

**THE THIRTIETH LEGISLATURE
APPLICATION FOR GRANTS
CHAPTER 42F, HAWAII REVISED STATUTES**

Type of Grant Request:

Operating Capital

Legal Name of Requesting Organization or Individual: Db:

Pearl Harbor Aviation Museum

Amount of State Funds Requested: \$ 633,278

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

Amount of Other Funds Available:

State: \$ _____

Federal: \$ _____

County: \$ _____

Private/Other: \$ 750,753

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

\$ 100,000

Unrestricted Assets:

\$ 17,431,213

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

Type of Business Entity:

501(C)(3) Non Profit Corporation

Other Non Profit

Other

Mailing Address:

319 Lexington

City:

Honolulu

State:

HI

Zip:

96818

Contact Person for Matters Involving this Application

Name:
Janeen Woellhof

Title:
Executive Director

Email:
janeen.worllhof@pearlharboraviationmuseum.com

Phone:
(808) 441-1000



Authorized Signature

Janeen Woellhof, Executive Director

Name and Title

1/17/2025

Date Signed

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

Janeen Woellhof, Executive Director

PRINT NAME AND TITLE

1/17/2025

DATE



STATE OF HAWAII
STATE PROCUREMENT OFFICE

CERTIFICATE OF VENDOR COMPLIANCE

This document presents the compliance status of the vendor identified below on the issue date with respect to certificates required from the Hawaii Department of Taxation (DOTAX), the Internal Revenue Service, the Hawaii Department of Labor and Industrial Relations (DLIR), and the Hawaii Department of Commerce and Consumer Affairs (DCCA).

Vendor Name: PEARL HARBOR AVIATION MUSEUM

Issue Date: 01/17/2025

Status: **Compliant**

Hawaii Tax#:

New Hawaii Tax#:

FEIN/SSN#: XX-XXX7979

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

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

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

Pearl Harbor Aviation Museum

(Typed Name of Individual or Organization)



(Signature)

1/17/2025

(Date)

Janeen Woellhof

(Typed Name)

Executive Director

(Title)

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, 2024.

2. Declaration Statement

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

- 3. Public Purpose:** The grant will be used for a public purpose pursuant to Section 42F-102, Hawaii Revised Statutes. It directly supports the public by: improving access to essential services; facilitating community development; ensuring inclusivity and equity; and strengthening local nonprofit organizations' capacity to serve. These outcomes align with the broader goal of enhancing the well-being, quality of life, and sustainability of Hawaii's communities.

II. Background and Summary

- 1. Applicant's Background:** Pearl Harbor Aviation Museum (formerly known as the Pacific Aviation Museum Pearl Harbor) is a 501(c)(3) nonprofit organization established in 1999. PHAM is the steward of key historic structures that withstood the December 7, 1941 attack on Pearl Harbor.

As part of its charge to maintain these historic buildings, the organization operates a museum and education center to preserve the impact and response to the devastating attack on Oahu that launched the United States into World War II, while also preserving and sharing Hawaii's pivotal role and its strategic importance in the Pacific since that time.

Pearl Harbor Aviation Museum's (PHAM) programs and exhibits honor the past, while inspiring participants to imagine a future of innovation and opportunity. Historians, veterans, aviation enthusiasts, school and tour groups, and the public describe the Museum as a "must-see destination."

As the only aviation museum where visitors can stand on the battlefield that withstood the historic Pearl Harbor attack, the story of how the actions and sacrifices of those who rose out of the ashes to inspire hope and galvanize a nation engages visitors and students in a unique and emotional perspective.

PHAM hosts a variety of aviation exhibits related to the attack on Pearl Harbor, World War II, and the conflicts that followed. Each display helps all who visit experience the impact of the attack and the collective response to the devastation through the historical accounts of the people and the aircraft involved.

Since opening the Museum in December 2006, PHAM has welcomed more than 3 million visitors from all around the world. Within that number, Education programs delivered by PHAM reach more than 15,000 young people of all ages each year.

Whether students participate in programs delivered at the Museum campus through school field trips, or online through our Virtual Classroom Visit, museum programs advance academic achievement in math and science through participation in aviation-related experiences.

Additionally, PHAM's programs promote understanding of the values and character associated with "Our Greatest Generation," values that grew out of our national response to the attack on Pearl Harbor. Combined, these programs prepare youth academically and socially for future employment in today's competitive marketplace.

PHAM's Aviation Learning Center (ALC) opened in January 2022 following several years of development and fundraising. In total, \$3.2 million was invested, with \$400,000 provided by State Grant-in-Aid support. More than 50% was raised from out of state sources, dramatically leveraging State support. PHAM's ALC is one of only three in the nation.

The ALC provides a hands-on, immersive environment in which students experience aviation-focused Science Technology Engineering and Math (STEM) challenges in addition to the exploration of broadly applicable learning concepts. The curriculum aligns with State and National STEM standards.

The Navy provided PHAM with long-term leasing rights to a 4,600 square foot facility with historic significance – Building 97 – to house the ALC. This structure served as the WWII Link Training facility (used specifically for pilot training) for the Navy. These Link simulators became famous during World War II because they were used as a key pilot training aid by almost every combatant nation. Inside the renovated and refurbished Building 97, PHAM installed the physical requirements – learning lab, simulator room, hangar/aircraft -- designed by the Museum of Flight (Seattle, Washington) following years of research and curriculum development work.

The ALC, a nationally endorsed aviation curriculum, introduces students to: aviation and aerospace fields; engineering and mechanics; problem solving and team building; and delivers a strong correlation with career opportunities as they exist today.

Delivered by PHAM's aviation, aerospace, and history experts, this program: enriches classroom learning; enhances critical-thinking, communication, decision-making, and leadership skills of Hawaii's youth. Each year since opening, over 4,000 Hawaii students, including the participation of a substantial number from the neighbor islands, benefit from the educational experience of the ALC.

The ALC is part of the catalog of educational programs PHAM offers, but much more can be done to maximize this educational resource's impact. As a next step in the evolution of meaningful aviation-based educational programming -- and following years of research that included input from educators and Hawaii's aviation industry -- PHAM launched the "Aviation Pathways" program to help students interested in aviation take that next step -- turning their interest into possible careers as either pilots or aviation mechanics.

