

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

Alexis Ching

Alexis Ching (Jan 23, 2026 14:51:25 HST)

AUTHORIZED SIGNATURE

Alexis Ching

PRINT NAME AND TITLE

1/23/26

DATE



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: 'EWALU INC.

DBA/Trade Name: 'Ewalu Industries

Issue Date: 01/21/2026

Status: **Compliant**

Hawaii Tax#:

New Hawaii Tax#:

FEIN/SSN#:

UI#: No record

DCCA FILE#: 321600

Status of Compliance for this Vendor on issue date:

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

Status Legend:

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

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

The undersigned authorized representative of the applicant certifies the following:

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

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

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

'Ewalu Inc.

(Typed Name of Individual or Organization)

Alexis Ching

Jan 23, 2026

(Signature)

(Date)

Alexis Ching

President

(Typed Name)

(Title)

Rev 8/30/23

5Application for Grants

Application for Grants

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

I. Certification – Please attach immediately after cover page

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

If the applicant is an organization, the applicant shall submit one (1) copy of a Hawaii Compliance Express Certificate from the Comptroller of the Department of Accounting and General Services that is dated no earlier than December 1, 2025.

2. Declaration Statement

The applicant shall submit a declaration statement affirming its 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 CREATE Hawai'i youth apprenticeship program serves a clear public purpose consistent with Section 42F-102, Hawaii Revised Statutes, by advancing workforce development, education, and economic opportunity for Hawai'i's youth. The grant funds will be used to expand access to structured, high-quality training in the creative industries, an area of demonstrated student interest and projected job growth, particularly for students in rural and neighbor island communities where such training opportunities have been historically limited.

II. Background and Summary

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

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

'Ewalu Industries is a Hawai'i Island-based 501(c)(3) nonprofit dedicated to building economic resilience in Hawai'i by empowering the next generation of homegrown leaders. Our programs, rooted in local values, provide youth and young professionals with mentorship, leadership skills, and opportunities to pursue high-impact career pathways. We work to empower youth from cradle to career with place-based opportunities, ensuring those who stay in Hawai'i are equipped to thrive, and those who leave remain tethered to, and contribute to their island home.

We are launching CREATE (Creative Routes Empowering Apprentices Toward Employment) Hawai'i, a youth apprenticeship focused on creative industries and business leadership. The CREATE Hawai'i youth apprenticeship reimagines what career training and preparation in Hawai'i's creative industries can and should look like for our 'ōpio (youth). Our partnership aims to address the gap between academic learning and practical skills in Hawai'i's creative industries, empowering our youth to lead their communities through the power of storytelling.

'Ewalu Industries serves as the backbone organization for CREATE Hawai'i, coordinating partnerships among public high schools and charter schools, community access television stations on Hawai'i Island and Kaua'i, industry employers, and postsecondary institutions to deliver a structured youth pre-apprenticeship and paid apprenticeship pathway in film, media, and digital production. The CREATE Hawai'i youth apprenticeship initiative will advance our goal of increasing investment in creative arts. It supports our mission by delivering meaningful mentorship and opening pathways to impactful careers in the creative sector.

The program creates a robust, place-based pipeline for local youth that want to pursue careers in the creative industries—an expanding sector in Hawai'i with strong potential for economic diversification and entrepreneurial growth. CREATE Hawai'i integrates academic instruction, industry credentials, and real-world work experience. This community- and culture-grounded model equips students with both technical production skills and business leadership acumen, building the skills, experiences, and social capital needed to launch sustainable careers in Hawai'i and contribute meaningfully to their communities. Apprentices will be the future leaders and the next voices of Hawai'i.

2. The goals and objectives related to the request;

The goal of this request is to support the implementation of a structured youth pre-apprenticeship and apprenticeship program that prepares Hawai'i high school students for high-skill, high-demand careers in film, media, and digital content production, with a particular focus on Hawai'i Island and Kaua'i.

Key objectives include:

- Providing all participating students with access to industry-aligned pre-apprenticeship training embedded in coursework through participating public and charter high schools
- Preparing students to meet professional broadcast and digital media standards
- Offering paid apprenticeship opportunities that provide wages, college credit, and hands-on experience with real clients
- Building a scalable, replicable model for youth to pursue creative industry workforce development across Hawai'i

This program intentionally aligns K-12 & post-secondary education, workforce, and industry systems to create seamless pathways from school to career.

