

## 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

*Ryenne Cordeiro*

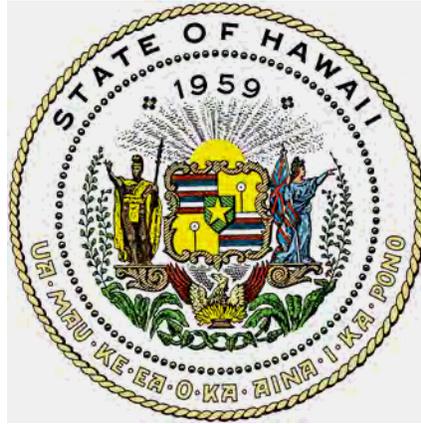
AUTHORIZED SIGNATURE

Ryenne Cordeiro - Program Coordinator

PRINT NAME AND TITLE

01/21/2026

DATE



## Department of Commerce and Consumer Affairs

### CERTIFICATE OF GOOD STANDING

I, the undersigned Director of Commerce and Consumer Affairs of the State of Hawaii, do hereby certify that

RISEHI FOUNDATION

was incorporated under the laws of Hawaii on 06/22/2017 ; that it is an existing nonprofit corporation; and that, as far as the records of this Department reveal, has complied with all of the provisions of the Hawaii Nonprofit Corporations Act, regulating domestic nonprofit corporations.



IN WITNESS WHEREOF, I have hereunto set my hand and affixed the seal of the Department of Commerce and Consumer Affairs, at Honolulu, Hawaii.

Dated: October 17, 2025

Director of Commerce and Consumer Affairs

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

The undersigned authorized representative of the applicant certifies the following:

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

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

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

RiseHI Foundation

(Typed Name of Individual or Organization)

*Ryenne Cordeiro*

(Signature)

01/20/2026

(Date)

Ryenne Cordeiro

(Typed Name)

Rev 8/30/23

Program Coordinator

(Title)

## I. Certification

1. **Hawai'i Compliance Express Certificate** (If the applicant is an organization, the applicant shall submit one 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- signed.** See Attached
3. **Public Purpose:** This grant will be used for a public purpose pursuant to Section 42F-102, Hawai'i Revised Statutes. The requested funds will support the '**Oihana Career Exploration Program**, a statewide educational initiative that provides middle and high school students with equitable access to high-quality, Hawai'i-based career exploration resources. The program supports a recognized public purpose by strengthening educational outcomes, increasing career awareness, and expanding access to workforce preparation opportunities for Hawai'i's youth. Specifically, this request satisfies the requirements of HRS §42F-102 as follows:
  - a. **Requesting organization:** RiseHI Foundation, a Hawai'i-based nonprofit organization
  - b. **Public purpose:** To improve educational equity and workforce readiness by providing scalable, culturally grounded career exploration resources to public school students statewide
  - c. **Services supported:** Development of 'Oihana Career Exploration courses, onboarding and licensing of Title I schools, educator support, and program coordination and oversight
  - d. **Target group:** Middle and high school students (ages 13–17) and educators in Hawai'i public schools, with an emphasis on Title I school communities
  - e. **Cost and budget:** A total request of \$125,000, with funds allocated to course development, school onboarding and licensing, and program leadership and coordination, as detailed in the submitted budget.

Through these services, the proposed grant directly supports the State's interest in educational access, workforce development, and long-term economic stability, and therefore constitutes a valid public purpose under HRS §42F-102.

## II. Background and Summary

1. A brief description of the applicant's background

RiseHI Foundation is a Hawai'i-based nonprofit organization founded in 2016 with a clear and enduring mission: to empower local youth to envision and build meaningful futures for themselves here at home. RiseHI was established in response to a growing concern that many of Hawai'i's young people were coming of age without access to the confidence, information, or opportunity awareness needed to see long-term pathways in their own communities. From its inception, RiseHI has focused on

helping keiki understand their potential, connect with local role models, and recognize that success in Hawai'i is possible.

RiseHI operates through two complementary program areas that support youth development from mindset to opportunity. *Make It Happen* (MIH) is a social-emotional learning curriculum rooted in the stories and voices of local role models, designed to help students build confidence, resilience, and goal-setting skills. Building on this foundation, RiseHI launched the *'Oihana Career Exploration Program* to address a critical next step: helping students translate belief in themselves into a clear understanding of real careers and pathways available in Hawai'i.

'Oihana is a growing library of video-based, culturally grounded career exploration courses that introduce students to Hawai'i-based professionals through interviews, day-in-the-life footage, and guided learning activities. Each course helps students understand what a career truly looks like: its responsibilities, required skills and characteristics, education and training pathways, earning potential, and long-term opportunities. This is learned through the lived experiences of people who reflect their communities and values. The program was intentionally designed to be accessible, scalable, and evergreen, allowing one-time investments to support students year after year.

While RiseHI continues to value the role of mindset development through the MIH program, the organization's primary focus at this stage of growth is the expansion and scaling of 'Oihana as a statewide resource. As the program has grown, so has demand from educators and schools seeking high-quality, Hawai'i-centered career exploration tools that are easy to integrate into classrooms and relevant to students' lives. RiseHI is now focused on deepening and expanding the 'Oihana course library, strengthening statewide access, and building long-term educational infrastructure that can serve tens of thousands of students annually.