PHAM Student Aviation Activities Underway:

- Building effective collaborations with educators and aviation industry leaders to develop programs, experiences, and training opportunities to advance a pipeline to the aviation workforce.
- Introducing aviation-focused STEAM (Science, Technology, Engineering, Arts, and Mathematics)-based curricula into schools across the State.
- Elementary school programming is called *Discovering Flight*. It is aligned with state and national elementary school standards to help students and educators achieve essential STEAM concepts. It also provides a better understanding of the practical wonders of flight and encourages students to imagine themselves discovering America's remaining air and space frontiers.
- Promotion of the AOPA Aviation Curriculum in Hawaii schools. This is a free curriculum that introduces high school students to pilot and drone careers and prepares them for FAA knowledge tests.

PHAM has led the charge to introduce and help implement this program into schools across Hawaii. To date, we have several schools who have adopted or are in plans to adopt this program, including Kealakehe High School (Hilo, Hawaii), St. Louis Schools, Maryknoll, and Kamehameha Schools. For schools that are not yet ready to implement the full curriculum, we have assisted with creating Aviation Clubs at the schools to help gauge interest and create an avenue to provide resources and other support to interested students.

- Launching of the Aviation Pathways -- Pilot Track in 2023 -- providing scholarships and mentors to support flight training leading to a Private Pilot License. This initiative was made possible with combined support of Museum and community donors, the State, and a challenge grant provided by the Ray Foundation.

Aviation Pathways -- Pilot Track provides 20 Hawaii youth, aged 16-21: mentor support; monthly programming; and up to \$10,000 per student to support flight training leading to securing their private pilot's license. During the program's first year, of the 20 students selected:

- o 15 have or will complete their flight training by January 2025;
- o two transitioned to a university to complete their flight training;
- o two are still working on their solo flights; and
- o one student determined their interest, and capabilities were best suited for other aviation pursuits.

The second cohort of 20 Hawaii youth were selected in October 2024 with the goal of completing their flight training by October 2025, a first step in securing employment as a pilot. As of January 10, 2025, 19 of 20 students have completed the FAA ground school certification, with the remaining student scheduled to take their exam at the end of the month.

PHAM helps students envision their own future by introducing them not only to the myriads of technology field careers open to them -- especially in aviation and aerospace fields -- but also to professionals employed in those fields. Bridging the gap between classroom learning and future career opportunities can be eye-opening for young learners. This is especially true when role models, and accomplished professionals, are available to deepen the programming impact.

2. Project's Goals and Objectives:

Implementing Aviation Pathways Phase II: A&P (Airframe and Powerplant) Mechanics' License:

The goal of this phase of Aviation Pathways is to help Hawaii high school students participate in the training required to pass the FAA A&P (Airframe & Powerplant) license exam as part of their high school experience.

As part of this two-year, 1,900-hour program, high school students will attend an off-campus program during their junior and senior years gaining elective credits applicable to graduation. During the program, students will receive the training and mentorship required to pass the FAA exam upon completion, preparing them for immediate employment as an A&P mechanic within the existing Hawaii aviation industry.

Project 1: Introducing Aviation Concepts to Hawaii High School Students: Embed vocational training within high school curricula, a first for Hawaii's public education system in aviation.

Goal: Introduce high school students in Hawaii to aviation concepts and vocational training. This initiative will create a solid entry point into the aviation industry, helping to address the workforce needs in Hawaii's aviation sector.

Objective: Offer high school students with an opportunity to participate in FAA-compliant aviation training and education as an elective during their high school junior and senior years, providing students with foundational knowledge, hands-on experience, and the opportunity to begin earning FAA A&P certification while still in high school.

This initiative prepares students for seamless transitions into immediate employment within Hawaii's growing aviation industry, or if desired, into advanced aviation training programs, community colleges, or other areas of interest.

Project 2: Hybrid Learning Model: Combines hands-on training, and classroom instruction to meet FAA licensing requirements.

Goal: Equip Hawaii high school students with the skills, knowledge, and certifications required to meet FAA licensing standards, ensuring they graduate career-ready and prepared to enter the aviation workforce.

Objective: Implement a hybrid learning model that integrates hands-on training, an opportunity to meet with industry professionals, and classroom instruction aligned with FAA Part 147 requirements. This approach ensures students gain practical experience, technical expertise, and a comprehensive understanding of aviation systems, enabling them to meet FAA certification criteria and transition seamlessly into aviation careers or further training programs.

Project 3: Integrated Credit System:

Goal: Accelerate educational achievement and reduce financial and time barriers for Hawaii high school students pursuing careers in aviation by integrating training into their existing high school schedule through the participation in elective coursework concurrent with completion of all high school coursework required for graduation.

Objective: Establish a training/coursework system that enables students to complete all high school required credits for graduation while also participating in an elective program that yields nine elective credits and prepares them to pass the FAA licensing/certification exam at the conclusion of training.

This initiative reduces the time and cost required for post-secondary education while providing students with a head start on their aviation careers, fostering a seamless transition into advanced training or the workforce. Although Honolulu Community College offers adult A&P coursework, the waitlist and cost prohibit the participation of high school students.

Project 4: Mentorship: Partners students with industry mentors fostering a value-driven culture for success.

Goal: To support Hawaii high school students in achieving long-term success in the aviation industry by providing mentorship and career opportunities.

Objective: Establish partnerships with industry professionals to mentor students, offering guidance, inspiration, and real-world insights into aviation careers. Additionally, fostering a culture of value-driven success and helping ensure a smooth transition from education to the workforce.

- 3. Public Purpose and Need:** Hawaii faces a pressing need to prepare its youth for competitive, high-paying careers that allow them to live, work, and raise families in the islands. Current data shows a significant disparity between aspirations and outcomes for Hawaii's youth, with many opting to attend mainland colleges. Recent reports indicate that many of these students find the mainland college experience unfulfilling, triggering a significant first-year dropout rate that has reached 67% in some sectors. (data provided by KS schools)

HSAP bridges this gap by equipping students with FAA Airframe and Powerplant (A&P) certifications while they complete high school, enabling them to secure well-paying aviation jobs upon graduation. These roles offer career growth, stability, and competitive wages—key factors in addressing Hawaii’s high cost of living and fostering economic mobility.

Moreover, HSAP directly addresses a critical workforce shortage in the aviation industry. Boeing has stated that the airline industry will need 754,000 new mechanics in the next 20 years. Currently, 30% of today’s mechanic workforce is at or nearing retirement – a trend evident in Hawaii. With increasing global air travel, the demand for skilled aviation technicians in Hawaii is soaring. By cultivating a local pipeline of FAA-certified professionals, HSAP not only meets industry needs but also positions Hawaii as a hub for aviation excellence.

