

**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:

Pop-Up Labs for STEAM, sponsored by Oahu Resource C_{or} N/A

Amount of State Funds Requested: \$ 54,608

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

This application is to solicit funding to help launch a new program for the island of O'ahu, Pop-Up Labs for STEAM (PULS). PULS is a mobile resource lab like no other - a refurbished shipping container - to bring STEAM learning to schools and youth organizations. PULS's mission is "to provide access to fun-action oriented scientific learning to help you discover their potential in the field while inspiring commitment to protect our Earth among the next generation."

Amount of Other Funds Available:

State: \$ _____

Federal: \$ _____

County: \$ _____

Private/Other: \$ 26,000

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

\$ 0

Unrestricted Assets:

\$ 0

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

Type of Business Entity:

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

Mailing Address:

PO Box 209

City:

Kunia

State:

HI

Zip:

96758

Contact Person for Matters Involving this Application

Name:
Pam Weiant

Title:
Program Director

Email:
popuplabsforsteam@gmail.com

Phone:
808-927-0392

Federal Tax ID#:

State Tax ID#

Mark Phillipson
Authorized Signature

Mark Phillipson, Vice President
Name and Title

1/17/19
Date Signed

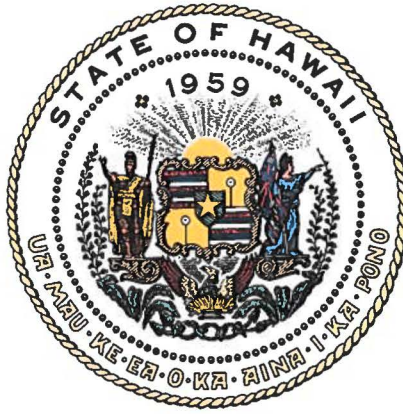
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Cont'd Brief Description of Request

PULS offers a variety of programs: in-school, out-of-school, and summer programs geared toward grades 4-6. The program is about getting kids started young to appreciate STEAM disciplines, not by rote homework assignments or taking tests but by with real hands on learning. The ultimate goal of PULS is to prepare students to become innovators, educators, researchers, and leader who solve challenges facing our world.

Though seed money was raised to start the program, the demand by schools and youth organizations has been overwhelming. Additional funding is necessary to allow PULS to visit the complete list of interested schools and youth organizations in 2019-2020 academic year.

Pop-Up Labs for STEAM is fiscally sponsored by Oahu Resource Conservation and Development Council.



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

O'AHU RESOURCE CONSERVATION AND DEVELOPMENT COUNCIL

was incorporated under the laws of Hawaii on 11/24/1997 ; 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 15, 2019

Director of Commerce and Consumer Affairs



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

The undersigned authorized representative of the applicant certifies the following:

- 1) The applicant meets and will comply with all of the following standards for the award of grants pursuant to Section 42F-103, Hawaii Revised Statutes:
 - a) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide the services for which a grant is awarded;
 - b) Complies with all applicable federal and state laws prohibiting discrimination against any person on the basis of race, color, national origin, religion, creed, sex, age, sexual orientation, or disability;
 - c) Agrees not to use state funds for entertainment or lobbying activities; and
 - d) Allows the state agency to which funds for the grant were appropriated for expenditure, legislative committees and their staff, and the auditor full access to their records, reports, files, and other related documents and information for purposes of monitoring, measuring the effectiveness, and ensuring the proper expenditure of the grant.
- 2) If the applicant is an organization, the applicant meets the following requirements pursuant to Section 42F-103, Hawaii Revised Statutes:
 - a) Is incorporated under the laws of the State; and
 - b) Has bylaws or policies that describe the manner in which the activities or services for which a grant is awarded shall be conducted or provided.
- 3) If the applicant is a non-profit organization, it meets the following requirements pursuant to Section 42F-103, Hawaii Revised Statutes:
 - a) Is determined and designated to be a non-profit organization by the Internal Revenue Service; and
 - b) Has a governing board whose members have no material conflict of interest and serve without compensation.

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

Further, the undersigned authorized representative certifies that this statement is true and correct to the best of the applicant's knowledge.

