

**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:

Amount of State Funds Requested: \$ _____

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: \$ _____

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

\$ _____

Unrestricted Assets:

\$ _____

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:

City: State: Zip:

Contact Person for Matters Involving this Application

Name:

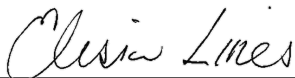
Title:

Email:

Phone:

Federal Tax ID#:
[REDACTED]

State Tax ID#
[REDACTED]



Authorized Signature

Name and Title

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

ELISSA LINES, EXECUTIVE DIRECTOR

PRINT NAME AND TITLE

01/18/2024

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: 01/19/2024

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 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, 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) a) Is incorporated under the laws of the State; and
- b) 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) a) Is determined and designated to be a non-profit organization by the Internal Revenue Service; and
- b) 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)

1-17-2024

(Date)

Elissa Lines
(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, 2023.

Attached

2. Declaration Statement

Attached

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

3. Public Purpose

Pearl Harbor Aviation Museum (PHAM) will use the GIA grant funding for a public purpose pursuant to Section 42F-102, Hawaii Revised Statutes. For more information on how PHAM fulfills this requirement, see the “public purpose and need to be served” section II number 3.

The applicant shall specify whether the grant will be used for a public purpose pursuant to [Section 42F-102, Hawaii Revised Statutes](#).

II. Background and Summary

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

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

Pearl Harbor Aviation Museum (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, \$400,000 provided by State Grant-in-Aid support. More than 50% was raised from out of state sources, dramatically leveraging State support. 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. This structure served as the WWII Link Training facility 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 (Tukwila, Washington) following years of research and curriculum development work.

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. Delivered by PHAM's aviation, aerospace, history, and math experts, this program: enriches classroom learning; enhances critical-thinking, communication, decision-making, and leadership skills of Hawaii's youth.

The Aviation Learning Center (ALC) is currently part of the catalog of educational programs offered by PHAM, but there is much more that can be done to maximize the impact of this educational resource. Using the ALC, PHAM launched a program called "Aviation Pathways". Activities are already underway that:

- Build effective collaborations with educators and aviation industry leaders to develop programs, experiences, and training opportunities to advance a pipeline to the aviation workforce.
- Introduce aviation-focused STEAM based programming, called *Discovering Flight*, aligned with state and national standards into elementary schools to help students and educators achieve not only essential STEAM concepts, but also a better understanding of the practical wonders of flight and encouragement to imagine themselves discovering America's remaining air and space frontiers.
- Offer pilot/drone specific education in middle and high schools and clubs that help youth prepare for careers in these areas, passing FAA written knowledge tests as preparation for licensing/certifications.
- Provide scholarships and mentors to support flight training leading to a Private Pilot License.

PHAM helps students envision their own future by introducing them not only to the myriad 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. The goals and objectives related to the request;

BACKGROUND: The aviation industry offers a dynamic career path in high demand, high paying jobs that exist right here in Hawaii. To close the gap between job openings and qualified applicants, the following hurdles need to be addressed:

- develop/offer programs to guide youth toward careers in aviation/aerospace fields,

- address the constraints that currently limit education and training opportunities,
- introduce aviation specific vocational training in high schools to allow for immediate transition into high paying positions,
- address the shortage of instructors with industry experience -- including instructors who possess the A&P license, and CFIs (Certified Flight Instructors),
- secure funding to offset the high cost of schooling/training.

CAREER PATHWAYS: Careers students could pursue after receiving their certification(s) are: Aircraft Maintenance Technician; Line Maintenance; Base Maintenance; with further education, Aircraft Engineer; and go on to pursue leadership roles, such as Director of Maintenance and VP of Maintenance. The knowledge obtained in this program is transferable to a broad spectrum of careers. Within the aviation industry, employment can be found in airlines, manufacturers, and repair stations among many others.

PROJECT GOALS & OBJECTIVES:

PHAM will coordinate and oversee the development of a **Hawaii High School Airframe & Powerplant Training Program (HSAP)**. This program will provide students with the critical certification they need for gainful employment in Hawaii's aviation industry upon graduation – the FAA Airframe & Powerplant certification.