Comprehensive, Collaborative Approach: HSAP leverages robust partnerships to ensure program success, sustainability, and impact:

1. West-MEC (Western Maricopa Education Center, Glendale, AZ):
 - West-MEC brings 15 years of expertise in successfully training high school students for FAA certification, with a 96% graduation rate. PHAM has a Memorandum of Understanding in place with West-MEC. This partnership provides:
 - FAA Aviation Maintenance Technician School certification for HSAP as an approved satellite program.
 - FAA-approved curriculum at no cost.
 - Recruitment, selection, and support services to maximize student success.
 - Instructor training for classroom best-practices and ongoing support.
 - Ongoing oversight and compliance support to maintain FAA standards.
2. Alaska Airlines/ Hawaiian Airlines and other Industry Partners:
 - Potential In-kind contributions of instructors, equipment, and tools.
 - Cash and in-kind support to enhance program infrastructure.
 - Direct connections to job placement, internships, and mentorship opportunities.
3. Hawaii Department of Education (DOE), Kamehameha Schools (KS), and other Educational Partners:
 - Curriculum approval aligned with DOE’s Transportation Services’ pathway, and education standards of KS and other education partners.
 - Extension of nine elective credits to ensure on-time graduation.
 - Distance learning and off-campus approval to accommodate hands-on training needs.
 - Educator shadowing to support the transition of current A&P mechanics into the role of classroom instructor
4. Hawaii Civil Air Patrol:
 - Free classroom facilities for non-shop activities, reducing costs.
 - Extended campus use to support program logistics.

5. Joint Use of A&P Shop:

- Collaborative use of existing facilities to minimize costs and enhance connectivity with industry standards.

Innovative Design and Implementation: HSAP’s staggered two-year program structure ensures seamless integration and scalability:

- Year 1: Students complete their General A&P curriculum (a requirement to advance) and begin the Airframe curriculum.
- Year 2: Students complete the Airframe and Powerplant curriculum and prepare for the certification exam.

This phased rollout accommodates increasing student participation while maintaining program quality. The program integrates classroom learning with comprehensive skill development hands-on training in: turbine engines; sheet metal; hydraulics; welding; and more.

Long-Term Vision: Beyond technical training, HSAP builds a foundation for sustainable growth through:

- Career Pathways: Direct links to aviation careers ensure students transition smoothly into the workforce.
- Community Impact: By fostering local talent, the program strengthens Hawaii’s aviation industry and retains economic benefits within the state.
- Continuous Improvement: Feedback and evaluation mechanisms ensure ongoing enhancements to the program’s effectiveness and relevance.

Conclusion: PHAM’s HSAP is more than an educational initiative—it is a strategic investment in Hawaii’s youth, workforce, and economy. By addressing systemic challenges, cultivating strong partnerships, and providing students with a clear pathway to high-demand aviation careers, HSAP creates opportunities for generations to come. This program exemplifies the power of collaboration, innovation, and community-driven solutions in transforming lives and industries, making it an essential asset for Hawaii’s future.

4. **Target population to be served:** Enrollment into the program will be open to incoming Hawaii high school juniors, and progress into their senior year.
5. **Describe geographic coverage:** High school juniors primarily on Oahu for the first year of operation, with potential to expand to neighbor islands in subsequent years. The participation of Kamehameha Schools, with the availability of lodging, may allow for the engagement of students statewide.

III. Service Summary and Outcomes

1. Describe: scope of work; tasks; and responsibilities:

Hawaii High School Airframe & Powerplant Training Program (HSAP)

Scope of Work: The HSAP initiative integrates FAA Aviation Maintenance Technician School training into Hawaii high schools to prepare students for technical aviation careers. The program covers key areas, such as: turbine and reciprocating engines; aircraft finishes; sheet metal; welding; landing gears; hydraulics; and propellers. Students complete their high school graduation requirements while earning airframe and powerplant certifications through a structured two-year pathway.

The staggered program launch allows a phased approach to implementing:

- Year 1: General and beginning focus on Airframe Certification); and
- Year 2: Completing Airframe and Powerplant Certification to ensure seamless program expansion and accommodate increasing student participation.

This approach allows for: the selection of up to 24 students in Year 1; the continuation of these 24 students into the Year 2 curriculum; and another group of 24 students to begin the Year 1 program. By Year 2, a total of up to 48 students will be involved.

Tasks:

1. Program Development and Oversight:
 - o Assemble a PHAM team to oversee the program's development in Hawaii, working with West-MEC on execution of approved FAA course curriculum and ensuring compliance.
2. Partnerships and Collaboration:
 - o Engage stakeholders like HIDOE, Alaska/Hawaiian Airlines, and educational providers to secure partnerships.
 - o Develop collaboration terms to align program goals with industry and educational standards.
3. Curriculum and Certification Alignment:
 - o Affiliate with an FAA-certified Aviation Maintenance Technician School (West-MEC) to ensure the curriculum meets certification standards.
 - o Coordinate with HIDOE, Kamehameha Schools, and other education partners to ensure approval of the FAA established industry-relevant curriculum.
4. Staffing and Training:
 - o Recruit qualified instructors (certified A&P mechanics) for both classroom and hands-on training.
 - o Work with West-MEC to train faculty on FAA certification requirements and aviation-specific methodologies.
5. Program Infrastructure:
 - o Secure necessary resources such as facilities, equipment, and materials.

- Establish systems for credit transfers between high schools and the HSAP program.
- 6. Student Recruitment and Outreach:
 - Develop a marketing strategy targeting students and parents to promote HSAP.
 - Design the application, enrollment, and graduation guidelines.
- 7. Program Operations:
 - Organize orientation sessions for incoming students.
 - Establish systems for tracking and reporting student progress and program effectiveness.
- 8. Sustainability and Continuous Improvement:
 - Secure funding sources and long-term partnerships.
 - Implement evaluation and feedback mechanisms for continuous program enhancement.