Guided by a belief in Hawai'i's youth and the future they can build here, RiseHI approaches its work with both optimism and responsibility. The organization's background reflects a steady evolution from vision to implementation and now toward scale, grounded in local relationships, proven program delivery, and a commitment to creating lasting opportunities for the next generation.

2. The goals and objectives related to the request

The primary goal of this request is to **scale the 'Oihana Career Exploration Program statewide**, expanding equitable access to high-quality, culturally grounded career exploration for Hawai'i's youth while strengthening long-term educational infrastructure. Through this investment, RiseHI seeks to ensure that students, regardless of island, school resources, or background, have access to the information, role models, and opportunity awareness needed to envision meaningful futures in Hawai'i.

This request for **\$125,000 in State GIA funding** is designed to move ‘Oihana from successful implementation to sustainable scale. By investing in course development, school onboarding, and **program leadership and coordination**, the State supports a model that delivers immediate student impact while generating long-term returns through reusable, evergreen educational content. Support for both the Program Coordinator and Executive Director ensures that day-to-day implementation and high-level program oversight advance together as the program expands statewide.

During the grant period, RiseHI will pursue the following objectives:

1. **Expand the ‘Oihana course library by developing nine new Career Exploration courses** aligned with Hawai‘i-based careers and workforce needs. Each course will be produced using RiseHI’s proven workflow, incorporating video storytelling, day-in-the-life footage, and student-centered learning activities designed to remain relevant and usable over time.
2. **Increase statewide access by onboarding and licensing two Title I schools**, prioritizing schools that serve students with higher levels of economic need. RiseHI has already reached schools across O‘ahu, Maui, and Kaua‘i. This objective ensures that as the program scales, access is intentionally expanded to schools where equitable, high-quality career exploration resources are most needed, reinforcing ‘Oihana as a truly statewide and inclusive resource.
3. **Strengthen implementation capacity through support for both the Program Coordinator and Executive Director**, ensuring that newly developed courses are effectively assembled, integrated into classrooms, and supported through school onboarding, educator guidance, data tracking, and strategic oversight. The Program Coordinator supports operational execution, while the Executive Director provides leadership, fiscal accountability, and long-term strategic direction. Together, these roles directly support quality, consistency, and accountability as the program grows.
4. **Deliver measurable increases in student engagement and opportunity awareness**, tracked through course participation, completion data, and educator feedback. During the grant period, RiseHI will monitor usage across schools and islands to ensure that content is reaching students as intended.
5. Beyond the grant period, this investment supports broader, long-term objectives tied to Hawai‘i’s educational and workforce development goals:

1. **Reach approximately 18,000 students annually at scale** through the nine courses funded by this request, with each of the 9 courses reaching approximately 2,000 students per year, each year, once fully adopted.
2. **Create durable educational infrastructure with long-term return**, as each 'Oihana course is designed to remain usable for at least ten years. Over its lifespan, the nine courses developed through this request have the potential to support **approximately 180,000 targeted, unduplicated, individual student learning experiences**.
3. **Increase educational equity and consistency statewide**, reducing disparities in access to career exploration caused by geography, school resources, or staffing constraints.
4. **Strengthen youth confidence and opportunity awareness**, helping students better understand local career pathways and envision viable futures in Hawai'i, which supports long-term retention of talent and community resilience.

Together, these goals and objectives reflect RiseHI's commitment to building a scalable, equitable career exploration system that serves Hawai'i's youth today while laying the groundwork for sustained impact in the years ahead.

3. The public purpose and need to be served

The public purpose of this request is to strengthen educational equity, workforce readiness, and long-term opportunity for Hawai'i's middle and high school students by expanding access to high-quality, culturally relevant career exploration statewide. As Hawai'i faces increasing economic pressure and continued outmigration, early exposure to viable career pathways has become essential to helping youth make informed academic decisions, build confidence, and envision sustainable futures within the state.

Hawai'i's next generation is coming of age during a period of unprecedented strain. Today, **41% of Hawai'i households live below the ALICE threshold** (Asset Limited, Income Constrained, Employed), meaning families struggle to meet basic needs despite employment. Students witness these pressures firsthand seeing caregivers work multiple jobs, facing uncertainty about affordability, and absorbing the belief that long-term stability may require leaving Hawai'i. Without intentional intervention, these realities limit students' sense of possibility and weaken the future workforce pipeline needed to sustain Hawai'i's communities and economy.

Research shows that **career exploration is a critical lever for improving student outcomes**. According to the National Association of Colleges and Employers, students who participate in frequent career experiences demonstrate approximately a **23% higher rate of positive workforce outcomes** than those with limited exposure.

Similarly, a large-scale study published in the *Journal of Student Success and Retention* found that students who engaged in career exploration experienced higher **first-year retention rates** (77.5% to 86.3%) and increased **four-year graduation rates** (43.4% to 58.4%). These findings confirm that structured career exploration is not supplemental programming, but a proven strategy for improving educational persistence and postsecondary success.

Despite this evidence, access to meaningful career exploration in Hawai'i remains uneven. Many schools rely on field trips, career fairs, or guest speakers that are limited in frequency, costly to organize, and unable to reflect the full diversity of modern professions. These opportunities often vary widely by island, school resources, and staffing capacity, leaving many students to navigate career decisions with minimal guidance or exposure to relatable role models.