3. The public purpose and need to be served;

Hawai'i faces a critical need for locally trained creative media professionals as demand grows across film, broadcast, digital storytelling, marketing, and content production sectors. At the same time, many students, particularly those in rural and neighbor island communities, lack access to paid, industry-recognized training opportunities that lead to sustainable careers.

The CREATE Hawai'i youth apprenticeship program addresses this gap by:

- Embedding workforce training within public high schools
- Providing equitable access to industry certifications and professional mentorship
- Connecting education directly to paid employment and postsecondary credit
- Retaining local talent by creating viable career pathways within Hawai'i

Public investment in this program strengthens Hawai'i's creative economy, supports youth workforce readiness, and advances equitable access to high-wage career pathways.

4. Describe the target population to be served; and

The primary population served is underserved public high school students in grades 11 and 12 enrolled in Digital Video Technology and Film & Media Production courses.

The program is designed with a universal pre-apprenticeship model, ensuring all enrolled students benefit from professional skill-building regardless of whether they are selected for paid apprenticeship positions. Competitive paid apprenticeships are offered to students who demonstrate readiness, with intentional outreach and support for underserved and historically underrepresented youth.

Participants gain transferable employability skills, industry certifications, college credit opportunities, and professional portfolios that support both immediate employment and postsecondary success.

5. Describe the geographic coverage.

The CREATE Hawai'i youth apprenticeship program will serve students on two islands during this grant cycle. It will be available to students on Hawai'i Island, as well as students on the island of Kaua'i, with programming anchored in partnership with Nā Leo TV and public high schools in the West Hawai'i region.

The program is intentionally designed as a scalable statewide model, with curriculum, competency frameworks, and partnership structures that can be replicated across additional Hawai'i Department of Education schools and communities in future years, expanding impact statewide.

III. Service Summary and Outcomes

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

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

Summary: The CREATE Hawai'i Youth Pre-Apprenticeship and Apprenticeship Program delivers a structured, industry-aligned workforce development pathway that integrates classroom instruction, professional skill development, and paid work-based learning experiences in film, media, and digital production. The program is designed to produce measurable educational and workforce outcomes while ensuring accountability, quality assurance, and continuous improvement.

'Ewalu Industries will serve as the intermediary and program administrator, coordinating education, employer, and postsecondary partners to implement the CREATE Hawai'i model. The scope of work includes the following core components:

Program Design and Management

- Administer the CREATE Hawai'i pre-apprenticeship and apprenticeship pathway
- Coordinate partnerships with Hawai'i Department of Education schools, Nā Leo TV, and postsecondary partners
- Oversee compliance with youth employment regulations, apprenticeship standards, and grant requirements

Pre-Apprenticeship Implementation

- Deliver industry-aligned pre-apprenticeship curriculum embedded within Digital Video Technology coursework
- Provide professional development workshops, field-based learning, and real-world project experiences
- Prepare students for industry-recognized credentials, including certifications like Adobe Premiere Pro
- Track student participation, skill progression, and employability competencies

Apprenticeship Implementation

- Facilitate a competitive selection process for paid apprenticeship placements
- Coordinate paid, supervised work-based learning with industry partners
- Support apprentices in career goals, earning wages, postsecondary credits, and producing professional portfolios
- Monitor apprentice competency progress and employer satisfaction

Student Support and Employer Engagement

- Provide mentorship, career advising, and wraparound supports to promote retention and completion
- Maintain regular communication with employers and education partners
- Document outcomes and ensure alignment with workforce and industry needs

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

CREATE Hawai'i Youth Pre-Apprenticeship & Apprenticeship Program

July 2026

The apprenticeship program launches with a one-week intensive training and industry exposure experience for selected apprentices. This launch includes structured orientation, professional skills bootcamp sessions, and industry exposure with partner organizations in California and Arizona, focused on workplace expectations, advanced workflows, safety, and career pathway awareness. During this month, 'Ewalu Industries also completes all planning and coordination for the second-cohort pre-apprenticeship, including curriculum alignment, partner coordination, instructional scheduling, and competency framework finalization for implementation in West Hawai'i and Kaua'i.

August 2026

Classroom instruction begins and incorporates college-level curriculum and credit. Paid, on-the-job training formally begins for apprentices. Apprentices are placed into structured, supervised on-the-job learning roles and begin paid client-based media production work. Program staff monitor attendance, hours worked, wages, and competency development, and conduct initial employer and apprentice check-ins to ensure alignment with program goals and youth employment requirements.