With support and guidance from Hawaiian Airlines and other community groups seeking to advance career opportunities for Hawaii's youth, the HSAP initiative will provide students with the necessary coursework and training to obtain their A&P license *before* graduation. Students will also earn associated high school and college credit through appropriate affiliation with the student's home school. The program -- delivered in collaboration with the DOE, Hawaiian Airlines, and other community groups and educational providers -- will operate as a satellite of an FAA certified Part 147 Training Center -- ensuring all educational and training requirements are met.

PROJECT GOALS: Hawaii High School Airframe & Powerplant Training Program.

- Develop a two-year Hawaii Aviation Maintenance Academy -- *operating as a satellite of an existing FAA Part 147 Aviation Maintenance Technician School* -- bridging high school and community college instruction and yielding high school graduation and college credits.
- Extend participation to all Hawaii high schools willing to offer their students credit for this hybrid program.

- Offer students a vocational training option as an extension of their current high school experience that will lead to certification and licensing as an Aviation & Powerplant Mechanic, providing immediate employment opportunities upon graduation.
- Develop a value driven culture to support student success, by providing: mentoring; job shadowing; and employment referrals to incentivize achievement.
- Build effective collaborations with corporate, educational, and government entities to facilitate the implementation of aviation education and training programs.

OBJECTIVES: Completion of the two-year program will prepare students to pass certification reviews and receive their A&P license upon graduation and turning 18 years of age (an FAA requirement). Coursework will also provide students with college level credits should they wish to pursue further education.

Graduation would provide the Hawaii students these benefits:

1. Jumpstart Careers: Students can start their career right after high school. They do not need to spend additional years studying after graduating high school.
2. No Post-School Education Required: By obtaining their Aviation Airframe & Powerplant Mechanic license before graduation, students can gain the necessary education and training and save time and can start working earlier.
3. Saving Money: By participating in this HSAP, students can save money as they do not need to invest in certification education after high school
4. Skill Acquisition: Students gain practical, hands-on experience, skills, and knowledge in aviation mechanics which can offer numerous job opportunities for them.
5. Competitive Advantage: Obtaining a license before graduation gives the students a competitive edge over others in the job market.
6. Increased Employment Opportunities: With a licensed skill at hand, students will have increased employment opportunities after graduation right here in Hawaii.
7. Confidence Boost: Successfully completing such a rigorous training, and getting licensed, will boost students' confidence and help them realize their potential at an early age.
8. Guidance and Mentorship: Through this HSAP, students receive professional guidance and mentorship which can significantly impact their overall learning experience and personal development.

9. Enhanced Resume: Participation in this HSAP will greatly enhance the students' resumes and make them attractive to many potential employers.
10. Increased Independence: With a professional license and ability to work, the students will gain financial independence at a young age.

3. The public purpose and need to be served;

PUBLIC PURPOSE: The public purpose served by this project includes providing education, training, and certification for high school students interested in the aviation industry, leading to enhanced employment opportunities. This project will boost local economies by filling workforce gaps in Hawaii's aviation industry. Additionally, it encourages collaboration among the Department of Education, airlines, and other community groups for the betterment of educational and career advancement of the youth in Hawaii. It can also reduce student debt as students will earn certification before graduation, enabling them to go straight into the workforce. Overall, it aids in economic development, reduces unemployment, and promotes educational achievement.

NEED: Although the State of Hawaii has a strategy aligned with technical or skilled career paths in the state from high schools to community colleges, the University of Hawaii, and – *ultimately* -- to the workforce, there is no current pathway for aviation fields. Critical certified pilot and aircraft mechanic shortages exist in Hawaii and nationally. Over the next 20 years, shortages in these fields are predicted to increase unless there is purposeful action to train and prepare a new workforce.

As with the pilot dilemma, the shortage of trained aviation mechanics -- *FAA Certified Airframe & Powerplant (A&P) or FAA Certified Repairmen* -- is exacerbated by the lack of job awareness and training capacity. According to the Boeing Technician Outlook: “*The need for maintenance personnel is largest in the Asia Pacific region, which will require 257,000 new technicians.*”

Boeing reported that -- *industry-wide* -- 754,000 new mechanics will be required in the next 20 years. Today, Hawaiian Airlines employs an average of 500 A&P mechanics and estimates an attrition rate of 10% per year for the foreseeable future. Regrettably, the University of Hawaii Honolulu Community College’s two-year training program -- *the only A&P training program in the state* -- graduates less than 50 A&P Mechanic students per year.

