

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.

See attached.

2. Declaration Statement

The applicant shall submit a declaration statement affirming its compliance with [Section 42F-103, Hawaii Revised Statutes](#).

See attached.

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](#).

Pearl Harbor Aviation Museum confirms that the requested grant will be used for a public purpose pursuant to Section 42F-102, Hawaii Revised Statutes.



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: PEARL HARBOR AVIATION MUSEUM

Issue Date: 01/16/2026

Status: **Compliant**

Hawaii Tax#:

New Hawaii Tax#:

FEIN/SSN#:



UI#: XXXXXX1841

DCCA FILE#: 112970

Status of Compliance for this Vendor on issue date:

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

Status Legend:

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

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

The undersigned authorized representative of the applicant certifies the following:

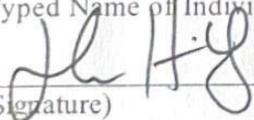
- 1) The applicant meets and will comply with all of the following standards for the award of grants pursuant to Section 42F-103, Hawai'i Revised Statutes:
 - a) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide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

Pearl Harbor Aviation Museum

(Typed Name of Individual or Organization)



(Signature)

John Hiltz

(Typed Name)

1/16/26

(Date)

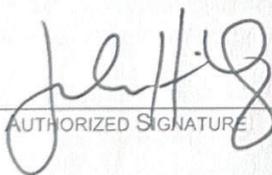
CEO

(Title)

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


AUTHORIZED SIGNATURE

JOHN HILTZ, CEO
PRINT NAME AND TITLE

1/16/26
DATE

II. Background and Summary

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;

Pearl Harbor Aviation Museum (PHAM) is a 501(c)(3) nonprofit organization founded in 1999 with a mission to preserve Hawaii's aviation history and inspire future generations through education and innovation. Located on Ford Island, PHAM is the steward of historic structures that survived the December 7, 1941 attack on Pearl Harbor, offering visitors and students a unique connection to one of the most pivotal moments in world history. Since opening its doors in 2006, the Museum has welcomed more than three million visitors from around the globe, serving as both a cultural landmark and an educational resource for Hawaii's communities.

Beyond its role in historic preservation and tourism, which remain vital to Hawaii's economy, PHAM has built a strong foundation in aviation education through school programs, immersive STEM learning, summer camps, scholarships and statewide outreach. These efforts introduce students from elementary through high school to aviation history, science, and careers, building early awareness and interest while strengthening math, science, and problem-solving skills. This continuum of early exposure is anchored by the Aviation Learning Center (ALC), a nationally recognized, immersive training environment that opened in 2022. The ALC delivers standards-aligned, hands-on aviation STEM experiences to thousands of Hawaii students each year, sparking curiosity, building aviation "airmindedness," and helping students envision futures in aviation

Building on this foundation, PHAM launched Aviation Pathways, a comprehensive workforce development initiative designed to move students beyond exposure and into structured real-world training, credentials, and employment in high-demand aviation careers. Aviation Pathways is intentionally created as the "next step" for students who discover a strong interest in aviation through the ALC or other educational programs and seek a clear, supported pathway forward. The initiative is designed as an integrated program with multiple tracks that align education with industry needs and workforce outcomes.

The Aviation Pathways initiative offers a multi-step approach to introduce Hawaii youth to existing career opportunities within the growing aviation industry in Hawaii and beyond, which includes: 1) the introduction of the AOPA Aviation Curriculum to local high schools to

expose students to pilot and drone careers; 2) the Pilot Training Track, and 3) the High School Airframe & Powerplant Mechanic Track.

The **AOPA Aviation Curriculum** is a nationally recognized, no cost educational program developed by the Aircraft Owners and Pilots Association (AOPA). This curriculum introduces high school students to concepts into core subjects such as math, science, and technology. Students gain foundational knowledge in aerodynamics, weather, navigation, flight operations, and aviation safety. Completion prepares them to sit for the FAA written knowledge test, a required step toward pilot certification. PHAM has led efforts to implement this curriculum in Hawaii schools, with adoption at Kealakehe High School (Hilo, Hawaii), St. Louis School, Maryknoll, and Kamehameha, and planned adoption at others.

The **Pilot Training track** is a year-long mentorship and scholarship program supporting Hawaii youth ages 16-21 as they pursue their Private Pilot License (PPL) as a first step toward a career as a pilot. Now currently in its third cohort, the program combines individualized mentoring, leadership development and financial assistance for flight training and has demonstrated strong completion and advancement outcomes. Since its launch in 2023, the Pilot Training track has supported 51 Hawaii youth (including cohort 3), providing nearly \$600,000 in financial aid for flight training. To date approximately 61% of participants in the Pilot Training program have successfully earned their PPL, significantly exceeding commonly cited national completion estimates, which are often reported in the 20-30% range due to financial, access, and scheduling barriers. Some program graduates who have earned their PPL have progressed to advanced flight certifications. Students who could not earn their license during the year-long program remain actively engaged in aviation, continuing flight training through postsecondary programs or other programs to work toward their long-term aviation goals.

The High School Airframe and Powerplant (A&P) Mechanics track officially launched in August 2025. This two-year, 1,900-hour program embeds FAA-aligned A&P training within the high school experience for elective credit, allowing students to graduate with the technical preparation required to pursue FAA certification and immediate employment in the aviation maintenance workforce. As Hawaii's first high school-integrated A&P program, the inaugural cohort of nine students was intentionally launched at a smaller scale to support careful implementation and instructional quality. Students are actively building technical skills and industry-relevant experience through the FAA-aligned curriculum, positioning them to pursue certification and entry into aviation maintenance careers upon completion.

Together, the Aviation Pathways tracks form a cohesive, scalable pipeline that connects Hawaii youth to sustainable, well-paying aviation careers while addressing critical workforce shortages in the state and beyond.

2. The goals and objectives related to the request;

The primary goal of this request is to strengthen Hawaii's aviation workforce pipeline by supporting the continued implementation of the Aviation Pathways Initiative. Aviation Pathways is a comprehensive, multi-track workforce development program designed to create multiple entry points into high-demand aviation careers for Hawaii youth. While the initiative also includes the AOPA curriculum and Pilot Training track, GIA financial support this year is specifically focused on ensuring the successful completion of Year 2 for the inaugural A&P cohort currently enrolled in the program, thus the goals and objectives laid out below are specific to the high school A&P Mechanics program.

Goal 1: Support the successful completion of FAA-aligned A&P training for Cohort 1

Objective 1.1: Deliver Year 2 instruction of the two-year, 1,900-hour A&P training program, advancing students toward completion of all FAA instructional requirements.

Objective 1.2: Support students in meeting all program milestones, including high school elective credit completion, while developing the technical skills, professional competencies, and workplace readiness necessary to pursue FAA A&P certification and entry-level employment upon graduation.

Goal 2: Maintain equitable access to high-demand aviation maintenance careers

Objective 2.1: Reduce financial, geographic, and educational barriers by delivering FAA-aligned aviation maintenance training during their high school experience, minimizing the need for postsecondary tuition-based programs.

Objective 2.2: Maintain support to students, including mentorship and industry exposure, to promote student persistence and successful program completion.

Objective 2.3: Continue outreach and engagement efforts to build awareness of the High School A&P Mechanics program and support future participation by students from diverse and underserved communities.

Goal 3: Deliver consistent, industry-aligned, credential-focused training

Objective 3.1: Implement an FAA-compliant A&P curriculum to ensure instructional quality and regulatory compliance.

Objective 3.2: Prepare Cohort 1 students to complete required instructional hours and competencies needed to site for the FAA A&P certification examination at the conclusion of the program (summer of 2027).

Objective 3.3: Strengthen mentorship and hands-on training opportunities through continued collaboration with aviation professionals and employers.

Goal 4: Strengthen program stability and long-term workforce impact

Objective 4.1: Utilize State Grant-in-Aid support to sustain core instructional and program delivery costs for the A&P Mechanics track during the grant period.

Objective 4.2: Position the A&P program for future cohorts by leveraging State Grant-in-Aid investment alongside philanthropic, foundation, and industry funding to support long-term sustainability and measured expansion.

3. The public purpose and need to be served:

Aviation is a critical component of Hawaii's economy, infrastructure, and connectivity. Tourism, the state's largest economic driver, depends on reliable air travel for millions of visitors each year. Aviation also underpins food security, medical logistics, and emergency response across the islands. At the same time, Hawaii faces a pressing need to prepare its youth for competitive, well-paying careers that will allow them to live, work, and raise families locally. The state's aviation industry is experiencing growing workforce shortages across multiple occupations, including pilots and FAA-certified A&P mechanics, threatening both economic stability and community resilience if left unaddressed.

Current data and industry projections point to a widening gap between workforce demands and available talent. Nationally, a significant portion of the aviation maintenance and pilot workforce is approaching retirement, while demand for air travel continues to increase. These challenges are particularly acute in Hawaii, where geographic isolation, high costs of living, and limited in-state training pathways make recruitment and retention increasingly difficult. A shrinking workforce jeopardizes inter-island logistics, tourism operations, and essential services such as disaster response and emergency medical transport. Without intentional local pipelines, airlines are forced to rely heavily on out-of-state recruitment, reducing access to high-quality career opportunities for Hawaii's local workforce.

Aviation Pathways is a multi-track initiative that directly addresses this challenge by creating an integrated workforce development pipeline that moves Hawaii youth from early exposure to credentialed training and employment in high-demand careers. This initiative includes:

- 1) implementation of the AOPA curriculum in Hawaii high schools, which introduces students to aviation concepts and careers and prepares students for the FAA written knowledge test, a required examination for pilot certification;
- 2) a Pilot Training track, that builds on this foundation by providing mentorship and scholarship support for Hawaii youth to pursue a private pilot's license, and
- 3) a High School Airframe and Powerplant (A&P) Mechanics track, which delivers FAA-aligned aviation maintenance training embedded within the high school experience.