September 2026

Apprentices continue paid on-the-job training and senior-year coursework aligned with their work schedules. Apprentices apply post-production, storytelling, and professional communication skills across school and workplace contexts. Ongoing mentorship and monitoring support retention and skill development.

October 2026

Paid apprenticeship participation continues with increasing responsibility and independence. Apprentices deepen technical competencies in interviewing, narrative structure, camera framing, and audio production. Fall Break workshop training occurs for apprentices with industry partners and technical coach.

November 2026

Performance reviews begin, incorporating structured employer feedback on apprentice professionalism, reliability, communication, and technical performance. Apprentices strengthen client communication skills and apply feedback through revision cycles and project refinement.

December 2026

A mid-year assessment reviews apprentice progress toward industry credentials, portfolio development, and postsecondary credit attainment. The review is conducted to assess technical skill attainment and employability competencies. Individual learning plans are adjusted as needed to ensure successful completion of apprenticeship outcomes.

January 2027

The second-cohort pre-apprenticeship formally launches for participating students from West Hawai'i and Kaua'i, embedded within Digital Video Technology coursework for the full semester. Students begin structured, industry-aligned pre-apprenticeship instruction focused on foundational editing skills, broadcast structure, employability competencies, and professional expectations. Apprentices simultaneously continue paid on-the-job training and mentorship and participate in Shoots Film Competition on O'ahu.

February 2027

Pre-apprenticeship students engage in guided skill-building and practice, including post-production workflow, audio fundamentals, visual storytelling, and file management. Employability skills such as attendance, communication, teamwork, and self-management are formally introduced and tracked. Apprentices continue advanced client-based production work.

March 2027

Pre-apprenticeship instruction transitions toward professional application, with students applying skills through structured projects aligned to real-world media standards. Competency tracking and formative assessments are used to monitor readiness and growth. Apprentices apply advanced multi-platform production skills in paid roles and begin refining their professional portfolio. Spring Break workshop training occurs for apprentices with industry partners and technical coach.

April 2027

Pre-apprenticeship students participate in authentic learning experiences, including field-based learning, certification preparation, and professional feedback cycles. Program staff provide targeted supports based on monitoring data. Apprentices enter the final phase of paid training and participate in employer readiness evaluations.

May 2027

The pre-apprenticeship cohort completes the semester with final projects, competency assessments, and portfolio development activities. Students demonstrating readiness may be identified for future apprenticeship consideration. Apprentices complete paid placements, finalize portfolios, and complete industry certification exams. Apprentices graduate high school with ASU Business Leadership Certificate recognition.

June 2027

The pre-apprenticeship concludes with outcome verification for students in West Hawai'i and Kaua'i, including skill attainment, employability benchmarks, and student feedback. The apprenticeship year closes with final data analysis, reporting to the expending State agency, and program review to inform refinement and future implementation cycles.

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

'Ewalu Industries will implement a comprehensive quality assurance and evaluation framework to ensure the CREATE Hawai'i program is delivered with fidelity, produces measurable outcomes, and continuously improves based on data and stakeholder feedback. The framework is structured around three core functions: monitoring, evaluation, and continuous improvement.

A. Monitor

Program monitoring will occur continuously throughout the pre-apprenticeship and apprenticeship phases to ensure activities remain aligned with program design, grant requirements, and industry standards. Monitoring activities include:

- Participant Tracking:
 - Enrollment, attendance, and participation in required instructional and on-the-job training activities
 - Completion of both pre-apprenticeship and apprenticeship requirements and milestones
- Competency and Skill Progression:
 - Ongoing tracking of technical and employability competencies aligned to industry and federally registered apprenticeship standards

- o Documentation of student progress through structured competency tracking dashboard and performance rubrics
- Credential and Work-Based Learning Oversight:
 - o Monitoring student participation in certification preparation and exam attempts
 - o Tracking hours, wages, and work assignments for paid apprentices
- Partner and Employer Oversight:
 - o Employer onboarding and regular check-ins with educators and employer partners to ensure roles, responsibilities, and expectations are being met
 - o Verification that workplace experiences align with learning objectives and youth employment regulations

Monitored data will be maintained by 'Ewalu Industries and reviewed regularly to identify risks, gaps, or deviations from planned implementation. A competency tracking dashboard is established to ensure all program partners are in compliance. Regular check-ins, surveys, reflections, interviews, on-the-job training feedback, and student postsecondary learning portals will be the primary data collecting mechanisms.