O'ahu Resource Conservation & Development Council

(Typed Name of Individual or Organization)


(Signature)

1/17/19
(Date)

Mark Phillipson
(Typed Name)

Vice President
(Title)

Application for Grants

I. Certification

1. Certificate of Good Standing

The Certificate of Good Standing is attached immediately after cover page.

2. Declaration Statement

The Declaration Statement is attached immediately after cover page.

3. Public Purpose

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

II. Background and Summary

1. A brief description of the applicant's background

Pop-Up Labs for STEAM (PULS), fiscally sponsored by Oahu Resource Conservation and Development Council, was formed in 2017. PULS is a mobile resource center that offers in- and out-of-school hands-on learning opportunities in STEAM (science, technology, engineering, art+design, and mathematics). PULS's mission is to help youth discover their potential in STEAM to inspire commitment to protect our Earth. PULS services all schools and youth organizations (e.g., YMCA) with emphasis on those in greatest need of STEAM support (e.g., Title 1).

The grant activity was chosen due to a successful pilot of the lab concept, extensive survey of teachers/parents/students, and consultation with academic/afterschool professionals to be confident that the lab provides a unique and much-needed service. After an initial round of solicitation for host lab sites for the academic 2019-20 school year, the demand has been overwhelming.

The intended outcome is to develop youths as critical thinkers to be the innovators, educators, and researchers of their generation, especially as it relates to the environment. The activity meets serious State of Hawai'i needs:

- Improves academic potential by empowering students with increased exposure to STEAM

- Protects of the state's precious resources by raising environment awareness on global issues that have local relevance
- Builds a sustainable work force in STEAM-related profession by providing training and employment opportunities

PULS is the vehicle to effectively address the community's need by offering:

- Commitment to students by providing intensive student engagement. The Lab stays at the host lab site for one month, totaling 15-20 potential lab sessions per student cohort.
- Innovative, action-oriented approach to STEAM teaching to capture student interest. A trained team guides lesson plans designed for inquiry, experimentation, and story-telling. Lessons are locally relevant, multi-disciplinary in content, and linked to real-world problems.
- Promotion of critical thinking and problem solving to prepare students for advance education and any professional career. Student final projects require independent thinking and problem solving to share a story.
- A strong connection between STEAM and conservation, in particular how science, technology, engineering, arts, and mathematics can be used to solve the complex environmental issues facing their generation. This serves as a means to address resources use in Hawai'i for which health and livelihoods depend.

PULS partners with youth organizations (e.g., YMCA) and schools, especially Title 1. Several lab sites are among the schools in the Nanakuli-Waianae District such that they have a minimum poverty threshold that ranges from 100% (Waianae EI) to 73.3% (Nanakuli High & Int). In a Waianae-Nanakuli survey, students emphasize need to increase scientific teaching.

2. The goals and objectives related to the request

The grant activity is intended to improve the overall the well-being and quality of life of next generation of students by making them prepared for higher education/professions and teaching them to use their knowledge to become stewards of the land on which their livelihoods depend.

- 1] Student empowerment: PULS will guide and support student growth in STEAM disciplines.
 - Partner with 5 host locations representing different geographic regions of the island and serving schools and youth organizations
 - Engage 200-250 students
 - Teach 75-100 lab sessions
- 2] Sustainable stewardship of the 'aina: PULS will provide meaningful lessons that make science applicable to the world in which the students live with a focus on solving a global environmental challenge at the local level.
 - at minimum 5 independent/cohort projects shared with the community
 - at minimum 1 large-scale projects launched

3] Develop pipeline of STEAM professionals: PULS will provide opportunities for students in higher education and young professionals in a field where it is otherwise hard to find entry-level positions. The Lab Scientists and Lab Leaders can build their skills to improve their candidacy for higher degrees and the job market.

- 2 early career scientists/environmental educators hired at Lab Scientists
- 2 high school/college or community volunteers trained as Lab Leaders
- Invite 2-3 professionals to share for students to learn the relevance of STEAM in the real-world environment. The professional will have roots within the community of the host site.

3. The public purpose and need to be served

PULS addresses critical needs of student's today. Students are (1) under increasing demands to develop skills in science, technology, engineering, and mathematics (STEM) so they will be prepared for the jobs of the future, and (2) inheriting an environment upon which their livelihoods and well-being depend that is riddled with complex use issues.