Responsibilities:

Pearl Harbor Aviation Museum:

- Coordination: Manage overall program coordination, resource allocation, and stakeholder relationships.
- Documentation: Program participants' transcripts will be maintained and shared with the school. The aviation credits earned are not equivalent to college credits and cannot be transferred as such beyond those granted by the high school elective credits. However, if the student passes the FAA certification, it is transferable and may assist with college admission or accreditation.
- 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: Establish, maintain, and provide PHAM an A&P curriculum that is compliance with FAA standards.
- Certification: Provide FAA Aviation Maintenance Technician School Certification and oversee instructor training.
- Compliance: Ensure that A&P Program is in compliance with FAA regulatory requirements

Airline Partners:

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

Community Stakeholders:

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

Department of Education:

- 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.
- 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 the successful implementation, sustainability, and impact of the HSAP initiative, creating a transformative pathway for Hawaii’s youth into aviation careers.

2. Projected Project Timeline:

Timeframe	Activity
January – March 2025	Hiring of Program Manager and Instructors (in progress)
	Identify and secure funding (in progress)
	Finalize MOAs with participating schools and partners (in progress)
	Order equipment for General/Airframe
	Student recruitment and application process for Cohort 1
March – June 2025	Student selection and announcement of Cohort 1
	Staff onboarding and training at West-MEC
July 2025	Order additional required supplies
	Equipment installation
	Final logistics
August 2025	Program launch and classes begin for Cohort 1 (Year 1 to run through June 2026)
	Order equipment for Powerplant
January – March 2026	Student recruitment and application process for Cohort 2
March – June 2026	Student selection and announcement of Cohort 2
June 2026	Classes end for Cohort 1
June 2026 – August 2026	Prep for Cohort 1 (Year 2) and Cohort 2 (Year 1)

3. **Quality Assurance and Evaluation Plan:**

Monitor:

- **Develop a Monitoring and Evaluation (M&E) Plan:** PHAM will create an M&E plan at the project's outset. This will include defining: indicators of success; determining how to collect data; setting a timeline for review; and identifying who will be responsible for the monitoring tasks.
- **Regular Reviews and Check-Ins:** PHAM will hold regular meetings to: review progress on tasks; address challenges; and make necessary adjustments to ensure project remains on track.
- **Surveys and Feedback:** Regular feedback will be collected from staff, volunteers, and project beneficiaries, using methods such as: questionnaires; focus group discussions; and one-on-one interviews.
- **Documentation and Reporting:** To maintain accountability and transparency, PHAM will document all project aspects.

Evaluate:

- **Internal Audits:** PHAM will conduct regular internal audits to: ensure all operations are compliant with agreed standards; identify areas for improvement; and monitor the project's financial management.
- **Risk Management:** PHAM will continuously assess and manage project risks by identifying potential issues and developing strategies to mitigate them.
- **Professional Development and Training:** PHAM will work with West-MEC to provide staff ongoing professional development and training opportunities to ensure their skills and knowledge remain relevant to effectively manage the project.

Improve:

- **Continuous Improvement:** PHAM's Leadership Team will review the M&E data and audit results to identify trends, issues, and areas of improvement. They will use these insights to update strategies, approaches, and activities for the project's continuous improvement.
- **Partner Collaboration:** PHAM will collaborate on external project evaluation with partners and stakeholders to gather a broader perspective on the project's performance and identify potential improvements.

Reporting to Funders: Regular reports will be prepared for the State GIA's funding agency – and other stakeholders -- providing updates on: progress; spending; and challenges. Feedback from funders will help guide improvements and adaptations to the project.

4. **Measures of Effectiveness:** The following metrics will provide the State agency a standardized and objective framework to assess the success and accomplishments of PHAM's Hawaii High School Airframe & Powerplant Training Program (HSAP):

1. Student Enrollment and Retention:
 - Enrollment Numbers: Number of students enrolled annually in the Year 1 (General and Airframe programming) and Year 2 (Airframe and Powerplant Certification) cohorts.
 - Target: 20-24 students in the first cohort, doubling with staggered launches.
 - Retention Rates: Percentage of students who complete Year 1 and progress to Year 2.
 - Target: 85% retention rate.

2. Certification and Licensing Achievement:
 - Certification Completion: Number of students successfully completing both Airframe and Powerplant certification programs.
 - Target: 75% of enrolled students achieve certification.
 - A&P Licensing Rate: Percentage of program graduates obtaining FAA A&P licenses within six months of completing the program.
 - Target: 70% licensing rate.

3. Program Expansion and Reach:
 - High School Participation: The opportunity to apply for selection will be provided to Hawaii students throughout the mainland during Year 1 – the student selection process will effectively address the identification of students most likely to succeed, taking into account GPA, attendance, demonstrated interest
 - Target: Up to 24 students will be selected during the first year of the program with expansion as resources allow.
 - 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.

4. 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.

5. Program Operations and Compliance:
 - FAA Compliance: Annual audit reports demonstrating compliance with FAA Aviation Maintenance Technician School Certification standards.
 - Target: 100% compliance.
 - Resource Utilization: Tracking use and maintenance of training facilities, equipment, and instructional materials.

- Target: Efficient use with minimal downtime.
6. Long-Term Impact:
- Higher Education Transitions: Percentage of students continuing to advanced 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 collectively ensure a transparent and data-driven approach to evaluating the success and sustainability of PHAM's HSAP initiatives while demonstrating the program's alignment with state priorities and workforce needs.

IV. Financial

Budget

1. **Submit a budget, using enclosed budget forms, to detail request costs.**
 - 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. **Provide anticipated quarterly funding requests for the fiscal year 2026.**

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$288,647	\$114,877	\$114,877	\$114,877	\$633,278

3. **List all other sources of funding applicant will seek in FY 26.**

Ray Foundation: PHAM will be seeking additional support from the Ray Foundation for this A&P program. The Ray Foundation has already provided \$475,000 toward our Aviation Pathways Pilot Training program to provide scholarship support to Hawaii youth interested in pilot training. A portion of this support provided preliminary staffing to jump start the Pilot Training program planning, and the remaining \$350,000 is currently supporting scholarships for the first three cohorts of our Aviation Pathways Pilot Training program.

Donor Endowment: PHAM has an education endowment that yields between \$15,000 - \$20,000 in interest annually. These funds will be allocated to support the Aviation Pathways Initiative.

Airline In-Kind Support: PHAM is seeking partnerships with airlines to secure the participation of licensed aviation mechanics to deliver the A&P curriculum and serve as mentors to students. This in-kind support will provide students with invaluable real-world experience and guidance from industry professionals, strengthening the pipeline of qualified aviation mechanics for the airline industry.