B. Evaluate

Formal evaluation activities will be conducted at key points throughout the program cycle to assess effectiveness, outcomes, and overall impact. Evaluation methods include:

- Outcome Measurement:
 - o Analysis of core program outcomes such as completion rates, certification attainment, apprenticeship placement, and postsecondary credit earned
 - o Review of retention, attendance, and progression data across program phases
- Student Feedback and Experience:
 - o Mid-program and end-of-program surveys to assess instructional quality, support services, workload, and perceived skill development
 - o Reflection tools and interviews to capture student perspectives on career readiness and confidence
- Employer and Partner Feedback:
 - o Structured feedback from employer partners regarding apprentice performance, professionalism, and job readiness
 - o Partner input on curriculum alignment, workforce relevance, and program operations
- Equity and Access Review:
 - o Review of participation and outcomes to ensure equitable access and identify any disparities across student groups

Evaluation findings will be documented and synthesized by 'Ewalu Industries to provide a clear picture of program performance and effectiveness.

C. Improve Results

Evaluation and monitoring data will be actively used to strengthen program quality, effectiveness, and sustainability through intentional continuous improvement processes. Improvement strategies include:

- Data-Informed Program Adjustments:
 - Refining curriculum pacing, instructional strategies, or supports based on student performance and feedback
 - Adjusting recruitment, selection, or support strategies to improve retention and completion
- Partner and Employer Collaboration:
 - Using employer feedback to refine work-based learning experiences and ensure continued alignment with industry needs
 - Strengthening communication and coordination structures to address implementation challenges in real time
- Student Support Enhancements:
 - Identifying early warning indicators (attendance, performance, engagement) and deploying targeted interventions
 - Enhancing mentorship, advising, or wraparound supports where needed
- Annual Review and Planning:
 - Conducting an annual program review to assess outcomes against goals
 - Using findings to inform future implementation cycles, scaling strategies, and sustainability planning

This continuous improvement approach ensures that CREATE Hawai‘i remains responsive to students, accountable to public funders, and aligned with Hawai‘i’s workforce development priorities.

4. List the measure(s) of effectiveness that will be reported to the State agency through which grant funds are appropriated (the expending agency). The measure(s) will provide a standard and objective way for the State to assess the program's achievement or accomplishment. Please note that if the level of appropriation differs from the amount included in this application that the measure(s) of effectiveness will need to be updated and transmitted to the expending agency.

The following objective measures of effectiveness will be reported to the expending State agency and used to assess program achievement. Measures may be adjusted proportionally if the level of appropriation changes. Measures emphasize objective, countable outcomes while recognizing the portfolio-based and skills-driven nature of media and creative industry careers.

- Number of students enrolled in pre-apprenticeship training

- Number of students completing the pre-apprenticeship program
- Number of students earning industry-recognized certifications
- Number of students placed into paid apprenticeship positions
- Average wage and hours earned by apprentices
- Number of postsecondary credits earned by participating students
- Employer satisfaction with apprentice performance
- Student retention and completion rates
- Workforce Readiness & skill attainment measures:
 - Technical competency attainment and improved performance
 - Percentage of participants demonstrating proficiency in defined media competencies (editing, audio, storytelling, equipment operation)
 - Employability skill development demonstrating improvement in attendance, reliability, communication, teamwork, and time management
 - Portfolio completion - number of participants completing a professional media portfolio

IV. Financial

Budget

1. The applicant shall submit a budget utilizing the enclosed budget forms as applicable, to detail the cost of the request.
 - a. Budget request by source of funds ([Link](#))
 - b. Personnel salaries and wages ([Link](#))
 - c. Equipment and motor vehicles ([Link](#)) – Not applicable
 - d. Capital project details ([Link](#)) – Not applicable
 - e. Government contracts, grants, and grants in aid ([Link](#))

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2026 to June 30, 2027

Applicant: ___Ewalu Inc. _____

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
CEO	0.5	\$60,000.00	30.00%	\$ 18,000.00
Program Manager	0.5	\$45,000.00	50.00%	\$ 22,500.00
Curriculum Coordinator	0.5	\$20,000.00	100.00%	\$ 20,000.00
				\$ -
				\$ -
				\$ -
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				\$ -
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TOTAL:				60,500.00
JUSTIFICATION/COMMENTS:				

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Applicant: 'Ewalu Inc.