Together, these tracks contribute to a broader, coordinated workforce solution. While the Aviation Pathways initiative alone cannot solve the workforce shortage, it represents an important component of sustainable, long-term approach that expands access, builds local capacity, and complements the efforts of industry, education, and government partners. By creating structures, locally rooted pathways, this initiative helps ensure that Hawaii youth are not excluded from high-wage aviation careers or forced to leave the state to pursue economic opportunity.

The AOPA curriculum and Pilot Training track create a clear pathway for students interested in becoming pilots, reducing financial and geographic barriers. The A&P Mechanics track prepares students for technical aviation careers that are essential to aircraft operations and safety, while providing mentorship and industry engagement. Graduates can support Hawaii's aviation infrastructure and build sustainable futures without being priced out of the communities they call home.

By offering multiple, clearly defined pathways into aviation careers, Aviation Pathways aligns student interests and aptitudes with documented workforce needs while contributing meaningfully to Hawaii's long-term economic resilience.

4. Describe the target population to be served; and

Aviation Pathways serves Hawaii youth who are motivated to pursue education and careers in aviation through a structured, multi-track workforce development pipeline designed to support students at varying stages of interest, readiness, and access.

The AOPA Aviation Curriculum serves high school students from freshman through senior year at participating schools, including Kealakehe High School in Hilo, St. Louis School, Maryknoll School, and Kamehameha Schools on Oahu, with planned adoption at additional schools statewide. This curriculum serves students by introducing aviation concepts and careers and preparing them for the Federal Aviation Administration (FAA) written knowledge test, a required step toward pilot certification. Students who complete the AOPA curriculum are positioned to take the next step to earn their private pilot's license upon graduation, either by continuing into programs like the Aviation Pathways Pilot Training track or by continuing their aviation education through postsecondary or collegiate programs.

The Pilot Training Track is open to Hawaii youth ages 16–21 who have demonstrated interest in piloting careers. Participants receive mentorship, academic and career guidance, and financial support to pursue a private pilot license as a first step toward having a career in aviation. Now on its third cohort of 20 students, the program has supported youths from

across the state, including Oahu, Maui and Hawaii Island, reflecting a commitment to serving Hawaii's diverse communities and expanding access statewide.

The High School Airframe and Powerplant (A&P) Mechanics Track is open to incoming high school juniors who will continue through their senior year in a two-year FAA-aligned training program. Students earn elective credits toward graduation while receiving hands-on training, mentorship from aviation industry professionals, and preparation to pursue FAA A&P certification and entry-level employment in aviation maintenance.

These tracks prioritize students from diverse and underserved communities, ensuring equitable access to high-wage, high-demand aviation careers. This includes students attending Title I public high schools and students from communities with limited access to aviation education and workforce training, such as Leeward Oahu communities including Waianae and Nanakuli, as well as rural, neighbor island, and outer country regions where geographic and financial barriers restrict access to postsecondary aviation pathways.

5. Describe the geographic coverage.

Aviation Pathways is headquartered on Oahu, where core in-person instruction, hands-on training, and mentorship are delivered for programs that require physical facilities and direct access to aircraft and equipment. At the same time, the initiative is intentionally structured to support statewide participation by aligning different program tracks with appropriate delivery models and school-based partnerships across Hawai'i.

The **AOPA Aviation Curriculum** is implemented through partner high schools and serves students within their local school environments. PHAM has supported adoption of the AOPA curriculum at schools including Kealakehe High School on Hawai'i Island, St. Louis School, Kamehameha Schools, and Maryknoll School, with additional expansion planned. This school-based model allows students on Oahu and the neighbor islands to access aviation education and career exposure without the need to travel to Oahu.

The **Pilot Training Track** is coordinated through PHAM and delivered through in-person flight training and mentorship in partnership with approved flight training providers. While flight training occurs in-person, the program has served students from across the state, including participants from Maui, Oahu, and Hawai'i Island, who have successfully engaged in the program through a combination of local flight training arrangements, mentoring, and program coordination.

The **High School Airframe and Powerplant (A&P) Mechanics Track** is delivered in person on Oahu due to FAA facility, equipment, and instructional requirements. This model reflects the regulatory and technical nature of aviation maintenance training. PHAM continues to explore opportunities to expand awareness and access to this pathway statewide by

engaging students from diverse communities and building partnerships that may support future geographic expansion.

Together, these tracks allow Aviation Pathways to serve Hawaii youth statewide while maintaining program integrity, regulatory compliance, and instructional quality. This multi-track structure reduces geographic barriers where possible while ensuring that each pathway is delivered in a manner consistent with industry standards and student safety.

III. Service Summary and Outcomes

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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;

The Aviation Pathways initiative is a comprehensive workforce development program designed to create multiple entry points into high-demand aviation careers for Hawaii youth. It builds on the Museum's longstanding youth education programs, including hands-on STEM learning delivered through its Aviation Learn Center (ALC), which introduces students to aviation concepts, career paths, and "airmindedness" at as early age. Through its integrated tracks, Pathways provides a structured progression from early exposure to credentialed training and eventual employment. This grant request supports Year 2 implementation of the High School Airframe and Powerplant (A&P) Mechanics track, ensuring instructional continuity and successful completion for the inaugural cohort of nine (9) students, while maintaining alignment with the broader Pathways strategy.

Students enrolled in the A&P track are completing a rigorous, FAA-aligned curriculum embedded within the high school experience. Over two years, participants earn 1,900 instructional hours covering turbine and reciprocating engines, sheet metal, welding, landing gear systems, hydraulics, and propellers. The program is delivered in partnership with West-MEC, an FAA-certified Aviation Maintenance Technician School with more than 15 years of experience operating a successful high school A&P program. West-MEC generously provided its FAA-approved curriculum and extended its FAA certification to Pearl Harbor Aviation Museum as a satellite training location, allowing the Museum to launch Hawaii's first high school-integrated A&P program without duplicating certification processes.

As the first program of its kind in Hawaii, the inaugural cohort was intentionally structured at a smaller scale to support a high level of hands-on instruction, close mentorship, and careful alignment with FAA and DOE requirement during initial implementation. While the curriculum has demonstrated strong outcomes in Arizona, this phased approach allows the Museum and its partners to ensure the program translates effectively for Hawaii students, instructional settings, and workforce needs before scaling in future years. This deliberate phased approach prioritizes instructional quality, student safety and success, and program integrity while establishing a strong foundation for long-term stability.

Tasks:

Program Development and Oversight:

- Manage day-to-day program delivery, ensuring compliance with FAA standards and DOE requirements.

- Support Cohort 1 students as they progress from Year 1 into Year 2 of the two-year program.
- Monitor student progress and maintain systems for tracking instructional hours, competencies and milestones requested for FAA certification eligibility.

Partnerships and Collaboration:

- Maintain active partnerships with HIDOE, Alaska Airlines/ Hawaiian Airlines, and other stakeholders to provide mentorship, resources, and career pathways.
- Continue aligning program goals with industry needs and educational standards.

Curriculum and Certification Alignment:

- Deliver FAA-approved curriculum in partnership with West-MEC, ensuring instructional quality, consistency, and regulatory compliance.
- Maintain satellite-site alignment under West-MEC's FAA certification.
- Coordinate with the Pilot Training track to ensure alignment within the broader Aviation Pathways pipeline

Staffing and Training:

- Employ and support FAA-certified A&P instructors to deliver curriculum to A&P students and Certified Flight Instructors to provide support to pilot instructors.
- Support instructors with resources and ongoing compliance guidance.

Program Infrastructure:

- Utilize secured facilities and equipment for hands-on training.
- Maintain systems for integrating elective credits into high school schedules.

Student Recruitment and Outreach:

- Continue outreach to students and families for the future cohorts, prioritizing underserved communities.
- Manage application, enrollment, and orientation processes for new participants.

Program Operations:

- Organize orientation sessions for incoming students.
- Continue systems for tracking and reporting student progress and program effectiveness.

Sustainability and Continuous Improvement:

- Secure funding and partnerships to sustain both tracks.
- Implement feedback mechanisms to refine curriculum delivery and student experience.

Responsibilities:

Pearl Harbor Aviation Museum:

- Coordination: Manage overall program coordination, resource allocation, student documentation, and stakeholder relationships.
- Staffing: Recruit FAA-licensed A&P instructors to facilitate the program curriculum.
- Facilities: Provide or arrange suitable training facilities.
- Resources: Provide necessary equipment and tools for hands-on training.
- Funding: Secure financial resources to sustain the program.

West-MEC (FAA Aviation Maintenance Technician School):

- Curriculum: Maintain and provide PHAM an A&P curriculum that is compliant with FAA standards.
- Certification: Provide FAA Aviation Maintenance Technician School Certification and oversee instructor training.
- Compliance: Ensure that A&P Program follows FAA regulatory requirements

Airline Partners (Alaska/Hawaiian Airlines):

- Training and Mentorship: Supply A&P-certified instructors and industry mentors.
- Resources: Provide necessary equipment and tools in-kind for hands-on training.
- Employment: Offer job placement and/or additional training opportunities for program graduates.

Community Stakeholders (including, but not limited to local and national aviation & aerospace organizations, workforce development and economic advancement organizations, philanthropic and foundation partners supporting workforce development, etc.):

- Support: Contribute funding, equipment, and mentorship opportunities.
- Expertise: Offer industry-specific insights and instructional support.

Department of Education (DOE):

- Pathway Accreditation: Ensure alignment with DOE awarded elective credits and the development of distant learning strategies to ensure completion of all high-school related credits for participating students on the mechanic track.
- Curriculum Approval: Approve aviation-focused courses for high school credit.
- Coordination: Facilitate partnerships with multiple high schools to accommodate varying schedules and requirements.