Private Sector Partnerships: PHAM will actively pursue partnerships with private companies within the aviation and aerospace industries, including major aircraft manufacturers, maintenance, repair, and overhaul (MRO) providers, and other relevant businesses. These efforts will focus on securing both financial and in-kind support for the High School A&P Program. In-kind support may include: equipment donations; guest lectures from industry professionals; and potential internship opportunities for students.

Foundation Support: PHAM will actively seek funding from other relevant foundations with a focus on STEM education, workforce development, and youth development to support the implementation and sustainability of the High School A&P Program.

4. **State and Federal Tax Credits:** Pearl Harbor Aviation 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. **Government Grants & Contracts:** These awarded grants are restricted for the projects indicated and will not be used for the project proposed in this GIA application.

Grant	Gov. Entity	Amount Awarded	Description
Aviation Pathways Program Support	State of Hawaii	\$200,000	Supports of Year 1 of the Aviation Pathways initiative
Save America’s Treasures: Hangar 37 Preservation	U.S.	\$400,000	Supports efforts to restore and preserve historic Hangar 37
Save America’s Treasures: Hangar 79 Preservation	U.S.	\$500,000	Supports efforts to restore and preserve historic Hangar 79
American Battlefield Protection Program - Preservation Planning Grant	U.S.	\$140,044	Supports development, fabrication, and installation of exhibits that interprets the attack on Pearl Harbor
2023 State of Hawaii GIA	State of Hawaii	\$100,000	Supports completion of Control Tower Restoration
Ford Island Control Tower Restoration	U.S.	\$420,900	Supports completion of Control Tower Restoration

6. **Unrestricted Current Assets (a/o Dec. 31, 2024):** \$17,431,213

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2025 to June 30, 2026

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	252,500			45,000
2. Payroll Taxes & Assessments	27,775			4,950
3. Fringe Benefits	47,975			8,550
TOTAL PERSONNEL COST	328,250			58,500
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island				
2. Insurance				
3. Lease/Rental of Equipment	13,500			
4. Lease/Rental of Space	96,000			
5. Staff Training				
6. Supplies	10,000			30,000
7. Telecommunication	1,200			
8. Utilities				
9. Shipping	30,000			55,000
10 Student Transportation	10,560			
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	161,260			85,000
C. EQUIPMENT PURCHASES	143,768			607,253
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	633,278			750,753
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	633,278	Woo Kim (808) 824-3505		
(b) Total Federal Funds Requested		Name (Please type or print) Phone		
(c) Total County Funds Requested		1/17/2025		
(d) Total Private/Other Funds Requested	750,753	Signature of Authorized Official Date		
TOTAL BUDGET	1,384,031	Janeen Woellhof, Executive Director Name and Title (Please type or print)		

BUDGET JUSTIFICATION - EQUIPMENT AND MOTOR VEHICLES

Period: July 1, 2024 to June 30, 2025

Applicant: Pearl Harbor Aviation Museum

DESCRIPTION EQUIPMENT	NO. OF ITEMS	COST PER ITEM	TOTAL COST	TOTAL BUDGETED
Aircraft Turbine Fuel System Trainer (3 tanks-2 ENG)	1.00	\$30,565.00	\$ 30,565.00	\$ 30,565.00
Teardown Aircraft Piston Engine	1	\$26,613.00	\$ 26,613.00	\$ 26,613.00
Magneto Test Device	1	\$61,590.00	\$ 61,590.00	\$ 61,590.00
Computers for instructor/ student use in classroom	25	\$1,000.00	\$ 25,000.00	\$ 25,000.00
			\$ -	
TOTAL:	28		\$ 143,768.00	\$ 143,768.00

JUSTIFICATION/COMMENTS:

GIA request support for equipment includes Powerplant Trainers and computers. Additional equipment for the General and Airframe Trainers, totalling \$614,865.00, will be secured by PHAM. Full list of equipment, with estimate costs, is attached

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

JUSTIFICATION/COMMENTS:

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2025 to June 30, 2026

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:2023-2024	FY:2024-2025	FY:2025-2026	FY:2025-2026	FY:2026-2027	FY:2027-2028
PLANS	N/A					
LAND ACQUISITION						
DESIGN						
CONSTRUCTION						
EQUIPMENT						
TOTAL:						
JUSTIFICATION/COMMENTS:						

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	
Capital and Programmatic Funding						
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						
12						
13						
COVID-Relief Related Funding					COVID Relief Funding Total:	5,683,207
10	Shuttered Venues Operators Grant - COVID Relief Funds to sustain operations	N/A	Small Business Administration	U.S.	4,400,000	
11	Payment Protection Program (2021) - COVID Relief Funds to sustain operations	N/A	Small Business Administration	U.S.	619,957	
12	Payment Protection Program (2020) - COVID Relief Funds to sustain operations	N/A	Small Business Administration	U.S.	613,250	
13	CARES Act/ Coronavirus Relief Act Funding - COVID Relief Funds to sustain operations	N/A	N/A	City and County of Honolulu	50,000	

V. Experience and Capability

- Necessary Skills and Experience:** Since opening in December 2006, the Pearl Harbor Aviation Museum has welcomed more than three million visitors from all around the world. Within that number, PHAM's aviation STEM programming reaches over 10,000 young people of all ages each year. Whether students participate in programs delivered at the Museum campus (through field trips or other public programming) or online through our "Virtual Classroom Visit," the exploration of STEM through aviation advances academic achievement and preparedness.

Additionally, the interjection of historical content and the very location of the Museum promotes a deeper understanding of the values and character associated with "Our Greatest Generation," values that grew out of our national response to the attack on Pearl Harbor.

Pearl Harbor Aviation Museum currently offers the following youth education programs. These programs are the foundational elements to the "Aviation Pathways" (AP) education initiative.

Museum Field Trips: Over 4,000 school students attending public, private, charter and home schools visit the Museum annually. To help ensure accessibility, PHAM secures philanthropic support to offset admission and transportation costs, including buses and even air travel. This helps to eliminate financial barriers that schools may face, enabling schools to participate in these enriching educational experiences. . In addition to experiencing our unique curricula that combines lessons in Aviation history and science with leadership development, visiting students have an immersive and hands-on learning experience through the Aviation Learning Center (ALC).