Contracts Total: 27,210

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S./State/Hawaii/ Honolulu/ Kauai/ Maui County)	CONTRACT VALUE
1	County of Hawai'i Waiwai Grant	7/1/25-6/30/26	Finance Department	County of Hawai'i	20,000
2	County of Hawai'i District Contingency Fund	5/15/25-6/30/26	County Council	County of Hawai'i	5,300
3	County of Hawai'i District Contingency Fund	12/14/23-6/30/24	County Council	County of Hawai'i	1,910
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- 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
\$18,625	\$18,625	\$18,625	\$18,625	\$74,500

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

Harold K.L. Castle 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.

Not applicable.

- 5. The applicant shall provide a listing of all federal, state, and county government contracts, grants, and grants in aid it has been granted within the prior three years and will be receiving for fiscal year 2027 for program funding.

County of Hawai'i Waiwai grant for 2025-2026;
 County of Hawai'i District Contingency Grant 2025;
 County of Hawai'i District Contingency Grant 2023;

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

\$78,992.85

V. Experience and Capability

1. Necessary Skills and Experience

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

'Ewalu Industries has demonstrated the skills, experience, and organizational capacity necessary to successfully design, implement, and manage education-to-workforce pathways for youth and young adults in Hawai'i. Since 2021, 'Ewalu Industries has launched and managed multiple

workforce development initiatives that integrate paid work-based learning, mentorship, industry-aligned training, and community impact. Our work is grounded in preventing local talent loss, increasing career readiness, and building pathways that allow young people to remain and thrive in Hawai'i.

From 2021–2023, 'Ewalu Industries served as the lead organization for the Lead for Hawai'i Fellowship, an AmeriCorps-affiliated program operated in partnership with Lead For America National. The Fellowship provided 256 hours of structured leadership and project management training, created 13 paid fellowship positions, and supported fellows in completing over 28,000 hours of service across sectors including cultural preservation, disaster recovery, climate resilience, public health, urban planning, and digital equity. The program achieved a 100% placement rate for 2023 graduates with host organizations and distributed \$476,000 in stipends and \$80,740 in postsecondary education awards. This program established 'Ewalu Industries' capacity to manage federally funded workforce programs with rigorous compliance, evaluation, and reporting requirements.

Building on this foundation, 'Ewalu Industries became the first Work-Based Learning intermediary on Hawai'i Island, designing and managing high school internship and experiential learning programs that directly inform the proposed service. Notable initiatives over the past three years include:

- 'Ōpio Internship Program (2023-present): HIDOE-credited internships serving Kealakehe High School, Konawaena High School, and West Hawai'i Explorations Academy students, expanding from 8 interns and 3 host sites to 7 internship sites and 120-hour placements, with 50% of interns receiving job offers.
- Ka'ina Pono Internship Program: A co-designed internship with The Marine Mammal Center / Ke Kai Ola, providing hands-on marine conservation and science communication experience aligned with educational and industry standards.
- Alternative Learning Cohort: A culturally grounded, 'āina-based work-based learning program co-designed with Konawaena High School's Alternative Learning Program and Ho'āla Kealakekua Nui, supporting nontraditional learners through mentorship and sustained service learning.

'Ewalu Industries has extensive experience managing multi-partner collaborations with employers, K-12 schools, postsecondary institutions, government agencies, and industry networks. We regularly convene educators and employers, design training retreats, recruit and support host sites, conduct site safety and compliance checks, and provide structured onboarding and ongoing support for both students and employers. Our employer partnerships span public agencies, nonprofits, research institutions, and private industry, and are built on long-term, trust-based relationships. Across all programs, we maintain rigorous data collection and evaluation practices, drawing on AmeriCorps-trained systems, pre- and post-surveys, employer evaluations, and board-level review to assess outcomes, ensure accountability, and continuously improve program design. This depth of experience positions 'Ewalu Industries as a highly appropriate and capable applicant to deliver the proposed pre-apprenticeship and apprenticeship services.

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.

Not applicable. Facilities used exist at the high schools, as well as utilizing Nā Leo TV facilities on Hawai'i Island, and Hō'ike Kaua'i Community Media on Kaua'i.