Research points to a poor and uneven outcome in STEM knowledge. According to National Research Council, the majority of schools lack authentic learning activities in STEM subjects and provides little time for science in elementary school. National Center for Education Statistics states the majority of U.S. students, particularly low-income and minorities, lack foundational skills and knowledge STEM.

There is mounting evidence that demonstrates the importance of informal education in helping educators and students meet STEM goals. Informal learning experiences have the power to spark curiosity and engage interest in the sciences during school years and throughout a lifetime (National Science Teachers Association), and can significantly improve science learning outcomes from groups which are historically underrepresented, such as girls and minorities (National Research Council).

Recent studies show also that increasing interest and awareness in the environment is a critical. This is an important step in educating children who will grow to be the next generation responsible for preserving our land and ocean.

PULS utilizes an innovative approach to authentic STEAM (STEM + arts) learning experience to help our Hawai'i students of all backgrounds learn to think and act like scientists and to gain necessary skills such a critical thinking, collaboration, and problem solving at an early age to prepare them for the future ahead. PULS is specifically designed to improve the issues common to schools in Hawai'i:

- Lack of science labs/equipment: The PULS lab is outfitted with low- to high-tech equipment in the STEAM disciplines with a focus on filling the gaps in what schools have.
- Tighter budgets limiting field trips: The PULS lab comes to the schools and stays to provide quality enrichment opportunities.

- Teacher need for more resources/support to teach STEAM concepts: The PULS lab develops peer-reviewed lesson plans and is independently staff demanding minimal/no teacher involvement.
- Connecting science disciplines to nature. Hawaii's students are unique in that many are hands-on and oral learners and generally have a burgeoning sense of kuleana. The PULS lab is a way to help students build knowledge, skills, and experiences to be a part of the future direction of resource conservation in Hawai'i.

Overall, PULS commits to addressing island-wide efforts to assist youth, lower-income families, and groups who are often underrepresented in STEM with enrichment opportunities.

4. Describe the target population to be served

The grant serves the community of "students" across O'ahu and pays attention to the educational and environmental resources necessary for them to have productive, healthy lives. This community needs enhanced STEAM education as a mechanism to empower them to become:

-Successful students. Only 30% of Grade 4 students are proficient in science in Hawai'i. This trend continues in higher grades, in other STEAM disciplines, and is disproportionate for particular island groups (The Nation's Report Card, 2015, Hadfield et al. 2016).

-The next generation of resource stewards. This generation will inherit an ecosystem that is dramatically altered and facing natural and anthropogenic impacts that affect resource health, well-being, and food and livelihood security.

-Well-positioned to join the professional field. 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 March 14, 2016).

-Involved in a high-quality out-of-school program. Nearly 60,000 more children would participate in an afterschool program if it were available (Hawaii Afterschool Alliance).

Many sectors will benefit:

1) Boys/girls. PULS serves any community, with a focus on establishing lab sites where Department of Education is concerned with student proficiency in science and/or school deficiencies in science programs and/or are Title I.

2) Environment. PULS's emphasis on environmental awareness will prepare this generation as natural resource stewards in Hawai'i. The lab connects scientific exploration to the environment, specifically by addressing global environmental issues at the local level, to have students become part of the solution to resource conservation and technology development.

3) Job market. PULS creates an avenue for professional preparation – jobs, training, and mentorship responsibilities - in the fields of STEAM/environmental education from high

school/college students to recent graduates. This opportunity is important as entry-level positions in this field are few. In addition, PULS invites experts to the lab to share with students what STEAM professionals really do.

4) Teachers. PULS lesson plans are linked to Common Core State Standards and reviewed by DOE specialists to help augment what is taught in school. The lab features tools and technology target schools do not have on campus.

5) Care providers (e.g., parents, aunties, grandparents). PULS offers a high-quality enrichment experience in a safe, learning environment for their dependents.

6) Community-at-large. PULS shares resources and final projects with the community. In particular, the two large-scale environmental projects will have lasting impacts on improving a resource issue of concern to the students that will help their community.

5. Describe the geographic coverage

The PULS lab is based on O’ahu and is available to serve schools and youth organizations on this island. For this grant, lab sites include: Nanakuli Elementary, Niu Valley Middle, Kaimuki YMCA, Leeward YMCA, and Mililani YMCA.