This comprehensive approach ensures that students graduate career-ready, equipped to enter aviation maintenance roles that keep Hawaii's skies safe, its tourism economy thriving, and its communities resilient in times of need.

The Pilot Training track runs concurrently, offering mentorship and financial aid to youth pursuing their Private Pilot License, creating complementary pathways that address

Hawaii’s aviation workforce shortage. Across all cohorts to date, the Pilot Training track has supported students from communities throughout Hawaii, including Oahu and the neighbor islands, helping to reduce financial and geographic barriers to pilot training.

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

Cohort 1 Timeframe	Activity
January – June 2026	Conduct Airframe Curriculum; order equipment and supplies for Powerplant
June – July 2026	Student summer break; staff preparation for fall semester; move to hangar
August – October 2026	Complete Airframe Curriculum
October 2026 – June 2027	Conduct Powerplant Curriculum
June – July 2027	Assist Cohort 1 students with FAA A&P License Exam/Practical

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

Aviation Pathways is committed to maintaining the highest standards of instructional quality, regulatory compliance, and student success across both tracks. The quality assurance and evaluation processes are already in place and functioning to ensure program integrity, student success, and continuous improvement. These systems will continue throughout Year 2 of the High school A&P program and as we prepare for future cohorts in both tracks.

Monitor:

- **Active Monitoring and Evaluation Plan:** PHAM has implemented a monitoring and evaluation framework that defines success indicators, data collection methods, and review timelines. This plan is actively guiding program oversight and will continue to evolve as we expand.
- **Regular Progress Reviews:** Weekly and monthly check-ins are conducted with instructors and program staff to track student progress, address challenges, and ensure compliance with FAA and DOE standards.
- **Student and Stakeholder Feedback:** Surveys, focus groups, and one-on-one interviews are already being used to gather feedback from students, parents, instructors, and industry partners. This feedback informs real-time adjustments to improve student experience.

- Documentation and Reporting: All program activities, instructional hours, and student competencies are documented and tracked to maintain transparency and accountability.

Evaluate:

- Internal Audits: PHAM conducts periodic audits to verify compliance with FAA requirements, DOE credit standards, and financial management protocols.
- Risk Management: Ongoing risk assessments identify potential challenges, such as resource gaps or scheduling conflicts, and mitigation strategies are implemented promptly.
- Professional Development and Training: In partnership with West-MEC, instructors receive ongoing support to maintain compliance and instructional quality, ensuring students meet FAA certification standards.

Improve:

- Continuous Improvement: Leadership reviews M&E data and audit results regularly to identify trends and areas for enhancement. Adjustments are made to curriculum delivery, scheduling, and resource allocation based on these insights
- Partner Collaboration: PHAM works closely with partners and stakeholders to review program performance and incorporate external feedback for improvement.
- Reporting to Funders: Detailed progress reports, including student outcomes, financial updates, and program milestones, are provided to funders and stakeholders. Their feedback is integrated into program refinement.

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.

To ensure transparency and accountability, PHAM will report on a clear set of standardized, objective measures that demonstrate the success and impact of the High School Airframe and Powerplant (A&P) Mechanics Program. These metrics align with state priorities for workforce development, economic resilience, and educational equity:

1. Student Enrollment and Retention:

- Active Enrollment: Number of students who complete Year 1 and progress to Year 2 of the High School A&P Mechanics program
 - **Target:** Sustain enrollment of the existing cohort
- Retention Rates: Percentage of students who completing Year 2 of the program.
 - **Target:** 85% retention rate through program completion
 - **Target:** High and consistent participation, >90% average attendance

2. Instructional Progress and Program Completion

- Instructional Hours Completion: Percentage of students completing required FAA-aligned instructional hours and competency milestones during the grant period.
 - **Target:** 100% of enrolled students meet annual instructional benchmarks.
- Program Completion: Number of A&P students completing the full two-year A&P training sequence
 - **Target:** Successful completion by all students who remain enrolled through Year 2

3. Certification and Workforce Readiness

- FAA Certification Eligibility: Percentage of program graduates meeting eligibility requirements to sit for FAA A&P certification written exams
 - **Target:** 80% of program graduates eligible to test
- A&P Licensing Rate: Percentage of graduates obtaining FAA A&P licenses within six months of program completion.
 - **Target:** 70% licensing rate.

4. Program Expansion, Access and Equity:

- Equitable Access Planning: Refine recruitment, selection, and outreach strategies in collaboration with the Hawaii Department of Education (DOE) and partner schools to promote equitable access for future cohorts
 - **Target:** Document an equity-focused access framework by the end of the grant period.
- School and Community Engagement: Maintain coordination with existing partner schools and identify additional schools or regions to support future student participation, particularly from underserved communities.
 - **Target:** Sustained engagement with current partners and identification of future outreach opportunities.
- Data-informed Planning: Track student demographic and geographic data to inform equitable recruitment and continuous program improvement.
 - **Target:** Use data to guide future access and cohort planning
- Student Diversity: Demographic breakdown of program participants to ensure equity and inclusion, with a focus on engaging underrepresented populations.

- **Target:** Include participants from underserved or economically disadvantaged backgrounds to the extent possible.

5. Program Effectiveness and Stakeholder Satisfaction:

- Student Feedback: Surveyed satisfaction rates on program quality, curriculum relevance, and career readiness.
 - **Target:** 85% positive feedback.
- Stakeholder Feedback: Satisfaction rates from partners (e.g., DOE, Hawaiian Airlines) on collaboration effectiveness and program outcomes.
 - **Target:** 90% satisfaction rate.

6. Program Operations and Compliance:

- FAA Compliance: Annual audit reports demonstrating compliance with FAA Part 147 standards.
 - **Target:** 100% compliance.
- Resource Utilization: Tracking use and maintenance of training facilities, equipment, and instructional materials.
 - **Target:** Efficient use with minimal downtime.

7. Long-Term Impact:

- Higher Education Transitions: Percentage of students continuing to advance aviation programs at community colleges or universities.
 - **Target:**40% transition rate.
- Economic Contribution: Estimated economic impact from graduates contributing to Hawaii's aviation workforce. The emphasis is on securing high-paying entry-level jobs to help local youth afford a sustainable lifestyle on the island.
 - **Target:**50% rate.

These measures provide a transparent, data-driven framework for evaluating program success and sustainability while demonstrating alignment with Hawaii's workforce needs, economic priorities, and community resilience.

IV. Financial

- 1) Budget request by source of funds
- 2) Personnel salaries and wages
- 3) Equipment and motor vehicles
- 4) Capital project details
- 5) Government contracts, grants, and grants in aid

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](#))
 - d. Capital project details ([Link](#))
 - e. Government contracts, grants, and grants in aid ([Link](#))

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
\$137,000	\$37,500	\$37,500	\$37,500	\$250,000

Pearl Harbor Aviation Museum respectfully requests \$250,000 in State Grant-in-Aid support to offset direct program costs associated with the High School Airframe and Powerplant (A&P) Mechanics program during the grant period. This request reflects a portion of the program’s expended costs and is focused on essential, mission-critical expenses that directly support student instruction and program delivery.

The A&P Mechanics Program is a rigorous, FAA-aligned training program that relies on hands-on instruction using industry-standard materials. As a result, the program incurs ongoing costs for instructional supplies, consumable materials, safety equipment, and other direct expenses that are critical to meeting FAA requirements and ensuring effective instruction.

In addition to instructional supplies, the requested State support will help offset a portion of the salary costs for a licensed A&P mechanic to serve as an instructor. Alaska Airlines/Hawaiian Airlines generously supported the launch of the program by providing its Senior Technical Training Instructor to serve as the A&P Instructor for Year 1. As this individual must return to work to meet internal operational priorities, State support will help ensure instructional continuity by allowing the Museum to retain a qualified, FAA-licensed instructional capacity for Year 2. This role is essential to maintaining compliance, instructional quality, and student progress toward certification.

Requested State support will also support a portion of the costs to acquire essential powerplant training equipment, including engine trainers used to teach inspection, troubleshooting, and maintenance procedures. These trainers are critical instruction tools that allow students to safely develop technical competencies in a controlled

learning environment. PHAM is leveraging partner and donor support to cover remaining costs, ensure efficient use of State funds while strengthening long-term instructional capacity.

This targeted State investment will help ensure uninterrupted instruction, protect prior investments, and support the success of our inaugural cohort.

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

Diversified funding sources are critical to the sustainability of the Aviation Pathways initiative. By leveraging a mix of foundation grants, donor endowment income, private sector partnerships, and in-kind industry support, PHAM reduces reliance on a single funding stream and ensures long-term program viability. This diversified approach also deepens industry engagement and ensures that State Grant-in-Aid funding is strategically applied to the High School A&P Mechanics Program.

Since the launch of the Aviation Pathways, PHAM has secured and deployed significant partner and donor investment to establish and advance the initiative. To date, over \$800,000 of this investment has been dedicated specifically to the development and implementation of the high school A&P mechanics program. This investment has supported program development, staffing, and the acquisition of specialized aviation training equipment. Given the significant capital costs associated with industry-standard aircraft, tools, and systems, equipment purchases were intentionally phased as funding became available. This approach enabled the program to launch and continue growing responsibly while aligning expenditures with available resources and evolving instructional needs.

Donor endowment - PHAM's education endowment yields \$15,000–\$20,000 annually. These funds will be allocated to support the Aviation Pathways Initiative, including curriculum development and student resources for both tracks.

Airline In-Kind Support - PHAM will continue to pursue partnerships with airlines to provide in-kind support through donated equipment, technical guidance, and the participation of licensed aviation mechanics to assist A&P curriculum delivery and student mentorship. This in-kind support will provide real-world industry exposure and hand-on learning opportunities, strengthening the pipeline of qualified aviation mechanics for Hawaii's airline industry

Private Sector Partnerships - PHAM will actively engage aviation and aerospace companies, including aircraft manufacturers, maintenance, repair, and overhaul (MRO) providers, and related businesses, to secure financial and in-kind contributions for the

Pathways Initiative. In-kind support may include equipment donations, guest lectures from industry professionals, and internship opportunities for students.