Hawaiian Airlines is only one of the many local aviation centers seeking skilled mechanics. Research and conversations with companies doing business as FAA certified Air Carriers, Repair Stations, and Flight Training Centers indicate the workforce shortages are impacting them all.

Locally, Certificated Air Carriers include: Hawaiian Airlines; Aloha Air Cargo; Trans Executive Airlines; Ohana by Hawaiian; Mokulele; Makani Kai / Resort Air; Georges Aviation; Royal Pacific Air; Pacific Air Charters; Pacific Air Cargo; and Big Island Air.

Two Certificated Repair Stations – East West Avionics and Dunning Aviation – compete with Hawaiian Airlines, and other carriers, to recruit and train mechanics to build their own required internal maintenance capacity. That makes the competition for licensed A&P mechanics in Hawaii even more pronounced.

The aviation industry offers a dynamic career path in high demand, high paying jobs that exist right here in Hawaii. To close the gap between job openings and qualified applicants, the following hurdles need to be addressed:

- develop/offer programs to guide youth toward careers in aviation/aerospace fields,
- address the constraints that currently limit education and training opportunities,
- introduce aviation specific vocational training in high schools to allow for immediate transition into high paying positions,
- address the shortage of instructors with industry experience -- including instructors who possess the A&P license, and CFIs (Certified Flight Instructors),
- secure funding to offset the high cost of schooling/training.

4. Describe the target population to be served; and

- 1) Incoming Hawaii high school juniors.
- 2) High school seniors interested in participating would only be able to complete the Airframe curriculum. Community College -- *or other post high school program* – would be required for them to secure the mandatory Power Plant certification to attain their A&P license.

5. Describe the geographic coverage.

High school juniors and seniors throughout the state of Hawaii.

III. Service Summary and Outcomes

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

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

SCOPE OF WORK: The Aviation Maintenance Technology Program – provided by an existing FAA Part 147 Aviation Maintenance Technician School -- teaches students the maintenance and repair of aircraft mechanical systems, including: turbine and reciprocating engines; aircraft finishes; sheet metal; welding; landing gears; hydraulics; propellers; and

much more. The students are prepared for highly technical jobs -- like aviation mechanics -- who ensure the safety of U.S. aircrafts along with their efficiency.

When the students fulfill the hands-on academic and hour requirements -- guided by experienced Hawaii instructors -- they will be job ready in the aviation maintenance field.

Currently, HIDOE has an Aviation Maintenance Technology program of study within the Transportation Services career pathway. The HSAP can operate within this career pathway offering a two-year certification or licensing program.

Selected students will continue to attend their regular high school to complete all requirements for graduation. To fulfill DOE high school graduation requirements, they will take several courses meeting the DOE's Cluster or Concentrator requirement.

In addition to those academic requirement courses, they will simultaneously participate in these two full year aviation training courses:

Year 1: HSAP will enroll 20-30 students in the Airframe Certification cohort.

Year 2: Year 1 graduates will continue on to the Powerplant Certification cohort.

Both programs must be completed for the student to qualify for the A&P license following the certification review.

The staggered launch will allow the additional time needed to resource the Power Plant focus. Once the first student cohort progresses to Part Two of Year 1, a new group of recruits will be engaged, doubling the number of involved students by the launch of the Year 2 certification program.

TASKS:

1. Assemble a PHAM team to oversee the development of the Hawaii High School Airframe & Powerplant Training Program (HSAP).
2. Conduct research on FAA Airframe & Powerplant certification and its requirements.
3. Reach out to potential community stakeholders, like the DOE, Hawaiian Airlines, and other airline and educational providers, and solidify the terms of collaboration.
4. Secure affiliation with an FAA certified Part 147 Training Center and confirm the curriculum is compliant with the center's standards.
5. Coordinate with community collaborators, like Hawaiian Airlines and DOE, to develop an industry-relevant curriculum for the HSAP.