III. Service Summary and Outcomes

1. Describe the scope of work, tasks and responsibilities

Scope of Work. The PULS Lab is a retrofitted shipping container outfitted with exploratory modules. The lab is committed to a host lab site for one-month sessions, offering on up to 20 lab days. PULS offers a range of programs: in-school, out-of-school, and summer school.

During the one-month session, students delve into pre-determined lesson plans that have been created by PULS, reviewed by Department of Education specialists, and approved by the Point of Contact at the host lab site. Each lesson plan is centered on an essential topic – a topic that is multi-disciplinary, addresses a global issue of local relevance, and linked to UN Sustainability Goals. The lesson plans incorporate modules in the STEAM disciplines, linked to Common Core State Standards, and are reviewed by Department of Education specialists.

For each lesson plan, students engage in five modules linked to the five STEAM disciplines. The modules are augmented by outside guest speakers. The guest speakers are experts in the field and help provide relevance of STEAM learning to the the professional environment.

At the end of the lesson, students create a final project. The intent of the final project is to ensure that the students reflect upon what they have learn, work independently and collaboratively, and learn the art of story-telling by using professional modes of sharing (e.g., PSA, video, newspaper article, flyer). PULS invites each lab site to execute large-scale projects that address a local environmental issue and become part of the community (e.g., rain garden).

PULS uses an innovative approach to authentic STEAM learning experience to help students of all backgrounds to think and act like scientists as well as gain necessary skills such a critical thinking, collaboration, and problem solving to prepare them for a future ahead. PULS serves as the liaison between the students and scientists to improve the level of understanding of the current status of resource health in Hawai'i, what it means to their culture and way of life, and to create action on possible solutions. The outcome is students prepared for the future ahead in the scientific field or really any career, and ready to shape the direction of resource conservation in Hawai'i.

Tasks. To meet the measurable outcomes, PULS will:

- 1] Student empowerment. Include representation from different geographies around the island and Title 1 schools.
 - Partner with 5 lab sites
 - Mentor 200-250 students
 - Operate 75-100 lab sessions

- 2] Sustainable stewardship of the 'aina. Each lesson plan culminates with a student or group final product.
 - Ensure 5 independent/cohort final projects are shared with the wider community
 - Launch 1 large-scale project with support from the wider community
 - Secure involvement from 2 guest experts

- 3] Develop pipeline of STEAM professionals. The purpose is to provide opportunities to college/graduate students and young professional to help build a pipeline of
 - Hire 2 Lab Scientists (paid)
 - Hire 2 Lab Leaders (volunteers)
 - Train and deploy Lab Scientists and Lab Leaders
 - At minimum 3 lesson plans developed

Milestones. These events are the final projects, which are the culmination of the time spent at the lab. Final projects offer students the unique opportunity to reflect upon what they have learned and to use their creativity to share this knowledge their cohort as well as the wider community. Students choose the format, such as a PSA or article for the school or local paper or a presentation. In doing so, they will be able to use varying applications, such as Power Point, Canva, or video, which are necessary skills for high education and the professional world.

Responsibilities. PULS is responsible for securing the host lab sites, transporting the lab to host lab site, developing the lesson plans (with Point of Contract approval), overseeing lab operation, hiring PULS staff, and mentoring student participants.

The key partner on this project is the host lab site. Lab sites are schools and youth organizations. Lab site selection is based on set criteria: socioeconomic demographics, institutional STEAM capacity, student access to STEAM, and interest. Title 1 schools are encouraged to apply. Partners will be decided prior to the 2019-2020 academic year. The lesson plans will be discussed with a Point of Contact teacher in advance to the visit to ensure alignment with school goals. The Point of Contact will help select the students interested in participating in the lab by assessing need, ability to commit the time, and want. The lab site is also responsible for securing a location for the lab.

Another important partner is guest experts who will be involved in PULS labs at strategic times during the lesson plan. Experts may be from academia, government, non-profits, businesses, and the community and are selected based on area of expertise, availability, and ability to add value to the lesson. Perhaps more important to providing guidance to the lesson plan, the expert will provide relevance to STEAM professions by sharing with students their academic path, job responsibilities, and how STEAM is applied in the real world.