VI. Personnel: Project Organization and Staffing

1. Proposed Staffing, Staff Qualifications, Supervision and Training

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

CEO

Role and Responsibilities:

The CEO provides overall leadership and strategic direction for the CREATE Hawai'i initiative. Responsibilities include organizational oversight, partnership development, fiscal accountability, contract and grant compliance, and alignment of the program with 'Ewalu Industries' mission and long-term workforce development strategy. The CEO ensures that program implementation meets State expectations and supports sustainability beyond the grant period.

Qualifications and Experience:

The CEO brings extensive experience in education, AmeriCorps, workforce development, fellowship programming, partnership building, and business administration. This role has a proven track record of managing multi-partner initiatives, securing and administering public and private grants, and aligning education and workforce systems to serve youth effectively.

Supervision and Administrative Capacity:

The CEO directly supervises senior program staff, including the Program Manager, and provides administrative direction related to policy, compliance, budgeting, and reporting. The CEO ensures appropriate internal controls, performance oversight, and strategic guidance to support program viability and growth.

Program Manager

Role and Responsibilities:

The Program Manager is responsible for day-to-day program operations and serves as the

primary point of coordination among schools, employers, instructors, and students. Key responsibilities include work-based learning coordination, managing program timelines, overseeing participant recruitment and enrollment, coordinating apprenticeship placements, monitoring student progress, tracking outcomes, and ensuring compliance with youth employment and grant requirements.

Qualifications and Experience:

The Program Manager has experience in education, youth workforce development, and work-based learning, with demonstrated capacity to manage complex initiatives involving multiple partners. This role brings strong organizational, communication, and problem-solving skills, as well as experience supporting youth through structured career pathways.

Supervision and Training Capacity:

The Program Manager provides direct supervision of program activities, supports employer mentors and instructional staff, and ensures consistent implementation across sites. This role is responsible for onboarding participants, facilitating training schedules, conducting regular check-ins, and addressing challenges in real time to promote retention and successful outcomes.

Curriculum Coordinator

Role and Responsibilities:

The Curriculum Coordinator leads instructional design and implementation for the pre-apprenticeship and apprenticeship components. Responsibilities include aligning curriculum to industry standards, apprenticeship competencies, and academic requirements; coordinating instruction across sites; supporting educators and instructors; and ensuring that learning objectives translate effectively into workplace skill development.

Qualifications and Experience:

The Curriculum Coordinator brings expertise in creative industries education, and/or career and technical education, with experience developing project-based, industry-aligned curricula. This role understands both instructional best practices and professional media standards, ensuring relevance and rigor.

Instructional Oversight and Quality Assurance:

The Curriculum Coordinator supports instructor training, monitors instructional quality, and works closely with the Program Manager to track competency development and learning outcomes. This role plays a key part in continuous improvement by refining curriculum based on student performance, employer feedback, and evaluation data.

2. Organization Chart

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



3. Compensation

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

CEO – \$60,000.

Program Manager – \$45,000

Curriculum Coordinator – \$20,000

VII. Other

1. Litigation

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

Not applicable.

2. Licensure or Accreditation

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

Not applicable.

3. Private Educational Institutions

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

Not applicable.

4. Future Sustainability Plan

The applicant shall provide a plan for sustaining after fiscal year 2027 the activity funded by the grant if the grant of this application is:

- (a) Received by the applicant for fiscal year 2027, but
- (b) Not received by the applicant thereafter.

'Ewalu Industries recognizes the importance of long-term sustainability and does not rely on a single funding source to support its education and workforce initiatives. While continued State of Hawai'i Grant-in-Aid support would allow CREATE Hawai'i to deepen its impact, 'Ewalu Industries has an intentional plan to sustain the program beyond Fiscal Year 2027 through diversified funding, strategic partnerships, and phased cost sharing.

State GIA funding in FY 2027 will be used too help initiate the CREATE Hawai'i pre-apprenticeship and apprenticeship model. During this period, 'Ewalu Industries is actively pursue a diversified funding strategy that includes private foundation grants aligned with youth workforce development and creative industries, employer contributions and cost-sharing for apprenticeship placements, public and private contracts, and individual and corporate donations. The organization will continue strengthening relationships with local and mainland funders and pursuing in-kind support from employer and education partners. We will begin working with the Handy Foundation in L.A. and Entertainment Equity Alliance to build a stronger bond with the entertainment industry, and partner with them as a sponsor for registering the apprenticeship in future years. This will greatly increase the strength of our partnerships, funding opportunities, and network. These combined strategies are intended to reduce reliance on any single funding source while maintaining program quality and service capacity.