RiseHI's 'Oihana Career Exploration Program addresses this gap by providing **consistent, statewide access** to career exploration through an online, scalable, and evergreen model. 'Oihana uses video-based storytelling and student-centered activities to introduce middle and high school students to Hawai'i-based professionals who reflect their communities and values. Each course includes interviews and day-in-the-life footage, along with clear explanations of job responsibilities, required skills and characteristics, education and training pathways, earning potential, and long-term opportunities. This approach helps students move from guessing about careers to understanding what real work looks like in Hawai'i today.

The program's design serves a clear public purpose. Because 'Oihana courses are delivered online, they provide **easy and equitable access** to students across islands, including rural and neighbor island communities that may lack consistent in-person opportunities. Courses are intentionally designed to be **evergreen**, meaning they remain relevant and usable for at least ten years. When fully scaled, **one 'Oihana course can reach approximately 2,000 students per year, or 20,000 students over its lifespan**. RiseHI's long-term goal is to build an **80-course library by 2027**, reaching **20,000 students annually by 2030** and creating durable educational infrastructure that supports generations of learners.

By investing in scalable, reusable career exploration resources, this request advances a clear public benefit: improved educational equity, stronger alignment between education and workforce needs, and increased confidence among Hawai'i's youth that viable futures exist here at home. Supporting 'Oihana helps ensure that public funds are used not for one-time programming, but for long-term systems that expand opportunity, strengthen communities, and contribute to Hawai'i's long-term economic resilience.

4. Describe the target population to be served

The primary target population for this request is **Hawai'i's middle and high school students, ages 13–17**, a critical stage when young people begin making academic and career decisions that shape their long-term trajectories. These years are especially important for building awareness of career options, understanding pathways to employment, and developing confidence in future possibilities.

In addition to students, this program also **directly supports educators and school staff** who are responsible for guiding students through career awareness, advisory, and pathway-selection processes. 'Oihana is intentionally designed to be a practical, classroom-ready resource that helps teachers deliver high-quality career exploration without adding significant planning or coordination burden. By providing structured content, guided modules, and integrated student materials, the program equips educators with consistent tools to support informed decision-making among their students.

Some of the students served attend schools that operate under an **Academy model**, where students are required to select a career pathway early in high school. In some cases, students must choose an academy by the end of **9th grade. At just 14 years old**, students must make a decision that significantly influences their coursework and future career options. 'Oihana supports educators during this process by giving them reliable, locally grounded resources to help students make informed choices rather than decisions based on limited exposure.

The program is designed with a **balanced, equity-centered approach**, serving all students while intentionally removing barriers related to geography, school resources, or access to in-person opportunities. Through its online, scalable format, 'Oihana ensures that both students and educators across Hawai'i have access to consistent, high-quality career exploration content regardless of island or school context.

By serving students at a pivotal developmental moment and equipping educators with effective instructional tools, 'Oihana strengthens the broader educational ecosystem and supports more informed, confident decision-making across Hawai'i's schools.

5. Describe the geographic coverage

'Oihana is designed as a **statewide career exploration resource**, intentionally built to serve students and educators across Hawai'i regardless of island, school location, or geographic constraints. Its online, scalable delivery model allows consistent access to high-quality career exploration content without relying on in-person events, travel, or localized staffing. This ensures that geography does not limit opportunity.

To date, 'Oihana has been implemented across multiple islands and school communities. The program is currently in use at **'Aiea High School, Kapa'a Middle School, and 'Ilima Intermediate School**, and has expanded to include **Highlands Intermediate School, Kalama Intermediate School, 'Olomana School, and Waimea High School**. Through these partner schools, 'Oihana is reaching students and educators across **O'ahu, Kaua'i, and Maui**. Schools continue to renew participation and request additional content, reflecting strong engagement and confidence in the program's relevance, quality, and ease of classroom integration.

While 'Oihana is already serving multiple islands, this request supports the next phase of intentional statewide expansion by deepening access within **Title I school communities**. As the course library grows, RiseHI is focused on extending access to additional schools that serve students facing greater economic barriers, ensuring that public investment reaches those with the greatest need. Although the initial onboarding focuses on two Title I schools, the development of additional 'Oihana courses benefits students statewide, as every new course is added to the shared course library and becomes immediately available to all participating schools across all islands.

Because 'Oihana is delivered online and integrated directly into classrooms, its geographic coverage is not constrained by distance or island boundaries. **Expanding the course library increases opportunity for students everywhere, regardless of where new schools are onboarded, by broadening the range of careers and pathways that students can explore**. This model allows RiseHI to support schools statewide with consistent content, centralized coordination, and scalable infrastructure, ensuring that students and educators across Hawai'i have access to the same high-quality career exploration experiences. Together, current implementation and planned expansion reflect a deliberate, statewide approach to strengthening career awareness, educational equity, and opportunity for Hawai'i's youth.

### III. Service Summary and Outcomes

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

Through this request, RiseHI will carry out a defined scope of work focused on expanding and scaling the 'Oihana Career Exploration Program statewide. The scope of work is organized across three integrated areas: **course development, school onboarding and access, and program coordination and leadership oversight**. Each area is directly aligned with the proposed budget and designed to ensure high-quality implementation and measurable outcomes, with shared responsibility across program coordination and executive leadership to support effective delivery and sustainability:

RiseHI is responsible for the full development of **nine new 'Oihana Career Exploration courses**. Course development follows a proven, end-to-end production workflow that includes:

- **Pre-production planning**, including identifying Hawai'i-based professionals, confirming career focus areas aligned with workforce needs, and preparing interview guides and curriculum outlines
- **Field filming and interviews**, capturing day-in-the-life footage and firsthand perspectives from local professionals
- **Post-production**, including video editing, sound design, and content review to ensure clarity, accessibility, and quality
- **Curriculum and material integration**, ensuring that video content is paired with structured learning activities and student materials suitable for classroom use.