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

Prior to the GIA award, PULS will have secured the host sites, completed the peer-reviewed lesson plans, and scheduled the lab visits. During the GIA grant period, PULS will complete the following:

Phase I (Begin Month 1-ongoing): Charting the route

- a. Hire/retain 2 Lab Scientists
- b. Hire/retain 2 Lab Leaders
- c. Train Lab Scientists and Lab Leaders
- d. Secure/schedule outside guest experts
- e. Final approval of lesson plans with host sites
- f. Continue marketing plan to increase potential for sustainable financing

Phase II (Begin Month 3-ongoing): Taking the lab on the road

- a. Deploy Lab Scientists and Lab Leaders
- b. Pop-up at 5 host sites, as scheduled, for one month lab sessions
- c. Teach 25-50 students per lab site
- d. Support student final projects
- e. Plan, design, and implement 1 large-scale environmental project at two different communities
- f. Assist students in creating a pledge to protect some element of the environment
- g. Attend outreach event in the community to share about and grow PULS
- h. Provide support to host sites, as needed, before, during, and after visit

Phase III (Month 10-ongoing): Coming home

a. Monitor program success:

- Student evaluations: With teachers, assess student skill improvement, change in level of interest in STEAM disciplines, and environmental awareness as a result of participation

- Lab site evaluations: With Point of Contact, collect feedback on meeting expectations, logistics, program operations, and satisfaction

- Intra-organization evaluations: With staff, conduct an internal review to evaluate organizational capacity, identify problems and solutions, and recognize opportunities for growth

b. Plan next upcoming academic year: create new lesson plans, secure host sites

c. Lab renovation: conduct inventory, acquire the necessary new tools/equipment, housekeeping (clean/reorganize), make necessary repairs and upgrades

3. Describe its quality assurance and evaluation plans for the request

The social return on an investing in PULS is enormous. The Lab will have an impact on students, their peers and families, and environmental stewardship.

The overall project will be overseen by the Program Director of PULS. The Program Director will oversee the staff and volunteers leading the labs sessions by routinely visiting the lab sites and conducting monthly in-person interviews.

Prior to a lab session launch, the program staff will have been sufficiently trained to ensure the highest quality of teaching and care to the student participants.

In addition, the PULS board of directors will be informed of all activities on a monthly basis.

Finally, the Fiscal Sponsorship will be advised on all programmatic developments and financials as outlined in this grant.

The Program Director will conduct and review all surveys to ensure PULS is meeting the expectations of the Lab Sites.

4. List the measure(s) of effectiveness that will be reported to the State agency through which grant funds are appropriated

PULS will measure success in several ways. Most important metrics will include the following, all of which will be measured annually:

Serve diverse communities of youth/spark curiosity and engage interest in STEAM:

of lab sites visited

of students participated

of students participated who have an increased interest STEAM-related subject

Connect youth to the 'aina:

- # of conservation pledges committed
- # of final products with a solution completed
- # of large-scale community projects executed

Provide professional opportunities:

- # of internships/jobs/volunteers
- # of interns/staff/volunteers who move on to higher education or mid-entry job in a STEAM field

Program improvement:

- # of surveys completed

IV. Financial

Budget

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

See attached for:

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

2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2020.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
13,652	13,652	13,652	13,652	\$54,608

3. The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2020.

City & County Grant-in-Aid
Atherton Foundation
Patagonia Environmental Grant

4. The applicant shall provide a listing of all state and federal tax credits it has been granted within the prior three years.

Oahu Resource Conservation and Development Council, PULS's Fiscal Sponsorship, is a 501(c)(3) non-profit and therefore 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 2020 for program funding.

For the fiscal Sponsor's, Oahu Resource Conservation and Development, list 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 2020 for program funding, please refer to Government Contracts, Grants, and Grants in Aid. This is not relevant for Pop-Up Labs for STEAM.

6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2018.

Pop-Up Labs for STEAM does not have any unrestricted assets. Oahu Resource Conservation and Development Council, PULS's fiscal sponsor, has \$100,000 in unrestricted assets.

V. Experience and Capability

1. Necessary Skills and Experience

PULS has the required abilities to implement this Grant Activity.