6. Develop a system for delivering the HSAP initiative as a satellite program.
7. Identify faculty or staff to teach coursework and conduct program training.
8. Liaise with students' home schools to set up credit transfer protocols.
9. Develop marketing and outreach strategies to promote the HSAP initiative to high school students and their parents.
10. Set up mechanisms for tracking and reporting on students' progress and overall program effectiveness.
11. Apply for any necessary permits, approvals, or licenses to operate this educational initiative.
12. Secure resources such as training equipment, educational materials, and facilities needed for the HSAP initiative.
13. Establish guidelines for the application process, program enrollment, and graduation.
14. Organize orientation sessions for students entering the HSAP program.
15. Develop strategies to sustain the program long term, including funding sources and partnerships.
16. Establish evaluation and feedback systems for the program's continuous improvement.
17. Launch the HSAP initiative and conduct regular check-ins with involved parties to ensure smooth operation.
18. Manage ongoing relationships with partners and other stakeholders involved in the initiative.

RESPONSIBILITIES:

Pearl Harbor Aviation Museum Coordination, resource management, and partnership support

Location and rental of facility
Funding

Airline Partner

A&P instructors, mentors, career counselors
Equipment
Funding
Employment options

Education Partner	Curriculum development FAA Part 147 Certification Instructor training
Community Stakeholders	Equipment and funding support Instructors Career mentorship
DOE credit	Confirmation of career Pathway accreditation High School Curriculum approval Coordinating partnering with multiple schools as each will have unique schedules, course offerings and requirements

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

PRE-PLANNING/DEVELOPMENT: These activities will be conducted regardless of whether PHAM is awarded the State GIA.

February – August 2024

Address and finalize the following:

- Facility: Research and identify feasible facility for A&P program
- Collaboration: Finalize partnership with satellite affiliate to ensure FAA Part 147 Certification.
- DOE Partnership: Formalize DOE relationship and collaboration and individual schools willing to extend the flexibility for their high school students to participate in the HSAP; Get curriculum approval from DOE

TASKS: Starting at the beginning of the State GIA Project Year.

September 2024 – June 2025

Program build out and student recruitment

- Rental and set up facility and classroom
- Instructor recruitment and training
- Formalize curriculum and experiential learning environment.
- Equipment identification and procurement n
- Scheduling and testing of curriculum
- Marketing and student communication

- **Launch Phase 0** (incoming high school juniors): Orientation session with: hands-on introduction to the A&P career; site visits; challenges that set expectations; confirms student interest, aptitude, and commitment as part of recruitment and selection; and provide them an opportunity to assess their commitment and academic readiness to the program. Implementation of remedial support in physics and math for students, as needed
 - Note: High school seniors interested in participating would only be able to complete the Airframe curriculum. Community College, or other post high school program, to secure the Power Plant certification would be required to attain the A&P license.

- **Launch Phase 1** – Airframe Curriculum
 - Student acceptance, scheduling, and execution of curriculum
 - Track, adjust, recruit, test
 - Measure outcomes
 - Support student achievement
 - Graduate at least 90% of Phase 1 cohort in Air Frame requirements
 - Study and develop the Power Plant Phase 2 programming and curriculum

OUTCOMES:

1. 70% of the initial 20-30 students (14-21 students) will complete the Year 1 training program and proceed to the Year 2 training program.
2. Of these Year 2 students, 90% will successfully complete the program. This means 12-19 students will obtain their FAA-certified A&P license.

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

Quality Assurance and Evaluation Plan:

MONITOR: PHAM will use its standard Project Continuous Monitoring Plan to assess the delivery of the training program in terms of: structure; quality of education; student attendance; and performance. Regular staff meetings and program reviews will be implemented to get updates about: ongoing processes; challenges faced; and measures to overcome those challenges.

EVALUATE: PHAM will use its standard Project Evaluation Framework to measure the program's progress and impact. This framework would include the following methods:

- Formative Evaluations: They will be performed at regular intervals, focusing on student progress and instructor performance. These evaluations help in assessing the comprehension level of students and adjusting the teaching style, content, and pace of delivery as required.
- Summative Evaluations: These are end-of-course evaluations focusing on overall learning outcomes, and the performance of both students and instructors throughout the program.
- Pre- and Post-Program Assessment: To compare the skill and knowledge level of the students before the commencement and at the end of the program.
- Testing and Certifications: Tracking the success rate of students in Federal Aviation Administration industry-standard certification tests is a major factor in evaluating the effectiveness of the program.