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This work is overseen by RiseHI's Executive Director and implemented in collaboration with experienced contracted videographers, editors, and designers who are familiar with 'Oihana's standards and workflow. All courses are developed as evergreen resources, designed to remain relevant and usable for multiple years.

RiseHI will onboard and license **two Title I schools** as part of its statewide expansion. For each school, RiseHI will provide licensing support during the first year to ensure immediate access to the full 'Oihana course library. Responsibilities related to school onboarding include

- Outreach and coordination with participating schools
- Execution of licensing agreements to provide full access to the 'Oihana course library
- Orientation and implementation support for educators integrating 'Oihana into advisory periods, homerooms, or career exploration classes
- Ongoing technical and instructional support to ensure successful adoption

In addition to first-year implementation support, RiseHI will work collaboratively with school administrators to **identify and pursue sustainable funding pathways**, including the use of **Title I and other allowable federal funding sources**, to support continued access to 'Oihana in future years. This approach ensures that schools are not only onboarded successfully, but are positioned to sustain participation long term.

The **Program Coordinator and Executive Director** work in close collaboration to ensure that expansion efforts translate into effective service delivery. The **Program Coordinator** is responsible for day-to-day implementation, including:

- Coordinating course production timelines and deliverables
- Assembling and integrating curriculum and student materials
- Supporting school onboarding and educator communication
- Managing data collection related to course usage, participation, and adoption
- Preparing reports and documentation related to grant performance and outcomes

The **Executive Director** provides overarching leadership and accountability, including:

- Strategic oversight of 'Oihana's statewide expansion
- Fiscal management and compliance with State GIA requirements
- Partnership development and alignment with workforce and education priorities
- Supervision of program staff and contractors
- Accountability to the State for performance, reporting, and long-term sustainability
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Together, these roles ensure that 'Oihana's growth is both operationally sound and strategically guided, allowing the program to scale responsibly while maintaining quality and impact.

Across all areas of work, RiseHI is responsible for **monitoring progress and maintaining accountability for results**. This includes tracking course completion, student participation by school and island, educator adoption, and ongoing feedback. These responsibilities ensure that grant-funded activities are implemented as planned and that outcomes can be clearly reported to the State.

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

RiseHI will implement the proposed services over the fiscal year using a phased, quarterly approach that allows for steady course development, early school onboarding, and ongoing monitoring of outcomes. This timeline reflects RiseHI's established production workflow and experience managing multi-course development while supporting schools in real time.

Quarter 1:

- Initiate grant-funded activities and confirm production schedule for nine new 'Oihana Career Exploration courses
- Conduct pre-production planning for initial courses, including identification of featured Hawai'i-based professionals and development of interview guides and curriculum outlines
- Begin field filming and interviews for the first set of course
- Onboard and license two Title I schools, providing first-year access to the 'Oihana course library and supporting schools in establishing a sustainable funding pathway through Title I or other allowable federal funding sources for continued participation.
- Provide orientation and implementation support to newly onboarded schools
- Begin baseline data collection on course usage and educator adoption
- Submit initial reporting as required by the State

Quarter 2:

- Continue course production, including filming and post-production for additional courses
- Release newly completed courses on a rolling basis, making them immediately available to all participating schools statewide
- Integrate curriculum materials and student resources for completed courses
- Provide ongoing technical and instructional support to participating schools
- Monitor course usage, student participation, and educator feedback
- Conduct internal quality review to ensure consistency and content standards
- Submit required quarterly reporting to the State

Quarter 3

- Complete production of remaining courses in the nine-course set
- Finalize post-production and curriculum integration for all courses developed during the fiscal year
- Continue statewide rollout of completed courses across all participating schools
- Support educators with continued implementation guidance as new content becomes available
- Analyze participation data and interim outcomes related to student engagement and course adoption
- Conduct internal evaluation and make minor adjustments based on feedback
- Submit required quarterly reporting to the State

Quarter 4

- Ensure all nine new 'Oihana courses are fully completed, launched, and accessible statewide
- Focus on sustained course usage and educator adoption across schools
- Compile annual data on course participation, school engagement, and geographic reach
- Conduct end-of-year review to assess progress toward outcomes and identify areas for improvement
- Prepare and submit final performance and financial reports to the State
- Use findings to inform planning for future course development and continued statewide expansion

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

RiseHI employs a structured quality assurance and evaluation approach to ensure that grant-funded activities are delivered with consistency, accountability, and continuous improvement. This approach combines practical implementation monitoring

with outcome-oriented indicators to assess both the quality of services provided and their effectiveness in supporting student and educator engagement.

Quality assurance is embedded throughout the development and implementation of 'Oihana courses. Each course follows a standardized production framework to ensure consistency across content, structure, and instructional quality. Prior to release, all courses undergo internal review to confirm alignment with 'Oihana learning objectives, clarity of content, accessibility, and relevance to Hawai'i-based careers. This review process ensures that video content, curriculum materials, and student resources meet established quality standards before being made available to schools statewide.