Most important, schools are committed and recognize the program's vision to build a generation of STEAM thinkers with awareness to the environment. PULS has geographic coverage from all regions (south shore, windward, north shore, leeward) of O'ahu. There has been a strong response rate by schools and YMCA branches to have PULS pop-up on their campus.

The successful trial project led to a strong, early track record of nation-wide recognition: The Nantucket Project Scholar Program, Vassar College, American Savings Bank, Whole Kids Foundation, and Gainline Capital Partners.

PULS has experienced people leading the program. The Director has experience and expertise required to implement the plan successfully. Dr. Weiant has decades of experience in non-profit leadership, community building, and science. Dr. Weiant's academic foundation (MES in Conservation Biology and a Ph.D. in Marine Science) combined with extensive work experience in environmental management and community education in Hawai'i for nearly fifteen years makes her well poised to launch a STEAM learning center here on O'ahu. Dr. Weiant has mentored over 100 students in high school to graduate school on independent applied scientific

research projects in Maunalua Bay, is routinely asked to give presentations to schools, and serve as science fair judge.

Dr. Weiant has strong connections with academia, non-profit organizations, researchers, government agencies, and businesses. These ties are critical to helping the program deliver on needs such as staffing, finding outside experts, and cultivating lasting partnerships. Dr. Weiant also has experience working with organizations that operate with a very small staff, and has learned how to produce results with limited resources.

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. The committed board is successfully operationalizing the organization, and prepared for organizational gains beyond the grant period.

PULS's Fiscal Sponsorship, O'ahu Resource Conservation and Development, is a leader in improving the quality of life of the people of O'ahu by encouraging activities that conserve and sustain our natural, human, cultural and economic resources. O'ahu Resource Conservation and Development serves as a mentor to Pop-Up Labs for STEAM. O'ahu Resource Conservation and Development's Executive Director has over 20 years of experience in the conservation and agricultural fields including 12 years in non-profit organizations. She has successfully managed a variety of federal, state and foundation grants, and an expertise in building networks with government and non-government entities, community leaders, elected officials and individual stakeholders.

PULS is a model that can accomplish the mission: sites visited, students engaged, young professionals employed, and large-scale environmental projects launched.

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.

The facility is a 20 foot shipping container that has been refurbished into a lab space. The lab is currently in the design phase and will be available for use before the start of this grant. PULS has sufficient funding to cover the cost of building and outfitting the lab (mainly Vassar Time-out Grant).

When space is needed for meetings, PULS works with partners to secure available space.

VI. Personnel: Project Organization and Staffing

1. Proposed Staffing, Staff Qualifications, Supervision and Training

The applicant shall describe the proposed staffing pattern and proposed service capacity appropriate for the viability of the request.

For the financial request from State of Hawai'i Grant-in-Aid Grant, PULS seeks support for the following professional and contract positions.

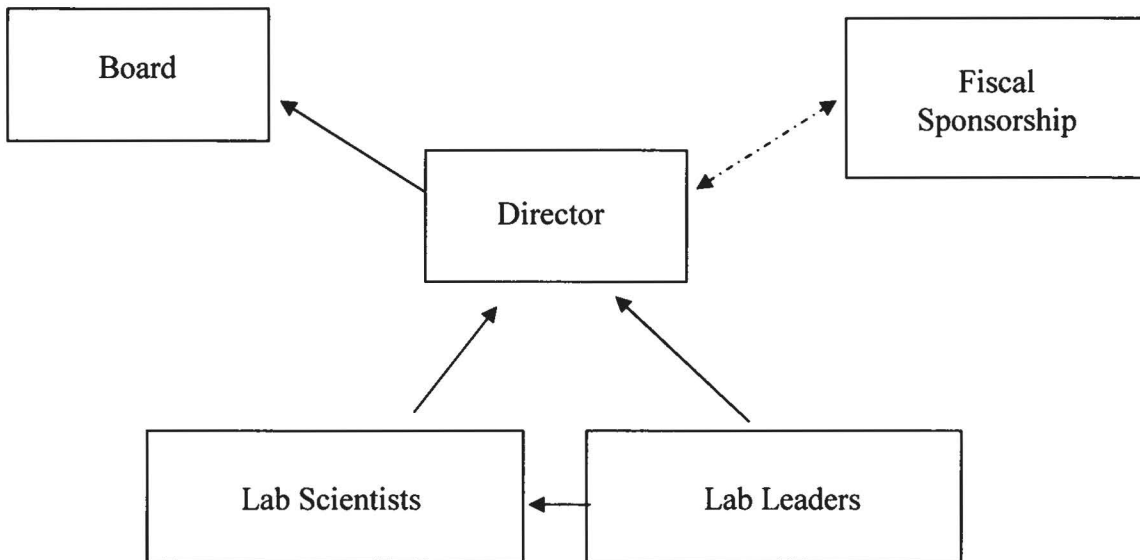
Lab Scientists [2]: Committed to STEAM, the environment, and/or education and seek greater experience in the field, Lab Scientists are trained to lead the lab, effectively communicate with students, and safety protocols. Lab Scientists ensure that participating students have a high-quality, engaging and safe learning experience. Lab Scientists will be selected from the community to which the lab serves, when possible. Lab Scientists will be college students, graduate students, or recent graduates.