The ALC allows PHAM to deliver a professionally developed, age-appropriate curriculum based on general aviation concepts presented through an integrated suite of computer technology and innovative hands-on devices. This nationally endorsed aviation curriculum introduces students to: aviation and aerospace fields; engineering and mechanics; problem solving and team building; and delivers a strong correlation with career opportunities as they exist today.

Summer Flight School: PHAM conducts Summer STEM programs to engage students in the exciting world of aviation using hands-on engagement. The ALC is home to this program.

PHAM offers three different summer sessions: Explorers Club (grades 3-5, co-ed), Flight School for Boys (grades 6-8) and Flight School for girls (grades 6-8). Each session is a five-day summer aviation sciences camp for youth.

Students are introduced to the challenges and opportunities of aviation science through immersive learning experiences that provide authentic lessons within our historic settings. They experiment with the: forces of flight; cargo loading; weather and atmosphere; flight planning; and more. They complete their training by collaborating with other participants to solve a real-world aviation challenge.

This multi-day program engages PHAM's aviation subject matter experts and mentors representing several aviation specific careers in both the civilian and military sectors. The

goal is to help students experience the excitement of flight and aviation sciences, opening their eyes to real life careers and opportunities available to them.

One of the most important elements of these summer programs is the opportunity for campers to meet professionals in aviation science careers – pilots, engineers, mechanics, designers, meteorologists, control tower operators, and certified flight instructors.

We have seen this program lead to continued interest. Flight School has often led to next steps -- such as: glider lessons; flight training; ground school participation; Civil Air Patrol enrollment; and college pursuit of aviation sciences. PHAM supports this continuum or “aviation sciences’ pathway” by connecting program participants with resources available through local and national organizations and through our own Museum Scholarship Program.

Aviation Sciences explored during Flight School include:

- Air and Atmosphere
- Forces of Flight and exploring the forces of Drag
- Engines and Propulsion
- Types and parts of Aircraft
- Introduction to Flight instruments
- Riveting and other maintenance programs
- Weight and Balance
- Landing patterns and signals
- Cockpit and tower communications
- Flight simulation and emergency preparedness
- Pre-fighting an aircraft for flight – inspection protocols
- Weather and flight planning

Virtual Classroom Visits: Using Museum assets and programming and supporting the participation of schools and organizations unable to travel due to health or other considerations, educators plan for an on-line experience that includes challenging initiatives in aviation STEM and leadership topics. This program was created in response to the COVID pandemic but is still a great resource to reach students and classrooms unable to travel to the Museum. Since its inception, nearly 3,000 students from all over the country have participated in this program.

Aviation Pathways Initiative: Building on the success of the ALC and youth education programs, the Museum launched a new initiative – the Aviation Pathways Program -- in 2023. It addresses the critical shortage of qualified aviation mechanics and pilots in Hawaii by providing career-based education and training to local youth.

The Aviation Pathways Program offers a multi-step approach to develop a skilled aviation workforce:

- 1) implementing the AOPA’s (Aircraft Owners and Pilots Association) Aviation Curriculum in Hawaii high schools;
- 2) the Aviation Pathways – Pilot Training Track; and
- 3) the Aviation Pathways - High School A&P Mechanic Track.

2. **Facilities:** PHAM's continuing mission and mandate 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 Navy. PHAM's facilities include:

Building 97 (Aviation Learning Center): This 4,600-square-foot facility, which once served as the World War II Link Training Facility for the Navy, opened in January 2022. This new education center introduces a new generation of youth to math, sciences, engineering, and excitement of aviation. The hands-on 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:

1. 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.
2. 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.
3. Simulator Bay: Students fly the route charted in The Hangar in one of ten flight simulators.

The ALC also has a large classroom, equipped with supplies and technology to host students both in-person and virtually, making it the ideal location to hold Aviation Club activities and/or hold classes and training.

Building S-84 (Ford Island Control Tower): Made famous by the movie Tora! Tora! Tora! This iconic structure is 150 feet high. Originally designed as a water tower, it was under construction on the day of the attack and provided the first broadcast warning of the attack on December 7, 1941. It was soon converted to an air traffic control tower and used for decades. After falling into disrepair at the end of the century, PHAM revitalized the entire structure, preserving the two-story Operations Building and historic Areological Tower, as well as installing an elevator in the shaft to allow access to the Upper Control Cab.

Hangar 37: A 42,000-square-foot former seaplane hangar that survived the December 7, 1941 attack. The Hangar provides over 7,000 square feet of functional space against a backdrop of vintage 1940s décor. It is the first stop for Museum visitors and features world-class aircraft exhibits, including:

- a Japanese fighter plane commonly known to the U.S. and Allies as the "Zero Fighter;
- a B-25B Mitchell, an American medium range bomber, similar to one used in the Doolittle Raid in April 1942; and
- a US Navy N2S-3 Stearman bi-plane in which former President George H.W. Bush soloed.

Museum Theater: A multi-functional 200-seat theater features integrated sound, lighting, and projection systems. It is used for lectures, presentations, meetings, and screening films. Adjacent is a 250-square-foot semi-private, mini-theater with a video screen and DVD player for small group presentations of up to 15 people. The Theater is located inside Hangar 37.

Hangar 79: This large 86,000-square-foot facility reflects the latter years of World War II, and subsequent years. It includes an exhibit on the Korean War's MiG Alley, showcasing the Soviet MiG-15 and the U.S. F-86 Sabre aircraft. It also displays many other aircraft that played vital roles during the Vietnam War. The huge hangar, with bullet holes from the 1941 Pearl Harbor attack still intact, provides 32,000 square foot of event space. Plans to repair the roof of this historic hangar are underway.

VI. Personnel: Project Organization and Staffing

1. Proposed Staffing, Staff Qualifications, Supervision and Training

To launch the Hawaii High School Airframe & Powerplant Training Program (HSAP) education initiative, a number of key project personnel will be involved:

Interim Executive Director, Janeen Woellhof: Ms. Woellhof leads an active life with a richly diverse set of career leadership experiences. After serving on the Board of Directors for the Pearl Harbor Aviation Museum, Janeen was appointed as interim Executive Director, providing leadership for the Museum operations and its team of talent. Having led a simultaneous career of leadership in military and business sectors, she brings integrated skillsets to effectively lead and perform with collaboration and purpose.