Foundation Support - PHAM has received substantial early support from the Si Robin Foundation and the Ray Foundation, whose investments were instrumental in launching the Aviation Pathways Initiative. PHAM is continuing to pursue ongoing and expanded support from both foundations to sustain and grow the initiative in future years. In addition, PHAM will seek funding from other foundations with a focus on STEM education, workforce development, and youth advancement to ensure long-term implementation and program expansion.

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.

Pearl Harbor Aviation Museum has not been granted any state or federal credits within the past three years. In addition, the Museum has not applied for federal or state tax credits for any capital project within the prior three years, nor does it anticipate applying for any pertaining to any capital project.

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.

Program Support:

Grant	Effective Dates	Gov. Entity	Amount Awarded	Description
Aviation Pathways Program Support	July 2023- June 2024	State of Hawaii	\$200,000	Supports of Year 1 of the Aviation Pathways initiative

Capital Support:

Grant	Effective Dates	Gov. Entity	Amount Awarded	Description
Save America's Treasures: Hangar 37 Preservation	Jan, 2024 – Sept. 2027	U.S.	\$400,000	Supports efforts to restore and preserve historic Hangar 37
Save America's Treasures: Hangar 79 Preservation	Jan, 2024 – Sept. 2027	U.S.	\$500,000	Supports efforts to restore and preserve historic Hangar 79
American Battlefield Protection Program - Preservation Planning Grant	Oct. 2023 – Sept. 2025	U.S.	\$140,044	Supports development, fabrication, and installation of exhibits that interprets the attack on Pearl Harbor
2023 State of Hawaii GIA	Jan. 2023 – Jan. 2024	State of Hawaii	\$100,000	Supports completion of Control Tower Restoration
Ford Island Control Tower Restoration	Sept. 2022 – project completion	U.S.	\$420,900	Supports completion of Control Tower Restoration

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

Pearl Harbor Aviation Museum balance of unrestricted current assets as of December 31, 2025 is estimated at \$11,795,782.00.

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2026 to June 30, 2027

Applicant: Pearl Harbor Aviation Museum

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	100,000			239,000
2. Payroll Taxes & Assessments	8,500			20,315
3. Fringe Benefits	18,250			43,618
TOTAL PERSONNEL COST	126,750			302,933
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island				
2. Insurance				
3. Lease/Rental of Equipment				
4. Lease/Rental of Space				120,000
5. Staff Training				
6. Instructional Supplies - A&P Track	23,250			20,750
7. Instructional Supplies - Pilot Track				213,600
8. Telecommunication				
9. Utilities				
10. General and Airframe Written Exams				3,222
11. Powerplant Written Exams				1,611
12. License testing with FAA DME				36,000
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
TOTAL OTHER CURRENT EXPENSES	23,250			395,183
C. EQUIPMENT PURCHASES	100,000			200,000
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	250,000			898,116
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	250,000	Woo Ri Kim 808-824-3505		
(b) Total Federal Funds Requested		Name (Please type or print) Phone		
(c) Total County Funds Requested		1/21/2026		
(d) Total Private/Other Funds Requested	898,116	Signature of Authorized Official Date		
TOTAL BUDGET	1,148,116	John Hiltz, CEO Name and Title (Please type or print)		

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2026 to June 30, 2027

Applicant: Pearl Harbor Aviation Museum

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
A&P Senior Program Manager	1	\$90,000.00	0.00%	\$ -
A&P Classroom Instructor	1	\$100,000.00	100.00%	\$ 100,000.00
A&P Program Assistant	1	\$35,000.00	0.00%	\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
TOTAL:				100,000.00
JUSTIFICATION/COMMENTS:				

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2026 to June 30, 2027

Applicant: Pearl Harbor Aviation Museum

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
Runnable Auxiliary Power Unit (APU) Trainer	1.00	\$47,050.00	\$47,050.00	
Four-Cylinder Reciprocating Engine on Test Stand (with Carburetor)	1.00	\$58,400.00	\$58,400.00	\$39,589.00
Four-Cylinder Reciprocating Engine (Tear-Down Version)	1.00	\$20,880.00	\$20,880.00	
Aircraft Turbine Fuel Systems Trainer	1.00	\$33,299.00	\$33,299.00	\$33,299.00
Carburetor Fuel Systems Trainer	1.00	\$14,200.00	\$14,200.00	\$14,200.00
Magneto Testing Tool	1.00	\$12,912.00	\$12,912.00	\$12,912.00
			\$ -	
TOTAL:	6		\$ 186,741.00	\$100,000.00

JUSTIFICATION/COMMENTS:

Training Devices are the most economical and effective method of instruction. Instructors can replicate a variety of system malfunctions on demand. Students can observe and correct malfunctions repeatedly in order to enhance their understanding of the subject matter. The requested grant funding will support a portion of the total equipment budget, while PHAM will actively pursue additional funding sources to cover the remaining costs. Description of the trainers are on the attached page.

DESCRIPTION OF MOTOR VEHICLE	NO. OF VEHICLES	COST PER VEHICLE	TOTAL COST	TOTAL BUDGETED
N/A			\$ -	
			\$ -	
			\$ -	
			\$ -	
			\$ -	
TOTAL:				

JUSTIFICATION/COMMENTS:

Aviation Pathways Equipment Detail

Equipment Name	Description of Item
Runnable Auxiliary Power Unit (APU) Trainer	Students learn how aircraft generate electrical power and air when main engines are not running through hands-on inspection and operational checks. This supports FAA training requirements and prepares students for real-world aircraft power system maintenance.
Four-Cylinder Reciprocating Engine on Test Stand (with Carburetor)	Students operate and observe a live piston engine to understand how fuel, air, and ignition produce engine power. This builds FAA-aligned engine diagnostics skills and prepares students for general aviation maintenance work.
Four-Cylinder Reciprocating Engine (Tear-Down Version)	Students disassemble and reassemble piston engine components to understand internal structure, wear, and proper maintenance practices. This supports FAA inspection and repair requirements while strengthening hands-on mechanical skills.
Aircraft Turbine Fuel Systems Trainer	Students learn how turbine engine fuel systems store, regulate, and deliver fuel through guided system simulations. This supports FAA turbine training standards and prepares students for work on commercial aircraft.
Carburetor Fuel Systems Trainer	Students practice understanding how fuel and air mix in piston engines and learn to identify common fuel system performance issues. This reinforces FAA powerplant requirements and strengthens troubleshooting skills for general aviation aircraft.
Magneto Testing Tool	Students test aircraft ignition systems to understand how engines generate spark and maintain reliable operation. This supports FAA ignition system training and builds real-world diagnostic and safety skills.

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2026 to June 30, 2027

Applicant: Pearl Harbor Aviation Museum

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/COMMENT N/A						

GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID

Applicant: Pearl Harbor Aviation Museum

Contracts Total: 2,319,394

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S./State/Hawaii/ Honolulu/ Kauai/ Maui County)	CONTRACT VALUE
1	Hangar 37 Preservation (Congressionally Directed Spending- Save America's Treasures Preservation Grants, P24AP00096)	Jan. 2024 - Sept. 2027	National Park Service	U.S.	400,000
2	Hangar 79 Preservation (Congressionally Directed Spending- Save America's Treasures Preservation Grants, P24AP00097)	Jan. 2024 - Sept. 2027	National Park Service	U.S.	500,000
3	American Battlefield Protection Program - Preservation Planning Grant	Oct. 2023 - Sept. 2025	National Park Service	U.S.	140,044
4	Aviation Pathways Program Support (ACT 164, SLH 2023)	July 2023 - June 2024	Department of Business Economic Development and Tourism	State of Hawaii	200,000
5	Completion of the Ford Island Control Tower Resortation (ACT 248, SLH 2022)	Jan. 2023 - Jan 2024	Department of Defense	State of Hawaii	100,000
6	Completion of the Ford Island Control Tower Resortation (Historic Preservation Fund- Save America's Treasures Preservation Grants, P22AP02290)	Sept. 2022 - project completion	National Park Service	U.S.	420,900
7	75th Commemoration Grant: Funding for the 75th commemoration of the end of WWII, including veteran tributes and events, oral history projects and exhibits	Nov. 2021 - Dec. 2021	Department of Defense	U.S.	408,450
8	Restoring Tower Second Floor Interior (ACT 39, SLH 2019)	Feb. 2020 - June 2021	Department of Defense	State of Hawaii	150,000
9					
10					
11					

V. Experience and Capability

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.

Since opening in December 2006, Pearl Harbor Aviation Museum (PHAM) has welcomed more than three million visitors and established itself as a leader in aviation education and workforce development in Hawaii. Each year, PHAM's aviation STEM programming reaches over 10,000 students through on-site field trips, immersive summer programs, public programming, and virtual classroom experiences. These initiatives combine aviation science, history, and leadership development to inspire Hawaii's youth and prepare them for future careers.

PHAM's capacity to design, launch, and sustain workforce-aligned aviation programs is demonstrated through the successful implementation of the Aviation Pathways Initiative. In FY2024, PHAM received \$200,000 in State Grant-in-Aid support to launch the inaugural cohort of the Pilot Training track. That investment was strategically leveraged alongside philanthropic and industry support to deliver mentorship, guidance, and financial aid for flight training to a cohort of 20 Hawaii youth. As a result, 88% of the inaugural cohort successfully earned their Private Pilot's License, with remaining participants continuing along the pathways or advancing into related aviation opportunities. This outcome demonstrates PHAM's ability to effectively steward State resources, deliver measurable results, and translate investment into meaningful outcomes.