Lab Leaders [2]: Committed to STEAM, the environment, and/or education and seek greater experience in the field, Lab Leaders are trained to support the Lab Scientists. Lab Leaders are volunteers drawn from the community (e.g. college student) to which the lab serves.

Program Director. The Director is tasked to operationalize all aspect of PULS, such as relationship building, collaborating with the education mentor, securing equipment, ensuring Lab Scientists are on track with training/teaching, representing PULS community networking opportunities. The Director oversees the Lab Scientists, Lab Leaders, and lab operations.

The Director is already acting in this capacity. The Director has a Ph.D. in Marine Science from University of California at Santa Barbara, a M.E.S. from Yale University and a B.A. from Vassar College. She has over 20 years working in the non-profit and environmental conservation field with the past 8 focused on building the next generation of marine stewards in Hawai'i.

2. Organization Chart



3. Compensation

At present, there are no salaried positions. The Program Director currently works part-time for \$25,000 from a grant awarded in 2018. The other positions have yet to be hired and will be contracted.

VII. Other

1. Litigation

There is no active or pending litigation against Pop-Up Labs for STEAM, O’ahu Resource Conservation and Develop Council, the staff, or the Board of Directors.

2. Licensure or Accreditation

Not applicable

3. Private Educational Institutions

The grant will not be used to support or benefit a sectarian or non-sectarian private educational institution.

4. Future Sustainability Plan

Beyond the grant period, PULS will continue to emphasize general awareness by:

-Participating at community events (e.g., Mauka-to-Makai Environmental Expo) for families to become familiar with PULS as well as cultivate volunteers, interns, and mentors.

-Building a strong social media platform (Facebook, Instagram, and Twitter) to garner enthusiasm to a growing community of supporters.

-Publishing a monthly newsletter and blog that highlights achievements and upcoming happenings.

PULS will build revenue by:

- Private donations
- Grants awards from private foundations and federal agencies
- Developing a line of merchandise (for a suggested donation)
- In-kind support from like-minded entities
- Optimizing lab use by offering a range of other services for a fee: birthday parties (e.g., slime making), movie night, or training workshops (e.g., how to fix a leaking toilet)
- Oversee a local fundraising campaign
- Develop a sliding fee for participation (if necessary)
- Creating a product from the Whole Kids Foundation/The Bee Cause donated indoor observation beehive

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2019 to June 30, 2020

Applicant: Pop-Up Labs for STEAM, fiscally sponsored by 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	40,000		40,000	15,000
2. Payroll Taxes & Assessments				
3. Fringe Benefits				
TOTAL PERSONNEL COST	40,000		40,000	15,000
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island	0			
2. Insurance	0			
3. Lease/Rental of Equipment	1,225		1,225	
4. Lease/Rental of Space	0			
5. Staff Training	0			
6. Supplies	4,500		4,500	
7. Telecommunication	600			
8. Utilities	500		500	
9. Mileage and Parking	1,500		1,500	
10. Fees to cover Fiscal Sponsorship	6,283		6,205	
11.				
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TOTAL OTHER CURRENT EXPENSES	14,608		13,930	
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	54,608		53,930	15,000
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	54,608	Pamela Weiant 808-927-0392		
(b) Total Federal Funds Requested	0	Name (Please type or print) Phone		
(c) Total County Funds Requested	53,930	1/17/2019		
(d) Total Private/Other Funds Requested	15,000	Signature of Authorized Official Date		
TOTAL BUDGET	123,538	Mark Phillipson, Vice President		
		Name and Title (Please type or print)		

