER CURRENT EXPENSES	26,200		27,000	8,250
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				

TOTAL (A+B+C+D+E)		168,200		147,000	28,250
SOURCES OF FUNDING			Budget Prepared By:		
(a) Total State Funds Requested	168,200		Pam Weiant 808-927-0392		
(b) Total Federal Funds Requested	0		Name (Please type or print) Phone		
(c) Total County Funds Requested	60,000		DocuSigned by: 1/17/2025		
(d) Total Private/Other Funds Requested	28,250		Signature of Authorized Official Date		
TOTAL BUDGET	256,450		Dave Elliott, Executive Director Name and Title (Please type or print)		

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2025 to June 30, 2026

Applicant: Oahu Resource
Conservation and Development
Council

POSITION TITLE		FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Program Director		100	\$90,000.00	50.00%	\$ 45,000.00
Program Coordinator		100	\$60,000.00	75.00%	\$ 45,000.00
Lead Lab Teacher		100	\$50,000.00	75.00%	\$ 37,500.00
Lab Teachers		hourly	\$30,000.00	50.00%	\$ 15,000.00
					\$ -
					\$ -
TOTAL:					142,500.00
JUSTIFICATION/COMMENTS: PULS aims to offer green jobs with a living wage so staff do not need to work multiple jobs.					

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Applicant: Oahu Resource Conservation and Development Council

Contracts Total: 8,177,320

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S./State/Hawaii/ Honolulu/ Kauai/ Maui County)	CONTRACT VALUE
1	Grant In Aid FY25	10/01/24-09/30/25	City & County of Honolulu	Honolulu County	150,000.00
2	Grant In Aid FY24	10/01/23-09/30/24	City & County of Honolulu	Honolulu County	199,413.00
3	Grant In Aid FY23	10/01/22-09/30/23	City & County of Honolulu	Honolulu County	190,716.00
4	Farm Planning Tool	06/01/23-10/20/23	City & County of Honolulu	Honolulu County	24,977.00
5	Agricultural Stewardship and Stream Restoration in Ki'iki'i and Paukaula Watersheds	9/30/21-12/31/24	Department of Health	State of Hawaii	230,033.75
6	Agricultural Stewardship and Stream Restoration in Kaukonahua	10/20/2022-10/19/25	Department of Health	State of Hawaii	476,794.40
7	Specialty Crop Block Grant Program	12/03/21-02/03/24	Department of Agriculture	State of Hawaii	49,805.32
8	(PIA) Conservation Planning and Implementation Support Partnerships Award	07/03/2020-07/31/23	USDA-NRCS	U.S.	249,847.73
9	Healthy Soils Hawaii - Building Better Soil on Agricultural Lands through Soil Health Planning	11/01/20-04/30/22	Montana State University	U.S.	49,557.00
10	PIA Conservation Solutions Through Strategic Partnerships	07/30/21-06/30/24	USDA-NRCS	U.S.	419,863.60
11	Hawaii's Socially Disadvantaged (SDA) Agriculture Training and Education	09/23/21-03/03/23	USDA-FSA	U.S.	99,870.56
12	Pacific Islands Area Conservation Solutions Through Strategic Partnerships	07/30/22-09/28/25	USDA-NRCS	U.S.	665,654.24
13	Climate Smart Commodities	05/24/23-05/23/28	USDA-NRCS	U.S.	2,359,328.35
14	FY23 Strategic Partnerships in the Pacific Islands Area	09/14/23-09/01/28	USDA-NRCS	U.S.	651,351.00
15	Working Wetlands on Oahu's North Shore	01/29/24-03/31/28	USDA-NRCS	U.S.	298,264.00

16	Hog Perimeter Fencing	04/17/24-12/31/25	National Association of Conservation Districts (NACD)	U.S.	590,150.00
17	Ka Meau Kanu - Increasing Land, Capital, and Market Access Program	04/22/25-11/30/28	USDA-FSA	U.S.	254,977.00
18	Supporting Renewable Energy and Energy Efficiency on Hawai'i Farms	10/01/23-10/31/25	USDA-RD	U.S.	234,030.00
19	Supporting Native Hawaiian and Pacific Islander Mahi'ai Farmers	09/29/23-09/28/26	USDA-OPPE	U.S.	750,000.00
20	Limited English and Immigrant Farmer Education, LIFE, Improving Access to Support Services for Hawaii's Agricultural Population with Limited English Proficiency	10/01/22-09/28/25	USDA-DOA	U.S.	88,341.00
21	Rural Business Development Grant	TBD-06/30/25	USDA-RD	U.S.	144,346.00
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