PHAM's capacity to deliver and expand these programs is supported by an experienced team of FAA-certified instructors, program managers, and industry partners. It's proven success implementing AOPA aviation curriculum in multiple Hawaii schools, guiding three cohorts of pilot training with strong completion outcomes, and launching the High School A&P program in August 2025, further demonstrates PHAM's educational capacity and operational readiness. These efforts are anchored by robust infrastructure and strengthened through partnerships with schools, aviation industry leaders, and aviation employers statewide.

In addition to Aviation Pathways, PHAM continues to operate a broad portfolio of educational programs that serve thousands of students annually, including museum field trips with hands-on STEM learning, multi-day Summer Flight School camps

introduction of flight principles and maintenance practices, and virtual classroom visits reaching nearly 3,000 students nationwide.

With nearly two decades of experience in aviation education and a proven track record of program delivery, PHAM is uniquely positioned to sustain and expand the Aviation Pathways initiative. PHAM's expertise, partnerships, and infrastructure ensure that the objectives outlined in this request are met to continue building a skilled aviation workforce for Hawaii.

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.

PHAM's continuing mission is to steward and preserve this historic aviation battlefield, and all the structures on it. Stewardship of all structures currently within PHAM's footprint is a requirement of the no-fee lease agreement with the U.S. Navy. PHAM's facilities provide the infrastructure necessary to support education, workforce training, and public engagement.

The Aviation Pathways Initiative is anchored at PHAM and utilizes hangar space on the Museum grounds to support classroom instruction, hands-on training, and program operations. As the program expanded in scope and enrollment, PHAM outgrew its former instructional space at the Civil Air Patrol (CAP) location on Lagoon Drive and transitioned activities back to PHAM facilities to better support full instructional delivery.

Due to evolving program needs, specifically the advanced spatial and operational requirements of the Airframe curriculum, the program's classroom and workshop functions will operate from several bays in historic Hangar 79 starting February 2026. This space, along with a dedicated outdoor space near Hangar 37, will serve as the primary instructional area for both classroom-based learning and hands-on aviation maintenance training.

Certain advanced components of the aviation maintenance curriculum are subject to federal review and approval. While PHAM is actively engaged in the regulatory process, approval timelines are not within the institution's direct control. To ensure continuity of instruction and avoid disruption to student learning, PHAM has developed contingency plans for the potential use of supplemental facilities that meet all safety and compliance requirements.

Accordingly, this application includes estimated rental costs for a potential supplemental training location, should temporary access to additional compliant space be required. Inclusion of these costs reflects prudent operational planning and ensures the program can proceed as scheduled while maintaining regulatory alignment. Any supplemental space would be used only as necessary to support specific instructional requirements.

In addition, PHAM operates Building 97, the Aviation Learning Center), a 4,600-square-foot facility that opened in January 2022. Originally constructed as a World War II Link Training Facility for the Navy, this once-dilapidated building was transformed into an immersive learning environment through a combination of State Grant-in-Aid support and philanthropic investment. This education center introduces generations of youth to math, sciences, engineering, and excitement of aviation. For many students, the ALC serves as the first spark of aviation interest, creating a natural on-ramp into the Aviation Pathways initiative for those who seek more career-focused opportunities.

The ALC experience includes pre-flying an actual aircraft, charting a course, navigating, and responding to operational and mechanical emergencies as they prepare to “fly a mission.” There are three different learning environments in the ALC:

- Learning Lab: A simulated ground school (GS) environment, exploring aeronautical topics and concepts that pilots study in GS, such as flight dynamics; navigation; weight; balance; and weather.
- The Hangar: Students learn to: chart a course; create a roundtrip flight plan; and perform pre-flight safety inspection of an actual full-scale Cessna 150 aircraft.
- Simulator Bay: Students fly the route charted in The Hangar in one of ten flight simulators.

The facility also is equipped with an advanced Redbird flight simulator featuring modern Garmin avionics, programmed with Hawaii-based flight environments and routes. This allows our Aviation Pathways Pilot Training students the chance to practice local airspace procedures, rehearse common flight scenarios, and become familiar with the inter-island and island-specific routes that they will eventually need to fly solo to earn their Private Pilot License. Exposure to Garmin avionics allows students to develop skills aligned with current aviation technology and industry standards. Students are able to log FAA-recognized flight hours toward their Private Pilots License, improving safety, confidence, and cost efficiency while skills and real-world preparedness.

VI. Personnel: Project Organization and Staffing

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.

Pearl Harbor Aviation Museum presently has 51 FT and 21 PT employees and over 80 dedicated active volunteers. The Museum's Board of Directors is chaired by *Gen. Raymond E. Johns Jr.*, a retired United States Air Force four-star general who served as Commander, Air Mobility Command.

Chief Executive Officer, John Hiltz: John Hiltz is the inaugural CEO of Pearl Harbor Aviation Museum, bringing a distinguished military career and a lifelong passion for aviation to his leadership role. A graduate of the University of Notre Dame with a B.S. in Civil Engineering, John earned his Wings of Gold in 2005 and served as a combat-proven carrier aviator. His Navy career also included roles as an instructor pilot, officer-in-charge of multinational exercises, and executive officer for Cruise Missile Support Activity Pacific. John's connection to Hawaii began in 2012 during the Kaneohe Bay Air Show, and after two tours at Camp Smith, he and his wife chose to raise their family on Oahu.

Today, John leads the Museum with a vision to inspire future generations through aviation history and education, advancing innovative, workforce-aligned programs such as the Aviation Pathways initiative. As CEO, John provides executive oversight for all of the Museum's education programs, ensuring alignment with state workforce priority, responsible stewardship of public and private funds, and successful cross-sector collaboration to strengthen Hawaii's aviation readiness and long-term economic resilience.

Director of Aviation Pathways, Rojo "Padre" Herrera: A retired U.S. Air Force Colonel with a 30-year career flying transport aircraft worldwide, Rojo also commanded the 557th Flight Training Squadron at the Air Force Academy, overseeing initial flight training for more than 600 cadets annually.

After retiring, he founded a consulting firm specializing in operations and logistics before joining PHAM in 2023 to lead the launch of the Aviation Pathways Pilot Training Program. Under his leadership, PHAM welcomed its first "Pathfinder" cohort of 20 students, providing scholarships, mentorship, and guidance toward earning private pilot licenses. Rojo has built strong partnerships with the Department of Education, Civil Air Patrol, and JJROTC, and secured curriculum support from AOPA and the National

Aviation Hall of Fame. He now works with the A&P Program Manager to ensure the continued success of Aviation Pathways.

Senior Manager of Aviation Pathways – A&P Program, Cy Nishihara: Cy Nishihara is an accomplished aviation professional with extensive experience in all aspects of aircraft maintenance and regulatory compliance. Over the course of his career, he has held numerous leadership positions, managing both individual teams and entire maintenance departments across multiple organizations. His expertise ensures strict adherence to Federal Aviation Administration (FAA) standards while driving operational excellence.

Cy is a graduate of Honolulu Community College's Aviation Technology Program and holds FAA Airframe and Powerplant (A&P) certification, with prior Inspection Authorization credentials. His deep technical knowledge, combined with proven leadership in workforce development, makes him a key driver in advancing Hawaii's first high school-integrated FAA-compliant A&P training program.

Director of Education, Greg Ferris: Greg Ferris is a U.S. Air Force veteran and servant leader with over 17 years of experience spanning military service, business aviation, education, and technology. As Director of Education at Pearl Harbor Aviation Museum, Greg is dedicated to inspiring Hawaii's youth and creating clear pathways from classroom curiosity to aviation careers. His career began as a Flying Crew Chief on the KC-135 Stratotanker, later advancing to roles in global aviation operations at Rockwell Collins and product innovation at ForeFlight, a Boeing company.

Greg holds a B.S. in Aeronautics from Embry-Riddle Aeronautical University and has led initiatives that connect underserved students with workforce opportunities. Guided by values of service and mentorship, Greg's vision is to transform the Museum's educational programs and initiatives into a full lifecycle model that equips Hawaii's keiki for success in aviation and beyond.

Senior Director of Philanthropic Strategies and Programs, Woo Ri Kim: With over a decade of experience in the non-profit sector, Woo Ri joined the Museum team in 2021 as Director of Development. In her current role, she leads a comprehensive fundraising program, securing vital support for the Museum's operations, educational programs, and capital projects, with an annual development revenue budget exceeding \$8 million. She also plays a key role in stewarding public and private funds, ensuring responsible oversight, accountability, and alignment with the Museum's institutional priorities.

Prior to the establishment of dedicated Education and Aviation Pathways director roles, Woo Ri provided leadership to the Museum's key educational initiatives, including its youth education programs, scholarships, and the Aviation Pathways initiative, ensuring alignment with community needs. She will continue to provide key strategic support for Aviation Pathways and the Museum's youth education initiatives, working closely across departments and with external partners to coordinate program delivery, leverage State

investment alongside philanthropic and industry support, ensure compliance with State requirements, and successful integration with the Museum’s mission and long-term strategic goals.

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.

See attached.