Most recently as the Sr. Talent Management Consultant of Kamehameha Schools, Janeen served as Change Management Lead, introducing enterprise-wide organizational enhancements and re-design of its leadership and development programs. Prior to this, she led the Corporate HR Function of Pacific Marine and Supply Company, Ltd where she oversaw the vision and operations of the HR function. In her time there, she delivered enhancements in Planning, Benefits, Talent Acquisition, and Employee Engagement while overseeing Compliance and Affirmative Action Programs. Janeen also spent several years at Bayer Corporation as a HR Business Partner, among others.

Alongside her business-sector career, Janeen brings over 22 years in the Army Reserve where she gained valuable global, operational and leadership experience in culturally and politically diverse settings. She served as Commandant of the Headquarters and Headquarters Company (HHC), 9th Mission Support Command, performed as Lead Medical Planner for various missions with the 1984th U.S. Army Reserve Hospital-Pacific, and answered the call to active-duty on different occasions, where she performed in a variety of leadership and project efforts.

A graduate of University of Hawaii at Manoa - Shidler College of Business, Janeen holds a Master of Human Resource Management and a Bachelor of Business Administration and maintains a Senior Certified Professional certification from the Society for Human Resource Management (SHRM-SCP).

Former Executive Director, Elissa Lines: Ms. Lines joined the Pearl Harbor Aviation Museum team in 2013. Over the past decade, she has successfully stewarded fundraising and operational growth and has been instrumental in strategically developing and expanding the Museum's

programs, building of the Aviation Learning Center, exhibits and capital projects.

Prior to joining PHAM, Ms. Lines served as the Vice President for Donor and Business Relations for Experimental Aircraft Association (EAA) in Oshkosh, Wisconsin. She was responsible for a combined \$14 million annual revenue stream including philanthropy, advertising, exhibitor revenue, and sponsorship.

Under her leadership, revenue doubled, and a signature fundraising event was launched that resulted in national recognition. The event, the Gathering of Eagles, became a \$2.5 million annual event designed to support youth education. Ms. Lines additionally achieved her private pilot's license while working for the EAA, bringing robust nonprofit experience and a love of aviation to the Museum.

Ms. Lines retired from her position as Executive Director in June 2024, stepping away from day-to-day operations. However, she still remains involved in the Museum's philanthropy efforts and is leading the charge in securing the required funding for the Aviation Pathways A&P Program.

Senior Director of Philanthropic Strategies and Programs, Woo Ri Kim: With over a decade of experience in the non-profit sector, Ms. Kim joined the Museum team in 2021. In this 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 provides leadership to the Museum's key educational initiatives, including its youth education programs, scholarships, and the Aviation Pathways Program, ensuring these programs align with community needs. Ms. Kim will provide key administrative direction for the A&P Program, ensuring its successful implementation and integration with the Museum's overall mission and strategic goals.

Senior Manager of Aviation Pathways - A&P Program: This position will be responsible for the High School A&P Program's overall management. The Sr. Manager will oversee the delivery of West-MEC's established FAA curriculum, ensuring its effective implementation and student success. The Sr. Manager will develop and execute a comprehensive project plan, establishing clear benchmarks and fostering critical collaborations with key stakeholders, including: education institutions; industry partners; aviation organizations; and youth-serving agencies. The Sr. Manager will serve as the internal expert, ensuring all program processes and procedures align with both Department of Education (DOE) requirements for high school elective curricula, -- including fulfillment of all general education requirements for graduation -- and FAA regulations necessary for students to attain an A&P license upon program completion within the established timeframe.

Senior Manager of Aviation Pathways – Pilot Training Program, Rojo “Padre” Herrera: He is a retired US Air Force Colonel whose 30-year career includes flying transport aircraft literally around the world. Rojo also commanded the 557th Flight Training Squadron at the US Air Force Academy providing initial flight indoctrination for over 600 cadets each year.

Upon retirement from the military, he formed a consulting company that specialized in operations, training, and logistics. Joining the Pearl Harbor Aviation Museum staff in 2023, he has proven invaluable in spearheading the implementation and successful launch of the Aviation Pathways

Pilot Training program, s which focuses on helping Hawaii youth pursue opportunities to become pilots.

Under his leadership, the Museum welcomed our first “Pathfinder” cohort, a group of 20 students between the ages of 16 and 21, providing them with not only grant funding to help earn their private pilot’s license, but also invaluable mentorship and guidance to help them achieve their dreams of flight. Col. Herrera has successfully initiated partnerships and forged relationships with the educators and key personnel at the Department of Education, Civil Air Patrol, and JJROTC, and has finalized curriculum support from AOPA (Aircraft Owners and Pilots Association) and the National Aviation Hall of Fame. He will work alongside the Senior Manager of Aviation Pathways – A&P Program to ensure continued success of this educational initiative.

West-MEC Central Campus Administrator/Principal, Troy Gabaldon: Mr. Gabaldon is in his 14th year at West-MEC. As the Central Campus Administrator/Principal Mr. Gabaldon oversees the high school student programs during the day, as well as five adult education courses on the campus in the afternoons and the evenings. He oversees the following programs on his Campus: Aviation Maintenance Technician; Coding; Welding; Drones; Law & Public Safety; and Precision Manufacturing. Mr. Gabaldon is primary liaison between West-MEC and PHAM.

Mr. Gabaldon holds a master’s degree in education. Additionally, he holds an Arizona Standard Professional Principal PreK-12 Certificate. He holds an Airframe and Powerplant Certificate and has over 40 years of experience in the aviation world. His experience comes from the USAF 14 CFR Part 145 Repair Station and over 20 years of part 121 major airline experience. Experience working C & D heavy maintenance checks, A & RON line maintenance.

PHAM’s Board-Appointed Education Committee: This volunteer leadership group includes liaisons from within the State education and corporate communities. The Committee will assist in creating the needed partnerships with program providers, including schools, corporations, and other community stakeholders.

A&P Program Instructors: The main objective of the instructors will be to lead, train, and help develop the next generation of aircraft maintenance professionals. This individual will need to be a certified A&P Mechanic and will implement the approved curriculum to students enrolled in the HSAP program.

Organizational Capacity: Pearl Harbor Aviation Museum presently has 66 employees and over 75 dedicated active volunteers, ranging from docent tour guides to aircraft restoration specialists.

PHAM’s governance, strategic planning, and oversight are provided by: an enthusiastic 37-member Board of Directors; an Advisory Board of 10 members, comprised of highly successful businessmen and businesswomen and many distinguished individuals from the United States Air Force, Navy, Marine Corps and Army.