Consistency across the expanding course library is maintained through standardized formats, recurring content elements, and clear expectations for video length, structure, and instructional flow. This allows educators to integrate courses seamlessly into classrooms and ensures a reliable experience for students regardless of which course they engage with.

RiseHI monitors program implementation using a combination of quantitative and qualitative data sources. Quantitative measures include platform usage data, course access and completion, student participation by school and island, and workbook or material downloads. These metrics allow RiseHI to track reach, adoption, and engagement on an ongoing basis. Qualitative evaluation is conducted through educator feedback, informal check-ins, and student surveys, which provide insight into classroom usability, relevance of content, and perceived student engagement.

Evaluation findings are actively used to improve program delivery. Feedback and participation data inform refinements to future course development, adjustments to onboarding and educator support, and pacing of course rollout. This continuous improvement loop ensures that 'Oihana remains responsive to school needs while maintaining quality as the program scales.

Evaluation and monitoring activities are reviewed internally on a quarterly basis and summarized in required reports to the State. These reports align with the measures of effectiveness outlined in this application and provide transparency regarding progress toward outcomes. Annual evaluation findings are also used to guide planning for subsequent course development and continued statewide expansion.

Through a balanced approach combining quality control, ongoing monitoring, and iterative improvement, RiseHI ensures that State GIA-funded activities deliver consistent, high-quality services and measurable public benefit.

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.

RiseHI will report the following **measures of effectiveness** to the State agency through which grant funds are appropriated. These measures provide clear, objective indicators of program implementation, reach, and adoption, and align directly with the scope of work funded through this request.

1. Number of ‘Oihana Career Exploration courses developed and completed
  - a. Target: Nine (9) new courses developed during the grant period
  - b. Measure reflects successful execution of course production activities
2. Number of schools actively licensed and onboarded
  - a. Target: Two (2) additional schools onboarded, expanding statewide access
  - b. Measure reflects progress toward geographic expansion and equitable access
3. Number of participating schools statewide
  - a. Measure tracks total number of schools with active access to the ‘Oihana course library
  - b. Demonstrates adoption and sustained use across school sites
4. Student participation and course usage
  - a. Measure includes the number of students accessing ‘Oihana courses and participating in course activities during the grant period
  - b. Data collected through platform usage and school participation records
5. Timely completion of grant-funded deliverables and reporting
  - a. Measure includes adherence to production timelines, onboarding schedules, and required State reporting deadlines
  - b. Demonstrates fiscal and programmatic accountability

These measures of effectiveness will be reviewed internally on a quarterly basis and reported to the expending State agency in accordance with grant reporting requirements. **If the level of appropriation differs from the amount included in this application, RiseHI will work with the expending agency to update and transmit revised measures of effectiveness that reflect the adjusted scope of work**, while maintaining alignment with the program’s overall goals and public purpose.

#### IV. Financial

1. Budget Forms
  - a. [Budget request by source of funds](#) - see attached

Most program services funded through this request are delivered by contracted professionals rather than fully salaried personnel in order to maximize flexibility, cost efficiency, and program quality as ‘Oihana scales statewide. Course development requires specialized skills—such as

videography, editing, sound design, and curriculum design—that are best provided through experienced contractors on a project basis. This approach allows RiseHI to engage subject-matter experts only when needed, control costs, and scale production up or down based on funding and program demand. By limiting full-time salaried positions to essential coordination and leadership roles, RiseHI ensures that State GIA funds are directed primarily toward direct program delivery and tangible outputs, while maintaining the organizational capacity necessary for oversight, accountability, and long-term sustainability.

- b. [Personnel salaries and wages](#) - see attached
- c. [Government contracts, grants, and grants in aid](#) - see attached

2. The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2027.

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Budget
\$43,750	\$43,750	\$25,000	\$12,500	\$125,000

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

In addition to this State GIA request, RiseHI has secured and is actively pursuing diversified philanthropic funding listed below to support the continued development and scaling of the ‘Oihana Career Exploration Program during fiscal year 2027. These funds are complementary to the State GIA request and are primarily designated for course development, curriculum materials, and limited program support:

Funding Awarded (FY 2027):

- G.N. Wilcox Foundation – \$9,500: Awarded to support the development of one ‘Oihana Career Exploration course, scheduled for completion during FY 2027.
- Kosasa Foundation – \$28,500: Awarded to support the development of three ‘Oihana Career Exploration courses.
- Atherton Family Foundation – \$10,000: Awarded to support the development of one ‘Oihana Career Exploration course.

Funding Applications Submitted (Pending Decision)

- Koi Pond Bridges – \$28,500: Submitted request to support the development of three ‘Oihana Career Exploration courses.
- McInerny Foundation – \$28,500: Submitted request to support the development of three ‘Oihana Career Exploration courses.
- Cooke Foundation – \$19,100: Submitted request to support the development of one ‘Oihana Career Exploration course and graphic design costs for ten ‘Oihana student workbooks.

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- Clarence T.C. Ching Foundation – \$28,500: Submitted request to support the development of three ‘Oihana Career Exploration courses.
- Hawai‘i Native Corporation – \$114,000: Submitted request to support the development of twelve ‘Oihana Career Exploration courses.

### Funding Planned (To Be Submitted)

- Harold K.L. Castle Foundation – \$80,000: Planned request to support the development of five ‘Oihana Career Exploration courses, operational support, and licensing for Windward-area schools, serving up to 500 students for one school year.
- Central Pacific Bank Foundation – \$19,000: Planned request to support the development of two ‘Oihana Career Exploration courses.