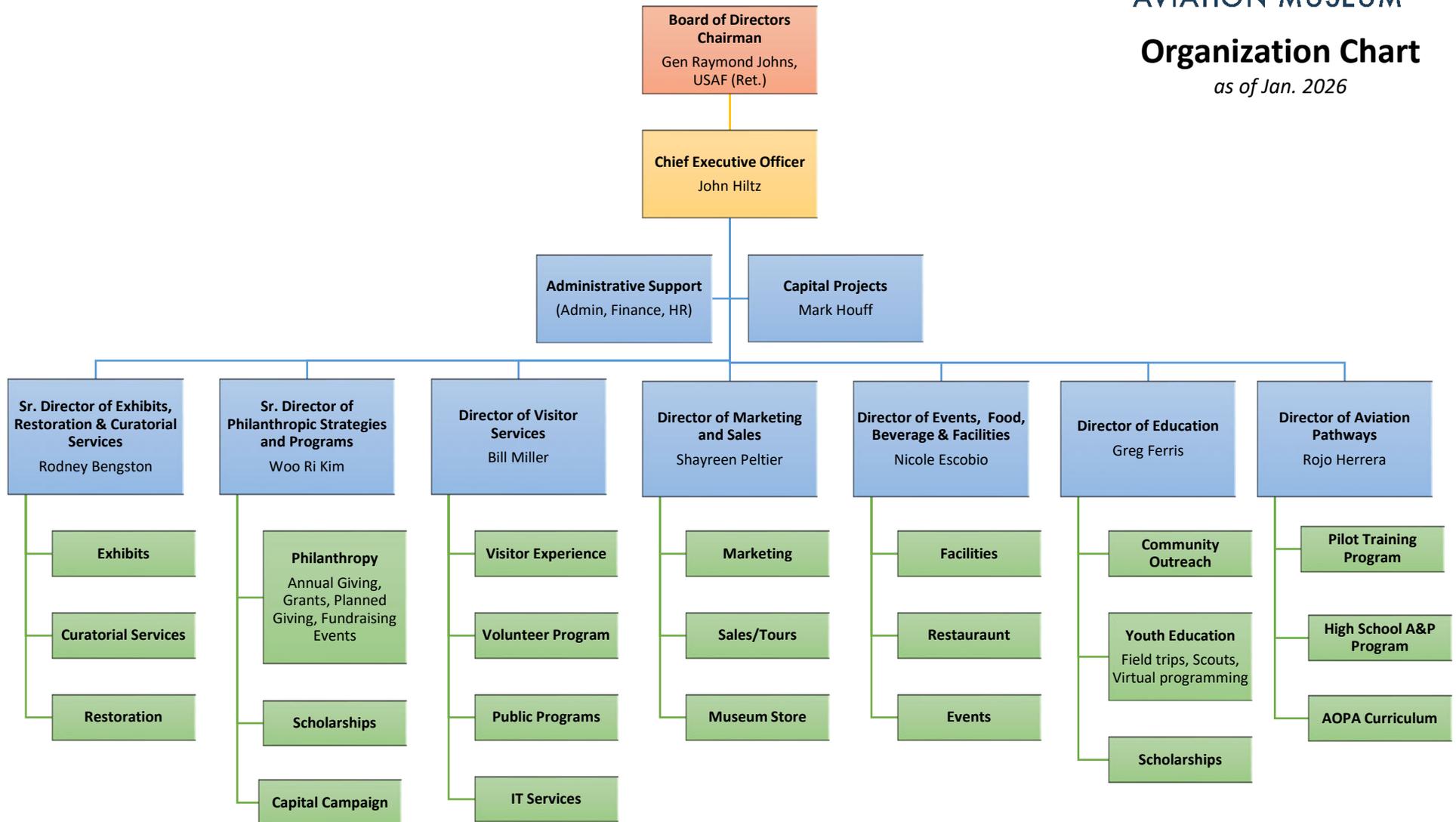
3. Compensation

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.

Chief Executive Officer:	\$300,000
Sr. Director of Exhibits, Restoration & Curatorial Services:	\$128,452
Sr. Director of Philanthropic Strategies & Programs:	\$119,914

Organization Chart

as of Jan. 2026



VII. Other

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.

This grant will not support or benefit any sectarian or non-sectarian private educational institutions.

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.

If grant funding is received for fiscal year 2027 but is not available thereafter, PHAM leadership is implementing a multi-pronged strategy focused on diversifying revenue streams and strengthening partnerships:

- Expand Philanthropic Support: We are actively cultivating relationships with local and mainland foundations, corporations, and individual donors to secure recurring contributions.

- Strategic Fundraising Plan: A dedicated grant writing team is executing a comprehensive fundraising strategy, including targeted appeals, special events, and donor engagement campaigns.
- Corporate and Industry Partnerships: We are deepening collaborations with aviation industry leaders to provide resources, mentorship, and potential sponsorships that reinforce program stability.
- Museum Revenue Integration: A portion of visitor admission proceeds and membership contributions will be allocated to sustain educational initiatives like the Pathways tracks.
- Community Engagement: Quarterly newsletters, online campaigns, and museum signage will keep donors and the public informed, fostering a culture of philanthropy and shared investment in Hawaii's aviation future.

By combining these efforts, Aviation Pathways will maintain and expand its role as Hawaii's premier aviation workforce development pipeline, ensuring that local students have equitable access to high-demand careers and that the state's aviation infrastructure remains strong for years to come.



STATE OF HAWAII
DEPARTMENT OF EDUCATION
KA 'OIHANA HO'ONA'AUAO
LEEWARD DISTRICT COMPLEX AREA SUPERINTENDENT
601 KAMOKILA BOULEVARD, ROOM 588
KAPOLEI, HAWAII 96707

January 22, 2026

To the Grant-in-Aid Committee,

I am writing to express my enthusiastic support for the Pearl Harbor Aviation Museum's workforce development program. A primary goal of our secondary education system is connecting students to lucrative careers that allow them to follow their passions and utilize their talents, while enabling them to remain here in Hawai'i.

Both of our area high schools have been fortunate to participate in the museum's initial pilot program. This initiative allows select students to get a head start in the highly sought-after field of aviation mechanics. Students accepted into this program spend their Junior and Senior years working directly alongside aviation industry professionals.

During a recent site visit near the airport, I observed an instructor from Hawaiian Airlines working directly with our students for entire units of study. It was inspiring to see him share his knowledge, evidently proud to help sustain an industry to which he has long been connected. Following intensive classroom and laboratory experiences—including the use of advanced simulators—our students are eligible to earn their Federal Aviation Administration (FAA) Airframe and Powerplant Technician License.

This license makes our graduates highly employable. There is significant local demand for these skills due to Hawai'i's unique dependency on aviation for travel and commerce.

I humbly request your consideration in supporting this program for GIA funding. It is a crucial first step in workforce development that provides our young people with viable careers to support themselves, their families, and our greater community.

If you would like any further information, please feel free to contact me at JonHenry.Lee@k12.hi.us or via telephone at (808)692-8000.

Thank you,

A handwritten signature in blue ink, appearing to read "JHL".

Jon Henry Lee
Interim Complex Area Superintendent
Campbell Kapolei Complex Area

AN EQUAL OPPORTUNITY EMPLOYER



STATE OF HAWAII
DEPARTMENT OF EDUCATION
KA `OIHANA HO`ONA`AUAO
KAPŌLEI HIGH SCHOOL
91-5007 KAPŌLEI PARKWAY
KAPŌLEI, HAWAII 96707
Phone: (808) 305-8000
Fax: (808) 692-8255

January 19, 2026

Dear Grant Review Committee,

I am writing in strong support of Pearl Harbor Aviation Museum's Grant-in-Aid (GIA) request for its Aviation Pathways Initiative. My name is Courtney Suma, and I serve as the Academy Coordinator at Kapolei High School. In this role, I work closely with students, educators, and community partners to connect meaningful career pathways with Hawaii's youth and to ensure students have access to high-quality, career-connected learning opportunities.

Pearl Harbor Aviation Museum has long been a valued partner in advancing aviation education in our state. Its commitment to hands-on, experiential learning and workforce development aligns closely with our mission at Kapolei High School to prepare students for postsecondary success and meaningful careers. Programs like the Aviation Learning Center and the proposed Aviation Pathways Initiative provide students with exposure to real-world skills, industry standards, and professional possibilities that are often otherwise inaccessible.

The Aviation Pathways Initiative is particularly impactful because it addresses critical workforce needs while investing directly in local talent. The High School Airframe & Powerplant (A&P) Mechanic Program and the Pilot Training Program offer clear, structured pathways into high-skill, high-wage aviation careers. These opportunities are essential for Hawaii, where aviation plays a vital role in interisland transportation, tourism, emergency response, and economic sustainability. By training local students for these careers, we help ensure that Hawaii's aviation workforce reflects and remains rooted in our community.

Equally important is the initiative's focus on accessibility and equity. By supporting youth ages 16 to 21 and creating pathways that lead to industry-recognized credentials and licenses, Pearl Harbor Aviation Museum is opening doors for students who may not otherwise see aviation as an attainable career option. These programs empower students to envision a future in Hawaii, contribute to our local economy, and build stable, fulfilling careers.

For these reasons, I strongly support Pearl Harbor Aviation Museum's Aviation Pathways Initiative and its request for Grant-in-Aid funding. This investment will have lasting benefits for Hawaii's students, workforce, and broader community. Thank you for your consideration and for your commitment to supporting programs that strengthen education and economic opportunity in our state.

Sincerely,

A handwritten signature in black ink, appearing to read "CSuma".

Courtney Suma
Academy Coordinator
Kapolei High School

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Civil Rights Compliance Branch, Hawai'i State Department of Education, 1390 Miller Street, Room 416, Honolulu, HI 96813, (808) 784-6325 or relay CRCB@k12.hi.us

AN AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER



January 15, 2026

Senator Donovan Dela Cruz
Representative Chris Todd
Representative Daniel Holt
Members of the Hawai'i State Legislature

Re: Aviation Pathways Training – Pearl Harbor Aviation Museum

Aloha kākou,

Aviation is one of the few industries in Hawai'i that plays a direct and essential role in nearly every sector of our state's economy. Keeping our islands connected, supporting emergency response and national defense, and enabling commerce and tourism all depend on a highly trained, locally based aviation workforce. Ensuring that Hawai'i's students can access these careers requires intentional, long-term investment in training programs that meet industry standards and reflect the realities of today's aviation workforce.

