

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) — *Please see note*
- 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

Pamela Weant
AUTHORIZED SIGNATURE

Pamela Weant, Director
PRINT NAME AND TITLE

1/22/26
DATE

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

The undersigned authorized representative of the applicant certifies the following:

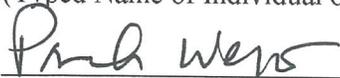
- 1) The applicant meets and will comply with all of the following standards for the award of grants pursuant to Section 42F-103, Hawaii Revised Statutes:
 - a) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide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

Pop-Up Lab for STEM

(Typed Name of Individual or Organization)

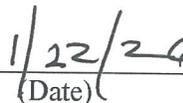


(Signature)

Pamela Weiant

(Typed Name)

Rev 8/30/23



(Date)

Director

(Title)

State of Hawaii Grant in Aid

Pop-Up Lab for STEM

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)

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, 2025.

To be submitted prior to receipt of the award or as soon as it is received. Pop-Up Lab for STEM has operated under a fiscal sponsor since 2019. Pop-Up Lab for STEM was recently awarded 501c(3) status. The organization has filed our Form 990 return which the IRS has accepted, completed the State of Hawaii Form BB-1, and the charitable organization. We are still awaiting the Hawaii Compliance Express Certificate.

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 (typically 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 11,000 students at 72 sites, offered 43,400+ student lab hours, mentored 25 young professionals, and hosted 18 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.

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).

More recent, a study conducted by a graduate student in the education program from Hawai'i Pacific University found that teachers want outside support and that PULS is the only entity on the island that offers the service that they strive to secure.

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 all regions on the island: Ko'olau Loa, Ko'olau Poko, East Honolulu, Primary Urban Center, Central O'ahu, 'Ewa, and Wai'anae, with pending visit to North Shore this year. 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 10 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 maintain 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. Over the past year, we have continued by creating an on-line mechanism to share our units with teachers via our PULS-in-a-Box Loaner Kit. The loaner kits include the following: Unit Introduction, videos of experiments, PowerPoint presentation, and the lesson plan, as well as the supplies needed for the experiments. We are currently testing the program to determine avenues to expand the sharing of our curriculum.

- For this grant, we will collect feedback to improve our product, work with teachers at sites to learn how to teach our units, and 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	Task	Start Date	End Date
1	Pop-up at 10 schools	Month 2	Month 12
1	Reach 1,500 students	Month 2	Month 12
2	Build our student impact project for a more sustainable Hawaii	Month 2	Month 12
2	Implement student impact projects at 10 sites	Month 2	Month 12
2	Partner with like-minded entities (align unit)	Month 2	Month 12
3	Secure Green Jobs	Month 1	Month 12
3	Create boarding and teaching protocol	Month 1	Month 12
4	Create a platform to share our units	Month 1	Month 12
4	Hold teacher training workshop	Month 8	Month 12
5	Hold Open Labs (quarterly)	Month 1	Month 12
5	Develop outreach materials	Month 1	Month 12
6	In person evaluation interviews & report	Month 3	Month 12
6	Review of curriculum and tests & report	Month 3	Month 12

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.

Staff has been with PULS for an average of three years., so the team is well versed in operations and knowledge on how to train/mentor new staff and take on new projects. The Program Director

will review and oversee the work on a weekly basis. PULS’s Board of Directors are informed of our activities monthly, and ensures the plan is completed as stated as well as provide another level of insight and review to improve the results.

4. List the measure(s) 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 (schools/youth organizations) visited: 10
- Number of students taught: 1,500
- Number of staff mentored: 5
- Number of student action projects: 10
- Number of teaching training sessions: 2
- Number of units made available to teachers via website/PULS-in-Box: 4
- Complete boarding and training protocols: 1
- Document reviewing school needs and skills: 1
- Number of Open Lab events: 4

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: 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: N/A. Please note: As PULS is a new entity this would be our first government contract/grant awarded to us as our own 501c3. In the past, we operated as a fiscal sponsor under O’ahu Resource and Conservation Development Council, Inc.
2. **The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2027.**

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$50,000	\$50,000	\$50,000	\$50,000	\$200,000

- 3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2027.**

City & County Grant in Aid
Atherton Family Foundation
Castle Pilina Award
Hawaii Conservation Foundation Community Grants
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**

As PULS is a new entity this would be our first government contract/grant awarded to us as our own 501c3. In the past, we operated as a fiscal sponsor under O'ahu Resource and Conservation Development Council, Inc. If you would like to see funding the program received while under the fiscal sponsorship, please let me know. By the time of receipt of this funding, significant source of other funding secured under the fiscal sponsorship will be exhausted.

- 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 2027 for program funding.**

As PULS is a new entity this would be our first government contract/grant awarded to us as our own 501c3. In the past, we operated as a fiscal sponsor under O'ahu Resource and Conservation Development Council, Inc. If you would like to see funding the program received while under the fiscal sponsorship, please let me know. By the time of receipt of this funding, significant source of other funding secured under the fiscal sponsorship will be exhausted.