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2019 to June 30, 2020

Applicant: _Pop-Up Labs for STEAM, fiscally sponsored by 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	1	\$50,000.00	44.00%	\$ 22,000.00
Lab Scientist 1	0.5	\$16,000.00	50.00%	\$ 8,000.00
Lab Scientist 2	0.5	\$16,000.00	50.00%	\$ 8,000.00
Lab Leader 1	0.5	\$2,000.00	50.00%	\$ 1,000.00
Lab Leader 2	0.5	\$2,000.00	50.00%	\$ 1,000.00
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
TOTAL:				40,000.00

JUSTIFICATION/C The salary budget is to cover partial salaries for contract staff to serve the host lab sites (Lab Scientists, Lab Leaders) and to oversee the entire program (Program Director).

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2019 to June 30, 2020

Applicant Pop-Up Labs for STEAM, fiscally sponsored by Oahu Resor

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				
JUSTIFICATION/COMMENTS: Not applicable				

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				
JUSTIFICATION/COMMENTS: Not applicable				

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2019 to June 30, 2020

Applicant Pop-Up Labs for STEAM, fiscally sponsored by Oahu Resource Conservation and Development Council

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: 2017-2018	FY: 2018-2019	FY:2019-2020	FY:2019-2020	FY:2020-2021	FY:2021-2022
PLANS						
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
TOTAL:						
JUSTIFICATION/COMI	Not applicable					

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Applicant: O'ahu Resource Conservation and Development Council

Contracts Total:

\$843,861.71

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S. / State / Haw / Hon / Kau / Mau)	CONTRACT VALUE
1	State GIA (Hawai'i One Software)	4/15/16-4/14/17	H.D.O.A	State	\$58,320.00
2	Cover Crop Cocktails	4/21/16-1/15/19	Western SARE	U.S.	\$41,606.00
3	Ag. Stewardship in the Ma'ili'ili Watershed	12/19/16-12/19/18	Department of Health	State	\$190,035.51
4	Ka'alaea and Waiahole Stream Restoration Phase 2	12/19/16-6/19/19	Department of Health	State	\$216,811.20
5	Cacao Orchard Establishment	4/01/17-10/31/20	Western SARE	U.S.	\$49,789.00
6	Specialty Crop Block Grant	12/22/17-12/22/19	H.D.O.A	State	\$39,747.00
7	Hawai'i Women Farmers: Farmer to Farmer Networks	4/01/18-9/30/19	WERME (USDA-NIFA)	U.S.	\$49,980.00
8	CTA Contribution Agreement	5/2/18-9/30/19	NRCS-PIA	U.S.	\$25,000.00
9	Grow More Farms: Supporting Small Farm Entrepreneursh	10/1/17-9/30/17	C&C of Honolulu	Hon	\$42,987.00
10	Parade of Farms at Kahumana	8/3/18-8/31/19	H.T.A	State	\$10,000.00
11	Parade of Farms Festival at Kahumana	1/1/19 -12/31/19	H.D.O.A.	State	\$6,000.00
12	Risk Management for Hawai'i Farmers	4/1/17-9/30/18	WERME (USDA-NIFA)	U.S.	\$48,801.00
13	Conservation Planning and Monitoring	4/1/17-12/31/17	C&C of Honolulu	Hon	\$30,000.00
14	Community Enrichment Program	10/25/17-8/31/18	H.T.A.	State	\$6,000.00
15	Community Enrichment Program	1/15/17-7/31/17	H.T.A.	State	\$6,285.00
16	Conservation Services for O'ahu Farms	4/1/17-12/31/17	C&C of Honolulu	Hon	\$20,000.00
17	Parade of Farms Sponsorship	3/15/18-1/15/19	H.D.O.A.	State	\$2,500.00
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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) Certificate of Good Standing (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


AUTHORIZED SIGNATURE

MARK PHILLIPSON, VICE PRESIDENT
PRINT NAME AND TITLE

JANUARY 17, 2019

DATE