Alaska Airlines and Hawaiian Airlines have made workforce development in Hawai'i a priority, not only in principle but through direct action. We have invested in expanding our own training and career development programs to create clearer pathways for local students and residents to enter aviation careers. These efforts are designed to grow and retain talent in Hawai'i, particularly in technical and operational roles where demand continues to increase across the industry.

We also recognize that no single organization can build a sustainable workforce alone. That is why we value and actively support partnerships with trusted community institutions, including the Pearl Harbor Aviation Museum and Honolulu Community College. These organizations play a critical role in introducing students to aviation, providing hands-on learning opportunities, and offering the foundational skills needed to pursue careers as aircraft mechanics, pilots, engineers, and aviation professionals. Strengthening and expanding these partnerships helps ensure that local students are prepared to step into real, long-term careers within Hawai'i's aviation sector.

For these reasons, we respectfully urge your support for the Grant-in-Aid request to sustain and expand the Aviation Pathways Initiative operated by the Pearl Harbor Aviation Museum. This program complements existing education and workforce development efforts by providing credentialing, experiential learning, and clear career ladders that align with industry needs.

Legislative investment in this program reinforces a coordinated, statewide approach to aviation workforce development and helps ensure that Hawai'i's next generation has access to high-skill, high-wage careers without leaving home.

Mahalo for your continued leadership and commitment to workforce development, education, and economic opportunity for the people of Hawai'i.


Jim Landers
Head of Hawai'i Operations



Kim Virtudazo
91-980 North Road
Ewa Beach, HI 96706

January 21, 2026

To the Members of the State Legislature:

My name is Kim Virtudazo and I'm the Academy Coordinator at James Campbell High School (JCHS). As the Academy Coordinator, I oversee our students' Work-Based Learning experiences to prepare them from life after high school. This year, I've been fortunate enough to learn about the Pearl Harbor Aviation Maintenance Technician Program (PHAMT) through our seven JCHS students who are currently enrolled.

When I visited the program last month, I was thrilled with what I saw -- our students were thriving in the program! The students were engaged in their learning and invested in this program because they understood the enormity of this opportunity. As far as work-based learning goes, the PHAMT program is the epitome of what we look for in preparing our students for the workforce. The engaging instructors and rigorous curriculum is preparing our students to earn their FAA A&P technician license. This license will give our students a high paying, high demand job when they graduate high school next school year.

I strongly urge you to provide the requested funding to ensure that our current students and our future students all have this opportunity. The impact of this funding extends far beyond the classroom.

Thank you for your time and for your dedication to the future of our workforce.

Sincerely,

A handwritten signature in blue ink that reads "Kim Virtudazo". The signature is stylized and cursive.

Kim Virtudazo
Academy Coordinator, James Campbell High School
National Board Certified Teacher

Richard M. May, Jr.
91-311 Hoku`Aukai Way
Kapolei, HI 96707

January 15, 2026

Senator Donovan Dela Cruz
Representative Chris Todd
Representative Daniel Holt
Members of the State Legislature

Re: Aviation Pathways Training - Pearl Harbor Aviation Museum

Aloha kākou!

Our state and our communities need innovative ways to create high-paying careers and to ensure that our keiki can realistically plan for a future in our islands. Aviation jobs are high-skill, high-wage careers that stimulate the Hawai'i economy by supporting the visitor industry, interisland transportation, emergency management, and many other aircraft- and aviation-related industries. Training programs create pathways to stable employment in these careers right here at home. Supporting aviation maintenance and flight training is an investment in long-term economic development and, most importantly, the youth of Hawai'i.

I joined the planning group to form this museum in 1999, and remain a director to this day. I support the museum with my time and with a substantial five-figure monetary donation each year. As a retired U. S. Air Force officer and fighter pilot with over 250 combat missions, an obvious reason might be that we portray what military aviators have done and continue to do for our country. However, what really keeps me dedicated is our strong effort to support the community, both in providing an acclaimed tourism destination and in our growing educational outreach.

In particular, the Aviation Pathways program is at the heart of what we do. I hope that you will take time from your busy schedules to meet with our students and to see our classrooms in action. I'm confident you will be impressed!

I ask for your support for the Grant-in-Aid request to support the Aviation Pathways program operated by the Pearl Harbor Aviation Museum. This program offers credentialing, apprenticeships, and long-term career ladders. Legislative support helps sustain structured pathways that lead to lifelong careers rather than short-term employment.

Mahalo Nui Loa,


Richard M. May, Jr.
Kapolei, Hawaii

Senator Donovan Dela Cruz
Representative Chris Todd
Representative Daniel Holt
Members of the State Legislature
Hawaii State Capitol
415 S. Beretania St. #208
Honolulu, HI 96813

January 16, 2026

Dear Senators,

It is extremely rare for me to write an appeal letter to a legislator, so please know that this is important to me and, I believe, for the economic future of Hawaii.

I joined the board of the Pearl Harbor Aviation Museum (PHAM) to honor my father, who served as a bombardier during WWII, flying missions out of Guam.

Over the years I have watched the museum's educational programs grow, serving thousands of school kids every year. Now we are launching an even richer program that will enable aviation careers for Hawaii kids: the AVIATION PATHWAYS High School Airframe & Powerplant (HSAP) program.

This program directly addresses the critical shortage of skilled aviation mechanics in Hawaii by providing high school students with the training and certification needed for FAA licensure as an A&P mechanic and immediate employment in this high-demand field, following graduation.

This 2-year program will prepare students for aviation mechanic jobs by teaching maintenance and repair of all major aircraft systems.

PHAM is requesting State Grant-in-Aid funding to support program personnel and operational costs. PHAM is also pursuing additional funding from local businesses, donor endowments, and in-kind support from airline partners.

I hope we may count on your support. Mahalo!

Sincerely,



Ruth Limtiaco

Colonel MARIA CARL (USAF Retired)

Owner, 21 Degrees Estate, PHAM Board Member

Maria Carl

PO Box 1101

Kaneohe HI 96744

January 19, 2026

Senator Donovan Dela Cruz
Representative Chris Todd
Representative Daniel Holt
Members of the State Legislature

Re: Aviation Pathways Training - Pearl Harbor Aviation Museum

Aloha kākou!

Aviation jobs are high-skill, high-wage careers that stimulate the Hawai'i economy by supporting the visitor industry, interisland transportation, emergency management, and many other aircraft- and airlines-related industries. Training programs create pathways to stable employment, increased household incomes, and ensuring that Hawai'i youth are able to remain in our state. Supporting aviation maintenance and flight training is an investment in long-term economic development and, most importantly, the youth of Hawai'i.

My name is Maria Carl, Col, USAF Retired and small business owner of 21 Degrees Estate and Latitude 21 Skin here on Oahu. As a retired Air Force officer, I know the importance of aviation both for national security and commerce-particularly when you are an island isolated in the vast Pacific Ocean. Moreover, I also have seen first hand how aviation (via military or commercial means) can be a powerful stepping stone for young people in pursuing a professional career.

I am writing to ask for your support for the Grant-in-Aid request to support the aviation pathways program operated by the Pearl Harbor Aviation Museum. This program offers credentialing, apprenticeships, and long-term career ladders. Legislative support helps sustain structured pathways that lead to lifelong careers rather than short-term employment.

Mahalo,



Maria Carl
Honolulu, Hawaii

Raymond Johns GEN USAF (Ret)

92-1212-1 Olani St •• Kapolei, Hawaii 96707•• Phone 808 429 4029

January 15, 2026

Senator Donovan Dela Cruz
Representative Chris Todd
Representative Daniel Holt
Members of the State Legislature

SUBJECT: Aviation Pathways Training – Pearl Harbor Aviation Museum

Aloha kākou,

Aviation careers are high-skill, high-wage professions that strengthen Hawai‘i’s economy by supporting the visitor industry, interisland transportation, emergency management, and a wide range of aircraft- and airline-related industries. Well-designed training programs create clear pathways to stable employment, increased household incomes, and—most importantly—opportunities for Hawai‘i’s youth to remain in our state. Supporting aviation maintenance and flight training is an investment in long-term economic development and in the future of Hawai‘i’s workforce.

On O‘ahu, I have served as a flight instructor and owned an interisland charter flight and tour company. Because there are currently no locally qualified mechanics to work on our 1941 T-6 warbird, I must bring a mechanic from California. Over the years, I have hired many mechanics and have seen firsthand the urgent need for more trained aviation maintenance professionals on the islands. We launched the high school Airframe & Powerplant (A&P) program to provide graduates with immediate employment opportunities and access to lifelong aviation careers. The program enables students to remain in Hawai‘i rather than seeking work on the mainland, with the long-term goal of building stable careers and remaining part of their communities. Developing a local pipeline of trained aviation mechanics is essential to sustaining Hawai‘i’s aviation sector. Losing our youth to the mainland will inevitably limit the growth and health of aviation in our state.

I am writing to respectfully request your support for the Grant-in-Aid funding to sustain the Aviation Pathways Program operated by the Pearl Harbor Aviation Museum. This program provides industry-recognized credentialing, apprenticeships, and structured career ladders that lead to long-term employment rather than short-term jobs. Legislative support is critical to maintaining these pathways and meeting Hawai‘i’s growing aviation workforce needs.

Respectfully,



Gen. Raymond Johns, USAF (Ret.)

Chairman, Pearl Harbor Aviation Museum

January 15, 2026

Senator Donovan Dela Cruz
Representative Chris Todd
Representative Daniel Holt
Members of the State Legislature

Re: Aviation Pathways Training - Pearl Harbor Aviation Museum

Sir/Ma'am,

We, as parents of a participant in the Aviation Pathways Program, are deeply grateful for the impact this program has had on our child. It has given to our son's confidence, purpose, and a positive direction for the future. Seeing our child grow in responsibility, motivation, and self-belief has meant so much to our family.

The Aviation Pathways Program has opened doors that once felt out of reach and has inspired our child to dream bigger and work harder toward a career in Aviation. This program is more than an educational opportunity-it is a life-changing experience.