In addition to the funding sources listed above, RiseHI will continue to conduct ongoing research and outreach to identify additional grant opportunities, corporate partnerships, and philanthropic support aligned with the ‘Oihana Career Exploration Program. This ongoing grant development work is intended to further diversify funding, support long-term program sustainability, and ensure that statewide expansion can continue beyond the current fiscal year.

4. N/A - RiseHI has neither applied for, nor received any state, county or federal tax credits over the past three years.
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.

Within the prior three years, and including funding that will be received during fiscal year 2027, RiseHI Foundation has been awarded a State of Hawai‘i GIA for the FY2026:

- Amount: \$50,000
  - Purpose: Expansion of mentorship and career exploration programming for middle and high school students statewide, including ‘Oihana Career Exploration course production, Program Coordinator support, and student workbook distribution
  - Status: Awarded and currently in implementation
6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2025: \$ 92,615.97. Please see attached: [Balance sheet and P&L](#)

## BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2026 - June 30, 2027

Applicant: **RiseHI Foundation**

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				
2. Payroll Taxes & Assessments				
3. Fringe Benefits				
TOTAL PERSONNEL COST				
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island	4,125		4,583	12,948
2. Insurance				
3. Salaries (Flat Fee – Consultant)	24,500			
4. Professional and Contractual Services			27,200	
5. Staff Training				
6. Supplies			35,000	25,000
7. Telecommunication				
8. Utilities				
9. Project Coordinator	13,950		15,500	51,840
10. Videographer 1	7,200		8,000	27,271
11. Videographer 2	7,200		8,000	27,271
12. Sound Technician	2,880		3,200	10,909
13. Video Editor	13,800		15,333	52,276
14. Motion Graphic Expenses	6,750		7,500	25,527
15. Curriculum Developer	8,775		9,750	33,248
16. Interviewee Fees	3,150		3,500	11,900
17. Graphic Designer	7,425		8,250	37,783
18. Grant Management Cost	7,374		994	27,876
19. General Excise Tax	2,871		3,190	12,751
20. Course Licensing Fees for HI Schools (x2)	15,000			
TOTAL OTHER CURRENT EXPENSES	<b>125,000</b>		<b>150,000</b>	<b>356,600</b>
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
<b>TOTAL (A+B+C+D+E)</b>	<b>125,000</b>		<b>150,000</b>	<b>356,600</b>
<b>SOURCES OF FUNDING</b>		Budget Prepared By:		
(a) Total State Funds Requested	125,000	Ryenne Cordeiro (808)217-5817		
(b) Total Federal Funds Requested		Name (Please type or print) Phone		
(c) Total County Funds Requested	150,000	<i>Ryenne Cordeiro</i> 01/20/2026		
(d) Total Private/Other Funds Requested	356,600	Signature of Authorized Official Date		
<b>TOTAL BUDGET</b>	<b>631,600</b>	Ryenne Cordeiro - Program Coordinator		
		Name and Title (Please type or print)		



**GOVERNMENT CONTRACTS, GRANTS, AND / OR GRANTS IN AID**

Applicant: **RiseHI Foundation**

Contracts Total:

50,000

	<b>CONTRACT DESCRIPTION</b>	<b>EFFECTIVE DATES</b>	<b>AGENCY</b>	<b>GOVERNMENT ENTITY (U.S./State/Hawaii/ Honolulu/ Kauai/ Maui County)</b>	<b>CONTRACT VALUE</b>
1	<b>State of Hawai'i GIA FY2026</b>	12/1/25-11/30/26	Legislature	State	50,000
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# Balance Sheet

## RiseHI Foundation

As of Dec 31, 2025

Report Type: Cash Basis (Paid)



ACCOUNTS	Dec 31, 2025
<b>Assets</b>	
Total Cash and Bank	\$92,615.97
Total Other Current Assets	\$0.00
Total Long-term Assets	\$0.00
<b>Total Assets</b>	<b>\$92,615.97</b>
<b>Liabilities</b>	
Total Current Liabilities	\$120.77
Total Long-term Liabilities	\$0.00
<b>Total Liabilities</b>	<b>\$120.77</b>
<b>Equity</b>	
Total Other Equity	\$0.00
Total Retained Earnings	\$92,495.20
<b>Total Equity</b>	<b>\$92,495.20</b>

## V. Experience and Capability

### 1. Necessary Skills and Experience

RiseHI Foundation has the organizational capacity, technical expertise, and demonstrated experience necessary to successfully deliver the services provided in this application. Through the development and scaling of the 'Oihana Career Exploration Program, RiseHI has shown an ability to design, implement, and expand complex, grant-funded educational initiatives that combine curriculum development, multimedia production, school partnerships, and statewide coordination.

Since launching 'Oihana, RiseHI has demonstrated rapid and responsible program growth. In its first year of implementation, RiseHI launched **three 'Oihana courses** and reached approximately **350 students across three schools**. In its second year, the program scaled significantly, expanding to **nine completed courses** and projecting reach to **over 3,000 students across seven schools on O'ahu, Maui, and Kaua'i**. This growth reflects RiseHI's ability to move from pilot to scale while maintaining program quality, educator adoption, and operational consistency.