IMPROVE: To ensure the continual improvement of the program, feedback from students and instructors will be systematically collected and analyzed. If there are areas in need of improvement, appropriate steps will be taken based on the feedback. Improvement might be required in terms of: curriculum design; teaching methods; lab facilities; study materials; or scheduling of classes.

Moreover, an analysis of the program's second year graduates' job placement and career advancement over time could provide insight into program strengths and areas requiring improvement. An annual review of program objectives and outcomes will be conducted to make necessary revisions in line with evolving industry needs and standards.

The affiliate FAA Part 147 Aviation Maintenance Technician School's role in quality assurance will help ensure the program's high standards and deliver the best education to the students. Feedback will also be obtained from employers recruiting program graduates, providing a direct indication of the effectiveness of the training received and the readiness of the graduates to work in the industry.

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

The success of the Aviation Maintenance Technology Program would be measured using several metrics:

Year 1 – Airframe Certification:

1. Skills Acquisition: Tracking the students' progress in mastering the various aspects of aircraft maintenance and repair such as turbine and reciprocating engines, aircraft finishes, sheet metal, welding, landing gears, hydraulics, and propellers, etc.
2. Graduation Rates: Tracking percentage of students who complete the program.
3. Student Performance: Evaluating students' progress and performance in key *areas -- like maintenance and repair of various aircraft systems --* throughout the course using: standardized tests; practical exams; or assignments.
4. Quality of Instructors: Reviewing qualifications, experience, and student feedback regarding the program's instructors.
5. Employer Satisfaction: Collecting feedback from employers about the skill levels, efficiency, and comprehensive training the program provides students.
6. Continual Growth and Improvement: Evidence of continual improvements and adaptations to the program based on student and industry feedback.

Year 2 – Powerplant Certification:

1. Skills Acquisition: Tracking the students' progress in mastering the various aspects of aircraft maintenance and repair such as turbine and reciprocating engines, aircraft finishes, sheet metal, welding, landing gears, hydraulics, and propellers, etc.
2. Graduation Rates: Tracking percentage of students who complete the program.
3. Certification Acquisition: Monitoring the number or percentage of students who successfully obtain industry standard certifications, like Federal Aviation Administration, at the end of the program.

4. Job Placement: Assessing the number or percentage of graduates who secure jobs in the aviation maintenance field within a specified period of time after program completion.
5. Quality of Employment: Apart from just employment, the quality of job roles the students secure post program is also crucial. If students are securing highly technical jobs -- like aviation mechanics as planned -- the program can be considered a success.
6. Employer Satisfaction: Collecting feedback from employers about the skill levels, efficiency, and proficiency of graduates from the program.
7. Student Satisfaction: Administering surveys or interviews to gauge students' satisfaction levels regarding the program, curriculum, instruction, support services and facilities.

IV. Financial

Budget

1. **The applicant shall submit a budget utilizing the enclosed budget forms as applicable, to detail the cost of the request.**
 - a. **Budget request by source of funds** – Attached
 - b. **Personnel salaries and wages** – Attached
 - c. **Equipment and motor vehicles** – Attached
 - d. **Capital project details** – Attached
 - e. **Government contracts, grants, and grants in aid** – Attached
2. **The applicant shall provide its anticipated quarterly funding requests for the fiscal year 2025.**

Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total Grant
\$228,350	\$130,850	\$122,050	\$119,550	\$600,800

3. **The applicant shall provide a listing of all other sources of funding that they are seeking for fiscal year 2025.**

Pacific Aviation Museum is constantly applying for grants for this project, here are some to the grants that we've applied for or already have:

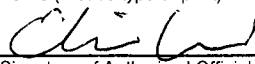
Ray Foundation – PHAM has secured a 3-year commitment from the Ray Foundation that will total \$475,000 to provide scholarship support to Hawaii youth interested in pilot training.

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” program.