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

According to PULS, the balance of unrestricted assets is \$0.00. As PULS is a new entity this would be our first government contract/grant awarded to us as our own 501c3. In the past, we operated as a fiscal sponsor under O'ahu Resource and Conservation Development Council, Inc. If you would like to see funding the program received while under the fiscal sponsorship, please let me know. By the time of receipt of this funding, significant source of other funding secured under the fiscal sponsorship will be exhausted.

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.

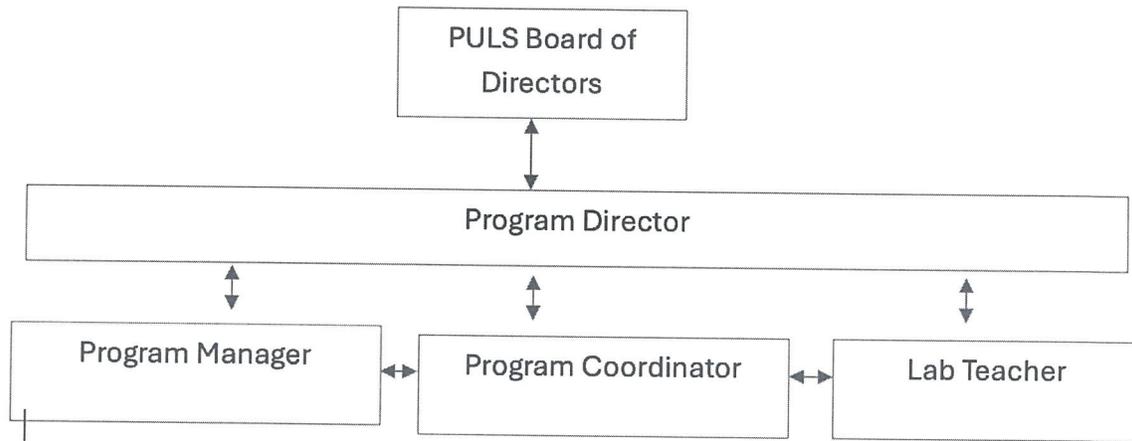
PULS has experienced people leading the organization. The Program Director has decades of experience in nonprofit leadership, community building, student education, and science. Dr. Weiant's academic foundation combined with extensive work experience in environmental management and community education 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 Directions at least monthly with updates, reports, and requests for support, if needed.

PULS uses a 360-degree reporting system, as is demonstrated in the organization chart below.



3. Compensation

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

- Program Director: \$80,000/year
- Program Manager: \$75,000/year
- Program Coordinator: \$64,000/year

VII. Other

1. Litigation

There is no pending litigation against Pop-Up Labs for STEM, the staff, or the 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

The 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, which we plan to grow this year to increase expertise and community connections.

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.

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 finalized a fundraising plan with a consultant with funding from the Harold KL Castle Foundation which will help guide PULS after fiscal year 2026.

The PULS team has strategized on alternative funding mechanisms such as selling science kits and attending local craft fairs. We are in discussion of hosting paid workshops and old drop-in paid sessions at shopping centers.

PULS is envisioning how to grow with a fleet of labs to meet the demand to help teacher need.

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2026 to June 30, 2027

Applicant: Pop-Up Lab for STEM

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	185,850		50,000	40,000
2. Payroll Taxes & Assessments				
3. Fringe Benefits				
TOTAL PERSONNEL COST	185,850		50,000	40,000
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island				
2. Insurance				
3. Lease/Rental of Equipment	5,400		2,700	2,700
4. Lease/Rental of Space				
5. Staff Training	1,000		500	500
6. Supplies	6,000		2,500	2,500
7. Telecommunication				
8. Utilities	250			
9. Mileage	1,500			
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
TOTAL OTHER CURRENT EXPENSES	14,150		5,700	5,700
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	200,000		55,700	45,700
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	200,000	Pamela Weiant 808-927-0392		
(b) Total Federal Funds Requested		Name (Please type or print) Phone		
(c) Total County Funds Requested	50,700	46,043		
(d) Total Private/Other Funds Requested	50,700	Signature of Authorized Official Date		
TOTAL BUDGET	301,400	Pamela Weiant, Director Name and Title (Please type or print)		

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2026 to June 30, 2027

Applicant: ___Pop-Up Lab for STEM_____

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: PULS is not requesting funding for Equipemnt and Motor Vehicles				

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2026 to June 30, 2027

Applicant: ___ Pop-Up Lab for STEM _____

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: 2024-2025	FY: 2025-2026	FY: 2026-2027	FY: 2026-2027	FY: 2027-2028	FY: 2028-2029
PLANS						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
TOTAL:						
JUSTIFICATION/COMMENTS:						
PULS is not requesting funding for Capital Projects						

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Applicant: _____

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					Application for Grants