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. His aviation career spans over four decades and includes C-141, KC-10, N/K/C-135, T-38 instructor pilot, as well as the chief test pilot and test program manager for the VC-25 Air Force One

Replacement Program. He is a command pilot and experimental test pilot with over 5,000 flying hours in over 80 different aircraft.

2. **Organization Chart**: See attached.

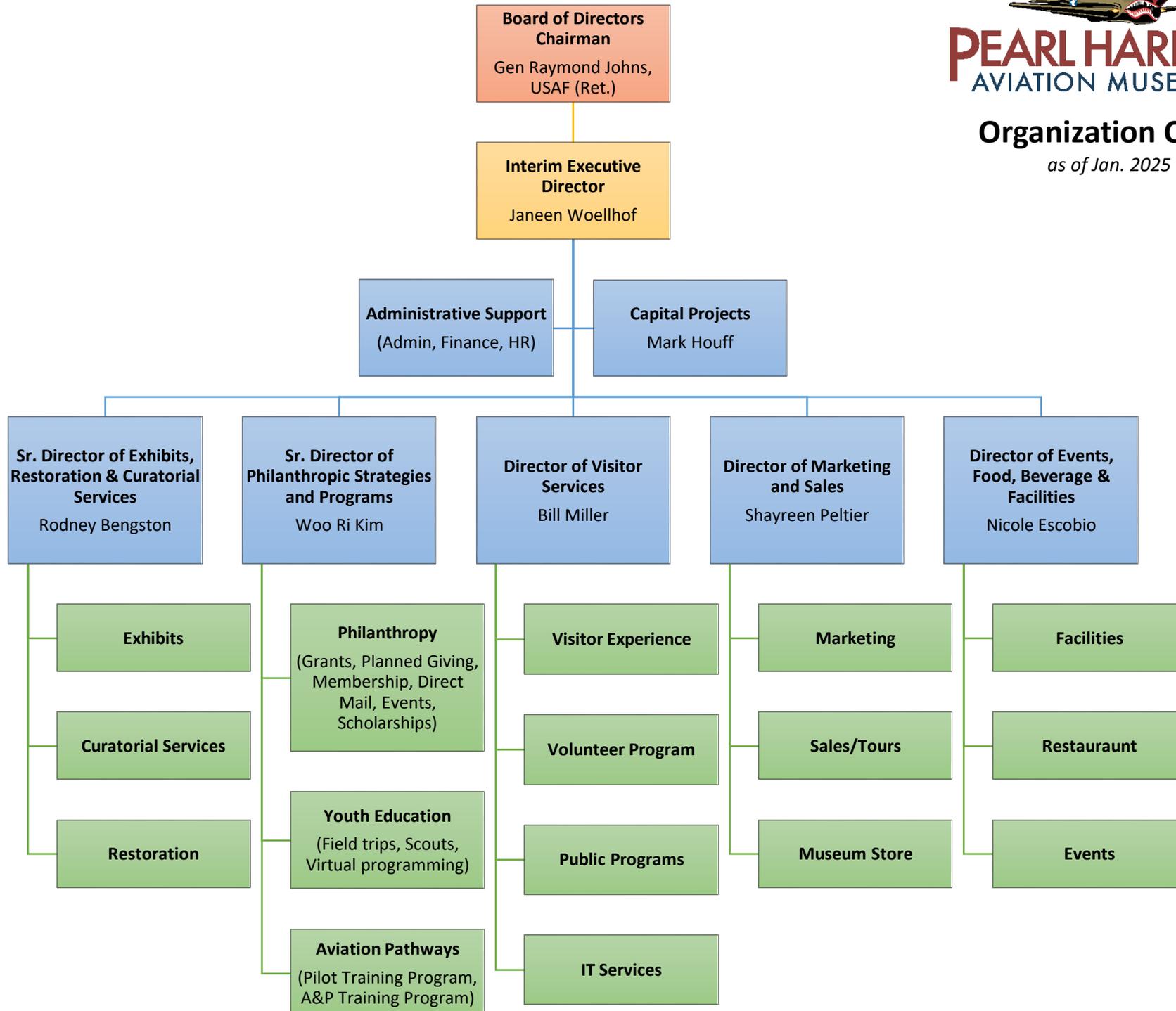
3. **Compensation**:

Executive Director:	\$225,000
Sr. Director of Exhibits, Restoration & Curatorial Services:	\$128,452
Sr. Director of Philanthropic Strategies & Programs:	\$119,915



Organization Chart

as of Jan. 2025



VII. Other

1. **Litigation:** Not Applicable
2. **Licensure or Accreditation:** Not Applicable
3. **Private Educational Institutions:** Not Applicable
4. **Future Sustainability Plan:**

Aware of the significance of long-term sustainability, PHAM Leadership is consistently working on diversifying our funding sources. Over the past year, we have engaged with several grant makers for financial support.

We are confident that we can increase our sustainability through a variety of strategies:

- Enhancing the fundraising skills of our board and staff through professional development opportunities
- Cultivating and maintaining relationships with local and mainland foundations
- Building stronger connections with local corporations and small businesses
- Expanding efforts to engage individual donors

To achieve this, we have brought on a grant writing team to devise and help implement a strategic fundraising plan. We expect that their efforts, combined with ours, will result in a successful grant-seeking program that ensures our financial stability beyond the GIA funding period.

Additional and ongoing funding for the “Hawaii High School Airframe & Powerplant Training Program” educational initiative will come through a combination of Museum revenue (proceeds from visitor admission) and fundraising/philanthropy, with support from private foundations, charities, corporations, and individual donors.

Mail and online appeals, special events, quarterly newsletters keep donors, Museum members, and the public informed of the Museum’s progress and needs. Signage throughout the Museum invite visitors to help support educational initiatives and historic preservation.

By fostering a comprehensive fundraising plan and an organizational culture of philanthropy, we plan to sustain, expand, and scale our programs. Our objective is to effectively serve Hawaii’s aviation-related community for the long term, beyond the scope of this GIA grant.

Pearl Harbor Aviation Museum_633278_OP

Final Audit Report

2025-01-18

Created:	2025-01-18
By:	Marie Villa (marivia7@gmail.com)
Status:	Signed
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-  Signer janeen.woellhof@pearlharboraviationmuseum.com entered name at signing as Janeen Woellhof
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