We strongly support the museum's Fiscal Year 2027 State Grant-in- Aid application and hope this program can continue helping other families the way it has helped us.

Sincerely,



Jaime and Relyn Carpio
Parents of High School A&P Program Student

Aloha mai kākou,

My name is Kaliko Sellesin. I am part of the first Hawai'i Aviation Pathways A&P Program. The opportunities that this program offers are endless. I am extremely grateful that this program was founded. I, like many other people my age, have to start making plans for my future. Personally, I do not believe that college is the best for me. I never found any interest in working a white collar job and wanted to do something more hands on. This program not only allows me to pursue my dream of a blue collar job while at the same time saving me from an extra 2 years of schooling I would need to get my license. Also having a steady income from being an aircraft mechanic would ensure that I can stay here in Hawaii. I believe that this program will help Hawaii's youth in pursuing their dreams in the trade industry I've learned so much in the little time that I have been a part of this program. Thank you for time and consideration to this application.

Me ka ha'aha'a,
Kaliko Sellesin

A handwritten signature in black ink, appearing to read 'Kaliko Sellesin', with a long, sweeping underline that extends to the right.

To whom it may concern,

My name is Timothy Shelton and I am writing to show my support for the Aviation Pathways program and the museum's fiscal year 2027 State grant in aid application.

I am currently a student in the Aviation Pathways A and P (Airframe and Powerplant) program, and it has been a great experience for me. Through this program, I have learned hands on skills in aircraft maintenance, safety, and how different aircraft systems work. The lessons and hands on activities have helped me better understand what aircraft mechanics do on a daily basis.

This program has made a big impact on me by helping me gain confidence and stay interested in aviation maintenance. I have learned important technical skills and how to solve problems while working as part of a team. Being part of the Airframe and Powerplant program has shown me what it takes to work in the aviation industry and succeed in a professional environment.

After completing the Aviation Pathways program, I plan to continue working toward a career as an A and P aircraft mechanic. This program is an important step toward my future education, certification, and long term career goals in aviation maintenance.

Thank you for supporting this program and for considering this grant application. The Aviation Pathways program has helped me better prepare for my future.

Sincerely,
Timothy Shelton

A handwritten signature in black ink, appearing to read 'Timothy Shelton', written in a cursive style.

Jace Oliveira-Santiago

(808) 492-8366

oliveirajace09@gmail.com

20th January 2026

To Whom It May Concern,

My name is Jace, I am writing to express my strong support for and connection to the Pearl Harbor Aviation Museum's A&P program. This program represents a meaningful and essential step in my professional development and aligns directly with my long-term career goals in aviation maintenance.

My connection to the Pearl Harbor Aviation Museum A&P program is rooted in my passion for aviation and my commitment to pursuing a career as an Airframe and Powerplant (A&P) Mechanic. The program's mission, hands-on approach, and emphasis on technical excellence strongly resonate with my desire to gain industry-relevant skills while learning in a historically and professionally significant aviation environment.

The value of this program lies in its comprehensive training, practical experience, and exposure to real-world aviation maintenance standards. Through structured instruction, mentorship, and direct work with aircraft, the program provides a strong foundation in both airframe and powerplant systems. It not only builds technical competency but also reinforces safety, precision, teamwork, and professionalism—core qualities required in the aviation industry.

The impact of the program on me has been substantial. It has strengthened my mechanical skills, increased my confidence in working with complex aircraft systems, and reinforced my dedication to becoming a highly skilled and responsible aviation professional. Being part of this cohort has also helped me better understand the expectations of the aviation maintenance field and has motivated me to continually improve my knowledge and work ethic.

Upon completing the A&P program, I intend to pursue a career as a certified A&P Mechanic. This program serves as a critical pathway toward that goal, preparing me for employment in the aviation industry and positioning me for long-term growth, advancement, and contribution to aircraft safety and performance.

I am deeply grateful for the opportunity to participate in this program and fully support its mission and impact. I believe the training and experience gained through this program will be instrumental in shaping my future career in aviation maintenance.

Sincerely,

Jace Oliveira-Santiago



To whom it may concerned,

My name is Trisha Mae Ramos, I am a student from Waipahu High School and in the Aviation Mechanic Program for PHAM. It's been a blessing to be in this program because not everyone gets to be where we are right now. The program I am a part of focuses on aircraft maintenance and repair, it helps prepare students to become skilled aviation mechanics. This pathway provides awesome opportunities for young people to gain hands-on experience at an early age while developing technical skills related to real world careers.

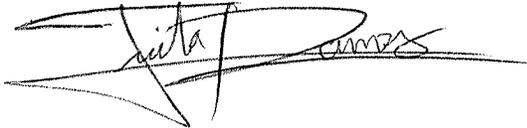
This program teaches us to be disciplined, to have a strong work ethic, to build our confidence and helps you engage with others. Having accessible, career-connected opportunities like this program allows students to explore meaningful careers without having to leave the aina. This opens doors for youth who may not have exposure to aviation careers.

The broader impact of aviation pathways extends beyond individual students. When youth are trained locally and employed locally, it helps benefit the increase of economic growth and long term sustainability.

In conclusion, Aviation maintenance programs play a vital role in developing skilled professionals, supporting Hawaii's economy and creating meaningful opportunities for the youth. Continued investment in these pathways is essential for Hawaii's aviation industry and the success of the youth.

Thank you for your time and consideration

Sincerely,
Trisha Mae

A handwritten signature in black ink, appearing to read 'Trisha Mae Ramos', with a large, stylized flourish underneath.

Koa G. Thank You Letter

1/20/26

To whom it may concern,

I am Koa, a part of cohort #1 in the all new A&P program. I need to thank the Pearl Harbor Aviation Museum and all of the hard working people who've taken time out of their lives to give us this massive opportunity. This program has given me and my peers the chance to enter the aviation pathway earlier than most and that is no understatement. So far this program has sent shockwaves through my personal life; me and my family are very excited to see how far it will take me throughout my future. After the program, I see myself as a hard working airplane mechanic working for Hawaiian Airlines alongside my dad. I sincerely hope to see this program continue on and allow countless more ambitious cohorts achieve an early certification in the Aviation Pathways.

Best regards,

Koa Ganguilo

Devin Allen E Araki

Tuesday, January 20 2026

Dear Mr./Ms. Reader,

To whom it may concern, the Pearl Harbor Aviation Museum has provided me with an eye-opening opportunity in the field of Aviation Maintenance. With this Airframe and Powerplant program I believe many students including myself who may have no prior experience in such will discover a profound passion for Aviation.

As a current high school student attending James Campbell my educational prowess beyond my high school diploma was undecided; Blessed with such an opportunity to be part of this program I am committed full heartedly in hopes I can become an A&P myself and eventually give back to my community like my instructors.

Sincerely,

A handwritten signature in black ink, appearing to read "Devin Araki". The signature is stylized with a large, looped initial "D" and "A".

Kealana Nalua'i

92-831 Makakilo Dr. #5
Kapolei, HI 96707
(808) 429-3251
kealananaluai@gmail.com

20th January 2026

Aloha,

My name is Kealana Nalua'i and I am writing to show my strong support to the Pearl Harbor Aviation Museum's Airframe & Powerplant (A&P) program. I am a senior for Kapolei High School as well as a student for said program that the Pearl Harbor Aviation Museum offers to high school students. This program lasts for two years and allows students to earn their A&P license while also continuing their high school classes to earn their diploma for free.

This program is an excellent opportunity for the youth of Hawai'i to expand their knowledge and pursue a career path that would not only be able to sustain their lives here in Hawai'i but also grow the aviation community. It allows young adults who are interested in aviation to have schooling here at home instead of having to move to the continental states to get the proper education needed to have a career in this field, cutting that cost as well as the cost that it would be to go into any other program.

The A&P program from Pearl Harbor Aviation Museum is an invaluable experience and learning opportunity for young adults to take and it sets them up with a clear path for their bright futures. It teaches technical skills and problem solving, provides wise instructors, and builds lasting relationships between the students. I am grateful that I was given this opportunity to further my career path and the training I'm being taught that I'm sure will be significant in my future.

Sincerely,



Kealana Nalua'i

David Mansfield
January 20, 2026

Dear Ms. Reader,

Hello I am a student at the Pearl Harbor A&P program and my journey to the place I am today and the place I will be in ten years will be because you have faith in me. When I first got the opportunity I did not believe that it was real. It was too good to be true. Even when I was a child I wanted to Follow My Father's Footsteps and become an A&P license. I planned my life to get an A&P license after high school and do to you I can get it while I am still in High School. There's nothing you can do or say to show you how much I appreciate your kindness and what you've done for me. All I can do is say thank you and do well by the opportunity you have given me.

Sincerely,

David Mansfield

A handwritten signature in black ink, appearing to read "Dre", with a long horizontal stroke extending to the right.

January 20, 2026

Senator Donovan Dela Cruz
Representative Chris Todd
Representative Daniel Holt
Members of the State Legislature

Re: Aviation Pathways Training - Pearl Harbor Aviation Museum

To Whom It May Concern,

I, James Carpio, a student in the Pearl Harbor Aviation Museum's A&P Program, are extremely grateful for the impact this program has had on me. It has given me confidence, purpose and positive direction towards my future in the aviation world. I have grown more responsible, motivated, and more self believed.

The Aviation's A&P Program has opened doors that felt way out of my league and has inspired me to dream bigger and work harder toward a career in Aviation. This program is more than an education opportunity but a life changing experience for kids like me.

I strongly support the museum's Fiscal Year 2027 State Grant-in-Aid application and hope this program can continue helping other families the way it has helped me.

Sincerely,
James Carpio

A handwritten signature in black ink, appearing to read "James Carpio". The signature is stylized with a large, sweeping initial "J" and a long horizontal flourish extending to the right.