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2024 to June 30, 2025

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	210,000			
2. Payroll Taxes & Assessments	16,800			
3. Fringe Benefits	31,500			
TOTAL PERSONNEL COST	258,300			
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island				
2. Insurance	35,000			
3. Lease/Rental of Equipment				
4. Lease/Rental of Space	150,000			
5. Staff Training	15,000			10,000
6. Supplies	8,000			65,000
7. Telecommunication	2,500			
8. Utilities				
9. Discovering Flight Curriculum	5,000			
10. Aviation Club Delivery	7,500			2,500
11. Marketing/ Advertising	5,000			5,650
12. Student Registration/ Matriculation (25-35 Students)	30,000			
13. Student Travel	500			
14. Grant Management	24,000			
15				
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	282,500			83,150
C. EQUIPMENT PURCHASES	60,000			96,000
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	600,800			179,150
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	600,800	Woo Ri Kim, Director of Development		808-824-3505
(b) Total Federal Funds Requested		Name (Please type or print)		Phone
(c) Total County Funds Requested				1/18/2024
(d) Total Private/Other Funds Requested	179,150	Signature of Authorized Official		Date
TOTAL BUDGET	779,950	Elissa Lines, Executive Director		
		Name and Title (Please type or print)		

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2023 to June 30, 2024

Applicant: Pearl Harbor Aviation Museum

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
Aviation Pathways Program Director	FT	\$70,000.00	100.00%	\$ 70,000.00
A&P Program Manager	FT	\$55,000.00	100.00%	\$ 55,000.00
Educator #1	PT	\$30,000.00	50.00%	\$ 15,000.00
Educator #2	PT	\$30,000.00	50.00%	\$ 15,000.00
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
TOTAL:				155,000.00
JUSTIFICATION/COMMENTS:				

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
Computers	10.00	\$2,000.00	\$ 20,000.00	\$20,000
Equipment for program - please see list attached	1	\$40,000.00	\$ 40,000.00	\$40,000
			\$ -	
			\$ -	
			\$ -	
TOTAL:	11		\$ 60,000.00	\$60,000

JUSTIFICATION/COMMENTS:

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

JUSTIFICATION/COMMENTS:

We are asking for a portion for the equipment list which is attached after this page, we know the equipment will be more than the amount asked for.

Annex Instructional Aides and Equipment

1 RB211-22 B engine
4 T-8D turbine engines
1 R- 1340 cut away
1 Air compressor
1 Propeller table
1 Spark plug cleaner
1 Grinder
1 Drill press
1 T.V.
1 V.C.R
1 Cleaning tank
1 Smart board
24 Dell laptops
3 Dell optiplex desktops
1 Garrett 727 APU
1 Boeing 727 federal express
1 Magneto tester
1 Helicopter genesis
1 Magnaflux A-1025S
1 Cessna 310
King alternator/generator tester
6 Lycoming 0-290 engines
1 0-320 engines
6 Senseinich fixed pitch propellers
3 McCauley fixed props
3 McCauley variable pitch props
1 P&W JT-9D

BUDGET JUSTIFICATION - CAPITAL PROJECT DETAILS

Period: July 1, 2024 to June 30, 2025

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: 2022-2023	FY: 2023-2024	FY:2024-2025	FY:2024-2025	FY:2025-2026	FY:2026-2027
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: 2,484,350

	CONTRACT DESCRIPTION	EFFECTIVE DATES	AGENCY	GOVERNMENT ENTITY (U.S./State/Hawaii/ Honolulu/ Kauai/ Maui County)	CONTRACT VALUE
Capital and Programmatic Funding					
1	Aviation Pathways Program Support	TBD	Department of Business Economic Development and Tourism	State of Hawaii	\$200,000
2	American Battlefield Protection Program - Preservation Planning Grant	Oct. 2023 - Sept. 2025	National Park Service	U.S.	\$140,044
3	Completion of the Ford Island Control Tower Resortation (ACT 248, SLH 2022)	Jan. 2023 - Jan 2024	Department of Defense	State of Hawaii	\$100,000
4	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
5	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
6	Restoring Tower Second Floor Interior (ACT 39, SLH 2019)	Feb. 2020 - June 2021	Department of Defense	State of Hawaii	\$150,000
7	Youth STEM Education Gallery (CT-DCS-2000069)	Oct. 2019- Sept. 2020	Department of Community Services	City and County of Honolulu	\$125,000
8	Learning Lab (ACT 49, SLH 2017)	Feb. 2018 - June 2021	Department of Defense	State of Hawaii	\$400,000
9	Control Tower Elevator (ACT 124, SLH 2016)	Apr. 2017 - Dec. 2019	Department of Defense	State of Hawaii	\$250,000
10	Control Tower Restoration - Phase 1 (ACT 122, ALH 2014)	July 2016 - Dec. 2016	Department of Defense	State of Hawaii	\$550,000
11	Education Program (ACT 119, SLH 2015)	Jan. 2016 - Dec. 2016	Department of Defense	State of Hawaii	\$180,000
COVID-Relief Related Funding					COVID Relief Funding Total:
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