RiseHI's experience includes managing a full end-to-end production workflow for career exploration content, including pre-production planning, filming, post-production, curriculum integration, and classroom implementation. The organization regularly coordinates multidisciplinary contractor teams including videographers, editors, sound professionals, curriculum developers, and graphic designers. This ensures that deliverables are completed on schedule and aligned with educational standards and program objectives. This experience directly supports the feasibility of producing nine additional courses during the grant period.

RiseHI has also demonstrated strong grant management and fiscal accountability, delivering and **currently working on** multiple related projects funded by private foundations. This includes **\$55,000 from Hawai'i Leadership Forum** supporting the initial six 'Oihana courses, **\$28,500 from Leeward Community College** for three courses, **\$19,000 from Applied Energy Services Hawai'i** for two courses, **\$19,000 from Hawai'i Dental Service Foundation** for two courses, and **\$47,500 from the Healthcare Association of Hawai'i** supporting five courses.

Leadership and staffing further support RiseHI's capacity to deliver the proposed services. Program execution is led by a dedicated **Program Coordinator**, responsible for day-to-day implementation, school onboarding, curriculum integration, and data tracking. This role operates under the direction of the **Executive Director**, who provides strategic leadership, fiscal oversight, contractor management, and accountability to funders. This structure ensures that both operational execution and long-term program direction are aligned as 'Oihana continues to scale.

2. Facilities: Due to the way our programs are both developed and then managed, RiseHI is able to provide 100% of our development and management tasks either remotely, or on site in the schools we serve. Maintaining this almost entirely remote model, without the need of a "bricks and mortar" office space, allows us to use the funding that otherwise would have gone to very expensive Hawaii rent and utility costs, to instead go directly into programs.

## VI. Personnel: Project Organization and Staffing

1. Proposed Staffing, Staff Qualifications, Supervision and Training

RiseHI Foundation maintains a lean, role-based staffing structure designed to support high-quality implementation while remaining flexible and scalable as the 'Oihana Career Exploration Program expands statewide. The proposed services under this request will be delivered through a combination of core staff leadership and specialized contracted professionals -- a model that RiseHI has successfully employed throughout 'Oihana's development and growth.

The program is led by the **Executive Director**, who provides overall strategic leadership, fiscal oversight, contractor management, and accountability to funders and partners. The Executive Director has extensive experience founding and leading mission-driven organizations, managing complex budgets and grant portfolios, and overseeing multi-disciplinary teams across education, media production, and community programs. In this role, the Executive Director is responsible for setting program priorities, supervising staff and contractors, ensuring compliance with State requirements, and guiding long-term program sustainability and growth.

Day-to-day program implementation is managed by the **Program Coordinator**, who oversees operational execution of 'Oihana activities. Responsibilities include supporting curriculum assembly and integration, tracking course usage and educator adoption, and assisting with data collection and reporting. The Program Coordinator brings direct experience in grant writing and management, curriculum coordination, school communications, and impact tracking, and works closely with the Executive Director to ensure alignment between program goals and implementation outcomes.

In addition to core staff, RiseHI engages **contracted specialists** including videographers, editors, sound professionals, curriculum developers, and graphic designers to deliver technical components of course production. Contractors are selected based on demonstrated expertise and are managed through clearly defined scopes of work, timelines, and quality standards. The Executive Director provides direct supervision of contractors, while the Program Coordinator supports coordination, communication, and integration of deliverables into the broader program.

This staffing pattern has proven sufficient to support RiseHI's current service capacity, including the development of twelve completed 'Oihana courses and the implementation of those courses across multiple schools and islands. **The proposed structure is well-suited to deliver the services outlined in this request, specifically the production of nine additional courses and onboarding of two Title I schools, while maintaining quality, accountability, and responsiveness to participating educators.** As additional funding is secured, this model allows RiseHI to continue to scale service delivery efficiently to many other schools across Hawaii without compromising program integrity.

2. Organizational Chart (see attached)

RiseHI Foundation operates with a streamlined organizational structure designed to ensure clear lines of responsibility, effective supervision, and strong administrative oversight. The services proposed in this application are housed within RiseHI's 'Oihana Career Exploration Program and are overseen through a defined reporting and supervision structure.