WorkForce Development – PHAM is seeking programmatic support from WorkForce Development to invest in the delivery of this multi-pronged initiative

Airline In-Kind support – PHAM is seeking aviation mechanics mentors, loaned to the museum by active airlines partnering to increase the number of potential mechanics joining the market place.

- 4. The applicant shall provide a listing of all state and federal tax credits it has been granted within the prior three years. Additionally, the applicant shall provide a listing of all state and federal tax credits they have applied for or anticipate applying for pertaining to any capital project, if applicable.**

Not applicable

- 5. The applicant shall provide a listing of all federal, state, and county government contracts, grants, and grants in aid it has been granted within the prior three years and will be receiving for fiscal year 2025 for program funding.**
- 6. The applicant shall provide the balance of its unrestricted current assets as of December 31, 2023.**

V. Experience and Capability

1. Necessary Skills and Experience

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

Since opening in December 2006, 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 15,000 young people of all ages each year. Whether students participate in programs delivered at the Museum campus 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.

1. **Museum Field Trips:** Over 6,000 school students attending public, private, charter and home schools visit the Museum annually during non-COVID years. PHAM provides free bus transportation to help schools get to the Museum and once annually, a special program is planned to bring students from the neighbor islands to Oahu to experience the impact of Pearl Harbor. In addition to experiencing our unique curricula that combines lessons in Aviation Science with leadership development, visiting students now 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.

Delivered by PHAM's aviation, aerospace, history, and math experts, these programs enrich classroom learning, enhance critical-thinking, communication, decision-making, and leadership skills, and are fully aligned with state and national STEM standards, which will allow teachers to integrate ALC programs seamlessly into their classroom curricula.

2. **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-flying an aircraft for flight – inspection protocols
 - Weather and flight planning
3. **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.

2. Facilities

The applicant shall provide a description of its facilities and demonstrate its adequacy in relation to the request. If facilities are not presently available, describe plans to secure facilities.

PHAM’s continuing mission 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 Aerological 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

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

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

- **Executive Director:** Elissa Lines: Ms. Lines, who joined the Pearl Harbor Aviation Museum team in 2013, will oversee PHAM’s completing this project and its master plan. 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.

- **Senior Manager of Aviation Pathways:** 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 of the Aviation Pathways programs, successfully launching “Phase 1” of this initiative, 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.

- **Senior Manager of Education Programs:** Lt. Col William "Spin" Spinola, USAF (Ret.), oversees a team of five educators and is responsible for the execution of the Museum's Education programs, developing and promoting educational programs that advance STEM concepts for students in grades K -12. Lt. Col Spinola has over 28 years of experience as a combat arms officer and command and staff officer, serving both in active duty and reserve US Army and US Air Force. He is also an accomplished pilot with Private Pilot and Sport Pilot ratings.
- **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

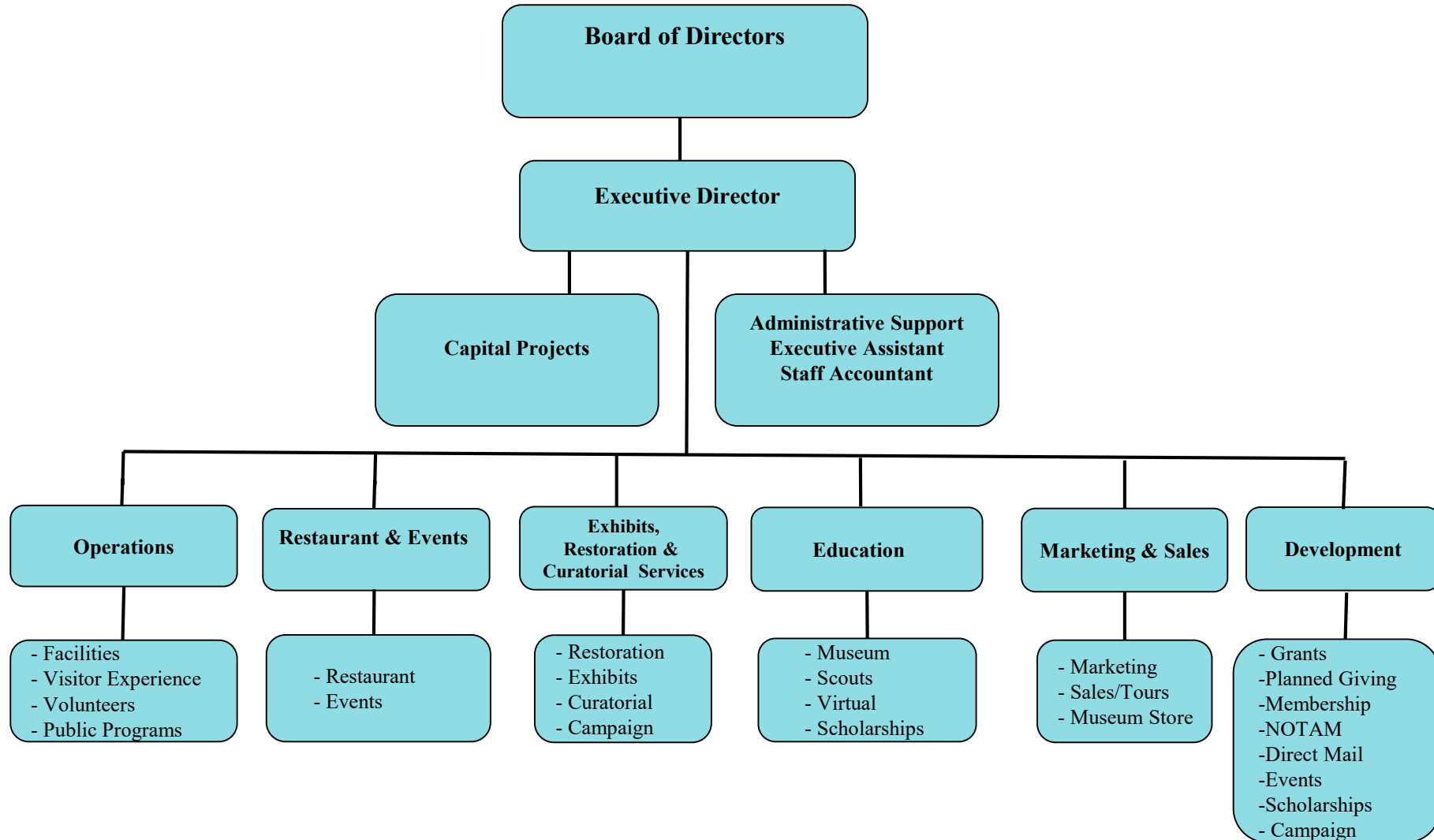
The applicant shall illustrate the position of each staff and line of responsibility/supervision. If the request is part of a large, multi-purpose organization, include an organization chart that illustrates the placement of this request.

Attached



FORD ISLAND, HAWAII

Organization Chart



3. Compensation

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

VII. Other

1. Litigation

Not applicable

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

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 2024-25 the activity funded by the grant if the grant of this application is:

(a) Received by the applicant for fiscal year 2024-25, but

(b) Not received by the applicant thereafter.

Additional and ongoing funding for the “Hawaii High School Airframe & Powerplant Training Program (HSAP)” 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.

PHAM has secured a 3-year commitment from the Ray Foundation that will total \$475,000 to provide scholarship support to Hawaii youth interested in pilot training. PHAM also has an education endowment that yields between \$15,000 - \$20,000 in interest annually. Additionally, funds through the Alexander Gaston Pearl Harbor Historical Sites Fund will become available over the next few years to support school visitation and programs.