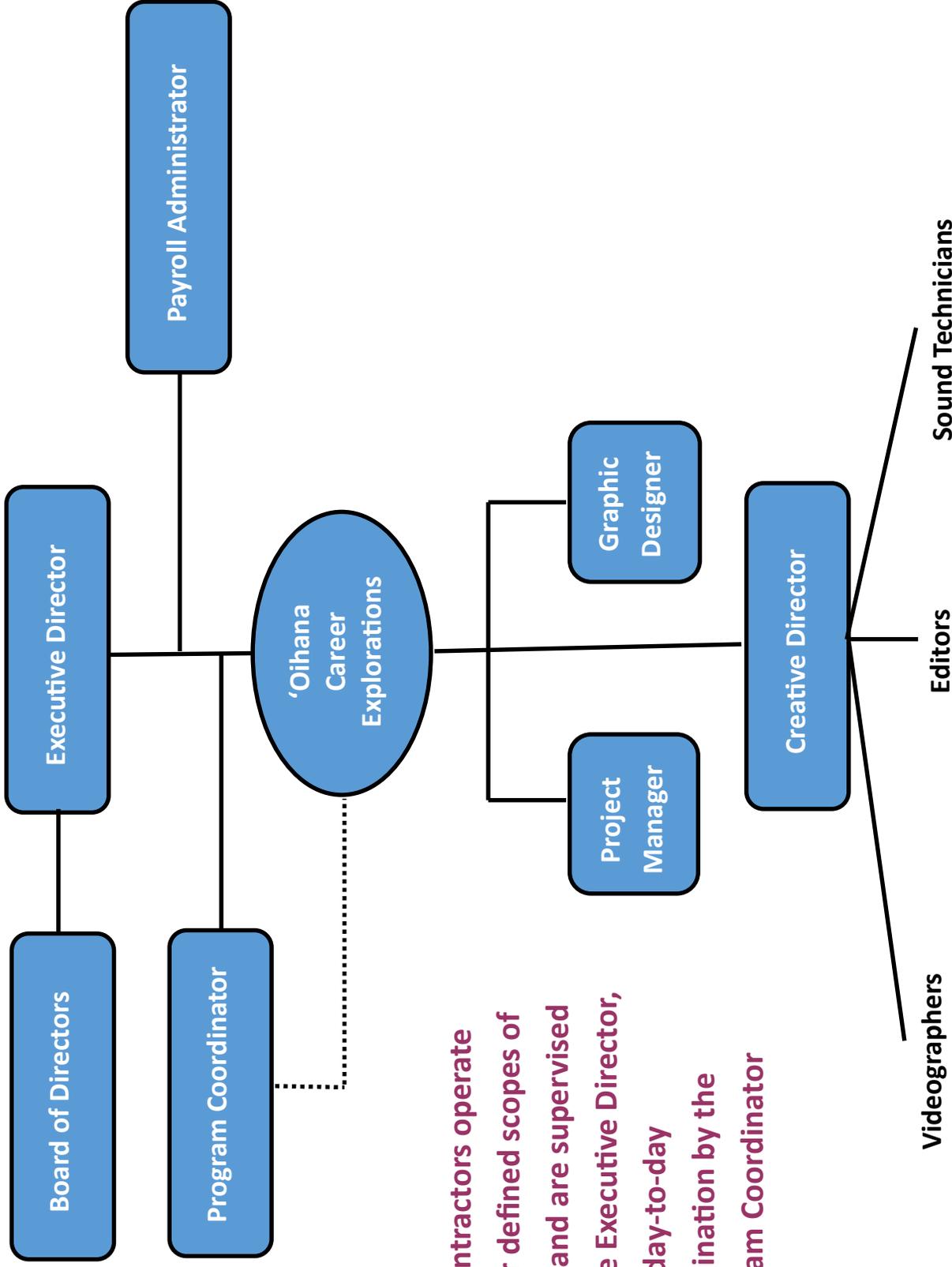
At the top of the organizational structure is the **Executive Director**, who has ultimate responsibility for program leadership, fiscal management, compliance, and accountability to funders and partners. The Executive Director provides direct supervision of the Program Coordinator and is responsible for approving budgets, overseeing grant compliance, managing contracts, and ensuring that program activities align with RiseHI's mission and strategic goals.

Reporting directly to the Executive Director is the **Program Coordinator**, who manages day-to-day implementation of the 'Oihana Career Exploration Program. The Program Coordinator is responsible for coordinating course production timelines, integrating curriculum and student materials, onboarding and supporting participating schools, tracking program data, and assisting with grant reporting. The Program Coordinator serves as the primary point of contact for educators and contractors during implementation.

**Contracted specialists** including videographers, editors, sound professionals, curriculum developers, and graphic designers support technical aspects of course production. These contractors operate under clearly defined scopes of work and timelines and are supervised by the Executive Director, with day-to-day coordination support provided by the Program Coordinator.

# RiseHI Foundation

## Organizational Chart



### Note:

All contractors operate under defined scopes of work and are supervised by the Executive Director, with day-to-day coordination by the Program Coordinator

## RISEHI FOUNDATION

This structure ensures clear lines of authority and accountability, with strategic oversight centralized at the Executive Director level and operational execution managed by the Program Coordinator. The staffing pattern allows RiseHI to maintain strong supervision and quality control while remaining flexible and scalable as the 'Oihana program expands statewide.

### 3. Compensation

RiseHI Foundation currently has only **two full-time paid positions**. The annual salary ranges for the organization's highest paid officers or employees, listed by position title, are as follows:

1. Executive Director: \$60,000–\$80,000
2. Program Coordinator: \$40,000–\$50,000

At this time, RiseHI does not have a third full-time salaried position. This information is provided in accordance with State requirements and reflects the organization's current staffing structure.

## VII. Other

### 1. 1. Litigation

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

Not applicable

### 2. Licensure or Accreditation

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

Not applicable

### 3. Private Educational Institutions

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

Not applicable

4. Future Sustainability Plan

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

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

This grant funding will build the resources needed to produce the video tools to sustain services for up to 10 years in the future. If GIA funding is received for fiscal year 2027 but not thereafter, RiseHI will already have the core resources needed to continue those services, in coordination with a diversified funding strategy, integrated as needed to support ongoing operations.

Sustainability strategies include continued pursuit of federal, public and private grant funding; philanthropic and community-based support; expansion of cost-sharing partnerships with like-minded nonprofits; and development of fee-for-service and reimbursement-ready service components.

***Thank you sincerely for your interest in RiseHI Foundation, and for taking the time to read through this application!***